<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>2:00-2:05</td>
<td>Approval of Draft Minutes of April 4, 2019</td>
</tr>
<tr>
<td>2:00-2:05</td>
<td>Approval of the Consent Calendar (Items denoted with an &quot;**&quot; are included on the Consent Calendar.)</td>
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<tr>
<td>2:05-2:10</td>
<td>Welcome &amp; Brief Announcements – Joseph Bristow, Chair, Academic Senate</td>
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<tr>
<td>2:10-2:15</td>
<td>• Academic Senate Elections – Tim Malloy, Secretary, Academic Senate</td>
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<td></td>
<td>- Executive Board Voting Announcement</td>
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<tr>
<td>2:15-2:45</td>
<td>Presentation: Executive Vice Chancellor &amp; Provost Scott Waugh</td>
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<tr>
<td>2:45-3:00</td>
<td>Reports of Standing Committees and Faculties:</td>
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<tr>
<td></td>
<td>• Undergraduate Council – Rob Gould, Chair</td>
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<td></td>
<td>Education and Social Transformation BA Proposal</td>
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<tr>
<td>3:00-3:10</td>
<td>University and Faculty Welfare</td>
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<tr>
<td></td>
<td>Updates on UC and Campus Issues – Joseph Bristow, Chair, Academic Senate</td>
</tr>
<tr>
<td>3:10-3:15</td>
<td>Election Results Announcement – Senate Secretary Tim Malloy</td>
</tr>
<tr>
<td>3:15-3:45</td>
<td>Announcements and Presentation of Awards</td>
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<tr>
<td>3:45-3:55</td>
<td>• Presentation and Gold Shield Award – Chancellor Gene Block</td>
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<tr>
<td></td>
<td>• Senate Awards Recipient Announcements – Senate Chair Joseph Bristow</td>
</tr>
<tr>
<td>3:55-4:00</td>
<td>New Business</td>
</tr>
<tr>
<td>4:00-4:30</td>
<td>Award Recipient Reception – Faculty Center California Patio</td>
</tr>
</tbody>
</table>
# Meeting Materials

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**Draft Meeting Minutes (April 4, 2019 Meeting)**
---LEGISLATIVE ASSEMBLY

**2017-18 Annual Reports**
---GAC Final Response
---P&T Final Response
---Charges Final Response
---R&J Final Response
---UgC Final Response

**Committee on Committees Slate Updates - New Officers and Committee Roster 2018-19 Spring**
---ConC Final Response - New Officers and Committee Roster 2018-19 ConC Worksheet 2019 Spring

**New Officers and Committee Roster 2019-20 Fall**
---ConC Final Response - New Officers and Committee Roster 2019-20 Fall

**Family Medicine Voting Bylaws - 2019**
---R&J Final Response
---R&J Final Response Previous
---R&J Family Medicine Voting Bylaw 55 - 2019

**Proposed Revisions to Bylaw 75.3 and Appendix IX: Council on Research**
---R&J Final Response
---R&J Final Response
---COR COR to CRJ_Bylaw 75.3 Council on Research and Appendix IX_3-15-2019
---COR COR Bylaws UC 2018
---COR Letter to Committee on Rules and Jurisdiction and Proposed Revisions to Bylaw 75.3 and Appendix IX

**Education and Social Transformation BA Proposal_May 2019**
---UgC Education and Social Transformation - Substantive Change Screening Determination_ No further review of program needed
---UgC Education BA UgC to Senate Chair_5-1-19
---UgC R and J-UgC-Re Education BA_FINAL Response_03-19-2019
---UgC Education Proposal Cover LetterDean Suarez-Orozco to UgC_3-8-19
---UgC Executive Summary - Education Major Proposal 3-8-19
---UgC Bachelor of Arts in Education and Social Transformation Proposal 3-8-19
---UgC Addendum to Education Proposal for Undergraduate Council
---CPB Final Response - CPB to UgC_Education and Social Transformation BA_01_06_2019
---UgC AVC Roth Resource Analysis Letter
---UgC GSEIS Dean Letter for Ed Major Proposal
---UgC Social Sci Dean Support Letter
---UgC Life Sci Dean Support Letter GSEIS major 2018.11.16
---UgC Public Affairs Dean Endorsement Letter_11_12_18

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## Approval of Minutes and Consent Calendar

**Chair Joseph Bristow**

The February 28, 2019 minutes were approved as written.

## Welcome and Brief Announcements

**Chair Joseph Bristow**

Chair Joseph Bristow welcomed Legislative Assembly members. Chair Bristow outlined the meeting agenda and provided a brief description of each agenda item.

Professors Deborah Glik and Michael Prelip gave an in-memoriam on Professor Emeritus Linda B. Bourque. An extraordinary faculty member of the highest integrity, Professor Bourque was an indispensable force at the School of Public Health and will be profoundly missed. The Assembly observed a moment of silence in remembrance of Professor Bourque.

Chair Bristow announced the Academic Senate Elections nomination period is now open. The nomination period is open from Wednesday, April 3 through April 24, 2019. The voting period for Vice Chair/Chair-Elect and Committee on Committee members will open on Wednesday, May 1, 2019 at 12:00 PM. The election of Executive Board members will be held at the May 30, 2019 Legislative Assembly (LgA) Meeting.
IV. Presentation: Open Access, Elsevier, and Re-licensing with Scholarly Publishers

University Librarian Virginia Steel, Associate University Librarian Alison Scott and Director Rikke Ogawa gave a presentation on Open Access, Elsevier, and Re-licensing with Scholarly Publishers.

University Librarian Steel announced that the term of subscription contract had ended.

In December 2018, the University of California’s began negotiations with Elsevier to renew its contract. Under Elsevier’s proposed terms, publishers may charge UC authors’ large publishing fees on top of the university’s multi-million dollar subscription, resulting in much greater cost to the university and much higher profits for Elsevier. Specifically, Elsevier’s proposal added more than $10 million per year in article publishing fees to make articles immediately available upon publication, in addition to the multi-million-dollar annual subscription simply to read the journals.

University Librarian Virginia Steel and Senate Chair Joseph Bristow were deeply concerned with these negotiations because of the amount of money involved and the control Elsevier has over the intellectual efforts of UC’s faculty, researchers, and staff. The University of California is collectively paying Elsevier more than $11.5 million for its journals, products, and services. UC currently spends 25 percent of its $40 million system wide budget on Elsevier journals. In addition to journals, UC spends millions more annually on other Elsevier products, such as e-books, major reference works and databases.

On February 28, 2019, the University of California decided not to renew its subscriptions with Elsevier. Despite months of contract negotiations, Elsevier was unwilling to meet UC’s key goal of securing universal open access to UC research while containing the escalating costs of journals. With this decision, UC has joined a number of prestigious universities around the world that have rejected Elsevier’s hefty prices and inflexible terms. Associate University Librarian Alison Scott assured members that they are determined to make published research by UCLA authors as accessible as possible, but not at such a steep price. Elsevier has not provided a date on which its new journal content will no longer be accessible to UC students, faculty, and staff.

Director Ogawa stated that faculty are able to access most articles published in Elsevier journals prior to January 1, 2019. UC has permanent access to about 86 percent of titles covered by UC’s expired contract. This does not affect access to e-books and patient care resources published by Elsevier, such as reference and clinical titles, or to non-journal research tools. Those are on separate contracts. Faculty can access recent journal articles through Interlibrary loan or UC e-Links, open repositories, browser extensions or contacting the author.

V. Consent Calendar

NONE
VI. Special Orders: Memorial to the Regents

Chair Bristow provided an overview of the Petition to Divest the University’s Endowment Portfolio of all investments in the 200 Publicly Traded Fossil Fuel Companies. UC currently owns shares in companies on the Carbon Underground 200 list. UC’s holdings of securities in oil and gas drilling and refining firms is approximately three percent of UC’s public equity holdings. The Memorial would have the Regents divest entirely from all companies currently on that list.

Professor Malcolm Gordon from the Department of Ecology & Evolutionary Biology asked members if divesting is the most effective and strategic path to take on this issue. Professor Vasilios Manousiouthakis, from the Department of Chemical and Biochemical Engineering, gave a presentation on carbon dioxide emissions and its effects on climate change.

Professor Gordon and Chair Bristow read the arguments in favor and against the petition to Divest the University’s Endowment Portfolio of all investments in the 200 Publicly Traded Fossil Fuel Companies.

The motion to approve the Memorial to the Regents passed by a majority vote of 35 in favor, 33 opposed, and 7 abstentions.

VII. Reports on Special Committees

NONE

VIII. Reports of Standing Committees and Faculties

Proposal to establish a Labor Studies Interdepartmental Degree Program.
Undergraduate Council Chair Robert Gould provided a brief overview of the proposal. The motion to approve the proposal was approved by 61 in favor, 4 opposed, and 2 abstentions.

Proposal to establish a Dual Master of Financial Engineering (MFE) - Asia Pacific with the Guanghua School of Management at Peking University, Master of Finance (M. Fin).
Graduate Chair Willeke Wendrich along with School of Management Professor Mikhail Chernov and Assistant Dean Wendy Guild provided a brief overview of the proposal to establish a Dual Master of Financial Engineering (MFE) - Asia Pacific with the Guanghua School of Management at Peking University, Master of Finance (M. Fin). Chair Wendrich stated that the program is not an exchange program and will only require 2.5 faculty support. The motion to approve the proposal was rejected by a vote of 21 in favor, 36 opposed, and 9 abstentions.

IX. Petitions of Students

NONE
X. Unfinished Business

NONE

XI. University and Faculty Welfare

Chair Joseph Bristow

Updates on UC and Campus Issues - Joseph Bristow, Chair, Academic Senate

- **UCPath**: Chair Bristow informed members that UCLA now has an on-campus UCPath Central Response Unit (CRU) that can address questions faculty may have about paychecks and W-2s. If faculty have a pay related issue, they may contact the UCLA Central Resource unit at (310) 825-1089. If faculty experience a non-payroll related issue, they may contact the UCPath Center at (855) 982-7284. A memo containing this information will arrive via campus email on April 5, 2019.

- **Student Admissions Fraud**: Chair Bristow gave an update on the admissions fraud issue and its effect on UCLA. News of admissions fraud broke on Tuesday, March 12. UCLA was affected by one student enrolled in 2016 through the student athletics program and one student in 2019 whose admission for 2019 entry was rescinded. A federal investigation is ongoing. The UCLA Academic Senate convened a meeting with administrators, Senate committee chairs, and the Office of Legal Affairs to discuss the matter. The Senate’s Intercollegiate Athletics Committee will meet to discuss where matters stand. The investigation is ongoing.

XII. NEW BUSINESS

No new business was discussed.

The meeting was adjourned at 4:02 pm.
To the Academic Senate, Los Angeles Division:

Systemwide bylaws require (335§B.1) that each division have “an individual or panel (preferably former members of the Privilege and Tenure Committee, but not current members) who shall be available to each grievant to discuss the claim of violation of rights and privileges and to provide advice on the appropriate procedure to be followed.” At UCLA, the “Grievance Advisory Committee” (GAC) fills that role. UCLA Bylaw Appendix XII also provides that any UCLA community members who may want to file a charge against a Senate faculty member and any Senate member who has been so charged will have an opportunity to speak to a GAC member to either “discuss functions of the Charges Committee and the Committee on Privilege and Tenure” or “receive information about the pending procedures.” Members of GAC meet individually with grievants or respondents. In practice, meetings with GAC members offer an opportunity for Senate members who may want to bring a grievance or a charge or believe that one may be brought against them to talk confidentially to someone knowledgeable about the University’s legal procedures. Faculty members often request to meet multiple times with a GAC member. In a high proportion of cases, meetings with GAC members lead to informal resolutions of faculty members’ concerns. The GAC Chair works with the Senate Analyst to make referrals on a rotating basis and with consideration for area knowledge and conflicts of interest. Bylaw 335§B.1 further provides that such meetings carry “the understanding that the grievance will not be disclosed and that the consultation shall not constitute notice of the grievance to the campus or University administration.” GAC members are to “maintain full confidentiality to the extent allowable by law.”

The members met once as a committee to review past case outcome examples and for orientation. All members are former members of the Charges Committee and/or the Privilege and Tenure Committee. After a GAC consultation, with the assistance of the Senate Analyst, individuals are provided with policy information and referred either to commence a Charges process, Senate grievance, or to other resources as they might apply, including Ombudsperson, Staff Affirmative Action, Dean of Students, Chair/Dean of Department, and Human Resources. GAC members may also, with consent of the grievant, assist with seeking administrative remedies.

In 2017-2018, there were 21 consultations. Of the 20 consultations, 11 were brought by members of the Faculty Senate, 4 by non-Senate faculty or staff, 4 from students, and 2 from other Senate committees. Two matters were referred to the non-Senate grievance process (APM-140), 1 to the whistleblower (compliance) office, 3 filed grievances and/or charges. Faculty seeking grading and student evaluation guidance all resolved their cases without further action. Both personnel cases were also able to resolve their concerns with information provided.

Lastly, GAC provided feedback on the proposed revisions to UCLA Bylaws Appendix XII.

The following illustrates the range of consultations.

<table>
<thead>
<tr>
<th>DESCRIPTION OF INQUIRIES: ALLEGED COMPLAINT / GRIEVANCE</th>
<th>NUMBER OF CONSULTATIONS</th>
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<tbody>
<tr>
<td>Procedural errors or impermissible criteria violations - Personnel</td>
<td>2</td>
</tr>
<tr>
<td>Faculty rights</td>
<td>3</td>
</tr>
<tr>
<td>Faculty seeking grading / student evaluation guidance</td>
<td>5</td>
</tr>
<tr>
<td>Students considering grading complaints</td>
<td>4</td>
</tr>
<tr>
<td>Senate Faculty respondent, charges case</td>
<td>1</td>
</tr>
<tr>
<td>Non-Senate Faculty</td>
<td>2</td>
</tr>
<tr>
<td>Staff, complaints hostile environment</td>
<td>2</td>
</tr>
<tr>
<td>Senate Committees referring complaints</td>
<td>2</td>
</tr>
</tbody>
</table>

Respectively submitted,

Mark Greenberg, 2017-18 Chair

On behalf of Grievance Advisory Committee members: Anahid Jewett, Harley Kornblum, Diana Messadi, Stephanie White
Committee on Privilege and Tenure 2017-2018 Annual Report

To the Academic Senate, Los Angeles Division:

The Committee on Privilege and Tenure investigates grievances filed by faculty members who allege that their rights and/or privileges have been violated. When the Committee finds a *prima facie* case with sufficient evidence to believe that rights may have been violated, it may work with an administrator with authority to offer a remedy an opportunity to respond as well as attempt to otherwise promote a resolution of the grievance. If no resolution can be reached, the Faculty member has the right to request that the Committee hold a formal hearing to determine whether the faculty member’s rights and/or privileges have been violated. If the Committee determines that a faculty member’s rights and/or privileges have been violated, it recommends a settlement to the Vice-Chancellor for Academic Personnel.

In addition to regular meetings and grievance reviews, the Committee on Privilege and Tenure (P&T) is also responsible to form Hearing Committees and conduct formal hearings in non-Senate early termination cases and in disciplinary cases where a) the Charges Committee has found probable cause that a faculty member may have violated the Faculty Code of Conduct and, b) the Office of the Vice-Chancellor has sustained the decision of the Charges Committee and sought to resolve the matter through a formal hearing.

Grievance Cases
The Committee continued working on 2 grievances unresolved in 2016-17 and received 9 new grievances.

Two grievances alleged improper procedures and impermissible criteria in personnel cases. One was resolved with an administrative settlement and though the other was eventually found to fail the *prima facie* test, the Committee did attempt a partial resolution with the department.

P&T is also responsible for reviewing grading complaints if the student alleges a grade was assigned for other than academic reasons. The Committee reviewed two such cases. One failed to prove the assigned grade was given for non-academic reasons. In the other case, the Committee found the professor had assigned the grade punitively rather than for academic reasons. That case was referred to the Senate Chair to appoint an *ad hoc* committee to review the student’s work and assign a grade.

Two Committee members served on an *ad hoc* committee (one serving as Chair) for a non-Senate grievance that involved academic freedom issues.

The remaining 4 new cases as well as the 2 carryover cases involved general violations of professional rights of faculty as detailed in the Faculty Code of Conduct, including the right to participate in various aspects of Senate governance, freedom to address any matter of institutional policy, the general right to be judged by one’s colleagues solely on the basis of professional qualifications and professional conduct, and general administrative failure to provide conditions hospitable to the pursuit of teaching, learning, research, and public service. After review of the evidence and hearing from the faculty member and one witness, one case failed the *prima facie* test. Another case met the *prima facie* test on one matter but not on the remaining questions. The Committee recommended a structural remedy to restore departmental governance rights. One case received near the end of the year was put on hold pending the outcome of a related discrimination investigation.

Two cases met both the *prima facie* and sufficient evidence tests. The Committee was able to obtain partial administrative solutions in each case, but the cases remained otherwise open and unresolved at the end of the year.

**Formal Hearing: Early Termination**
By Bylaw 337, non-Senate members may opt for a hearing before a Privilege & Tenure Committee when faced with early termination. Three Committee members and one external divisional Senate member served on a Hearing
Committee for a proposed early termination of a non-Senate member. The Hearing Committee service overlapped terms. The hearing itself took place over four days in July 2017. Sequential briefs were submitted to the Committee in October and November after which the Committee deliberated and submitted their “findings of fact, conclusions supported by a statement of reasons based on the evidence, and recommendation” to the Vice Chancellor of Academic Personnel. The Committee found that the University proved by a preponderance of the evidence that the early termination was for good cause.

**Disciplinary Cases**

In fall 2017, the Committee received two separate cases for disciplinary hearings. In each instance, the Committee formed Hearing Committees, held a pre-hearing conference, and set hearing dates. Both matters settled right before the hearings commenced. As provided for in UCLA Appendix XII, Section 8 (“Rules Governing Settlements,”) the full Privilege & Tenure Committee affirmed in each case that the complainant had reviewed and had opportunity to comment on the settlement and that the complainant’s comments, if any, were given due consideration and weight. In both cases, The Committee concurred with the settlement terms in light of the findings and information available.

At the end of summer 2018, the Committee received a third case for a disciplinary hearing. That case was referred to the 2018-19 Committee to begin pre-hearing arrangements.

**Additional Committee Actions**

The Committee provided feedback on proposed revisions to UCLA Appendix XII. While Appendix XII principally governs Charge Committee processes, several provisions apply to the Privilege and Tenure Committee.

The Committee also attempted to work with the Committee on Teaching to develop different procedures for grading grievances. The Committee on Teaching did not believe it has the capacity to be involved with these at this time.

The Committee held discussions with the Faculty Executive Committee of the David Geffen School of Medicine on possible ways that FEC could be involved with helping to resolve non-Senate grievances.

Respectfully submitted,

E. Richard Stiehm, Chair Privilege & Tenure

*On behalf of the members of the Privilege & Tenure Committee:* Alistair Cochran; Sheryl Kataoka; Vilma Ortiz; Norweeta Milburn; Patricia Johnson; Avanidhar Subrahmanyan
As specified in Senate Bylaw 334.B, each Divisional Privilege and Tenure Committee is required annually to submit a summary of its cases to the University Committee on Privilege and Tenure (UCP&T). To fulfill this requirement, each Divisional P&T Committee should complete the following Divisional P&T Activity Survey form.

**INSTRUCTIONS:** This form should reflect the cases that were brought before the P&T Committee during the academic year indicated or carried forward from prior years. It should not reflect cases that were handled prior to reaching the Committee, for example, cases brought before Charges Committees or cases handled by mediation that did not come to the P&T Committee. Please do not include any identifying information, such as names of individuals or departments.

The form should be completed by the P&T Committee at the end of each academic year and submitted by **November 1st** to:

UCP&T Committee Analyst  
Systemwide Academic Senate  
University of California  
1111 Franklin Street, 12th Floor  
Oakland, CA 94607-5200

For assistance in completing this form, contact the Systemwide Academic Senate Office at 510-987-9143 and ask to speak to the UCP&T Committee Analyst.

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**CAMPUS** | Los Angeles  
---|---
**ACADEMIC YEAR** | 2017-18  
---|---
**CHAIR, P&T** | Richard Steihm, M.D.  
---|---
**CONTACT INFO** | rstehm@mednet.ucla.edu  
---|---
**FORM PREPARED BY** | Marian M. Olivas  
---|---
**CONTACT INFO** | molivas@senate.ucla.edu  
---|---

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**I. GRIEVANCES (SBL 335)**

A. How many grievances were carried forward from last year? 2

B. How many new grievance complaints were received during the year? 8

1. How many different types of new grievance complaints were received in the following categories (the total may be greater than the number reported above if more than one complaint was made in a single grievance):

   a. Improper procedures (APM 210) 1  
   b. Impermissible criteria on personnel action 1  
      (1) Discrimination (UC Nondiscrimination Policy)  
      (2) Other (specify) 1  
   c. Voting rights (SBL 55)  
   d. Improper denial of work related privileges or employee benefits 4  
   e. Other (specify) grading (2)  

2. How many new grievances failed the *prima facie* test? (SBL 335.B.2) 2  
3. How many new grievances passed the *prima facie* test? (SBL 335.B.2) 6  
4. How many new grievances passed the “sufficient reason” test? (SBL 335.B.3) 5  
5. How many new grievances were related to separate disciplinary matters? (SBL 335.E) 1
C. For grievances cases carried forward from last year and new grievance complaints this year:
   1. How many grievances were resolved prior to a formal hearing? (SBL 335.C) 3
      a. Resolved through a negotiated resolution (SBL 335.C.1) 3
      b. Resolved through mediation (SBL 335.C.2)
      c. Resolved because the grievant withdrew the complaint
   2. How many grievances resulted in a formal hearing? (SBL 335.D) 0
      a. How many hearings resulted in a finding that faculty rights were violated?
      b. In how many cases was the Chancellor’s decision in agreement with the Hearing Committee’s recommendation? (SBL 334.C)
   3. How many grievances were carried forward until the next year? 4

II. DISCIPLINE CASES (SBL 336)
A. How many disciplinary cases were carried forward from last year? 2
B. How many new disciplinary cases were received during the year? 4
   For each new disciplinary case received, please indicate the type of violation (cite the appropriate section of the Faculty Code of Conduct (APM 015) or University policy):
   1. A,C,D (ethical); II.A, 2, 4 II.B II.D.1
   2. II.A.1(a)(b) II.A.2 II.A (ethical)
   3. II.A.2 II.B.7
   4. II.A.2
   5. 
   C. For disciplinary cases carried forward from last year and new disciplinary cases this year:
   1. How many disciplinary cases were resolved prior to a formal hearing? (SBL 336.C) 5
      a. Resolved through a negotiated resolution (SBL 336.C.1) 5 **all reviewed by P&T**
      b. Resolved through mediation (SBL 336.C.2)
   2. How many disciplinary hearings were held? (SBL 336.D)
      a. How many hearings resulted in a finding of a violation of the Faculty Code of Conduct (APM 015) or University policy? For each case that resulted in a finding of a violation, please indicate (using the same number that corresponds to the violation listed in ‘B’ above) the proposed sanction (APM 016.II):
         (1) 
         (2) 
         (3) 
         (4) 
         (5) 
      b. In how many cases was the Chancellor’s decision in agreement with the Hearing Committee’s recommendation? (SBL 334.C, APM 016.I)
   3. How many disciplinary cases were carried forward until next year? 1
III. EARLY TERMINATION HEARINGS (SBL 337)

A. How many cases were carried forward from last year? 1

B. How many new hearings were requested during the year? [ ]

1. How many new cases were brought by the following faculty:
   a. Untenured faculty member [ ]
   b. Tenured faculty member [ ]
   c. Non-Senate faculty member [ ]

2. How many new cases were based on the following "good cause" reasons:
   a. Incompetent performance (APM 075) [ ]
   b. Other (specify) [ ]

C. For early termination cases carried forward from last year and new early termination cases:

1. How many cases were resolved without a hearing? (SBL 337.A) [ ]
   a. Resolved through a negotiated resolution (SBL 337.A) [ ]
   b. Resolved through mediation (SBL 337.A) [ ]
   c. Resolved because a grievance was filed for non-reappointment (SBL 337.A) [ ]

2. How many hearings took place? (SBL 337.B) [ ]
   a. In how many cases did the Hearing Committee find "good cause" for dismissal? (SBL 337.B.7) [ ] 0 (failed preponderance of evidence)
   b. In how many cases was the Chancellor's decision in agreement with the Hearing Committee's recommendation? (SBL 334.C) [ ] 1

3. How many cases were carried forward until the next year? [ ]

IV. ADDITIONAL CASES

A. P&T was also asked to provide a consultation regarding a Unit 18 grievance over academic freedom.
To the Academic Senate, Los Angeles Division:

The Charges Committee reviews alleged violations of the Faculty Code of Conduct brought against members of the Academic Senate. Anyone may bring a complaint to the Charges Committee if the complaint concerns an alleged violation of one or more of the provisions of the Faculty Code. The Committee’s task is, first, to determine whether the alleged behavior would be in violation of the Faculty Code of Conduct, and then, once a charge has been accepted, to determine whether or not there is “probable cause” that the violation took place. The Committee communicates its findings in a report to the Vice Chancellor of Academic Personnel (VCAP). A probable cause determination means the VCAP will refer the case with sanction recommendations to the Privilege & Tenure Committee for a disciplinary hearing. Should the Charges Committee determine no probable cause, the VCAP may disagree, as long as any disagreements are discussed with the Committee before s/he makes any final decision as to probable cause.

The Committee reviewed three complex cases. Two cases involved reviews of Title IX findings of policy reviews. These were sent with comments on the reports and concurrence of probable cause to the VCAP. After interviewing several witnesses, the Committee opted, with the agreement of the parties (both faculty members), to send the third case to mediation. The third case was not resolved as of the end of the year.

The Committee notes that one case was delivered to the Committee mid-June. Because the case involved Title IX allegations, policies required the Committee to review and respond promptly and therefore the Committee had to meet in June and July to afford the parties an opportunity to speak to the Committee as well as to deliberate regarding their report. The need for year-round availability will increasingly be an important consideration.

A substantial amount of the Committee’s time was spent reviewing revisions of the local procedures in Appendix XII, “Campus Procedures for Implementation of University Policy on Faculty Conduct.” The revisions were made necessary by changes in the systemwide Sexual Violence and Sexual Harassment policies. Committee members are grateful for the substantial efforts made by its 2017-18 Charges Chair, Clyde Spillenger, and the previous Charges Chair, Dan Bussel, as they participated in the workgroup proposing the revisions and worked through several rounds of feedback from Charges Committee members, campus partners, and other committees. The revisions were approved at the last Legislative Assembly.

In addition to the cases and policies listed above, the Charges Committee continued to improve its internal methods of procedure and review. The Charges Committee members had a strong attendance record at meetings and provided timely feedback when reviewing any reports the Committee prepares.

Please also see the “Divisional P&T Activity Survey” for 2017-18 filed with the P&T Annual Report. Because UCLA has a separate Charges Committee (rather than a subcommittee of P&T), data from Charges cases is included in this survey.

Respectfully submitted,

Clyde Spillenger, Chair, Charges Committee

On behalf of the members of the Charges Committee:
Christopher Anderson; David Blank; Troy Carter; Jody Kreiman; Sherry Ortner; Scott Cummings;
Guillaume Chanfreau
To the Legislative Assembly of the Academic Senate, Los Angeles Division:

The Committee on Rules and Jurisdiction (R&J) “advises the Academic Senate of the Los Angeles Division, its officers, committees and Faculties in all matters of organization, jurisdiction, and interpretation of legislation of the Division and its agencies and recommends such organizational changes as appear desirable.” R&J also reviews all proposed changes to the bylaws, regulations and appendices for their conformity to the Code of the Academic Senate as represented in the Standing Orders of the Regents, the Bylaws, and Regulations of the University Academic Senate, and the Bylaws, Regulations and Appendices of the Los Angeles Division.

During the 2017-18 academic year the Committee on Rules and Jurisdiction (CR&J) received and responded to requests for approval, review, clarification, or interpretation related to the Code of the Academic Senate. A summary of the major actions follows. The full text of all actions and relevant correspondence is on file in the Academic Senate Office.

The Committee on Rules and Jurisdiction:

Provided consultation on the following:

1. Consulted with the College of Letters & Sciences FEC Chair about filling vacancies in FEC Leadership.
2. Answered a question regarding terms of a grievance settlement: “Can an agreement be made that a faculty member be allowed to skip a department vote and have their case go directly to a Dean?” Answer: No. Faculty can exercise their rights to (1) respond to a department vote and (2) request that their case move forward even with a negative department vote; however, skipping a department vote would deprive the Senate members in that department of their right to vote on personnel cases.
3. In the context of awarding COR (Council of Research) Senate grants, a Faculty member asked “In the absence of pertinent Bylaw(s), can any Senate body, e.g., a non-governance committee, declare itself immune from reconsideration of its decisions?”
4. Received a question from Academic Personnel Office: “Is there a degree requirement for lecturers?” Systemwide regulations specify only the following: “Only persons approved by the appropriate administrative officer, with the concurrence of the committee on courses concerned, may assist in instruction in courses authorized by the Academic Senate.” (Persons in Charge of Courses UC Reg 750§D). It was also noted that the APM (Academic Personnel Manual) uses the terms “professionally qualified” (Lecturers), “professional competence” and “superior intellectual attainment.” Specific degrees are not mentioned.
5. Answered a question about secret ballots. An email vote was conducted after a (non-personnel) matter was discussed at a faculty meeting. Instead of sending their vote directly to the designated department staff, two faculty used “reply all” effectively making their votes public rather than secret. Does violating secrecy invalidate the vote? Answer: No, the fact that they made their votes public does not violate the vote. Sturgis (p. 144) states “Voting by [secret] ballot is the only method that enables members to express their decisions without revealing their opinions or preferences…” But a secret ballot does not require individuals to keep their votes secret.
6. Fielded a question from the College of Letters & Sciences about posthumous degree policy and determined that it was up to the College to establish their degree policies.
7. Received bylaw-related questions from departments: Orthopedic Surgery; Music; and Theater.

Reviewed and approved the following Appendix V actions:

1. Appendix V “friendly” action to discontinue Biological Chemistry PhD and transfer MS to Molecular Biology (approved by CR&J 1/24/2018; LgA 2/15/18 final approval)
2. Appendix V action to transfer Math/Atmospheric and Ocean Science B.S to AOS; disestablish Math/AOS IDP; rename Math/Atmospheric and Oceanic Sciences B.S to Atmospheric and Oceanic Sciences/Math. R&J approval 3/21/2018. LgA 4/19/2018.

Reviewed and approved the following actions regarding Regulations:

2. Revisions to Regulations 496-498 “Regulations of the School of Music for the Bachelor's Degree and Honors Program” (approved by CR&J 5/02/2018; LgA approval 6/07/2018)
3. New regulations, New Degree Proposal, Master of Legal Studies (M.L.S) (R&J approved 6/05/2018; LgA approval 6/07/2018)

Reviewed and approved the following Divisional Bylaws:
1. Revision to Bylaw Appendix XIII “Bylaws of the Undergraduate Council” and Bylaw 65.1 (approved by CR&J 06/22/2017; LgA approval 11/30/2017)
2. Revisions to Bylaw Appendix III (“Bylaws of the Graduate Council”) and Bylaw Appendix VI, Part 1 “Appeals” (approved by CR&J 05/23/2018; LgA approval 06/07/2018)
3. Revision to Bylaw Appendix XII “Faculty Code of Conduct Implementing Procedures” (approved by CR&J 05/24/2018; LgA approval 06/07/2018)

Reviewed and approved the following School Bylaws:
1. School of Music (Herb Albert – HASOM) (approved by CR&J 5/02/18; LgA approval 6/07/2018).
2. College of Letters and Science [Appendix II; Bylaws of Schools and Colleges] (approved by CR&J 09/04/2018; on the agenda for Fall 2018 LgA)

Reviewed and approved the following Departmental and IDP Bylaws:
1. OBGYN (approved by CR&J 5/03/2018; LgA approval 6/07/2018)
2. Asian Languages & Cultures (approved by CR&J 5/08/2018; LgA approval 6/07/2018)
3. Neurology (approved by CR&J 2/15/18; LgA approval 4/19/2018)
4. Dentistry (approved by CR&J 3/21/18; LgA approval 4/19/2018)
5. Anesthesiology (approved by CR&J 5/25/2018; LgA approval 6/07/2018)
7. Comparative Literature (approved by CR&J 5/07/2018; LgA approval 6/07/2018)
8. Global Jazz Studies IDP (approved by CR&J 04/30/2018; LgA approval 06/07/2018)

Provided preliminary reviews and/or discussion about the following matters:
1. Bylaw 155 (Undergraduate Council proposal)
2. Committee on Committees Reapportionment (ConC; first draft proposal)

Committee on Rules & Jurisdiction (CR&J):
Linda Bourque, Chair
Rajaram Kumar
Cristoph Niemann
To the Legislative Assembly of the Academic Senate, Los Angeles Division:

The Undergraduate Council (UgC) establishes policy for undergraduate education at UCLA. Additionally, the Council supervises and regulates undergraduate courses and programs of instruction and preparatory education, while periodically reviewing and evaluating undergraduate programs of study and programs of preparatory education, and often partnering with the Graduate Council in doing so.

UgC represents the faculty on issues of undergraduate admissions, general education, honors and awards, and campus academic and intellectual life. Six permanent subcommittees and 2 ad hoc committees support the Council in effectively achieving its mission and responsibilities as outlined in the Senate bylaws: the Administrative Committee, the Committee on Admissions, the Committee on Curriculum, the Committee on Honors, Awards and Prizes, the Committee on Student Welfare, the General Education Governance Committee, the ad hoc Diversity Requirement Committee, and the ad hoc Scientific Inquiry Committee. This report summarizes the activities of UgC and each of its subcommittees throughout the 2017-2018 Academic Year.

UgC delegates a number of curricular and policy decisions to the Academic Deans and the Faculty Executive Committees (FECs) of the College of Letters and Science, the School of the Arts and Architecture, the School of Nursing, the School of Theater, Film, and Television, the Henry Samueli School of Engineering and Applied Science, and the newly formed Herb Alpert School of Music. UgC maintains a Delegations Guide, which is reviewed at least every three years. The council’s Guide to Undergraduate Course and Program Approval, which includes the Delegations Guide (as Part II), was revised in spring 2018.

Subcommittee Work

Administrative Committee
The Administrative Committee includes the Chair and the Vice Chair of UgC, the Chairs and Co-Chairs of the standing UgC subcommittees and the Vice Provost for Undergraduate Education. The primary charge of the Administrative Committee is to preview and vet draft reports of program reviews prior to the reports being presented to the full Council. This Committee collaborates with the Administrative Committee of the Graduate Council when appropriate and necessary. The committee met four times in 2017-18, often in collaboration with the Administrative Committee of the Graduate Council.
Committee on Admissions
The Committee on Admissions is designed to serve as the Council’s liaison to the Committee on Undergraduate Admission and Relations with Schools (CUARS) and to collaborate with CUARS to determine standards and criteria for undergraduate admission policies, as well as monitor campus procedures for recruitment, outreach, and informational services to schools. This committee has not been active for at least the last five academic years, and did not meet during the 2017-18 Academic Year. There is a de facto delegation of authority over the admissions process to CUARS. A chair is appointed to the Committee on Admissions, and they do serve as a member of the Administrative Committee. All 2017 admissions and enrollment data can be found in the 2017-18 CUARS Annual Report.

Committee on Curriculum
The Committee on Curriculum, by delegation from UgC, reviews curricular proposals for majors, minors, capstone certifications, concentrations, and other undergraduate initiatives and makes recommendations to the full Council for action. This committee also serves as the reviewing body for free-standing minors. Committed to innovation and continuity in undergraduate education, the Committee collaborates with FECs, College Academic Counseling, the Registrar’s Office, the Office of the Vice Provost for Undergraduate Education, and other relevant entities.

The Curriculum Committee met four times during the 2017-18 academic year. The following list of proposals was reviewed and endorsed by the Committee, and was eventually approved by the full council. This list provides a brief picture of the Committee on Curriculum’s accomplishments during the 2017-2018 Academic Year.

Curricular Revisions:

- Reviewed 137 Extension, General Education, Online, and Diversity Courses
- Approved 4 new majors
- Approved a name change for both the BA and minor programs in Music History to a BA and minor in Musicology
- Approved a name change for the BS in Atmospheric, Oceanic, and Environmental Sciences to a BS in Atmospheric and Oceanic Sciences

All other curricular revisions from the 2017-18 academic year fell under “Delegated Actions” (final authority rested with the relevant FEC).

New Programs:

College of Letters and Science
- BS in Climate Science

Luskin School of Public Affairs
- BA in Public Affairs

Herb Alpert School of Music
- BA in Music Education
- An IDP in Global Jazz Studies (BA)
Policy Issues

- The Council updated its delegations of authority in spring 2018.

Committee on Honors, Awards and Prizes

The Committee on Honors, Awards and Prizes is dedicated to recognizing and rewarding undergraduate academic excellence, and is responsible for the development of awards policy to further the aims of undergraduate education. The main task of the Committee is to select the incoming class of freshmen and transfer Regents Scholars. This year, the full committee met a single time, with the majority of the evaluation and discussion of the nominees occurring over email.

This year, the Regents’ Scholars process, which is awarded by the faculty, was altered. After meeting with the offices involved, it appears that this change took place unintentionally as a result of UCLA’s Admission Office being overwhelmed. As application numbers continue to rise, the Committee on Honors, Awards, and Prizes (HAP) and the leadership of the Undergraduate Council (UgC) determined it would be beneficial to not only examine the current practice, but also to investigate other options for reviewing and awarding this scholarship. After examining a variety of options, the Committee on Honors, Awards, and Prizes recommended, and the Undergraduate Council approved, the following new procedure.

HAP determined it would be beneficial to reduce the number of additional materials currently required to be considered for the Regents’ Scholarship. Previously, freshmen submitted two essays and a letter of recommendation to be considered for this scholarship. Transfer students also submitted additional materials. Moving forward, both freshmen and transfers will only be required to submit a 500-word response to the following prompt: *How would you go about maximizing your undergraduate experience at UCLA?*

HAP and UgC requested statistical data from Admissions and Enrollment Management on the previous nominees and awardees for the Regents Scholarship. However, these data were never provided. At this time all students with a holistic application rank of 1 (the highest rank) will be invited to apply for this scholarship. Admissions readers are instructed to assign a ranking of 1 to the top 5% of applicants. In fall 2017, 71,400 in-state residents (only CA residents are eligible for this scholarship) applied for freshmen admission. This could result in a maximum of 3,570 applications. However, as each application is scored by two readers, it can be assumed the number will not be that high. Traditionally, approximately 60% of the students invited to apply for this scholarship will submit the additional materials. Therefore, it seems likely the number of applicants for this scholarship may be around 2,000. If more detailed data on previous nominees and awardees are provided, HAP and UgC can reexamine how to extract the pool of Regents nominees from the larger applicant pool.

Ideally, each application will be evaluated independently by two faculty members of HAP. This will require an increase to the size of the HAP, which is currently comprised of 10 members. HAP should, at a minimum, be increased to 15 members, with additional increases in size to be considered based on the projected size of the applicant pool and the needs of the committee. In
the event that the committee cannot be expanded to ensure a double-read, a single read will be conducted. Students will be placed into one of three categories: (1) Yes; (2) No; and (3) Maybe. In the case of disparate votes (i.e. an applicant receives a ranking of 1 and 3), the chair will perform an additional read).

**Committee on Student Welfare**

In collaboration with leadership in the Division of Student Affairs, the Office of the Dean of Students, and the Center for Accessible Education, the Committee develops strategies and policies to improve and enrich student’s intellectual and academic life, and foster a sense of academic community at UCLA. The focus is on undergraduate life outside of the classroom, developing connections between course work and extracurricular activities and between life on campus and in the community.

Prior to 2016-17, the Student Welfare Committee had not been active. In 2017-18, the committee continued its revival and met twice. The committee discussed:

- Academic integrity
- Academic Counseling
- Use of Undergraduates as Teaching Assistants
- The Center for Accessible Education
- Mental Health Screenings
- The Depression Grand Challenge
- Counseling and Psychological Services on campus.

**General Education Governance Committee**

Consisting of ten members (nine of whom are external to UgC), the General Education Governance Committee (GEGC) defines the values and purposes of general education (GE) at UCLA. GEGC provides clear guidelines and procedures for the development of GE courses and their assignment to specific foundational areas of knowledge, reviews proposals and recommends to UgC courses for GE credit, and conducts periodic self-reviews and evaluations of UCLA’s GE foundation areas and programs of instruction. Courses approved by the GEGC are submitted to the Co-Chairs of UgC’s Committee on Curriculum for final approval. This committee met four times in 2017-18. A list of the courses approved in the 2017-18 AY can be found here: [http://www.uei.ucla.edu/ge_archive.aspx](http://www.uei.ucla.edu/ge_archive.aspx).

**Ad hoc Diversity Requirement Committee**

On January 6, 2015, the UgC constituted an *ad hoc* Diversity Requirement Committee. Consisting of eight members (six external to UgC), this committee reviews course proposals and determines whether they meet the criteria of the College Diversity Requirement, provides feedback to interested faculty about how to adapt courses to fit these criteria, recommends courses that meet this requirement to the UgC for final approval, and recommends to UgC a permanent method of oversight for the College diversity requirement. In spring of 2017, UgC proposed a revision to its bylaws to add a new, permanent subcommittee: The Diversity Governance Committee. This bylaw change was submitted to the Legislative Assembly for final approval in fall 2017.

The proposed Diversity Education Governance Committee, if approved by the Legislative Assembly, will be appointed yearly by the Undergraduate Council Administrative Committee. It will consist of 7 members: a Chair, one member of the Undergraduate Council, and 5 Senate
Faculty members. The Committee shall also have three non-voting members: two non-Senate faculty, and one undergraduate student member. This committee will meet at least quarterly, and will begin to convene in fall 2018.

The ad hoc committee met three times in the 2017-18 academic year. The courses approved for diversity credit in the 2017-18 AY are listed here: http://www.uei.ucla.edu/ge_archive.aspx?type=diversity.

**Ad Hoc General Education Scientific Inquiry Committee**

Students in the College of Letters and Science are currently required to complete 4 courses (2 life science courses, one of which must be a lab; and 2 physical science courses, one of which must be a lab). In 2010, the Deans of the College requested that the total number of courses students are required to complete be reduced to 3, one of which must be a lab, due to resource constraints. The Undergraduate Council did not believe it was appropriate to reduce the number of courses. Instead, the Council approved a two-year suspension of the 2-lab requirement down to 1 lab to study the issue. UgC approved another two-year suspension in 2012. In 2014, the Council approved continuing the suspension for three years, but required the Deans to find a permanent solution by spring of 2017.

In the spring of 2017, the Deans of College again proposed a reduction of the GE Science requirement. Their argument for reducing the requirement is as follows:

**Pedagogy rationale**: We do not have evidence that the courses currently offered to meet the General Education FSI requirement actually achieve the objectives of that requirement, nor do we have evidence that four courses, as opposed to three courses, is necessary and sufficient to achieve the criteria. Instead, we have serious concerns that the four-course requirement may be causing harm to student understanding of science, reducing their interest and engagement in science, and impeding their academic success as students at UCLA.

**Student equity rationale**: To justify that the FSI requirement should prescribe one more course than the Arts & Humanities GE requirement or the Society & Culture requirement, the FSI courses should demonstrate that they are effectively adding value above and beyond what could be achieved with three courses. With no evidence that they meet their objectives, requiring four FSI classes places an extra time-to-degree burden on non-science majors and transfer students who must also fulfill the FSI requirement.

**FSI-course availability rationale**: The availability of GE-FSI courses developed specifically to meet the GE criteria have not kept pace with student body increases forcing many non-science majors to utilize courses developed as STEM major preparation courses to meet the requirement or struggle to fit the other GE-FSI courses into their four-year plans.\(^1\)

Regarding the pedagogy rationale and student equity rationale, there appears to be general agreement concerning the paucity of evidence regarding the effectiveness of 3 vs. 4 courses in meeting the goals of UCLA's Science GE Curriculum. Dean Sork, in a presentation to the Council, suggested that courses with a no-pass rate above 5% indicate a teaching/curriculum issue. In discussing the grading trends of individual GE courses, some members noted that there is no reason to assume that a no-pass rate above 5% indicates an issue with the course content or teaching pedagogy. Members further noted that many factors, many of them non-academic, impact student performance; and this is especially true for the first-year students who tend to enroll in GE courses. Further, it was noted—using data provided by Dean Sork (Science GE

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course grade distribution from 14F to present)—that once STEM Major Prep courses are excluded, the no-pass rate for all students drops below 5%. Nonetheless, some members observed that the grade distribution of Science GE courses does exhibit potential issues, including an aversion to assigning +/- grades and the use of normative rather than criterion-based grading practices. However, some members noted that normative grading is not necessarily a bad practice. Many instructors routinely adjust grades to account for low means on exams, and this practice is a normative one that is quite sound and fair.

Concerning the FSI-course availability rationale, it was noted by the General Education Governance Committee that various studies of Scientific Inquiry GE maintain that the resources do exist to offer the 4-course, 2-lab requirement. However, the Deans continue to maintain that resources do not exist, and that our ever-increasing undergraduate enrollment invalidates these studies. It was also noted that graduation rates have continued to increase over the past decade, indicating that the current 4-course requirement has not been negatively impacting undergraduate time-to-degree, and there is not an immediate need to reduce the requirement to 3 courses.

The Council seriously considered the request to permanently reduce the requirement to 3 courses (one of which must be a lab). However, the Council determined that we simply lack the data to make a well-informed decision at this time. The Council, in collaboration with the General Education Governance Committee and the College of Letters and Science Faculty Executive Committee, determined that the best course of action was to form the Ad Hoc General Education Scientific Inquiry Committee to study this issue and make a permanent recommendation to the Council.

This Committee was formed in 2017-18 and met 3 times. They conducted an initial assessment of the Science GE curriculum and provided recommendations to the Undergraduate Council, College FEC, and General Education Governance Committee in spring of 2018. These recommendations included:

- The establishment of learning goals for the GE Foundations of Scientific Inquiry (FSI) Area
- A new certification form
- A mandatory recertification of all GE FSI courses over the next three years
- Endorsed a suspension (from 4 scientific inquiry courses, 2 of which must be labs; to 3 scientific inquiry courses, 1 of which must be a lab). The approved suspension is a year-to-year suspension of the GE FSI requirement for students in the College of Letters and Science, which should continue as long as adequate progress is being made in assessing the GE FSI curriculum

**Academic Senate Program Reviews**

As the principal mission of UgC is to maintain and strengthen the quality of UCLA’s undergraduate education, the Council periodically reviews the quality of undergraduate curricula, normally at eight-year intervals. This academic year, UgC conducted 13 program reviews, and closed 18 open program reviews.

**Regularly Scheduled Reviews**

- East Asian Studies Interdepartmental Degree Program
- Department of English
- Department of Education
• Department of Environmental Health Sciences
• Department of French and Francophone Studies
• Department of Human Genetics
• Life Science Core Curriculum
• Molecular Biology Interdepartmental Degree Program
• Molecular, Cellular, and Integrative Physiology Interdepartmental Degree Program
• Molecular Toxicology Interdepartmental Degree Program
• Department of Nursing
• Department of Statistics
• University Studies Program

Closed Reviews

• African Studies Interdepartmental Degree Program
• American Indian Studies Interdepartmental Degree Program
• Archaeology Interdepartmental Degree Program
• Department of Architecture and Urban Design
• Department of Art
• Department of Asian American Studies
• Department of Chicana/o Studies
• Department of Gender Studies
• Scientific Inquiry (General Education)
• Institute of the Environment and Sustainability
• International Area Students International Development Studies Interdepartmental Degree Program
• International Development Studies Interdepartmental Degree Program
• Department of Italian
• Latin American Studies Interdepartmental Degree Program
• Department of Materials Science and Engineering
• Department of Mechanical and Aerospace Engineering
• Department of Physics and Astronomy
• Department of Social Welfare

CODEO/CODEI Involvement in the Program Review Process

On March 23, 2015 Chair Lopez of the Committee on Diversity and Equal Opportunity (now renamed the Committee on Diversity, Equity, and Inclusion (CODEI)) wrote to UgC and the Graduate Council asking that CODEI have a defined role in the Program Review Process. This letter was followed by a detailed proposal for CODEI’s involvement (June 2, 2015). The council discussed the proposal and on June 5, 2015 voted to approve a two-year pilot that will solicit an issues statement from CODEI for each department/program under review in 2015-16 and 2016-17. In the spring of 2017, the pilot was extended. In 2017-18, CODEI provided issue statements for each department under review and various members of the committee participated in the exit meetings held at the conclusion of each site visit. CODEI Chair Sternini also corresponded with UgC and visited the council to discuss CODEI’s continued involvement in the review process, and possible changes to program review guidelines.
Other Issues

The council discussed and opined on a number of other issues concerning undergraduate education, including both system-wide and Los Angeles divisional documents:

- Proposed Changes to the Undergraduate Council Bylaws
- Proposed Changes to Area D requirements for high school students
- Recommended Scheduling Policies for General Assignment Classrooms to the Executive Vice Chancellor/Provost
- Created Syllabus Guidelines (available at [https://ucla.app.box.com/s/b43yu9zm3ov9ey2m85yq09o8hvynsr2g](https://ucla.app.box.com/s/b43yu9zm3ov9ey2m85yq09o8hvynsr2g))
- 5 UCLA Strategic Planning Task Force Reports
- Learning Outcomes for New and Revised Courses
- UCLA Regulations for Final Exams
- Proposed Amendment to Senate Bylaw 128 (Conflicts of Interest)
- Proposed Transfer Guarantee
- Revisions to UCLA Appendix XII
- 2023-2031 Academic Calendars
- Classroom Management from the Office of Equity, Diversity, and Inclusion
- Medical Excuse Notes from the Ashe Student Health Center
- UCLA Student Code of Conduct
- UCLA Student Group Code of Conduct

Respectfully Submitted,

Michael Alfaro, Ecology and Evolutionary Biology
J. Ed Araiza, Theater
Münir Beken, Ethnomusicology
Robert Bilder, Psychiatry and Biobehavioral Sciences
Don Blasius, Mathematics
Keith Camacho, Asian American Studies
Robert Cooper, Education
Michael Dean, Music
Torquil Duthie, Asian Languages and Cultures
Adriana Galvan, Psychology
Robert Gould, Statistics
Marcus Hunter, African American Studies
David Jacobs, Ecology and Evolutionary Biology
Beth Lazazzera, Microbiology, Immunological and Molecular Genetics
Yung-Ya Lin, Chemistry and Biochemistry
Robert M’Closkey, Mechanical and Aerospace Engineering
Marilyn Raphael, Geography
Carson Schütze, Linguistics
Beth Lazazzera, Microbiology, Immunological and Molecular Genetics, Undergraduate Council
Chair
To the Academic Senate, Los Angeles Division
The Committee on Committees recommends confirmation of the following:

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<th>Membership</th>
<th>Department</th>
<th>Term of Service</th>
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<td>Council on Academic Personnel (CAP) - 14 of 14</td>
<td>Harry Vinters</td>
<td>Pathology &amp; Laboratory Medicine</td>
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The Committee on Committees recommends confirmation of the following:

Respectfully submitted,

2018-19 Committee on Committees:

Nicholas Brecha, Chair Neurobiology
Vickie Mays, Vice Chair Psychology
Dinesh Chhertri Head and Neck Surgery
Christopher Colwell Psychiatry & Biobehavioral Sciences / Semel Institute
Frank Heuser Music
Yeumin “Christine” Hong Dentistry
Subramanian Iyer Electrical Engineering
Ioanna Kakoulli Materials Science and Engineering
Gavin Lawrence Philosophy
Ker Chau Li Statistics / Mathematics
Leah Lievrouw Information Studies
Jennifer Long Head and Neck Surgery
Susanne B. Nicholas Department of Medicine
Ann Raldow Radiation Oncology
Beate Ritz Epidemiology
Brooke Scelza Anthropology
Renea Michelle Sturm Department of Urology
Maarten van Delden Spanish & Portuguese
Robert Zeithammer Management/Economics

Submitted February 21, 2019
To the Academic Senate, Los Angeles Division
The Committee on Committees recommends confirmation of the following:

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<td>Glanzman, David L.</td>
<td>Integrative Biology and Physiology / Neurobiology</td>
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<td>Hart, Laurie K.</td>
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**Committee on Continuing and Community Education (CCCE) - 8 of 8-10**

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<td>Atchison, Kathryn</td>
<td>Dentistry / Health Policy and Management</td>
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**Committee on Development (CoD) - 7 of 7**

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<td>Koretz, Brandon K.</td>
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**Committee on Diversity, Equity, and Inclusion (CODEI) - 7 of 9**

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<td>English / African American Studies</td>
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**Committee on Emeriti Affairs (CEA) - 5 of 5**

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<td>Xue, Yongkang</td>
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**Committee on Faculty Research Lectureship (FRL) - 7 of 7**

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**Committee on Intercollegiate Athletics (IAC) - 5 of 5**

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**Committee on International Education (CIE) - 5 of 5**

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**Committee on Library and Scholarly Communication (COLASC) - 9 of 9**

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**Council on Planning and Budget (CPB) - 16 of 16**

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Committee on Committees: Proposed Slate for AY2019-20

Groelting, Tim
Communication

Lowry, William "Bill"
Molecular, Cell, and Developmental Biology / Medicine

Larson, Deborah W.
Political Science

Blumenberg, Evelyn
Urban Planning

Lewis, Jeffrey
Political Science

Committee on Privilege and Tenure (P&T) - 7 of 7

Milburn, Norweeta
Psychiatry and Biobehavioral Sciences

Ortiz, Vilma
Sociology

Johnson, Patricia
MIMG

O'Neil, Barry
Political Science

Thaxton, Sherod
Law

Materials Science and Engineering / Electrical and Computer Engineering

Streit, Dwight C.
Computer Engineering

Vinters, Harry V.
Pathology and Laboratory Medicine

Council on Research (COR) - 9 of 10

Desjardins, Richard
Education

Martinez, Julian A.
Human Genetics / Psychiatry and Biobehavioral Sciences

Chang, Lin
Medicine-Digestive Diseases

Plath, Kathrin
Biological Chemistry

Long, Jennifer L.
Head and Neck Surgery

De Chadarevian, Soraya
History / ISG

Chen-Hafteck, Lily
Music

Brantingham, Jeff
Anthropology

Fuchs, Barbara
Spanish and Portuguese / English

Council on Research - Faculty Grants Program (COR-FGP) - 14 of 14

Rees, Helen M.
Ethnomusicology

Sarrafzadeh, Majid
Computer Science / Electrical and Computer Engineering

Sant, Gaurav
Science and Engineering

Ellingson, Benjamin M.
Biobehavioral Sciences

Pouratian, Nader
Neurosurgery / Radiation Oncology

Upton, Elizabeth
Musicology

Fisher, Timothy
Mechanical and Aerospace Engineering

Hamilton, Nalo
Nursing

Radu, Roxana
Ophthalmology

Joshi, Shantanu
Neurology

Smith, Monica L.
Anthropology / IoES
Committee on Committees: Proposed Slate for AY2019-20

Hsiao, Elaine
Integrative Biology and Physiology / MIMG / Medicine 1
Kim, David D.
Germanic Languages 1
VanCour, Shawn G.
Information Studies 1

Committee on Rules and Jurisdiction (R&J) - 2 of 3
Niemann, Christoph
Physics and Astronomy 3
Iglehart, Alfreda
Social Welfare 2

Committee on Teaching (CoT) - 9 of 9
Bisley, James
Neurobiology / Psychology 4
Culbert, Samuel A.
Management 3
Miranda, Jeanne
Psychiatry and Biobehavioral Sciences 3
Medical Pharmacology 3
Reddy, Srinivasa
Guillen, Lorena
Education 2
MacFadyen, David
Comparative Literature / Musicology 1
Reas, Casey
Design | Media Arts 1
Stein, Sarah
History 1
Collett, Jessica L.
Sociology 1

Committee on Undergraduate Admissions & Relations with Schools (CUARS) - 7 of 8
Knowlton, Barbara
Psychology 3
Computer Science / Electrical and Computer Engineering 3
Sarrafzadeh, Majid
Neuhauser, Daniel
Chemistry and Biochemistry 2
Ju, Y. Sungtaek
Mechanical and Aerospace Engineering 2
Allen, Walter R.
Education / African American Studies / Sociology 1
Schwartz, Jessica A.
Musicology 1
Stefanovska, Malina
French and Francophone Studies 1

Undergraduate Council (UgC) - 19 of 21
Galvan, Adriana
Psychology / Psychiatry and Biobehavioral Sciences 5
Levy-Storms, Lene
Social Welfare / Medicine 3
Rosenzweig, James
Physics and Astronomy 3
Duthie, Torquil
Asian Languages and Cultures 3
Camacho, Keith
Asian American Studies 3
Bilder, Bob
Psychiatry and Biobehavioral Sciences 3
Jacobs, David
Ecology and Evolutionary Biology / IoES / EPSS 3
McEvoy, Megan
Institute for Society and Genetics / MIMG 2
Hsiai, Tzung
Huo, Yuen
Medicine / Bioengineering 2
Samani, Joshua
Physics and Astronomy 2
Psychology 2
Goldberg, Jessica  History  2
Clayman, Steven E.  Sociology / Communication  2
  Microbiology, Immunology and Molecular Genetics
Campbell, David  Genetics  2
Board, Simon  Economics  2
Cooper, Robert  Education  1
Kareem, Sarah  English  1
Lee, Rachel C.  English / Gender Studies / ISG  1
Upton, Elizabeth  Musicology  1

Undergraduate Council - Honors, Awards and Prizes Committee (UgC-HAP) - 8 of 8
Santos, Veronica  Mechanical and Aerospace Engineering  3
Araiza, J. Ed  Theater  2
Posner, Miriam  Information Studies  2
Covington, Kenya  Public Policy  2
Appel, Hannah  Anthropology  2
Gillespie, Thomas  Geography / IoES  2
Peters, Margaret  Political Science  2
Peris, Tara  Psychiatry and Biobehavioral Sciences  1

System-wide Committees

Assembly of the Academic Senate - 9 of 10
Marotti, William  History  3
Tontonoz, Peter J.  Pathology and Laboratory Medicine / Biological Chemistry  3
Eghbali, Mansoureh  Anesthesiology  3
Brecha, Nicholas  Neurobiology / Medicine / Ophthalmology  1
Faull, Kym  Psychiatry and Biobehavioral Sciences  4
Cattelino, Jessica R.  Anthropology / Gender Studies  2
Karagozian, Ann  Mechanical and Aerospace Engineering  2
Hsu, William  Radiological Sciences / Bioengineering  2
Ostrovsky, Rafail  Computer Science  3
Respectfully submitted,

2018-19 Committee on Committees:

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<tr>
<td>Nicholas Brecha, Chair</td>
<td>Neurobiology</td>
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<tr>
<td>Vickie Mays, Vice Chair</td>
<td>Psychology</td>
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<tr>
<td>Dinesh Chhertri</td>
<td>Head and Neck Surgery</td>
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<td>Christopher Colwell</td>
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<td>Frank Heuser</td>
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<td>Robert Zeithammer</td>
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Submitted May 17, 2019
May 10, 2019

To: Academic Senate Executive Board

From: Chris Niemann, Chair
       Rules & Jurisdiction

Re: Proposed Department of Family Medicine Bylaws

The Rules & Jurisdiction submits these approved Family Medicine Bylaws to the Executive Board for inclusion on the Consent Calendar of the next Legislative Assembly. Note that this is the first full voting bylaws for this department.

cc: Alfreda Iglehart, Committee on Rules & Jurisdiction
    Kumar Rajaram, Committee on Rules & Jurisdiction
    Joseph Bristow, Chair, Academic Senate
    Linda Mohr, Chief Administrative Officer, Academic Senate
May 10, 2019

To: Patrick Dowling, Chair
    Department of Family Medicine

From: Kumar Rajaram
    Rules & Jurisdiction Committee

Re: Department of Family Medicine Bylaws, submitted on March 22, 2019

Rules & Jurisdiction has reviewed the Department of Family Medicine bylaws submitted on March 22, 2019 and finds them consonant with the Code of the Academic Senate and appropriately approved by 2/3 of the Faculty voting. The Committee also notes that these are the first voting bylaws of the Department.

This letter along with the proposed revisions will be sent to the Executive Board for review and placement on the Legislative Assembly Consent Calendar.

cc: Audra Potz, Academic Personnel Manager Family Medicine
    Alfreda Iglehart, Committee on Rules & Jurisdiction
    Christoph Niemann, Committee on Rules & Jurisdiction
    Linda Mohr, Executive Director/CAO, Academic Senate
    Marian Olivas, Committee Analyst, Rules & Jurisdiction
I. **Department Members**
   A. Senate faculty members in the Department of Family Medicine include Regular Line, In Residence, and Clinical X series. All Senate Faculty, including at all affiliate sites, Recalled Emeriti during their time of recall, and Joint and Split appointees, have the right to vote on non-personnel substantial department questions.
   B. The Department of Family Medicine non-Senate members include the Health Sciences Clinical Professor, Adjunct Professor and Professional Research Series.

II. **Academic Personnel Voting Rights**
   A. Extension of Voting Rights
      A.1. The Department of Family Medicine tenured professors have extended the right to vote on academic personnel actions to In Residence professors (by a 2/3 majority secret ballot, 7/7/2017, 3 yes; 0 no; 1 abstain) and Clinical X professors (by a 2/3 majority secret ballot, 7/7/2017, 3 yes; 0 no; 1 abstain). In Residence and Clinical X professors right to vote follows any rights accorded to their rank (Full, Associate, Assistant).

      A.2. The Department of Family Medicine tenured professors have extended the right to an advisory vote on academic personnel actions to non-Senate faculty members in the following series: Health Sciences Clinical Professor (by a 2/3 majority secret ballot, 8/6/2018, 4 yes; 1 no; 1 abstain) and Adjunct Professor (by a 2/3 majority secret ballot, 8/6/2018, 4 yes; 1 no; 1 abstain). Their right to an advisory vote follows any rights accorded to their rank (Full, Associate, Assistant). Advisory votes on personnel cases are reported separately from Senate votes.

      A.3. The Department of Family Medicine tenured professors have extended the right to an advisory vote on academic personnel actions to Emeriti Faculty (by a 2/3 majority secret ballot, 8/6/2018, 4 yes; 1 no; 1 abstain).

   B. **Joint and Split Appointments**
      Department members with Senate joint or split appointments have the same voting rights as other of their series/rank. Joint (WOS) appointments may elect to waive their right to participate in personnel actions in the department. The department otherwise follows the CALL, Appendix 15 for handling joint or split appointments.

   C. **Academic Personnel Voting Rights by Type of Action**
      C.1. **Appointments**
C.1.a. Full and Associate Professors have the right to vote on all appointments that confer Senate membership, including joint and split appointments to the department.

C.1.b. Full and Associate Professors have the right to vote on all non-reappointments that would end Senate membership.

C.2. Promotions and Merits.
   C.2.a. Full Professors vote on all promotions to the “Full” professor rank and all “Full” professor merits.
   C.2.b. Full and Associate Professors vote on all promotions to the “Associate” professor rank and all “Associate” professor merits.
   C.2.c. Full and Associate Professors vote on all “Assistant” professor merits, including fourth-year appraisals.

D. Non-Senate Actions
   The Department of Family Medicine follows the same procedure for non-Senate academic actions as for Senate academic actions.

III. Voting Processes

The Senate will be guided by policies and procedures as defined in the UCLA CALL and the UC Academic Personnel Manual.

A. Family Medicine Council on Academic Personnel (CAP) committees

A.1. All Full and Associate department Senate members, including at associate sites, are eligible for appointment by the department chair or Vice Chair of Academic Affairs to ad-hoc CAP committees.

A.2. Ad hoc CAP committees will be assigned dossiers to pre-review and present at Senate meetings for all Senate, Health Sciences Clinical Professor Series and Adjunct Professor Series appointments, promotions, merit increases, appraisals, and renewals of appointments.

A.3. Ad hoc CAP committees will prepare five-year reviews for presentation to the Chair. These cases do not go before the faculty for a discussion or a vote.

A.4. Appointments, merit increases and promotions for the Professional Researcher Series and Academic Coordinator series will be voted on by ad hoc CAP committees and sent to the Chair. These do not require a faculty vote.

B. Faculty Discussion

B.1. Quorum for faculty discussion of cases will be 50%.

B.2. Copies of individual dossiers for appointments and promotions will be made available for 7 working days for review by the voting members of the
Department, except for the individual under consideration (who cannot review his or her own dossier). Dossiers for merits will be made available for 3 working days.

B.3. Ad hoc committee members will present cases prior to allowing an opportunity to discuss the case.

B.4. Assistant rank Senate members do not have voting rights, but may participate in the discussion of new appointment cases. [“Prior to [an appointment vote], all the non-emerita/i departmental members of the Academic Senate must be afforded an opportunity to make their opinions known to the voters. SB 55.B.1]

B.5. Statements made or positions taken by individual faculty members in departmental personnel discussions are deemed confidential. Committee members should avoid revealing to anyone, whether through inadvertence or design, all matters expected to be confidential (Appendix 4, Section II paragraph 3 of the CALL).

C. Secret Ballot. All personnel votes will be by secret mail ballot.

D. The numerical results of all votes will be reported promptly to the voting faculty.

IV. Review of Departmental Voting Procedures Bylaws

This Bylaw 55 document should be reviewed by the Senate faculty at regular intervals. Bylaws, including bylaw amendments, must be approved by a two-thirds majority vote of Senate Faculty. This current version of the Family Medicine Voting Bylaws were voted on by Senate faculty (by a 2/3 majority secret ballot) on 1/14/2019; 7 yes; 0 no; 0 abstain, 2 no response.

Final voting was conducted by Senate Faculty in the Regular, In-Residence and Clinical (X) series. The voting procedure described in this bylaw will remain in effect for at least one year. Thereafter, any voting faculty member may request reconsideration of the procedures prior to a regular three-year review.
May 10, 2019

To: Academic Senate Executive Board

From: Chris Niemann, Chair
Rules & Jurisdiction

Re: Proposed changes to Bylaw 75.3 and Repeal of Appendix IX

The Rules & Jurisdiction submits approved proposed revisions to Bylaw 75.3 and proposed repeal of Appendix IX to the Executive Board for inclusion on the Consent Calendar of the next Legislative Assembly.

cc: Alfreda Iglehart, Committee on Rules & Jurisdiction
Kumar Rajaram, Committee on Rules & Jurisdiction
Joseph Bristow, Chair, Academic Senate
Linda Mohr, Chief Administrative Officer, Academic Senate
May 10, 2019

To: Richard Desjardins  
Chair, Council on Research (COR)

From: Alfreda Iglehart, Chair  
Rules & Jurisdiction Committee

Re: Proposed changes to Bylaw 75.3 and Repeal of Appendix IX

Rules & Jurisdiction has reviewed the Council on Research’s (COR) proposed revisions to Bylaw 75.3, which describes the membership of (COR) and its duties as submitted on March 15, 2019 and finds the revisions consonant with the Code of the Academic Senate. In addition, the Committee agrees that repealing Appendix IX is appropriate, especially since Bylaw 75.3§5 already requires that COR “establishes policies and procedures governing the allocation of funds” and “informs the Division of these policies.”

This letter along with the proposed revisions will be sent to the Executive Board for review and placement on the Legislative Assembly Consent Calendar.

cc: Kumar Rajaram, Committee on Rules & Jurisdiction  
Christoph Niemann, Chair Committee on Rules & Jurisdiction  
Elizabeth Feller, Analyst Council on Research  
Linda Mohr, Executive Director/CAO, Academic Senate  
Marian Olivas, Committee Analyst, Rules & Jurisdiction
March 15, 2019

To: Committee on Rules and Jurisdiction

From: Richard Desjardins
Chair, Council on Research

Re: Recommended Changes to Bylaw 75.3 and Request to Repeal the Appendix IX: Council on Research

Dear Committee on Rules and Jurisdiction,

The Council on Research (COR) voted, at its meeting on December 12, 2018 and again on February 6, 2019, to unanimously approve changes to the Divisional Bylaw 75.3 and to repeal Bylaw Appendix IX – Council on Research. The vote was 9 in favor, 0 abstain, 0 opposed. We wish to clarify that at the time of the first vote, the Council only had nine members; it has since added its tenth member.

Rationale and Justification for changing Bylaw 75.3 and Repealing Appendix IX

Throughout the course of the above-reference meetings, the Council evaluated the Committee/Council on Research bylaws at other UC campuses (enclosed). We concluded that UCLA’s COR bylaws were unnecessarily detailed and restrictive, thus needing frequent updates and revisions due to administrative unit name changes and research grants policy changes, to name a few.

The Faculty Grants Program Committee is dedicated to reviewing grant proposals. The ten members serving on the Council set policy which is implemented by the Faculty Grants Program Committee. The Committee is charged within the duties required to implement funding of senate members through the Faculty Grants Program.

The proposed changes reflect the current structure of the Council on Research and of its Faculty Grants Program. Given that the Council publishes an updated version of the Faculty Grants Program instructions and guidelines on an annual basis, and announces the grants program, Appendix IX appears to be an unnecessary and restrictive addition to already comprehensive bylaws. Similarly, the Office of the Vice Chancellor for Research and its agencies has undergone restructuring and several offices have changed their names. The proposed revisions reflect these changes.

The COR bylaws were revised in 1996 and again in 2000. We are requesting this change in order to reflect what has been practice for the past ten years.
Thank you for your attention to this very important matter. If you have any questions, please do not hesitate to contact me at desjardins@ucla.edu, or via the Council’s analyst, Elizabeth Feller, at efeller@senate.ucla.edu or x62470.

cc: Elizabeth Feller, Committee Analyst, Council on Research
Marian Olivas, Committee Analyst, Committee on Rules and Jurisdiction
Members of the Council on Research

Enclosure
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<tr>
<th>Current</th>
<th>Proposed</th>
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<tr>
<td><strong>Bylaw 75.3: Council on Research</strong>&lt;br&gt;(A) Membership: The Council consists of twenty-five members: 10 appointed by the Committee on Committees, 2 ex-officio members without vote (the Vice Chancellor for Research and the one representative from the appointed Faculty Grants Program) who serve on the Council; 14 members appointed by the Committee on Committees, who serve exclusively on the seven review subcommittees of the Faculty Grants Program and ad hoc members appointed by the Chair of the Council, as needed, based on the area of expertise and the volume of proposals received.</td>
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<td>2. From among the 14 members of the review subcommittees of the Faculty Grants Program, one member is selected by the Chair of the Council, in consultation with appointed Council members, to serve as the ex officio representative to the Council from the Faculty Grants Program.</td>
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<td>3. Membership term of the Council on Research will be from 3 to 5 years, with initial appointment for a period of 3 years and with the possibility of a succeeding appointment for 1 or for 2 years; Faculty Grants Program will be for 3 years; and UCORP representative will be for 2 years.</td>
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B) Council on Research Duties

1. consults regularly with the Vice Chancellor for Research, advises the Chancellor and informs the Division concerning:

(a) faculty perspectives on issues pertaining to the research mission at UCLA and the University of California.

(b) campus budgetary needs for support of research and support of research infrastructures, policy, and strategy regarding the pursuit and acceptance of support;

(c) promotion and coordination of multidisciplinary research and collaborative work among faculty; and

(d) policies governing acceptance of extramural funding

2. Provides periodic evaluation of units that support faculty research, including such offices (or their equivalent) as the Office of Research Administration, the Office of Sponsored Research, the Office of Intellectual Property Administration and Technology Transfer, the Office of Academic Computing, and Committees on Human Subject Protection and Animal Research.

3. Formulates general guidelines for review of Organized Research Units (ORUs) and makes recommendations to the Vice Chancellor for Research based on ORU reports;

4. maintains formal liaison with relevant Senate committees, such as the Graduate Council, and the Council on Planning and Budget

5. establishes policies and procedures governing the allocation of funds within the purview of the Faculty Grants Program, for the conduct of research and for travel to attend scholarly meetings, informs the Division of these policies

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2. Provides periodic evaluation of units that support faculty research, including various offices under the purview of the Vice Chancellor for Research such as those relating to the development and support of research infrastructure, as well as the development, processing and administration of grants such offices (or their equivalent) as the Office of Research Administration, the Office of Sponsored Research, the Office of Intellectual Property Administration and Technology Transfer, the Office of Academic Computing, and Committees on Human Subject Protection and Animal Research.

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Appendix IX: Council on Research

The primary purpose of the Academic Senate Council on Research/Faculty Grants Program (COR/FGP) is to support the conduct of research by eligible faculty at UCLA. FGP funds are intended to provide support for faculty academic research, and not to support other academic responsibilities such as teaching and university service.

1. Criteria Used in Evaluating Proposals. FGP funds are awarded competitively through a peer review process that examines:

   (A) the merit and originality of a project

   (B) its potential to generate extramural funding

   (C) non-overlap with other research funding available to the investigator

4. maintains formal liaison with relevant Senate committees, such as the Graduate Council, and the Council on Planning and Budget

5. establishes policies and procedures governing the allocation of funds within the purview of the Faculty Grants Program, for the conduct of research and for travel to attend scholarly meetings, informs the Division of these policies and procedures, and periodically evaluates them; and

6. the Chair of the Council on Research shall coordinate the conduct and activities of the Faculty Grants Program

(C) Faculty Grants Program: Subcommittee Duties

1. implements policies and procedures governing funding in support of research projects in a competitive grants program which is merit based

2. implements policies and procedures governing the allocation of funds in support of research-related conference travel to present research findings at scholarly meetings; and

3. reviews and makes recommendations on application submitted by eligible faculty for research funding.

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(D) the investigator’s prior record of scholarly productivity in the use of FGP awards

2. Eligibility. Only Academic Senate Faculty, including emeriti professors are eligible to apply. Proposals submitted jointly by an eligible and ineligible co-investigator may be granted provided the eligible co-investigator has a bonafide involvement with the project. No more than one proposal per Academic Senate member may be submitted in a fiscal year. Research grants may be held while on sabbatical; research grants may not be held while on leave of absence without pay.

3. Application Process. There is one granting period per year. The submission deadline is 5:00 pm on the first Thursday in February (Am 18 Nov 03)

4. Budget Categories for Research Grant Funds

(A) Research Assistant (not to exceed the cost of a half time assistant for 12 month)

(B) Equipment (essential equipment dedicated to the research project)

(C) Expendable Supplies (e.g. chemicals, computer supplies, film, etc.)

(D) Reprographics (e.g. photocopying)

(E) Communication Expenses (FAX, telephone and mail directly related to the research project)

(F) Field Expense (including limited travel and expense to acquire data; conference travel is not permitted)

(G) Other Expenses (e.g. subject costs, computing costs, data analysis, etc.)

5. Funds are awarded for the period July 1 to June 30 of the following year, and must be expended during the period. Unexpended funds
will be returned to the Council on Research/Faculty Grants Program.

Guidelines for application and detailed instructions are put forth in the “Faculty Research Grant Application Submission Guidelines and Instructions” which is available from the Academic Senate Office (ext. 53853) or at www.senate.ucla.edu.

Part II. OTHER FUNDS ADMINISTERED BY THE COUNCIL ON RESEARCH/FGP

1. Research Travel to Meeting of Scholarly Societies

(A) Eligibility. All members of the Academic Senate including emeriti and those on sabbatical leave may apply. Support will be granted for participation in a maximum of ONE conference or meeting of scholarly societies per fiscal year (July 1 – June 30) per individual, subject to availability of funds.

(B) Criteria for Travel Support. Research travel support will be granted for personal presentation at meetings of recognized scholarly societies of original research and creative activity. Support is given for oral and poster presentations. The chairing of sessions, panels, and symposia, or participation as a discussant is not eligible for support. The FGP will only accept and review applications that provide written confirmation of the acceptance by the sponsoring organization of the applicant’s participation.

(C) Amount of Travel Support. If approved, the awarded amount will equal the airfare cost from Los Angeles to the City/State/Country in which the conference is being held and the return to Los Angeles. An award may not exceed either the Advanced Purchase coach fare on the route, or the maximum award amount established each year by the Council on Research/FGP, whichever is less. Information regarding the current maximum amount any individual may receive in a

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2. Intercampus Exchange Program. Limited funds are available for support of intercampus exchange of academic senate members and advanced graduate students for study and research on other University of California campuses. Grants may be made to assist with travel, living expenses and research costs.

Guidelines for application and detailed instructions for both of these programs are put forth in the “Faculty Research Travel Program Submission Guidelines and Instructions” which is available from the Academic Senate Office (ext. 53853) or at www.senate.ucla.edu website.

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UC Berkeley:

A. Membership
   a. This Committee has a Chair and at least nine Senate members.

B. Duties
   a. This Committee advises the Division in matters pertaining to the research mission of the Division and the University;
   b. Confers with and advises the Chancellor and the Vice Chancellor-Research on faculty perspectives regarding research policy matters;
   c. Administers and allocates funds designated for emeritus faculty in support of research and scholarship according to established policy; and
   d. Participates in reviews of Organized Research Units and makes recommendations to the Divisional Council based on these reviews.

UC San Francisco:

A. Membership
   a. This Committee shall consist of 15 members, in addition to the Chair and Vice Chair. The composition of the Committee should include Basic, Clinical, and Social/Behavioral scientists. The Chair is an ex officio member of the University Committee on Research Policy. If unable to serve on the University Committee on Research Policy, the Chair will recommend a designee to the Committee on Committees. [Am 9 Dec 81, 20 June 86, 1 Sep 03, 18 April 11, 25 June 15]

B. Duties
   a. To advise the Chancellor and inform the Division of budgetary need for support of research and research travel in the Division. It shall have the responsibility of making recommendations to the Chancellor regarding policy governing allocation of research funds, and other matters pertaining to research in the Division. It shall consider such applications for research funds as may be made by members of the Division and such applications for research travel grants for the purpose of attending meetings of learned societies as may be made by qualified applicants. It shall transmit to the Chancellor its recommendations concerning such applications.
   b. To select a UCSF faculty member who has made a distinguished record in basic research, to deliver a lecture upon such topic as he or she sees fit. The member is to be designated the "Faculty Research Lecture-Basic Science" of the San Francisco Division. [Am 1 Sep 03, 18 Nov 04, 18 April 11]
   c. To select a UCSF faculty member who has made a distinguished record in clinical research, to deliver a lecture upon such topic as he or she sees fit. The member is to be
designated the "Faculty Research Lecture-Clinical Science." [Am 1 Sep 03, 18 Nov 04, 18 April 11]

d. To select a UCSF faculty member who has made a distinguished record in translational research, to deliver a lecture upon such topic as he or she sees fit. The member is to be designated the "Faculty Research Lecture-Translational Science." [Am 18 April 11]

**UC Davis:**

A. Membership

   a. This committee shall consist of fifteen Divisional Senate members (including a chair and the Vice Chancellor for Research non-voting ex officio) and one representative of the Academic Federation. Members shall be appointed for a three year term, with the possibility of appointment to a second term that is not to exceed two years. Members shall be selected in consideration of the diversity of research activities on the Davis campus. (Am. 6/7/1983, 6/3/2011)

B. Duties

   a. Consult regularly with the Vice Chancellor--for Research. Advising the Chief Campus officer and the Division concerning: faculty perspectives on the research mission of the Division and the University; budgetary needs to support research infrastructure; policy and strategy regarding the pursuit and acceptance of research support; and promotion and coordination of multidisciplinary research among faculty members.

   b. Formulate policy governing acceptance of extramural funding.

   c. Provide periodic evaluation of administrative units that support faculty research.

   d. Provide review of Organized Research Units and make recommendations to the Vice Chancellor for Research that are based on reports of organized research Units. (Am. 6/7/1983)

   e. Maintain formal liaison with relevant Senate committees.

   f. Establish policies and procedures governing allocation of funds within the jurisdiction of the Faculty Grants Program Subcommittee for the conduct of research and travel to attend scholarly meetings; inform the Division of these policies, and evaluate them periodically.

   g. Provide review of applications from various calls for research proposals that are associated with the Limited Submission Program of the Office of Research when so requested by the Vice Chancellor for Research.

C. In the Spring Quarter of each academic year, the committee shall form a subcommittee consisting of the Senate members of the committee with the exception of the Vice Chancellor for Research. This subcommittee shall have the following duties: (Am. 6/3/2011)

   a. Implement policies and procedures governing the award of research support in programs falling under its jurisdiction.
b. Implement policies and procedures governing the allocation of support for research related travel to scholarly meetings. (Am. 4/25/1983)

**UC Santa Cruz:**

A. Membership
   a. There are nine Santa Cruz Division members, including at least one and no more than three members from each academic division and the School of Engineering. In addition, there is one graduate student representative. (Am 3 Dec 69, 24 Feb 71, 10 Feb 93, 31 May 95, 18 Feb 98 El; 19 Feb 03, 19 Oct 12; CC 31 Aug 98; EC 18 Oct 91, 31 Aug 04)

B. The Committee:
   a. The committee informs the Division on issues pertaining to the research mission at UCSC and the University of California, consults with the Vice Chancellor for Research (VCR), advises the Chancellor, and explores new initiatives to enhance the quality, relevance, sustainability and support for research. For example, the committee addresses campus research budgets, research infrastructure, policy and strategy, promotion and coordination of multidisciplinary research, collaborative research among faculty, and policies governing acceptance of extramural funding.

   b. Advises the VCR on policies for periodic evaluation of administrative entities that support faculty research, including such offices as the Office of Research, Office of Sponsored Projects Office for the Management of Intellectual Property and Compliance Administration and UCSC Natural Reserves.

   c. Establishes and implements policies and procedures governing the allocation of funds within the purview of the Faculty Grants Program for the conduct of research and for travel to attend scholarly meetings, informs the Division of these policies and procedures, and periodically evaluates them. (Am 6 Dec 67, 31 May 95, 19 Feb 03, 18 Nov 16; CC 31 Aug 98, 31 Aug 06; EC 1 Aug 76, 31 Aug 18)

**UC Merced:**

A. Membership:
   a. This Committee consists of at least five members of the Merced Division. The Vice Chancellor of Research and Economic Development serves as *ex officio*.

B. Duties:
   a. Makes recommendations to the Division on the award of prizes to faculty for research.
   b. Advises the Committee on Academic Planning and Resource Allocation, the Division, and the Chancellor on planning, management, and budgetary issues related to research.
c. Formulates a Senate position on all matters pertaining to research in the Division and acts for the Division in oversight of the Office of Research and Economic Development; makes recommendations to the Chancellor concerning applications by members of the Division for research grants and for travel expenses to attend meetings of learned societies; advises the Chancellor or Chancellor's designee in matters relating to research policy; and determines policy pertaining to research funds allocated to the Committee.

d. Represents the Division in all matters relating to the review of Organized and Centralized Research Units, Core Facilities, Centers and Institutes, including proposals for and reviews of such units.

e. Acts for the Division in all matters of Research Safety policy and administration, and advises the Chancellor or Chancellor's designee and the Division accordingly.

**UC Riverside:**

A. **Membership**

a. The committee consists of at least ten members, one of whom serves as representative to the University Committee on Research Policy; and the Vice Chancellor for Research who will serve as a non-voting ex officio member. Five members shall be appointed from the College of Humanities, Arts, and Social Sciences; the Graduate School of Education; and/or the School of Business Administration. Five members shall be appointed from the College of Natural and Agricultural Sciences; the School of Medicine; and/or the Bourns College of Engineering. The committee considers and reviews matters pertaining to the research mission of the UC Riverside campus, and advises the UC Riverside Division of the Academic Senate, the Chancellor, Provost, and Vice Chancellor for Research and Economic Development regarding policies, practices, and budgetary needs pertaining to the research mission of the UC Riverside Division. (Am 5 Feb 87) (Am 25 May 2010) (Am 19 February 2013) (Am 6 December 2016)

B. In addition to this general charge, it also has the following specific **duties:** (Am 25 May 2010)

a. Advise the Academic Senate on budgetary needs concerning research activities that are supported by the funds at the disposal of this committee. (Am 25 May 2010) (Am 6 December 2016)

b. Cooperate with the Office of Research to advise on the pre-selection of campus nominees or applicants for research contracts/grants from foundations and other granting agencies that restrict the number of proposals submitted from the campus. (Am 25 May 2010)

c. Review and evaluate faculty applications for support from intramural research funds, research travel funds, or other research funds for which the committee may be made responsible, and to recommend allocation of these funds within the limits of University policy governing the grants. (Am 9 Oct 69) (Am 25 May 2010)

**UC San Diego:**

DMS 5–14
A. This committee shall consist of ten ordinary members of the Division, including the Divisional Representative to the University Committee on Research Policy (UCORP) and ex officio the Vice Chancellor for Research, neither of whom shall serve as chair or vice chair. The Chair and Vice Chair of this committee shall normally be appointed for two-year staggered terms. The UCORP member shall normally serve for two years after having served at least one year on the Divisional committee see Bylaw 185(C)(8) and SBL 200. (Am 11/27/90, Am 4/25/95, Am 4/23/96, Am 4/25/00, Am 2/24/04, Am 1/29/08, Am 3/12/13)

B. This committee shall have the following duties: (Am 4/23/96)
   a. It shall review and make recommendations to the Administration and the Division concerning general policies pertaining to Organized Research. (En 11/27/90, Am 4/23/96)
   b. It shall review and make recommendations concerning proposals for and reviews of Organized Research Units. (En 11/27/90)
   c. It shall review and make recommendations concerning proposals for and reviews of University authorized research units. (En 11/27/90, Am 4/23/96)
   d. It shall formulate and report to the Division general policies, not otherwise provided for by University-wide policy, concerning the research activities on the San Diego campus that are supported by campus funds or by extramural funding. (Am 4/23/96, Am 3/12/13)
   e. It shall advise the Chancellor and report to the Division concerning budgetary needs for support of research in the Division. See Bylaw 135
   f. It shall make recommendations to the Chancellor, at his or her request, concerning the allocation among applicant San Diego Division members of any money made available. (Am 4/23/96)

UC Irvine:

A. Responsibilities:
   a. Consider issues pertaining to fostering research.
   b. Advise the Chancellor and represent the Division on matters relating to research policy and administration and academic resources, including information technology, telecommunications, and library policies and administration on the Irvine campus.
   c. Administer general campus funds for faculty research and review and evaluate University-recognized research programs and units.
   d. Advise the Vice Chancellor for Research on campus nominees or applicants for research awards from foundations and other granting agencies which restrict the number of proposals submitted.
   e. Represent the Division on the University Committee on Research Policy, the University Committee on Library & Scholarly Communication, and the University Committee on Computing & Communications.
f. A designated library representative shall be responsible for maintaining Council liaison with the University Librarian, and with any library committees that may exist in any of the Faculties.

B. Activities of CORCL should take into consideration the university’s mission to promote diversity.

C. Membership:
   a. The Council on Research, Computing, and Libraries shall consist of at least one member from each Faculty and no more than one member from any academic department. To balance the responsibilities of service among the members, each of the following Faculties shall have the following number of members:
      i. Biological Sciences (2 members), Health Sciences (2 members);
      ii. Physical Sciences (2 members), Engineering (2 members), ICS (1 member);
      iii. The Arts (1 member), Humanities (2 members); Education (1 member); and
      iv. Social Sciences (2 members), Social Ecology (1 member), Business (1 member),
         Law (1 member).
   b. The Vice Chancellor for Research, the Associate Vice Chancellor of Information Technology, and the University Librarian shall be *ex officio* non-voting members.

UC Santa Barbara:

A. Purpose
   a. To promote an optimal research and educational environment, to manage Senate resources and provide advice in a manner that fosters quality and diversity of research and instructional programs.

B. Membership
   a. Members are selected to ensure appropriate representation of the diversity of research, the apportionment within the faculty legislature, and instructional efforts at Santa Barbara. The Council consists of at least fifteen (15) Senate members. In addition, there is one non-Senate academic representative appointed by the Committee on Committees from each group as follows: lecturers, professional researchers, and librarians. There is one graduate and one undergraduate student representative, appointed by the Graduate Student Association and Associated Students, respectively. Additional student representatives may be appointed to the standing committees. The Council Chair and Vice Chairs are appointed by the Committee on Committees. One member is appointed each to the Universitywide Committees on Research Policy, on Information Technology and Telecommunications Policy, and on Library. The Chair is a member of the Executive Council.

C. Organization
a. The Council on Research and Instructional Resources consists of four standing committees, and any number of ad hoc committees. In addition, the Council Chair, in consultation with the membership, shall appoint any number of individuals or ad hoc committees in response to Administrative or joint Administrative/Senate Committee needs, and within the Council’s purview. In so doing, the Chair may consult with the Committee on Committees. Individuals may be appointed from the general Senate membership as necessary. Members so appointed report to the Council. Membership of the standing committees is selected by the Chair. The Chairs of the standing committees are appointed from the Council members by the Council Chair in consultation with the Council Vice Chair. The Council and its standing committees may invite consultants and guests to meetings as deemed appropriate. The standing committees are as follows:

i. Executive Committee, consisting of the Council Chair, Vice Chair, the subcommittee chairs, and the representatives to systemwide committees, if different;

ii. Committee on Research Policy & Procedures consisting of a Chair and five (5) Council members. The Vice Chancellor of Research serves ex-officio;

iii. Committee on Library, Information & Instructional Resources consisting of a Chair and five (5) Council members. The University Librarian and Associate Vice Chancellor of Academic Programs serve ex-officio;

iv. Committee on Faculty Grants for Research, Instructional Assessment and Instructional Improvement, consisting of a Chair, appointed from Council members, and any number of co-opted Senate members as necessary. (Am 22 Apr 04)

D. Duties
a. The Council:

i. formulates a Senate position on all matters pertaining to research and teaching in the Division.

ii. determines policy pertaining to research funds allocated to the Council; administers and allocates its funds according to established policy; determines recipients of faculty research grants and recommends the recipients of major instructional improvement/assessment grants.

iii. advises the Chancellor and informs the Division of budgetary need for support of research and research travel and of the development, budgetary needs and management of instruction and information technology for instruction and research in the Division.

iv. makes recommendations on the regularly scheduled reviews of organized research units; reviews and makes recommendations on proposals regarding organized research units.

v. acts for the Division in all matters of Library policy and administration and advises the Chancellor and the Division accordingly; reviews and makes recommendations concerning the print, electronic, space and growth needs of
the Library; participates in administrative reviews of the Library and formulates recommendations to the Chancellor, the Division and the Council on Planning and Budget as appropriate.

vi. participates in reviews of units administering computing and instructional resources and makes recommendations accordingly; maintains liaison with the Office of Information Technology.

vii. maintains liaison with the Universitywide Committees on Information Technology and Telecommunications Policy, Library, and Research Policy; coordinates with the Council on Planning and Budget where annual budgetary and resource allocation issues are concerned. (En 30 May 02)
Council on Research Bylaws across the UC System

**UC Berkeley:**
A. Membership
   a. This Committee has a Chair and at least nine Senate members.

B. Duties
   a. This Committee advises the Division in matters pertaining to the research mission of the Division and the University;
   b. Confers with and advises the Chancellor and the Vice Chancellor-Research on faculty perspectives regarding research policy matters;
   c. Administers and allocates funds designated for emeritus faculty in support of research and scholarship according to established policy; and
   d. Participates in reviews of Organized Research Units and makes recommendations to the Divisional Council based on these reviews.

**UC San Francisco:**
A. Membership
   a. This Committee shall consist of 15 members, in addition to the Chair and Vice Chair. The composition of the Committee should include Basic, Clinical, and Social/Behavioral scientists. The Chair is an ex officio member of the University Committee on Research Policy. If unable to serve on the University Committee on Research Policy, the Chair will recommend a designee to the Committee on Committees. [Am 9 Dec 81, 20 June 86, 1 Sep 03, 18 April 11, 25 June 15]

B. Duties
   a. To advise the Chancellor and inform the Division of budgetary need for support of research and research travel in the Division. It shall have the responsibility of making recommendations to the Chancellor regarding policy governing allocation of research funds, and other matters pertaining to research in the Division. It shall consider such applications for research funds as may be made by members of the Division and such applications for research travel grants for the purpose of attending meetings of learned societies as may be made by qualified applicants. It shall transmit to the Chancellor its recommendations concerning such applications.
   b. To select a UCSF faculty member who has made a distinguished record in basic research, to deliver a lecture upon such topic as he or she sees fit. The member is to be designated the "Faculty Research Lecture-Basic Science" of the San Francisco Division. [Am 1 Sep 03, 18 Nov 04, 18 April 11]
   c. To select a UCSF faculty member who has made a distinguished record in clinical research, to deliver a lecture upon such topic as he or she sees fit. The member is to be
designated the "Faculty Research Lecture-Clinical Science." [Am 1 Sep 03, 18 Nov 04, 18 April 11]

d. To select a UCSF faculty member who has made a distinguished record in translational research, to deliver a lecture upon such topic as he or she sees fit. The member is to be designated the "Faculty Research Lecture-Translational Science." [Am 18 April 11]

**UC Davis:**

**A. Membership**

a. This committee shall consist of fifteen Divisional Senate members (including a chair and the Vice Chancellor for Research non-voting ex officio) and one representative of the Academic Federation. Members shall be appointed for a three year term, with the possibility of appointment to a second term that is not to exceed two years. Members shall be selected in consideration of the diversity of research activities on the Davis campus. (Am. 6/7/1983, 6/3/2011)

**B. Duties**

a. Consult regularly with the Vice Chancellor--for Research. Advising the Chief Campus officer and the Division concerning: faculty perspectives on the research mission of the Division and the University; budgetary needs to support research infrastructure; policy and strategy regarding the pursuit and acceptance of research support; and promotion and coordination of multidisciplinary research among faculty members.

b. Formulate policy governing acceptance of extramural funding.

c. Provide periodic evaluation of administrative units that support faculty research.

d. Provide review of Organized Research Units and make recommendations to the Vice Chancellor for Research that are based on reports of organized research Units. (Am. 6/7/1983)

e. Maintain formal liaison with relevant Senate committees.

f. Establish policies and procedures governing allocation of funds within the jurisdiction of the Faculty Grants Program Subcommittee for the conduct of research and travel to attend scholarly meetings; inform the Division of these policies, and evaluate them periodically.

g. Provide review of applications from various calls for research proposals that are associated with the Limited Submission Program of the Office of Research when so requested by the Vice Chancellor for Research.

**C.** In the Spring Quarter of each academic year, the committee shall form a subcommittee consisting of the Senate members of the committee with the exception of the Vice Chancellor for Research. This subcommittee shall have the following duties: (Am. 6/3/2011)
a. Implement policies and procedures governing the award of research support in programs falling under its jurisdiction.

b. Implement policies and procedures governing the allocation of support for research related travel to scholarly meetings. (Am. 4/25/1983)

**UC Santa Cruz:**

**A. Membership**

a. There are nine Santa Cruz Division members, including at least one and no more than three members from each academic division and the School of Engineering. In addition, there is one graduate student representative. (Am 3 Dec 69, 24 Feb 71, 10 Feb 93, 31 May 95, 18 Feb 98 EI; 19 Feb 03, 19 Oct 12; CC 31 Aug 98; EC 18 Oct 91, 31 Aug 04)

**B. The Committee:**

a. The committee informs the Division on issues pertaining to the research mission at UCSC and the University of California, consults with the Vice Chancellor for Research (VCR), advises the Chancellor, and explores new initiatives to enhance the quality, relevance, sustainability and support for research. For example, the committee addresses campus research budgets, research infrastructure, policy and strategy, promotion and coordination of multidisciplinary research, collaborative research among faculty, and policies governing acceptance of extramural funding.

b. Advises the VCR on policies for periodic evaluation of administrative entities that support faculty research, including such offices as the Office of Research, Office of Sponsored Projects Office for the Management of Intellectual Property and Compliance Administration and UCSC Natural Reserves.

c. Establishes and implements policies and procedures governing the allocation of funds within the purview of the Faculty Grants Program for the conduct of research and for travel to attend scholarly meetings, informs the Division of these policies and procedures, and periodically evaluates them. (Am 6 Dec 67, 31 May 95, 19 Feb 03, 18 Nov 16; CC 31 Aug 98, 31 Aug 06; EC 1 Aug 76, 31 Aug 18)

**UC Merced:**

**A. Membership:**

a. This Committee consists of at least five members of the Merced Division. The Vice Chancellor of Research and Economic Development serves as *ex officio*.

**B. Duties:**

a. Makes recommendations to the Division on the award of prizes to faculty for research.
b. Advises the Committee on Academic Planning and Resource Allocation, the Division, and the Chancellor on planning, management, and budgetary issues related to research.

c. Formulates a Senate position on all matters pertaining to research in the Division and acts for the Division in oversight of the Office of Research and Economic Development; makes recommendations to the Chancellor concerning applications by members of the Division for research grants and for travel expenses to attend meetings of learned societies; advises the Chancellor or Chancellor’s designee in matters relating to research policy; and determines policy pertaining to research funds allocated to the Committee.

d. Represents the Division in all matters relating to the review of Organized and Centralized Research Units, Core Facilities, Centers and Institutes, including proposals for and reviews of such units.

e. Acts for the Division in all matters of Research Safety policy and administration, and advises the Chancellor or Chancellor’s designee and the Division accordingly.

UC Riverside:

A. Membership

a. The committee consists of at least ten members, one of whom serves as representative to the University Committee on Research Policy; and the Vice Chancellor for Research who will serve as a non-voting ex officio member. Five members shall be appointed from the College of Humanities, Arts, and Social Sciences; the Graduate School of Education; and/or the School of Business Administration. Five members shall be appointed from the College of Natural and Agricultural Sciences; the School of Medicine; and/or the Bourns College of Engineering. The committee considers and reviews matters pertaining to the research mission of the UC Riverside campus, and advises the UC Riverside Division of the Academic Senate, the Chancellor, Provost, and Vice Chancellor for Research and Economic Development regarding policies, practices, and budgetary needs pertaining to the research mission of the UC Riverside Division. (Am 5 Feb 87) (Am 25 May 2010) (Am 19 February 2013) (Am 6 December 2016)

B. In addition to this general charge, it also has the following specific duties: (Am 25 May 2010)

a. Advise the Academic Senate on budgetary needs concerning research activities that are supported by the funds at the disposal of this committee. (Am 25 May 2010) (Am 6 December 2016)

b. Cooperate with the Office of Research to advise on the pre-selection of campus nominees or applicants for research contracts/grants from foundations and other granting agencies that restrict the number of proposals submitted from the campus. (Am 25 May 2010)

c. Review and evaluate faculty applications for support from intramural research funds, research travel funds, or other research funds for which the committee may be made
responsible, and to recommend allocation of these funds within the limits of University policy governing the grants. (Am 9 Oct 69) (Am 25 May 2010)

**UC San Diego:**

A. This committee shall consist of ten ordinary members of the Division, including the Divisional Representative to the University Committee on Research Policy (UCORP) and ex officio the Vice Chancellor for Research, neither of whom shall serve as chair or vice chair. The Chair and Vice Chair of this committee shall normally be appointed for two-year staggered terms. The UCORP member shall normally serve for two years after having served at least one year on the Divisional committee see Bylaw 185(C)(8)and SBL 200. (Am 11/27/90, Am 4/25/95, Am 4/23/96, Am 4/25/00, Am 2/24/04, Am 1/29/08, Am 3/12/13)

B. This committee shall have the following **duties**: (Am 4/23/96)

   a. It shall review and make recommendations to the Administration and the Division concerning general policies pertaining to Organized Research. (En 11/27/90, Am 4/23/96)

   b. It shall review and make recommendations concerning proposals for and reviews of Organized Research Units. (En 11/27/90)

   c. It shall review and make recommendations concerning proposals for and reviews of University authorized research units. (En 11/27/90, Am 4/23/96)

   d. It shall formulate and report to the Division general policies, not otherwise provided for by University-wide policy, concerning the research activities on the San Diego campus that are supported by campus funds or by extramural funding. (Am 4/23/96, Am 3/12/13)

   e. It shall advise the Chancellor and report to the Division concerning budgetary needs for support of research in the Division. See Bylaw 135

   f. It shall make recommendations to the Chancellor, at his or her request, concerning the allocation among applicant San Diego Division members of any money made available. (Am 4/23/96)

**UC Irvine:**

A. **Responsibilities:**

   a. Consider issues pertaining to fostering research.
b. Advise the Chancellor and represent the Division on matters relating to research policy and administration and academic resources, including information technology, telecommunications, and library policies and administration on the Irvine campus.

c. Administer general campus funds for faculty research and review and evaluate University-recognized research programs and units.

d. Advise the Vice Chancellor for Research on campus nominees or applicants for research awards from foundations and other granting agencies which restrict the number of proposals submitted.

e. Represent the Division on the University Committee on Research Policy, the University Committee on Library & Scholarly Communication, and the University Committee on Computing & Communications.

f. A designated library representative shall be responsible for maintaining Council liaison with the University Librarian, and with any library committees that may exist in any of the Faculties.

B. Activities of CORCL should take into consideration the university’s mission to promote diversity.

C. Membership:

a. The Council on Research, Computing, and Libraries shall consist of at least one member from each Faculty and no more than one member from any academic department. To balance the responsibilities of service among the members, each of the following Faculties shall have the following number of members:

   a.i. Biological Sciences (2 members), Health Sciences (2 members);

   a.ii. Physical Sciences (2 members), Engineering (2 members), ICS (1 member);

   a.iii. The Arts (1 member), Humanities (2 members); Education (1 member); and

   a.iv. Social Sciences (2 members), Social Ecology (1 member), Business (1 member), Law (1 member).
The Vice Chancellor for Research, the Associate Vice Chancellor of Information Technology, and the University Librarian shall be *ex officio* non-voting members.

**UC Santa Barbara:**

A. **Purpose**

a. To promote an optimal research and educational environment, to manage Senate resources and provide advice in a manner that fosters quality and diversity of research and instructional programs.

B. **Membership**

a. Members are selected to ensure appropriate representation of the diversity of research, the apportionment within the faculty legislature, and instructional efforts at Santa Barbara. The Council consists of at least fifteen (15) Senate members. In addition, there is one non-Senate academic representative appointed by the Committee on Committees from each group as follows: lecturers, professional researchers, and librarians. There is one graduate and one undergraduate student representative, appointed by the Graduate Student Association and Associated Students, respectively. Additional student representatives may be appointed to the standing committees. The Council Chair and Vice Chairs are appointed by the Committee on Committees. One member is appointed each to the Universitywide Committees on Research Policy, on Information Technology and Telecommunications Policy, and on Library. The Chair is a member of the Executive Council.

C. **Organization**

a. The Council on Research and Instructional Resources consists of four standing committees, and any number of ad hoc committees. In addition, the Council Chair, in consultation with the membership, shall appoint any number of individuals or ad hoc committees in response to Administrative or joint Administrative/Senate Committee needs, and within the Council’s purview. In so doing, the Chair may consult with the Committee on Committees. Individuals may be appointed from the general Senate membership as necessary. Members so appointed report to the Council. Membership of the standing committees is selected by the Chair. The Chairs of the standing committees are appointed from the Council members by the Council Chair in consultation with the Council Vice Chair. The Council and its standing committees may invite consultants and guests to meetings as deemed appropriate. The standing committees are as follows:

   a.i. Executive Committee, consisting of the Council Chair, Vice Chair, the subcommittee chairs, and the representatives to systemwide committees, if different;
a.ii. Committee on Research Policy & Procedures consisting of a Chair and five (5) Council members. The Vice Chancellor of Research serves ex-officio;

a.iii. Committee on Library, Information & Instructional Resources consisting of a Chair and five (5) Council members. The University Librarian and Associate Vice Chancellor of Academic Programs serve ex-officio;

a.iv. Committee on Faculty Grants for Research, Instructional Assessment and Instructional Improvement, consisting of a Chair, appointed from Council members, and any number of co-opted Senate members as necessary. (Am 22 Apr 04)

D. Duties

a. The Council:

a.i. formulates a Senate position on all matters pertaining to research and teaching in the Division.

a.ii. determines policy pertaining to research funds allocated to the Council; administers and allocates its funds according to established policy; determines recipients of faculty research grants and recommends the recipients of major instructional improvement/assessment grants.

a.iii. advises the Chancellor and informs the Division of budgetary need for support of research and research travel and of the development, budgetary needs and management of instruction and information technology for instruction and research in the Division.

a.iv. makes recommendations on the regularly scheduled reviews of organized research units; reviews and makes recommendations on proposals regarding organized research units.

a.v. acts for the Division in all matters of Library policy and administration and advises the Chancellor and the Division accordingly; reviews and makes recommendations concerning the print, electronic, space and growth needs of the Library; participates in administrative reviews of the Library and formulates recommendations to the Chancellor, the Division and the Council on Planning and Budget as appropriate.

a.vi. participates in reviews of units administering computing and instructional resources and makes recommendations accordingly; maintains liaison with the Office of Information Technology.

a.vii. maintains liaison with the Universitywide Committees on Information Technology and Telecommunications Policy, Library, and Research Policy; coordinates with the Council on Planning and Budget where annual budgetary and resource allocation issues are concerned. (En 30 May 02)
To: Linda Bourque
   Chair, Committee on Rules and Jurisdiction

From: Richard Desjardins
      Chair, Council on Research

Re: Recommended Changes to Bylaw 75.3 and Appendix IX: Council on Research

Dear Professor Bourque, Committee on Rules and Jurisdiction,

The Council on Research voted, at its meeting on XXXXXXXX, to unanimously approve changes to the Divisional Bylaw 75.3 and to Bylaw Appendix IX – Council on Research. The vote was 13-in favor, 2-absent, opposed. The proposed changes reflect the current structure of the Council on Research and of its Faculty Grants Program. After extensive analysis of other UC campuses Senate bylaws, we arrived to the conclusion that we were going to provide general information to our bylaws were more specific, especially in regards to the faculty grants program; thus, we run into the possibility of having to revise our bylaws more frequently than necessary. We already publish an updated version of the Faculty Grants Program instructions and guidelines on an annual basis and notify Senate faculty via BruinPost. Similarly, the Office of the Vice Chancellor for Research and its agencies has undergone restructuring and several offices have changed their names. COR would prefer that the offices not be mentioned in our bylaws.

Thank you for your attention to this very important matter. If you have any questions, please do not hesitate to contact me at desjardins@ucla.edu, or via the Council’s analyst, Elizabeth Feller, at efeller@senate.ucla.edu or x62470.

cc: Marian Olivas, Committee Analyst, Committee on Rules and Jurisdiction
    Elizabeth Feller, Committee Analyst, Council on Planning and Budget

Enclosure
Current

Bylaw 75.3: Council on Research

(A) Membership: The Council consists of twenty-five members: 10 appointed by the Committee on Committees, 2 ex-officio members without vote (the Vice Chancellor for Research and the one representative from the appointed Faculty Grants Program) who serve on the Council; 14 members appointed by the Committee on Committees, who serve exclusively on the seven review subcommittees of the Faculty Grants Program and ad hoc members appointed by the Chair of the Council, as needed, based on the area of expertise and the volume of proposals received.

1. The Chair and Vice Chair will be appointed by the Committee on Committees from among the appointed members. The UCORP representative is generally the Chair of the Council, appointed by the Committee on Committees.

2. From among the 14 members of the review subcommittees of the Faculty Grants Program, one member is selected by the Chair of the Council, in consultation with appointed Council members, to serve as the ex officio representative to the Council from the Faculty Grants Program.

3. Membership term of the Council on Research will be from 3 to 5 years, with initial appointment for a period of 3 years and with the possibility of a succeeding appointment for 1 or for 2 years; Faculty Grants Program will be for 3 years; and UCORP representative will be for 2 years.

4. Each review subcommittee of the Faculty Grants Program consists of at least two members representing different specialized fields from within each of the seven academic discipline areas: Social Sciences, Professional Schools, Fine Arts, Physical Sciences, Life Science, Humanities and Health Sciences.

(B) Council on Research Duties

1. consults regularly with the Vice Chancellor for Research, advises the Chancellor and informs the

Proposed

Bylaw 75.3: Council on Research

(A) Membership: The Council consists of twenty-five members: 10 appointed by the Committee on Committees, 12 ex-officio members without vote (the Vice Chancellor for Research and the one representative from the appointed Faculty Grants Program) who serve on the Council; 14 members appointed by the Committee on Committees, who serve exclusively on the seven review subcommittees of the Faculty Grants Program Committee and ad hoc members appointed by the Chair of the Council, as needed, based on the area of expertise and the volume of proposals received.

1. The Chair and Vice Chair will be appointed by the Committee on Committees from among the appointed members. The UCORP representative is generally the Chair of the Council, appointed by the Committee on Committees.

2. From among the 14 members of the review subcommittees of the Faculty Grants Program, one member is selected by the Chair of the Council, in consultation with appointed Council members, to serve as the ex officio representative to the Council from the Faculty Grants Program.

3. Membership term of the Council on Research will be from 3 to 5 years, with initial appointment for a period of 3 years and with the possibility of a succeeding appointment for 1 or for 2 years; Faculty Grants Program will be for 3 years; and UCORP representative will be for 2 years.

4. Each review subcommittee of the Faculty Grants Program consists of at least two members representing different specialized fields from within each of the seven academic discipline areas: Social Sciences, Professional Schools, Fine Arts, Physical Sciences, Life Science, Humanities and Health Sciences.

(B) Council on Research Duties

1. consults regularly with the Vice Chancellor for Research, advises the Chancellor and informs the
Division concerning:
(a) faculty perspectives on issues pertaining to the research mission at UCLA and the University of California.
(b) campus budgetary needs for support of research and support of research infrastructures, policy, and strategy regarding the pursuit and acceptance of support;
(c) promotion and coordination of multidisciplinary research and collaborative work among faculty; and
(d) policies governing acceptance of extramural funding

2. Provides periodic evaluation of units that support faculty research, including such offices (or their equivalent) as the Office of Research Administration, the Office of Sponsored Research, the Office of Intellectual Property Administration and Technology Transfer, the Office of Academic Computing, and Committees on Human Subject Protection and Animal Research.

3. Formulates general guidelines for review of Organized Research Units (ORUs) and makes recommendations to the Vice Chancellor for Research based on ORU reports;

4. maintains formal liaison with relevant Senate committees, such as the Graduate Council, and the Council on Planning and Budget

5. establishes policies and procedures governing the allocation of funds within the purview of the Faculty Grants Program, for the conduct of research and for travel to attend scholarly meetings, informs the Division of these policies and procedures, and periodically evaluates them; and

6. the Chair of the Council on Research shall coordinate the conduct and activities of the Faculty Grants Program

(C) Faculty Grants Program: Subcommittee Duties

1. implements policies and procedures governing funding in support of research projects in a competitive grants program which is merit based
2. implements policies and procedures governing the allocation of funds in support of research-related conference travel to present research findings at scholarly meetings; and

Division concerning:
(a) faculty perspectives on issues pertaining to the research mission at UCLA and the University of California.
(b) campus budgetary needs for support of research and support of research infrastructures, policy, and strategy regarding the pursuit and acceptance of support;
(c) promotion and coordination of multidisciplinary research and collaborative work among faculty; and
(d) policies governing acceptance of extramural funding

2. Provides periodic evaluation of units that support faculty research, including various offices under the purview of the Vice Chancellor for Research such as those relating to the development and support of research infrastructure, as well as the development, processing and administration of grants such offices (or their equivalent) as the Office of Research Administration, the Office of Sponsored Research, the Office of Intellectual Property Administration and Technology Transfer, the Office of Academic Computing, and Committees on Human Subject Protection and Animal Research.

3. Formulates general guidelines for the review of Organized Research Units (ORUs) and makes recommendations to the Vice Chancellor for Research or the Chancellor’s designee based on ORU reports;

4. maintains formal liaison with relevant Senate committees, such as the Graduate Council, and the Council on Planning and Budget

5. establishes policies and procedures governing the allocation of funds within the purview of the Faculty Grants Program, for the conduct of research and for travel to attend scholarly meetings, informs the Division of these policies and procedures, and periodically evaluates them; and

6. the Chair of the Council on Research shall coordinate the conduct and activities of the Faculty Grants Program

(C) Faculty Grants Program: Subcommittee Duties

1. implements policies and procedures governing funding in support of research projects in a competitive grants program which is merit based
Appendix IX: Council on Research

The primary purpose of the Academic Senate Council on Research/Faculty Grants Program (COR/FGP) is to support the conduct of research by eligible faculty at UCLA. FGP funds are intended to provide support for faculty academic research, and not to support other academic responsibilities such as teaching and university service.

1. Criteria Used in Evaluating Proposals. FGP funds are awarded competitively through a peer review process that examines:
   (A) the merit and originality of a project
   (B) its potential to generate extramural funding
   (C) non-overlap with other research funding available to the investigator
   (D) the investigator’s prior record of scholarly productivity in the use of FGP awards

2. Eligibility. Only Academic Senate Faculty, including emeriti professors are eligible to apply. Proposals submitted jointly by an eligible and ineligible co-investigator may be granted provided the eligible co-investigator has a bone fide involvement with the project. No more than one proposal per Academic Senate member may be submitted in a fiscal year. Research grants may be held while on sabbatical; research grants may not be held while on leave of absence without pay.

3. Application Process. There is one granting period per year. The submission deadline is 5:00 pm on the first Thursday in February (Am 18 Nov 03)

4. Budget Categories for Research Grant Funds
   (A) Research Assistant (not to exceed the cost of a half time assistant for 12 month)
   (B) Equipment (essential equipment dedicated to the research project)
   (C) Expendable Supplies (e.g. chemicals, computer supplies, film, etc.)
   (D) Reprographics (e.g. photocopying)
   (E) Communication Expenses (FAX, telephone and mail directly related to the research project)
   (F) Field Expense (including limited travel and expense to acquire data; conference travel is not

2. implements policies and procedures governing the allocation of funds in support of research-related conference travel to present research findings at scholarly meetings; and
3. reviews and makes recommendations on application submitted by eligible faculty for research funding.
permitted)
(G) Other Expenses (e.g. subject costs, computing costs, data analysis, etc.)

5. Funds are awarded for the period July 1 to June 30 of the following year, and must be expended during the period. Unexpended funds will be returned to the Council on Research/Faculty Grants Program.

Guidelines for application and detailed instructions are put forth in the “Faculty Research Grant Application Submission Guidelines and Instructions” which is available from the Academic Senate Office (ext. 53853) or at www.senate.ucla.edu website.

Part II. OTHER FUNDS ADMINISTERED BY THE COUNCIL ON RESEARCH/FGP

1. Research Travel to Meeting of Scholarly Societies
(A) Eligibility. All members of the Academic Senate including emeriti and those on sabbatical leave may apply. Support will be granted for participation in a maximum of ONE conference or meeting of scholarly societies per fiscal year (July 1 – June 30) per individual, subject to availability of funds.

(B) Criteria for Travel Support. Research travel support will be granted for personal presentation at meetings of recognized scholarly societies of original research and creative activity. Support is given for oral and poster presentations. The chairing of sessions, panels, and symposia, or participation as a discussant is not eligible for support. The FGP will only accept and review applications that provide written confirmation of the acceptance by the sponsoring organization of the applicant’s participation.

(C) Amount of Travel Support. If approved, the awarded amount will equal the airfare cost from Los Angeles to the City/State/Country in which the conference is being held and the return to Los Angeles. An award may not exceed either the Advanced Purchase coach fare on the route, or the maximum award amount established each year by the Council on Research/FGP, whichever is less. Information regarding the current maximum amount any individual may receive in a given fiscal year is available from the Council on Research office.

(E) Communication Expenses (FAX, telephone and mail directly related to the research project)
(F) Field Expense (including limited travel and expense to acquire data; conference travel is not permitted)
(G) Other Expenses (e.g. subject costs, computing costs, data analysis, etc.)

5. Funds are awarded for the period July 1 to June 30 of the following year, and must be expended during the period. Unexpended funds will be returned to the Council on Research/Faculty Grants Program.

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(C) Amount of Travel Support. If approved, the awarded amount will equal the airfare cost from Los Angeles to the City/State/Country in which the conference is being held and the return to Los Angeles. An award may not exceed either the Advanced Purchase coach fare on the route, or the maximum award amount established each year by the Council on Research/FGP, whichever is less. Information regarding the current maximum amount any individual may receive in a given fiscal year is available from the Council on Research office.
2. Intercampus Exchange Program. Limited funds are available for support of intercampus exchange of academic senate members and advanced graduate students for study and research on other University of California campuses. Grants may be made to assist with travel, living expenses and research costs.

Guidelines for application and detailed instructions for both of these programs are put forth in the "Faculty Research Travel Program Submission Guidelines and Instructions" which is available from the Academic Senate Office (ext. 53853) or at www.senate.ucla.edu website.

Guidelines for application and detailed instructions for both of these programs are put forth in the "Faculty Research Travel Program Submission Guidelines and Instructions" which is available from the Academic Senate Office (ext. 53853) or at www.senate.ucla.edu website.

Thank you for your attention to this very important matter. If you have any questions, please do not hesitate to contact me at desjardins@ucla.edu, or via the Council’s analyst, Elizabeth Feller, at efeller@senate.ucla.edu or x62470.

cc: Marian Olivas, Committee Analyst, Committee on Rules and Jurisdiction
    Elizabeth Feller, Committee Analyst, Council on Research
Dean Suárez-Orozco,

I am notifying you that on 05/17/2019 a Substantive Change screening form was submitted for the Education and Social Transformation to the Western Association of Schools and Colleges (WSCUC) Senior College and University Commission (WSCUC). This is a new reporting requirement introduced by our regional accreditor beginning in July 2017.

To remain in compliance with the Code of Federal Regulations concerning accreditation and substantive change, WSCUC will now screen all of UCLA’s new degree programs before they are launched, to ascertain that they do not represent a “significant departure” from our current program offerings, prior to the programs’ implementation. WSCUC provides the following guidance in their documentation of the new requirement:

…examples of significant departures include: an offering in a curricular area in which the institution has no current approved programs (such as a new accounting certificate offered by an institution with no Business programs) or offering an online program at an institution with no or very few approved online programs or vice versa.

Per the e-mail below, “no substantive change review will be necessary for the proposed program.” As indicated in the final paragraph, the program will be activated in the ALO Accreditation Management Portal by a member of the UCLA Accreditation team. No further action is required on the part of the department.

If you have any questions, please contact Mary Ries, Administrative Coordinator, at mries@college.ucla.edu or (310) 206-1225.
Dear ALO:

Thank you for submitting the Substantive Change Screening form. Following a review of the information submitted, it has been determined that no substantive change review will be necessary for the proposed program.

Program Implementation Notification Required
You are required to confirm implementation of the program in order for the program or location to be listed on the WSCUC website for purposes of financial aid eligibility verification by the U.S. Department of Education.

Login to the Accreditation Management Portal and the Education and Social Transformation as Active within 30 days of implementation. Failure to report implementation may result in the suspension of financial aid eligibility for enrolled students.

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May 1, 2019

To: Joseph Bristow  
    Chair, Academic Senate

Re: Proposed B.A. in Education and Social Transformation

Dear Chair Bristow,

The Undergraduate Council has reviewed a proposal from the Department of Education to offer a Bachelor of Arts (B.A.) in Education and Social Transformation. The Undergraduate Council approved this proposal (11 approve, 4 oppose, 1 abstaining) with an effective date of fall 2019. The proposal was previously reviewed by the Council on Planning and Budget, the Committee on Rules and Jurisdiction, and the Curriculum Committee of the Undergraduate Council.

Please note that this proposal includes new Degree Regulations for the Graduate School of Education and Information Studies.

By way of this memorandum, the Council is hereby submitting this proposal to the Executive Board and requests that it be placed on the agenda for a future meeting of the Legislative Assembly.

If you have any questions or concerns, please do not hesitate to contact me or Eric Wells, the Undergraduate Council Analyst (ewells@senate.ucla.edu).

Sincerely,

Robert Gould  
Chair, Undergraduate Council

cc: Joseph Bristow, Chair, Academic Senate  
Richard Desjardins, Chair, GSEIS FEC  
Christina Christie, Chair, Department of Education  
Sandra Graham, Immediate Past Chair, Academic Senate  
Michael Meranze, Chair Elect, Academic Senate  
Linda Mohr, Chief Administrative Officer, Academic Senate  
Marcelo Suárez-Orozco, Dean, GSEIS  
Eric Wells, Undergraduate Council Analyst, Academic Senate
March 19, 2019

To: Robert Gould, Chair, Undergraduate Council

From: Chris Niemann, Chair
Rules & Jurisdiction Committee

Re: Revisions (March 8, 2019), Proposed Bachelor’s Degree Regulations, School of Education

The Rules & Jurisdiction Committee (R&J) has reviewed the revisions to the proposed regulations for a degree of Bachelor of Arts to be offered by the School of Education. Thank you for your careful review and implementation of our committee’s comments in their February 12, 2019 letter. We find the regulations as submitted in the revised March 8, 2019 proposal consistent with the Code of the Academic Senate.

Additionally Committee accepts the reasoning that any consideration of a change from the school’s name, “Graduate School of Education and Information Studies” should be considered as a separate action once the undergraduate degree is approved.

Lastly, the Committee has one additional suggestion which does not affect the approval of the regulations. Because of the varied designations of transferable UCLA Extension courses (in addition to the “XLC” designation), we suggest adding one sentence to the section now labeled 004(J): “Other University Extension courses with the prefix “X” will be counted in satisfaction of the major if approved by the FEC.” This can be done now or as a separate action once the proposal goes through. Please note that all revisions to these regulations must be voted on and approved by a majority of the Senate faculty voting.

cc: Marcelo Suárez-Orozco, Dean GSEIS
Christina (Tina) Christie, Department Chair, Education
Kumar Rajaram, Committee on Rules & Jurisdiction
Alfreda Iglehart, Committee on Rules & Jurisdiction
Eric Wells, Analyst, Undergraduate Council
Linda Mohr, Chief Administrative Officer, Academic Senate
March 8, 2019

To: Joseph Bristow, Chair, UCLA Academic Senate  
Robert Gould, Chair, UCLA Undergraduate Council

Re: Proposal for a Bachelor of Arts in Education and Social Transformation

Dear Colleagues,

On behalf of the Graduate School of Education & Information Studies, I am pleased to submit an updated proposal for a Bachelor of Arts in Education and Social Transformation. Thank you for your helpful questions and comments on the previous version of the proposal dated October 31, 2018. Below is a summary of the revisions and clarifications we have made to the proposal.

Section 1. Description and Rationale

1.1 Purpose

- Clarified the research and career trajectories for students who complete the program. As stated in the proposal, graduates of the Bachelor of Arts in Education and Social Transformation will be prepared:
  - to pursue a doctoral degree in education, educational policy, and educational law;
  - to work in advocacy or public policy;
  - and to become an educator and earn a graduate teaching credential.

Section 2. Program Requirements

2.1 Program Requirements

- Changed lower division pre-requisites from one to two. Students will enroll in EDUC 10 and EDUC 35 before applying to the major. These courses will introduce students to the learning goals of the major. The course syllabi are included as Attachment 4 (EDUC 10) and Attachment 5 (EDUC 10) to the proposal.
- Included Table 3 to compare the proposed Bachelor of Arts in Education and Social Transformation with similar majors at other UC campuses.

2.2 Rigor and Coherence

- Explained faculty reasoning for postponing structuring the Bachelor of Arts in Education and Social Transformation as a capstone major.
- Clarified why faculty anticipate a need to offer support and mentoring to first-generation and low-income students.
2.3 Proposed Admissions Process for Freshman and Transfer Students

- Revised Admissions process and modified GPA requirement. The revisions to the admissions process and GPA requirement are reflected in the proposed changes to the catalogue copy as well.
- Clarified that the Department of Education will not use the essays to make admissions decisions; faculty will use the student essays as part of the assessment plan.

Section 3. Proposed Courses

3.1 Curriculum

- Included three-year course schedule with the names of faculty who will teach courses as Attachment 7 to the proposal.
- Included list of current Education faculty with joint appointments as Attachment 8 to the proposal.
- Included a list of multiple-listed Education courses as Attachment 9 to the proposal.

3.2 Suggested Pathways through the Curriculum

- Replaced sample student schedules with suggested pathways students might take through the curriculum. Attachment 3 illustrates four suggested pathways with an advising sheet and sample schedule for each pathway.

3.3 Syllabi

- Included syllabi for EDUC 10 and EDUC 35 as Attachment 4 and Attachment 5 to the proposal.

3.4 Relation to Existing UCLA Programs

- Added information about the relationship between the Department of Education and existing UCLA Programs. Included list of current Education faculty with joint appointments as Attachment 8 to the proposal.
- Included list of Education courses the fulfill diversity requirement as Attachment 10 to the proposal.

Section 4. Curriculum Map and Assessment Plan

4.1 Curriculum Map

- Expanded curriculum map to show how specific courses address learning goals.

4.2 Preliminary Plan for Assessing Learning Outcomes

- Added details to the assessment plan. The assessment plan involved both pre- and post-student essays as well as samples of student work from completed courses. The assessment plan section includes examples of the types of student work the Department of Education plans to collect.

Section 5. Academic Staff

5.2 Faculty of the Major

- Clarified the Senate faculty members who will teach at least one undergraduate section.
- Included Table 7 to demonstrate that the major will not impact existing graduate programs in the Department of Education.
- Included three-year course schedule with the names of faculty who will teach courses as Attachment 7 to the proposal.
Section 6. Projected Enrollment and Resource Requirements

6.1 Enrollment Plan
- Revised Table 8 to reflect current projected enrollment and seats needed.

6.2 Resource Requirements
- Clarified need for student affairs support and hiring of new faculty.
- Elaborated that Department of Education will have sufficient doctoral students to serve as teaching assistants in the major.
- Added more detailed information about space needs.

We would be happy to provide additional information regarding the proposed Bachelor of Arts in Education and Social Transformation as needed. Thank you for your consideration.

Sincerely,

[Signature]

Marcelo Suárez-Orozco
Wasserman Dean, Graduate School of Education & Information Studies
Executive Summary of the Proposal
March 8, 2019

The Graduate School of Education & Information Studies (GSE&IS) proposes a Bachelor of Arts in Education and Social Transformation. The undergraduate major will prepare students to analyze current issues in education through a social justice lens and to emerge prepared to engage in future study and as advocates for positive change.

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

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

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

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

The overarching learning objectives of the major include: Ability to Analyze Education in Social and Political Contexts and Skills for Effecting Change. These objectives are informed by our core values, which translate into demonstrating an understanding of multiple perspectives, diversity, pluralism, and social justice.

Faculty support. Our faculty are fully committed to and engaged in this major, which is demonstrated by the faculty vote; among Senate faculty, the vote was Approve: 39 and Disapprove: 3; among professional faculty, the vote was Approve: 11 and Disapprove: 0. The
GSE&IS Faculty Executive Committee considered the proposal on October 11, 2018. Eight of nine voting members were present, and all voted in favor.

We propose a curriculum with two lower-division prerequisites and with upper-division credits meeting the “Challenge 45” (limiting UC major requirements to 45 upper-division credits) in order to make it possible to transfer into the major from community college or from another UCLA major without extending time to degree.

**Faculty engagement.** All but four current ladder faculty who are contractually obligated to teach in one of our professional programs will teach in the major (although some are currently not scheduled to teach due to “by arrangement” releases).

Because education is a multidisciplinary field, we anticipate continuing our tradition of having joint appointments and joint hires with such departments as African American Studies, American Indian Studies, Asian American Studies, Chicana/o Studies, Gender Studies, Anthropology, History, Psychology, and Sociology. (See Attachment 8 for a list of current faculty joint appointments.)

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

Admission to the major will be by application to the Undergraduate Education Committee. Applications will be accepted at the beginning of each quarter, with decisions communicated towards the beginning of the following quarter. Applicants with a 2.5 GPA or higher will be automatically admitted to the major. Applicants with a 2.3–2.5 GPA will be part of a competitive pool. Applicants with less than a 2.3 GPA will be declined admission to the major.

**Enrollment.** The major will be phased in over five years and is projected to grow to serve about 750 pre-majors and majors. Table 8 projects enrollment and the number of “seats” needed in lower-division and upper-division courses each year. In addition, the Department of Education will continue to serve a significant number of Education Studies minors. While many of the current 350 minors will elect to become Education and Social Transformation majors, the minor program will continue to attract students who choose to major in another discipline (e.g., Sociology, Political Science, English, Mathematics for Teaching) but have a passion for education and social transformation and cannot accommodate a second major in their studies.

**Program of study.** Before applying to the major, pre-majors will enroll in two lower-division Education courses. The first is EDUC 10, Introduction to Educational Issues and Scholarship. (EDUC 11, Education, Equality and the Future of American Society: Problems, Prospects, and Policies, which will be offered less frequently, will be accepted as an alternative to EDUC 10.) The second course is EDUC 35, Introduction to Inquiry and Research in Education. The two
prerequisites will introduce students to the eight learning goals through readings, activities, and assignments.

Table 4 (p. 17) lists the courses proposed to meet the needs of majors within four to five years at full enrollment. Attachment 2 contains course descriptions. The curriculum builds on the existing Education Studies minor curriculum, adding about 20 new courses as well as additional sections of existing courses. The proposed curriculum also presupposes that certain frequently offered 187 (variable topics) courses will be converted to regularly offered courses with their own titles and numbers.

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

General education courses, diversity courses, and a quantitative reasoning course being developed will be of interest to students who plan to major in other departments as well. See Attachment 10 for a list of current Education courses that fulfill the diversity requirement.

**Assessing student learning.** We will gauge the degree to which the major successfully addresses the eight learning goals in two ways: (1) student work samples from upper-division courses, and (2) written responses to an open-ended prompt and multiple-choice prompts at two points in time.
Bachelor of Arts in Education and Social Transformation
Submitted by the Graduate School of Education & Information Studies

Marcelo Suárez-Orozco, Dean

3/8/19

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Bachelor of Arts in Education and Social Transformation

Section 1. Description and Rationale

1.1 Purpose

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

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

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

The proposed course of study is unique in the UC system in that it prepares students to think critically about the issues and challenges facing educators and the educational system in the 21st century by providing a deep understanding of current educational research and practice through rigorous, cross-disciplinary coursework. Rather than focusing on the art of teaching, the proposed major takes a holistic view of the entire educational system. It will provide students the
empirical and conceptual tools to examine education as a complex, multilayered enterprise for human development and growth, an instrument for political and economic empowerment, and the *sine qua non* for disrupting structural inequalities and fostering positive social change.

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

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

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

**Why Education and Social Transformation?**

This is not a professional education degree; we are *not* proposing a degree to prepare teachers to teach. Rather, this is a degree to prepare leaders in policy and practice, social analysts, and advocates who have the epistemological, theoretical, and methodological tools to be successful agents of change. Education has been a central focus of social policy in the United States for decades, from *Brown vs. the Board of Education* in 1954 and earlier, through the 1983 *A Nation at Risk* report, Bill Clinton’s tenure as the “education President,” George W. Bush’s No Child Left Behind initiative, and the governors’ recent establishment of Common Core State Standards. At the global level, education policy and economic competitiveness through educational achievement have been at the top of the World Bank’s agenda since the 1980s; the OECD has now taken the lead to reform curriculum and teaching worldwide through PISA and other assessment programs. A right to education is also at the core of the currently defined United Nations human rights-centered Sustainable Development Goals. As UCLA students recognize, educational policy and practice—from early childhood through the university and graduate degrees—are intimately linked to questions of race and class inequalities, inequity in the criminal justice system, and cultural and linguistic identities. Education is an issue that requires systematic, critical, interdisciplinary study every bit as much as the health care system or the criminal justice system.
The study of education in social and political context is an interdisciplinary domain that draws on multiple disciplines in the social sciences and humanities—including psychology, economics, statistics, sociology, anthropology, linguistics, African American studies, Chicana/o studies, Asian American studies, gender studies, history, and philosophy—to address complex theoretical, conceptual, and data issues as well as to develop rigorous analysis of practical, pressing problems.

**Why at UCLA?**

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

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

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

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

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

**Ability to Analyze Education in Social and Political Contexts**

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

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

2. Students will demonstrate an understanding of the science of learning and human development in educational settings. Educational goals are achieved through a process of learning. This implies recognition of human beings as designed to learn, and particularly as designed to learn in social contexts, as explored by the learning sciences. It implies a focus on learners’ resilience, assets, and abilities rather than perceived deficits. Built on this foundation is the art of teaching, derived from a thorough understanding of the science of learning and complementing the manners and modes of learning discovered over the ages by thinkers, scholars of child development, psychologists, anthropologists, and cognitive scientists. The process of learning must also be understood in the context of individual diversity and the cultural context of education. The social, emotional, intellectual, and cultural contexts of students’ prior experiences, as well as those of the professionals who
are responsible for educating students, interact in complex ways that significantly influence the learning process. Understanding socio-emotional development is a fundamental anchor for 21st-century work in education. The role of human development must be foregrounded and never overlooked, as learning processes vary significantly as individuals develop across the lifespan. Similarly, the emerging perspective of learning as mediated through neural processes, as illustrated in the groundbreaking advances in cognitive neuroscience and the emerging field of mind, brain, and education (MBE) over the past two decades, is a critical area of mastery for the next generation of education scholars.

3. Students will demonstrate an **understanding of education and educational institutions in social, cultural, and historical contexts** and the impact of these contexts on educational ideals and practices, and on society as a whole. Deeply embedded in Dewey’s philosophical analysis of education is the intimate relationship between education (goals, content, and processes) and the larger socio-political contexts within which educational ideals are realized or frustrated. Understanding the formative role of socio-cultural contexts implies recognizing the potential of education for liberation by expanding cognitive horizons, encouraging critical thinking, and creating opportunities for social mobility, but also implies recognizing its potential for oppression—for instance, as a mechanism that maintains stratification by caste or class or race. Dewey himself argued for an ideal democratic society where the interests of a group are shared by all its members and where the exchanges between groups are free and not inhibiting—social criteria which, according to Dewey, positively influence the conduct of education.

4. Students will demonstrate an **understanding of organizational cultures and dynamics** and the ability to analyze and critique global, national, and local educational policies for effective leadership in promoting equity and liberation rather than stratification and oppression. Dewey had hoped that a school would become a “miniature community,” an “embryonic society” that would faithfully further children’s growth and experience (*School and Society*, 1915, p. 15). But institutions, as he himself realized, can come to have a life of their own, with their own cultures, dynamics, and policies, at times furthering educational ideals but at times stifling them altogether. The final justification and rationale for institutions lies in their ability and promise to achieve valued goals. Given the ubiquity today of educational institutions as vehicles of education (daycare centers, kindergartens, preschools, schools, colleges, universities, museums, and more) and their inescapability for social mobility and advancement, their study with respect to their culture, their dynamics, their policies, and their propensity to further or stifle worthwhile goals is another essential ingredient in a well-rounded understanding of the educational enterprise.

**Skills for Effecting Change**

5. Students will demonstrate the **ability to interpret social data and research and to critically evaluate research studies**. Whether as future policy analysts, future researchers, or future teachers, our education graduates will be called upon to refer to research in their decision-making and at times will be called upon to conduct research themselves. Hence, an ability to comprehend a variety of empirical and analytical research (qualitative,
quantitative, ethnographic, multi-disciplinary, narrative, case study, and others) and an ability to recognize sound research designs is an essential part of students’ repertoire of skills.

6. Students will demonstrate the ability to apply these understandings to imagine, assess, and implement solutions to specific problems in education, either individually or through collective effort, in local, regional, national, and international settings. The virtue of knowledge and learning lies in the ability, willingness, and wisdom to solve real-life problems with imagination, creativity, and an eye towards social justice. Hence, integral to students’ education in the major is engagement with real educational problems, local or global, and the challenge to creatively conceive and imaginatively develop solutions to them.

7. Students will demonstrate the ability to communicate clearly and cogently. They will have the skills in communication, writing, and public speaking required in 21st-century knowledge-intensive work settings. The art and science of effective communication is integral to a sound education and to advocating for positive change; it is even more pertinent for an education for advocacy premised on social justice principles. It is also essential for analyzing and presenting research findings and their implications for policy and practice.

Core Values

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

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

1.3 Student Interest

Demand from Students

The Department developed this major in response to persistent demand from students enrolled in the Education Studies minor. We focused the major on education and social transformation not only because of the Department’s mission, but also because so many Education Studies minors expressed interest in community organizing and policy work under the rubric of education broadly defined. In addition, as reported by the director of Center X, a significant portion of
students come to the postgraduate Teacher Education Program with an interest in making positive social change that goes beyond their interests in classroom teaching.

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

**Comparison with Other UC Programs**

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

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

In fall 2017, UC Riverside began offering an undergraduate major in Education, Society, and Human Development. Enrollment during its unadvertised “soft launch” year was 122. The program planned to choose from thousands of applications to add 100 freshmen and 20 transfers in fall 2018, according to Associate Dean for Undergraduate Programs Louie Rodriguez. Actual admits for fall 2018 equaled 85, raising their overall number of majors to over 300. These experiences at other UC campuses, as well as demand from UCLA Education Studies minors, suggest that there will be strong demand for a UCLA major in Education and Social Transformation.
Table 1. Demand for Education Majors on Other UC Campuses

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<tbody>
<tr>
<td>UC Irvine*</td>
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</tr>
<tr>
<td>Total</td>
<td>436</td>
<td>579</td>
<td>712</td>
<td>766</td>
<td>810</td>
</tr>
<tr>
<td>UC Riverside</td>
<td></td>
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</tr>
<tr>
<td>Applicants</td>
<td></td>
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<td>831</td>
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<tr>
<td>Admits</td>
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<td></td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>122**</td>
</tr>
</tbody>
</table>
| UC Riverside total for 2017–2018 is by the end of the school year, following a “soft launch.”

1.4 Status of the Proposal

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

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

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

Section 2. Program Requirements and Guidelines

2.1 Program Requirements

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

As stated in Section 1 of this proposal, we developed the major to prepare the next generation of educational scholars, social analysts, leaders in policy and practice and advocates who have the epistemological, theoretical, and methodological tools to be successful agents of change.” A future educational researcher needs to understand the institutions and contexts they seek to study and impact with their scholarship; a future teacher needs to understand policies that impact the learning environment they create for students; a future policy advisor needs to understand how
policies and instructional approaches embody theories of how people learn. Future researchers, teachers, and policy advisors all benefit from being able to evaluate the soundness of educational research—and instructional programs that claim to be research- or evidence-based. These are just a few examples of ways that the eight learning goals of the Education and Social Transformation major represent knowledge and skills students will need for their future life’s work. We will prepare students for transformative roles in basic and applied educational research and the analysis of education policy and advocacy. We propose a curriculum with two lower-division prerequisites and with upper-division credits meeting the “Challenge 45” (limiting UC major requirements to 45 upper-division credits) in order to make it possible to transfer into the major from community college or from another UCLA major without extending time to degree. There are virtually no education courses available for students at community colleges. These students will nevertheless be one target population because many are from the metropolitan Los Angeles area and are likely to be intimately aware of both the potential and the problems of local schools and colleges. Students’ prior experiential knowledge will enrich the program and make them strong candidates for becoming future activist teachers, policy advocates, and researchers. Meanwhile, we expect many students admitted to the College of Letters & Science as undeclared freshmen will discover and opt into the major.

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

Table 2. Structure of the Curriculum

<table>
<thead>
<tr>
<th>Lower-division prerequisites: 10 credit hours</th>
<th>Upper-division requirements: At least 45 credit hours</th>
</tr>
</thead>
</table>

Must include at least one community engagement course (4 credit hours or more) chosen from specially designated upper-division courses
For the degree requirements in catalog format, see Attachment 1, Academic Requirements of the Graduate School of Education & Information Studies.

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

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

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

2.2 Rigor and Coherence

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

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

We recognize that a program committed to social transformation ought to include a robust civic engagement experience—ideally more than one course, probably carried out sequentially in the same community-based organization. After consulting with the Center for Community Learning, with colleagues who teach community engagement courses in Education, and with an outside expert on community-based organizations, the Education Curriculum Committee proposed that the major require two community engagement courses. However, the Department has, for the present, stepped back from such a requirement.
This decision was in part because an earlier attempt to require all Education Studies minors to complete a community engagement course was very difficult to carry out. In light of the administration’s request that we launch the major in fall 2019, we want more time to work with the Center for Community Learning to expand our connections to community-based organizations and to add to our current community-based courses before considering a two-course requirement (possibly linked with a capstone requirement). In the meantime, we anticipate that many of our majors will voluntarily participate in more than one community engagement course. We are also designing a seminar for students who already engage as volunteers on their own initiative to lead those students to deeper reflection on social justice and the meanings of engagement.

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

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

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

2.3 Proposed Admissions Process for Freshmen and Transfer Students

**Freshmen**

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

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

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

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

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

Junior Transfers

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

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

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

2.4 Proposed Changes to Catalog Copy

<table>
<thead>
<tr>
<th>2017–2018 UCLA General Catalog</th>
<th>Proposed Changes are Underlined</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Departments and Programs</strong></td>
<td><strong>Departments and Programs</strong></td>
</tr>
<tr>
<td>The school consists of two departments—the Department of Education and the Department of Information Studies. Both have a clear and strong commitment to the pursuit of excellence in their research-oriented and professional degree programs. Research-oriented master’s and doctoral programs prepare top scholars in their respective fields; while future librarians, archivists, information professionals, teachers, student affairs practitioners, school administrators, and superintendents are prepared in the various professional master’s and doctorate degree programs. The UCLA Lab School (Corinne A. Seeds campus) and the UCLA Community School offer innovative educational programs for pre-K–6 and K–12 students, respectively. The Horace Mann UCLA Community School brings together resources to help young people thrive in the South Los Angeles area.</td>
<td>The school consists of two departments—the Department of Education and the Department of Information Studies. Both have a clear and strong commitment to the pursuit of excellence in their research-oriented and professional degree programs. Research-oriented master’s and doctoral programs prepare top scholars in their respective fields; while future librarians, archivists, information professionals, teachers, student affairs practitioners, school administrators, and superintendents are prepared in the various professional master’s and doctorate degree programs. The undergraduate major in Education and Social Transformation prepares students to analyze current issues in education through a social justice lens and to emerge as effective advocates for positive change. The UCLA Lab School (Corinne A. Seeds campus) and the UCLA Community School offer innovative educational programs for pre-K–6 and K–12 students, respectively. The Horace Mann UCLA Community School brings together resources to help young people thrive in the South Los Angeles area.</td>
</tr>
<tr>
<td><strong>Degrees</strong></td>
<td><strong>Degrees</strong></td>
</tr>
<tr>
<td>The Graduate School of Education and Information Studies offers the following degrees and undergraduate minor:  - Education MA, MEd, EdD, PhD  - Educational Administration Joint EdD with UC Irvine  - Information Studies PhD</td>
<td>The Graduate School of Education and Information Studies offers the following degrees and undergraduate minor:  - Education BA, MA, MEd, EdD, PhD  - Educational Administration Joint EdD with UC Irvine  - Information Studies PhD</td>
</tr>
</tbody>
</table>
• Library and Information Science MLIS, accredited by American Library Association
• Special Education Joint PhD with California State University, Los Angeles

Articulated Degree Programs
• Education MEd/Latin American Studies MA
• Library and Information Science MLIS/Latin American Studies MA

Concurrent Degree Programs
• Education MEd, MA, EdD, or PhD/Law JD
• Library and Information Science MLIS/Management MBA

Credential Programs
The school offers two credential programs accredited by the California Commission on Teacher Credentialing:
- Preliminary Administrative Services Credential
- Teacher Credential

Undergraduate Minor
• Education Studies

Concurrent Degree Programs
• Education MEd, MA, EdD, or PhD/Law JD
• Library and Information Science MLIS/Management MBA

Credential Programs
The school offers two credential programs accredited by the California Commission on Teacher Credentialing:
- Preliminary Administrative Services Credential
- Teacher Credential

Undergraduate Minor
• Education Studies

BA in Education and Social Transformation

Pre-Major
Students interested in pursuing the major in Education and Social Transformation must complete the required lower- and upper-division courses, as set forth below. The major includes 10 lower-division units and 45 upper-division units (approximately 9–10 upper-division courses).

Students entering UCLA as first-year students as well as first-term transfer students who indicate Education and Social Transformation as their first-choice major on the general UC Application will be considered pre-majors. After completion of the lower-division prerequisites and 45 lower-division units, they may petition for admission to the major at the Education Office of Student Services. Please note that completion of the
<table>
<thead>
<tr>
<th><strong>prerequisite courses and the application does not guarantee admission to the major.</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Current UCLA students who were not admitted directly to the Education and Social Transformation pre-major will need to file an application for admission to the pre-major in the Education Office of Student Services.</strong></td>
</tr>
<tr>
<td>All students are identified as Education and Social Transformation pre-majors until they satisfy the following minimum requirements: (1) achieve grades of “C” or better in the two lower-division prerequisite courses, and (2) file an application to enter the major before completing 135 quarter units.</td>
</tr>
<tr>
<td><strong>Preparation for the Major</strong></td>
</tr>
<tr>
<td>Two lower-division courses (EDUC 10 or EDUC 11 and EDUC 35) must be taken for a letter grade and passed with a grade of “C” or better. Undergraduate students may repeat a total of 16 units, and only those courses in which they receive a grade of “C-” or lower. “NP” or “U” grades may be repeated to gain unit credit. Repetition of a course more than once requires the approval of the Dean and is granted only under extraordinary circumstances.</td>
</tr>
<tr>
<td><strong>Freshman Students</strong></td>
</tr>
<tr>
<td>Students must petition for admission to the Education and Social Transformation major. Admission into the major is based on each student’s academic performance in the prerequisite introductory courses as well as their overall academic record at UCLA. Please consult Education’s undergraduate advisors for admission requirements.</td>
</tr>
<tr>
<td><strong>Transfer Students</strong></td>
</tr>
</tbody>
</table>
| Transfer applicants with 60 semester/90 quarter transferable units will be considered for admission based on academic performance in the prerequisite introductory courses. Transfer credit is subject to department approval. Consult an Education undergraduate advisor before enrolling in any courses for the major. For up-to-date information regarding transfer selection for admission, please refer to the
The Major

Required: (1) Two courses from the “Histories and Philosophies of Education” category; (2) Two courses from the “Contexts of Teaching, Learning, and Development” category; (3) Two courses from the “Inquiry and Design for Learning” category; (4) At least three additional courses in Education, for a minimum of 45 upper-division quarter units; (5) Within those 45 units, one course satisfying the community engagement requirement.

Each course must be taken for a letter grade. The upper-division Education courses must be completed with a minimum overall GPA of 2.0.

Section 3. Proposed Courses

3.1 Curriculum

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

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

<table>
<thead>
<tr>
<th>LOWER-DIVISION COURSES</th>
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<tr>
<td>New 10</td>
<td>Introduction to Educational Issues and Scholarship</td>
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<tr>
<td>11</td>
<td>Education, Equality, and the Future of American Society</td>
</tr>
<tr>
<td>New 35</td>
<td>Introduction to Inquiry and Research in Education</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>UPPER-DIVISION COURSES</th>
<th>Community engagement course</th>
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<tbody>
<tr>
<td>HISTORIES AND PHILOSOPHIES OF EDUCATION</td>
<td></td>
</tr>
<tr>
<td>M 102</td>
<td>Mexican Americans and Schools/CHICANO M102</td>
</tr>
<tr>
<td>M 103</td>
<td>Asian Americans and Schooling/ASIA AM M114</td>
</tr>
<tr>
<td>M 108</td>
<td>Sociology of Education/SOCIOLO M175</td>
</tr>
<tr>
<td>C 124</td>
<td>History of Higher Education</td>
</tr>
<tr>
<td>C 125</td>
<td>Politics of Education</td>
</tr>
<tr>
<td>C 126</td>
<td>Educational Anthropology</td>
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<tr>
<td>130</td>
<td>Race, Class, and Education Inequality in U.S.</td>
</tr>
<tr>
<td>131</td>
<td>Issues in American Education: Perspectives from History and Pop Culture</td>
</tr>
<tr>
<td>134</td>
<td>Educational Leadership, Organizational Theory, and Policy</td>
</tr>
<tr>
<td>C 154</td>
<td>History of Education in the United States [modification of EDUC 254]</td>
</tr>
<tr>
<td>187</td>
<td>Introduction to Topics in Philosophy of Education</td>
</tr>
<tr>
<td>New 130</td>
<td>Intellectual Traditions in Indigenous Communities</td>
</tr>
<tr>
<td>New 131</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>New 132</td>
<td>Women and Girls of Color in Education</td>
</tr>
</tbody>
</table>

| CONTEXTS OF TEACHING, LEARNING, AND DEVELOPMENT |  |
| POLICY |  |
| 129     | Education and the Law |
| 137     | Public Policy in Higher Education |
| 162     | Policy Analysis and Real Politics of Education |
| New 163 | Education and Social Transformation: Learning from Real Examples |
|         | CAPPP Quarter in Washington, DC [units counting as engagement] * |
|         | UC Quarter in Sacramento [units counting as engagement] * |

| FORMAL EDUCATION |  |
| 122             | Perspectives on the American College |
| 143             | Understanding Pathways to College |

1 All numbered courses on this list have been regularly offered in the past three years. Courses numbered 187 are special topics courses that have been regularly offered and will be converted to regular courses. Some 4-credit courses will be converted to 5-credit courses.
<table>
<thead>
<tr>
<th>DISCIPLINARY PERSPECTIVES</th>
<th></th>
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<tbody>
<tr>
<td><strong>M 104</strong> Introduction to Arts Education for Multiple Publics: Theory and Practice/ARTS ED M102</td>
<td></td>
</tr>
<tr>
<td>118     Literacies in Society</td>
<td></td>
</tr>
<tr>
<td>166     Language, Literacy, and Academic Development: Multilingual Students</td>
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</tr>
<tr>
<td><strong>M 190</strong> Arts Education Undergrad Practicum: Preparation, Observation, and Practice/ARTS ED M104</td>
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<table>
<thead>
<tr>
<th>SOCIO-CULTURAL AND SOCIO-POLITICAL CONTEXTS</th>
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<tbody>
<tr>
<td>121     Introduction to K–12 Issues in American Public Education</td>
<td></td>
</tr>
<tr>
<td>147     Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law</td>
<td></td>
</tr>
<tr>
<td>152A    Globalizations and Learning</td>
<td></td>
</tr>
<tr>
<td>152B    Global Citizenship Education</td>
<td></td>
</tr>
<tr>
<td>164     Race and Education: Access, Equity, and Achievement</td>
<td></td>
</tr>
<tr>
<td>187     Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California</td>
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<tr>
<td>187     Educational Perspectives of Relational Practices in Modern Medicine</td>
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</tr>
<tr>
<td>187     Educational Perspectives</td>
<td></td>
</tr>
<tr>
<td>CAPPP Quarter in Washington DC [units counting as community engagement]</td>
<td>*</td>
</tr>
<tr>
<td>UC Quarter in Sacramento [units counting as community engagement]</td>
<td>*</td>
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<table>
<thead>
<tr>
<th>FAMILY AND COMMUNITY CONTEXTS</th>
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<tbody>
<tr>
<td><strong>M 136</strong> Working Families and Educational Inequalities in Urban Schools/LBR&amp;WS M136</td>
<td></td>
</tr>
<tr>
<td>185     Community Service Learning for Academic Achievement [BruinCorps]</td>
<td>*</td>
</tr>
<tr>
<td>195CE   Community or Corporate Internships in Education [students select sites]</td>
<td></td>
</tr>
<tr>
<td>New     Foundations of Community Engagement [for majors already engaged or volunteering]</td>
<td>*</td>
</tr>
<tr>
<td>New     Family, School, and Community Connections</td>
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</table>

<table>
<thead>
<tr>
<th>CONFLICT RESOLUTION, RESTORATIVE JUSTICE</th>
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<tbody>
<tr>
<td><strong>M 145A</strong> Restoring Civility: Understanding, Using, and Resolving Conflict/CHICANO M1741</td>
<td>*</td>
</tr>
<tr>
<td><strong>M 145B</strong> Restoring Civility: Understanding, Using, and Resolving Conflict/CHICANO M M174B</td>
<td>*</td>
</tr>
<tr>
<td><strong>M 145C</strong> Alternatives to Violence: Peer Mediation in Public Schools/CHICANO M174C</td>
<td>*</td>
</tr>
<tr>
<td><strong>C 160</strong> Theory and Practice of Intergroup Dialogue: Building Facilitation Skills</td>
<td></td>
</tr>
<tr>
<td><strong>CM 163</strong> Narratives of Justice: Disrupting School-to-Prison Pipeline/AF AMER CM CM113</td>
<td>*</td>
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### Language, Literacy, and Human Development/AF AMER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units Counting As Engagement</th>
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</thead>
<tbody>
<tr>
<td>M 194A</td>
<td>Language, Literacy, and Human Development/AF AMER M194A</td>
<td>*</td>
</tr>
<tr>
<td>M 194B</td>
<td>Culture, Gender, and Human Development/AF AMER M194B</td>
<td>*</td>
</tr>
<tr>
<td>M 194C</td>
<td>Culture, Communication, and Human Development/AF AMER M194C</td>
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**LEARNING, DEVELOPMENT, AND TEACHING**

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<thead>
<tr>
<th>Course Code</th>
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<th>Units Counting As Engagement</th>
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<tbody>
<tr>
<td>M 115SL</td>
<td>ENGL M115SL Community-Based Studies of Popular Literature: Children’s Literature and Childhood Literacy [to be cross-listed with EDUC]</td>
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<tr>
<td>127</td>
<td>Educational Psychology</td>
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</tr>
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<td>132</td>
<td>Autism: Mind, Brain, and Education</td>
<td>*</td>
</tr>
<tr>
<td>133</td>
<td>Topics in Child Development and Social Policy</td>
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</tr>
<tr>
<td>152C</td>
<td>Curriculum and Instruction in Global Citizenship Education</td>
<td></td>
</tr>
<tr>
<td>CM 178</td>
<td>Critical Media Literacy and Politics of Gender: Theory and Production/GENDER CM178</td>
<td></td>
</tr>
<tr>
<td>187</td>
<td>Cognitive Development and Schooling</td>
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<tr>
<td>187</td>
<td>Art Museum Teaching at Getty Museum</td>
<td>*</td>
</tr>
<tr>
<td>196C</td>
<td>Instructional Apprenticeship in Teaching and Learning at UCLA Lab School</td>
<td>*</td>
</tr>
<tr>
<td>196D</td>
<td>Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools</td>
<td>*</td>
</tr>
<tr>
<td>New</td>
<td>Instructional Apprenticeship in Teaching and Learning at UCLA Early Care and Education Centers</td>
<td>*</td>
</tr>
<tr>
<td>New</td>
<td>Identity, Agency, and Resistance</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Culture and Cognition</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Learning Theory</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Introduction to Curriculum: Theories and Development</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Education as a Professional Enterprise</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Learning and Teaching with Technological Tools</td>
<td></td>
</tr>
</tbody>
</table>

**INQUIRY AND DESIGN FOR LEARNING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units Counting As Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>135</td>
<td>Research Methods for Studying Key Issues and Problems in Education [revised from current 135]</td>
<td></td>
</tr>
<tr>
<td>139</td>
<td>Educational Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>M 194A</td>
<td>Language, Literacy, and Human Development/AF AMER M194A</td>
<td>[units counting as research]</td>
</tr>
<tr>
<td>M 194B</td>
<td>Culture, Gender, and Human Development/AF AMER M194B</td>
<td>[units counting as research]</td>
</tr>
<tr>
<td>M 194C</td>
<td>Culture, Communication, and Human Development/AF AMER M194C</td>
<td>[units counting as research]</td>
</tr>
<tr>
<td>New</td>
<td>Introduction to Assessment</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Ethnography in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Design of Learning Environments</td>
<td></td>
</tr>
</tbody>
</table>
3.2 Suggested Pathways through the Curriculum

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

3.3 Syllabi

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

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

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

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

- EDUC M102 Mexican Americans and Schools (Solórzano, Garcia)
- EDUC 118 Literacies in Society (Gomez)
- EDUC 130 Race, Class, and Education Inequality in U.S. (Howard)
- EDUC 132 Autism: Mind, Brain, and Education (Kasari)
- EDUC 133 Topics in Child Development and Social Policy (Mistry)
• EDUC 139 Educational Program Evaluation (Alkin)
• EDUC 152A Globalizations and Learning (Desjardins)
• EDUC 152B Global Citizenship Education (Torres)
• EDUC 152C Curriculum and Instruction in Global Citizenship Education (TBD)
• EDUC 166 Language, Literacy, and Academic Development: Multilingual Students (Bailey)
• EDUC 162 Policy Analysis and Real Politics of Education (Noguera)
• EDUC 187 Introduction to Topics in Philosophy of Education (Amlani)
• EDUC 187 Cognitive Development and Schooling (Grammer)
• EDUC 187 Early Childhood Mathematics Education (Franke)
• EDUC 187 Teatro as Pedagogy (Garcia)
• EDUC 187 Art Museum Teaching at Getty Museum (Ryoo)
• EDUC M194A Language, Literacy, and Human Development (Orellana et al.)
• EDUC M194C Culture, Communication, and Human Development (Orellana et al.)
• EDUC 196C: Instructional Apprenticeships in Teaching and Learning (UCLA Lab School)
• EDUC 196D: Instructional Apprenticeships in Teaching and Learning (UCLA Partner Schools)

3.4 Relation to Existing UCLA Programs

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

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

See Table 5 for a comparison of the course requirements with other comparable majors at UCLA.
<table>
<thead>
<tr>
<th>BA Education and Social Transformation</th>
<th>BA Public Affairs</th>
<th>BA Sociology</th>
<th>BA Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textit{Lower-division prereqs (10)}</td>
<td>\textit{Lower-division prereqs (38)}</td>
<td>\textit{Lower-division prereqs (15)}</td>
<td>\textit{Lower-division prereqs (25)}</td>
</tr>
<tr>
<td>EDUC 10. Introduction to Educational Issues and Scholarship (5)</td>
<td>PA 10. Social Problems and Social Change (5)</td>
<td>SOC 1. Introductory Sociology (5)</td>
<td>POL SCI 10. Introduction to Political Theory (5)</td>
</tr>
<tr>
<td></td>
<td>PA 40. Microeconomics for Public Affairs (5)</td>
<td></td>
<td>POL SCI 40. Introduction to American Politics (5)</td>
</tr>
<tr>
<td></td>
<td>PA 50. Foundations and Debates in Public Thought (5)</td>
<td></td>
<td>Statistics (5)</td>
</tr>
<tr>
<td></td>
<td>PA 60. Using Data to Learn About Society… (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PA 70. Information, Evidence, and Persuasion (4)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>PA 80. How Environments Shape Human Development (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Education and Social Transformation</td>
<td>BA Public Affairs</td>
<td>BA Sociology</td>
<td>BA Political Science</td>
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<td>----------------------------------------</td>
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</tr>
<tr>
<td><strong>Upper-division reqs (45)</strong></td>
<td><strong>Upper-division reqs (42)</strong></td>
<td><strong>Upper-division reqs (44+)</strong></td>
<td><strong>Upper-division reqs (40)</strong></td>
</tr>
<tr>
<td>Histories and Philosophies Course 1 (4–5)</td>
<td>Theory Course 1 (4)</td>
<td>SOC 101. Development of Sociological Theory</td>
<td>Concentration of three courses in one field. For example:</td>
</tr>
<tr>
<td>Histories and Philosophies Course 2 (4–5)</td>
<td>Theory Course 2 (4)</td>
<td>SOC 102. Contemporary Sociological Theory</td>
<td>American Politics Course 1</td>
</tr>
<tr>
<td>Contexts of Teaching, Learning, and Development Course 1 (4–5)</td>
<td>PA 115. Using Quantitative Methods… (5)</td>
<td>Institutions and Social Processes core course</td>
<td>American Politics Course 2</td>
</tr>
<tr>
<td>Contexts of Teaching, Learning, and Development Course 2 (4–5)</td>
<td>PA 116. Using Qualitative Methods… (5)</td>
<td>Interactions core course</td>
<td>American Politics Course 3</td>
</tr>
<tr>
<td>Inquiry and Design Course 1 (5)</td>
<td>PA Elective 1</td>
<td>Power and Inequality core course</td>
<td>Distribution of three courses in three other fields. For example:</td>
</tr>
<tr>
<td>Inquiry and Design Course 2 (5)</td>
<td>PA Elective 2</td>
<td>Methods (statistics or other)</td>
<td>Political Theory Course 1</td>
</tr>
<tr>
<td>EDUC Elective 1</td>
<td>PA Elective 3</td>
<td>SOC Elective 1</td>
<td>Methods and Models Course 1</td>
</tr>
<tr>
<td>EDUC Elective 2</td>
<td>PA 194A. Engaged Scholarship 1 (4)</td>
<td>SOC Elective 2</td>
<td>Race, Ethnicity, and Politics Course 1</td>
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<td>PA 194B. Engaged Scholarship 2 (4)</td>
<td>SOC Elective 3</td>
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<td>SOC Elective 4</td>
<td>POL SCI Elective 2</td>
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<td>SOC Elective 5</td>
<td>POL SCI Elective 3</td>
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<td></td>
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<td>POL SCI Elective 4</td>
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</tbody>
</table>

*From courses above, one must satisfy community engagement requirement*
Section 4. Curriculum Map and Assessment Plan

4.1 Curriculum Map

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

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

4.2 Preliminary Plan for Assessing Learning Outcomes

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

Coursework

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

Examples of Course Assignments Aligned with Learning Goals

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

Ability to Analyze Education in Social and Political Context

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

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

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

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

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

Students will learn about education and educational institutions in social, cultural, and historical contexts through EDUC 10, Introduction to Educational Issues and Scholarship,
as well as through upper-division courses in the Histories and Philosophies of Education category. The following are two examples of ways students might demonstrate their understanding in upper-division courses in this category. In EDUC C124, History of Higher Education, students complete midterm and final assessments that address events and trends in specific historical eras. In EDUC 130, Race, Class, and Education Inequality in U.S., another heavily enrolled course, students complete a final research paper to analyze a topic from course readings and provide “further research on the topic, and offer new interpretations, or creative ways to rethink varying issues involving race and education in the United States.” These types of assignments are opportunities for students to demonstrate their understanding of how social, cultural, and historical contexts impact educational ideals and practices.

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

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

Skills for Effecting Change

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

Students will get an introduction to inquiry and research through EDUC 35, Introduction to Inquiry and Research in Education. They will then take at least one additional, more advanced course in the Inquiry and Design for Learning category. Several upper-division courses in other categories also provide students with hands-on opportunities to design, collect, and analyze social data. In EDUC 194A, Language, Literacy, and Human Development, students complete at least five sets of fieldnotes from site visits in a school setting. Students then use these fieldnotes as part of their final research paper and
presentation for the class. In EDUC 187, Teatro as Pedagogy, students engage in oral history research. In EDUC M102, Mexican Americans and Schools, students have an option to complete community case studies as a group research project. These types of assignments are opportunities for students to learn how to interpret a variety of empirical and analytical research, as well as how to conceptualize and undertake small-scale research studies.

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

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

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

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

**Core Values**

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

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

**Pre- and Post-Program Reflections and Quick Questionnaire**

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

When eliciting the pre- and post-program reflections (during the application process and again at application for graduation), we will also pose two closed-ended (multiple choice) questions. On entering and again on leaving, each student will be asked to identify their anticipated future career (education policy or community work; teaching or administration; educational research and evaluation; other) and their domain of interest within education (early childhood; elementary school; secondary school [including middle school]; higher education; or learning and education in home, community, or non-school institutions). Students will respond to the same prompts when they are close to completing their degree requirements. The pre-program responses will enable us to refine the curriculum as needed, and the post-program responses will reveal whether or how the program has expanded students’ initial understandings of the field of education and its many career tracks. For example, students originally interested in elementary or secondary teaching may have discovered the range of educational practice in higher education, the possibilities for community organization work beyond schools, or the possibilities for careers in education research.
Section 5. Academic Staff

5.1 Faculty Strengths and Gaps

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

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

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

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

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

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

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

As mentioned, all students enrolled in the major will develop a working knowledge of research methods ranging from the quantitative to the qualitative as well as some knowledge of the principles of research design and conduct of research. They will also develop an ability to critically examine data-driven educational research. Courses on research methods are offered in all the Department’s divisions, but especially in the division of Social Research Methodology.
This is another area where growth may be necessary, as these faculty already teach many service courses for our graduate programs.

5.2 Faculty of the Major

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

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

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

<table>
<thead>
<tr>
<th>Allen</th>
<th>Graham</th>
<th>Noguera</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey</td>
<td>Grammer</td>
<td>Omwami</td>
</tr>
<tr>
<td>Chang</td>
<td>Hansen</td>
<td>Raia</td>
</tr>
<tr>
<td>Desjardins</td>
<td>Hurtado</td>
<td>Solórzano</td>
</tr>
<tr>
<td>Eagan</td>
<td>Jaquette</td>
<td>Suárez-O, C.</td>
</tr>
<tr>
<td>Garcia</td>
<td>Jeon</td>
<td>Teranishi</td>
</tr>
<tr>
<td>Gomez, K.</td>
<td>Kasari</td>
<td>Torres</td>
</tr>
<tr>
<td>Gomez, L.</td>
<td>McDonough</td>
<td>Wood</td>
</tr>
</tbody>
</table>

Plus:
Six new FTE ladder faculty
Two additional new FTE ladder faculty
Five new lecturers
Eight current lecturers (teaching 1 course each)
Lecturers Currently Teaching Undergraduate Sections
Bang
Biegel
Dorio

Emeriti Faculty Currently Teaching Undergraduate Sections
Alkin

Senate Faculty Currently Not Expected to Teach Because of Other Duties
Cai
Christie
Franke*
Guillén
Harris

Senate Faculty Not Expected to Teach due to Contractual Obligations
Cooper
Rogers
Howard*
Orellana*

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

(While some faculty are not expected to teach an undergraduate course, a number of them will choose to teach a course anyway. Those who currently offer undergraduate courses are indicated with an asterisk.)
At full capacity, with 750 majors at the end of five years, we project the need for 76 courses per year. We estimate that 50 percent of the courses will be taught by ladder faculty (Table 6).

Table 6. Instructional Faculty at Full Major Enrollment

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Yearly undergraduate section load</th>
<th>Total yearly undergraduate sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current ladder faculty*</td>
<td>24</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>New ladder FTEs</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Other new ladder hires</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total anticipated ladder faculty</td>
<td>32</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Current lecturers</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>New lecturers</td>
<td>5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Total anticipated lecturers</td>
<td>13</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Total anticipated sections per year</td>
<td>76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sections taught by ladder faculty 38 (50%)
Sections taught by lecturers 38 (50%)

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Ladder faculty</th>
<th>Graduate courses</th>
<th>Undergrad courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Grad load</td>
<td>Total grad courses</td>
</tr>
<tr>
<td><strong>Current situation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Already teaching UGs as of 2018</td>
<td>13</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>Not teaching UGs as of 2018</td>
<td>11</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>83</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>At full enrollment of major</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Already teaching UGs as of 2018</td>
<td>13</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>Not teaching UGs as of 2018</td>
<td>11</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Other New FTE</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>New Major FTE</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td></td>
<td>83</td>
</tr>
</tbody>
</table>

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

Section 6. Projected Enrollment and Resource Requirements

6.1 Enrollment Plan

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

In addition, the Department of Education will continue to serve a significant number of Education Studies minors. While many of the current 350 minors will elect to become Education and Social Transformation majors, the minor program will continue to attract students who choose to major in another discipline (e.g., Sociology, Political Science, English, Mathematics for Teaching) but have a passion for education and social transformation and cannot accommodate a second major in their programs.
Table 8. Projected Enrollment and Seats Needed for Education and Social Transformation Major

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing students</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Continuing sophomores</td>
<td>100</td>
<td>170</td>
<td>170</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Continuing juniors</td>
<td></td>
<td>100</td>
<td>170</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Juniors transferring</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Continuing seniors</td>
<td>20</td>
<td>30</td>
<td></td>
<td>140</td>
<td>210</td>
</tr>
<tr>
<td>Total lower-division</td>
<td>100</td>
<td>270</td>
<td>340</td>
<td>340</td>
<td>340</td>
</tr>
<tr>
<td>Total upper-division</td>
<td>20</td>
<td>50</td>
<td>170</td>
<td>350</td>
<td>420</td>
</tr>
<tr>
<td>TOTAL Pre-majors + Majors</td>
<td>120</td>
<td>320</td>
<td>510</td>
<td>690</td>
<td>760</td>
</tr>
<tr>
<td>Upper-division minors</td>
<td>300</td>
<td>250</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Non-majors/minors in</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>intermediary courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-majors/minors in</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>upper-division courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>20</td>
<td>30</td>
<td></td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

Minimum seats needed:

<table>
<thead>
<tr>
<th></th>
<th>Lower division</th>
<th>Upper division</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower division</td>
<td>390</td>
<td>1,090</td>
<td>1,480</td>
</tr>
<tr>
<td>Upper division</td>
<td>550</td>
<td>1,330</td>
<td>1,880</td>
</tr>
<tr>
<td>Overall</td>
<td>570</td>
<td>2,290</td>
<td>2,860</td>
</tr>
<tr>
<td></td>
<td>570</td>
<td>2,500</td>
<td>3,070</td>
</tr>
</tbody>
</table>

6.2 Resource Requirements

Faculty

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

By the time full enrollment is reached in five years or less, the Department will need to offer about 3,070 “seats” in lower- and upper-division courses per year. To meet this commitment, we will need to add 80–90 new sections, including new sections of existing courses and an estimated 20 new courses to fill gaps in the current curriculum. Instruction of existing and new courses and sections will be carried out by current ladder faculty, each of whom will teach at least one undergraduate course per year (n = 24). (As noted in the previous subsection, the exceptions are those faculty who direct a center, teach in a professional program, or teach core methods...
In addition, six new ladder faculty will teach two undergraduate courses each (n = 12); five new lecturers hired for the major will teach six courses each (n = 30); and lecturers who currently teach in the undergraduate program and postdoctoral students will cover additional courses as needed.

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

Staff

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

Teaching Assistants

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

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

With the total of 25,500 SCH that we anticipate will be required to satisfy the course demands for our 750 majors, we anticipate the need for a total of either 129 TAs at 25 percent time or 65 TAs at 50 percent time (or some combination of the two) in order to meet the demands of the new major (while maintaining our current minor program as well). The total number of TA positions needed will be phased in over the five years that are projected to be necessary to get the major operating at full capacity; the number of positions will also be dependent on the courses being offered (e.g., capacity and number of sections).
The Department of Education enrolls an average of 39 new doctoral students per year, which means that there are approximately 195 doctoral students who may be seeking support at any given time. Most of them seek the opportunity to work as TAs for the sake of developing their teaching skills. Currently, the Department employs approximately 36 students per year as TAs in both undergraduate and graduate classes; the others must seek TA positions outside the Department.

**Space**

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

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

**Library Resources**

The University Librarian and Education Department Chair will meet and discuss the proposed major. We anticipate that, since the Library already supplies strong support to the Education Studies minor and graduate programs in Education, there will be no need to expand the library collection.
Attachment 1.
Academic Requirements of the Graduate School of Education & Information Studies

001. General Unit Requirements

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

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

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

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

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

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

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

(C) Undergraduate students who wish to take graduate courses (200 level) to apply toward their bachelor’s degree must petition for advance approval by the instructor of the course, the Department Chair and the Dean of the School, provided the student is
qualified according to the criteria established by the School Faculty Executive Committee. Graduate courses approved for application to the bachelor’s degree may not be used to fulfill requirements for a higher degree (see Divisional Regulation 302). Courses at the 300, 400, and 500 level are not open for credit to undergraduate students in the Graduate School of Education & Information Studies.

002. General School Requirements

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

(A) University of California Entry-Level Writing Requirement. The passing of the University of California Analytical Writing Placement examination or course. (See Senate Regulation 636.)

(B) American History and Institutions. Satisfaction of the American History and Institutions requirement. (See Senate Regulation 638.)

(C) Writing Requirement (Writing I and Writing II). Completion of two courses in English composition. Both courses must be taken for a letter grade and passed with a grade of “C” or better (a grade of “C-” is not acceptable).

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

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

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

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

No transfer student will be admitted to the School without completing, with a grade of “C” or better (a grade of “C-“ is not acceptable, a college-level writing course that the Office of Undergraduate Admissions and Relations with Schools accepts as equivalent to English Composition 3. Transfer students with 90 units or more who have completed the Intersegmental General Education Transfer Curriculum (IGETC) as set forth in statewide SR 478 will have completed the Writing requirement.
(D) Quantitative Reasoning. Students may satisfy this requirement by completing an approved UCLA course or an equivalent course. Approved UCLA courses are published in the UCLA General Catalog. The course must be taken for a letter grade and passed with a grade of “C” or better (a grade of “C-“ is not acceptable).

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

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

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

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

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

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

(F) Diversity Requirement. The diversity requirement may be satisfied by completing one course from the list of courses approved by the Graduate School of Education & Information Studies Faculty Executive Committee. The list of approved courses will be published on the School’s website and in the Schedule of Classes. The course must
be taken for a letter grade, and students must receive a grade of “C” or better (a grade of “C-“ is not acceptable). Diversity courses may also be applied toward major, minor, or elective requirements and, if approved for GE credit, may fulfill a GE requirement.

003. General Education Requirements

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

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

(1) Foundations of Arts and Humanities. Three courses (a minimum of 15 units): one from Literary and Cultural Analysis, one from Philosophical and Linguistic Analysis, and one from Visual and Performance Arts Analysis and Practice.

(2) Foundations of Society and Culture. Three courses (a minimum of 15 units): one from Historical Analysis, one from Social Analysis, and a third course from either subgroup.

(3) Foundations of Scientific Inquiry. Four courses (a minimum of 18 units): two from Physical Sciences and two from Life Sciences. For each subgroup, one course must have either a laboratory, demonstration, or a Writing II component and be valued at a minimum of 5 units.

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

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

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

(1) Students who transfer to UCLA from other UC campuses and have met all GE requirements at the campus from which they transferred will be exempt. The requirements must be completed prior to entry at UCLA and must be verified by the Office of Undergraduate Admissions.

(2) Students who transfer to UCLA from a California community college and have completed the IGETC as set forth in Statewide SR 478. This curriculum must be
completed prior to entry at UCLA and must be verified by the Office of Undergraduate Admissions.

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

004. Regulations Concerning Majors, Minors, and Curricula

(A) A major shall consist of a group of coordinated upper-division courses and shall be designated as schoolwide, departmental, interdepartmental, or individual. All major requirements, including the “Preparation for the Major,” shall be submitted to the Faculty Executive Committee for approval before they become effective. Courses designated as “Preparation for the Major” must be lower-division coursework; any exceptions require the approval of the Faculty Executive Committee.

(B) A major shall consist of a minimum of 40 upper-division units.

(C) Requirements for the majors and curricula, including prerequisites, limitations on programs, and alternative electives, shall be submitted by the departments to the Faculty Executive Committee of the School for approval. As changes in major requirements occur, students are expected to satisfy the requirements in place at the time they were admitted to the major. Petitions for adjustment to the new regulations should be submitted to the Dean of the School (or the proper body delegated by the Dean).

(D) Any student failing to attain a 2.0 scholarship average in his/her major department/program may, at the option of the department/program, be denied the privilege of a major in that department/program.

(E) A department/program may submit to the Dean of the School the name of any student who, in the opinion of the department/program, cannot profitably continue in the major together with a statement of the basis for this opinion and probable cause for the lack of success. The Dean may permit a change of major, or may require the student to withdraw from the School.

(F) A student in good standing who wishes to change his/her major may petition the department or committee in charge of that major, provided that the student can complete the proposed field of study without exceeding the 216-unit limit. Changes are normally not permitted if a student is on probation or has begun their last term.

(G) With department approval, a student in good standing in the School may enroll in a minor, one offered by the School or one offered outside the School, provided the student can complete the requirements for his/her major and minor within 216 units.

(H) The candidate shall have satisfied the requirements of a major in the Graduate School of Education & Information Studies with a “C” average in all lower- and upper-
division courses taken for the major. In addition, departments may designate, with Faculty Executive Committee approval, certain courses required for the major, minor, or specializations, which must be passed with at least a “C” grade. Before the degree is granted, the department or unit in charge of the student’s minor or specialization (if any) must certify that the student has completed the requirements of the minor.

(I) Double majors in the School, or between the School and other academic units, are permitted. Graduate School of Education & Information Studies students must be able to complete the proposed double major within the 216-unit limit.

(J) University Extension courses designated XLC shall be counted in satisfaction of the major and will be awarded grade point and unit credit.

005. Honors

(A) Dean’s Honors

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

(B) Honors at Graduation

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

006. Academic Progress and Study List Limits

(A) The Study List is a record of classes that a student is taking for a particular term. Each term, the Study List must include from 12 to 20 units. During a regular term of enrollment, undergraduate students in the school are required to enroll in a minimum of 12 units. After the first term, students may petition to enroll in more than 20 units if they have an overall GPA of 3.0 (a “B”) or better and have attained at least a “B” average in the preceding term with all courses passed. Excess unit petitions must be filed and approved by the Dean no later than the end of the third week of instruction. First-term transfer students from any other campus of the University of California may carry excess units on the same basis as students who have completed one or more terms at UCLA; however, they are not encouraged to do so.
(B) Repeats: Undergraduate students may repeat a total of 16 units. Only those courses in which they receive a grade of “C-“ or lower, “NP,” or “U” grades may be repeated to gain unit credit. Courses in which a letter grade is received may not be repeated on a P/NP or S/U basis. Courses originally taken on a P/NP or S/U basis may be repeated on the same basis or for a letter grade only. The most recently earned letter grades and grade points are computed in the GPA. After repeating 16 units, the GPA is based on all letter grades assigned and total units attempted. Repetition of a course more than once requires the approval of the Dean and is granted only under extraordinary circumstances. Degree credit for a course is given only once, but the grade assigned each time the course is taken is permanently recorded on the transcript. There is no guarantee that, in a later term, a course can be repeated (such as in cases when a course is deleted or no longer offered). In these cases, students should consult with their academic counselor to determine if there is an alternate course that can be taken to satisfy a requirement. The alternate course would NOT count as a repeat of the original course. All repeated courses are to be counted in Study List limits.

(C) Concurrent enrollment in courses offered by University Extension or another institution is not permitted except in extraordinary circumstances, and no credit will be given for such courses unless the approval of the Dean has been obtained by petition prior to enrollment.

(D) Student’s Responsibility: The presentation of a Study List by the student and its acceptance by the School evidences an obligation on the part of the student to faithfully perform the designated work to the best of his/her ability. Withdrawal from, or neglect of, any course entered on the Study List or a change in program without the formal permission of the Dean of the School renders the student liable to enforced withdrawal from the University or other appropriate disciplinary action.

(E) Regulations as to the approval of Study Lists shall be such as may be adopted by the Faculty Executive Committee of the School.
Attachment 2. Course Descriptions, Including Proposed New Courses

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

Lower-Division Requirements

New. EDUC 10. Introduction to Educational Issues and Scholarship (5 units)
Lecture, two hours; discussion, two hours. Introduction to broad landscape of public education in the United States. Intended for those interested in educational research, policy, or teaching in both formal and informal educational contexts. Readings highlight work of educational researchers from UCLA’s Department of Education, especially the ways their scholarship intersects with policy and practice. Students work in groups to identify a real-life problem affecting public education in Los Angeles, study this problem from multiple perspectives, and conceptualize socially-just solutions. Letter grading.

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

New. EDUC 35. Introduction to Inquiry and Research in Education (5 units)
Lecture, two hours; discussion, two hours. Introduction to empirical and analytical educational research. Intended for undergraduates interested in learning how to recognize sound research designs and how to conceptualize and design small-scale research. Overview of different methods of conceptualizing inquiry and gathering evidence, including qualitative approaches (e.g., ethnographic, narrative, case study) and quantitative approaches (e.g., survey, correlational, quasi-experimental). Highlights multiple methods of inquiry and research, ethics of conducting research in social sciences, and norms of conducting and reporting research in field of education. Brief overview and history of major strands of research in education over the last century. Letter grading.

Upper-Division Courses in Histories and Philosophies of Education

EDUC M102 Mexican Americans and Schools (4 units)
(Same as Chicana and Chicano Studies M102.) Seminar, four hours. Theoretical and empirical overview of Chicana/Chicano educational issues in U.S., with special emphasis on disentangling effects of race, gender, class, and immigrant status on Chicana/Chicano educational attainment.
and achievement. Examination of how historical, social, political, and economic forces impact Chicana/Chicano educational experience. P/NP or letter grading.

**EDUC M103 Asian Americans and Schooling** (4 units)
(Same as Asian American Studies M114.) Seminar, four hours. Examination of existing body of research from various disciplines on Asian/Pacific American educational experiences. Letter grading.

**EDUC M108 Sociology of Education** (5 units)
(Same as Sociology M175.) Lecture, four hours; discussion, one hour. Study of how U.S. educational system both promotes socioeconomic opportunities and maintains socioeconomic inequalities; historical and theoretical perspectives on role of education in U.S. society; trends in educational attainment; ways in which family background, class, race, and gender affect educational achievement and attainment; stratification between and within schools; effects of education on socioeconomic attainment, family, health, attitudes, and social participation; educational policies to improve school quality and address socioeconomic inequalities. Letter grading.

**EDUC C124 History of Higher Education** (5 units)
Seminar, four hours. Exploration of major eras in history of higher education. Topics include issues concerning access, diversity, parental choice, cultural literacy, teacher empowerment, and role of popular media. Concurrently scheduled with course C209A. Letter grading.

**EDUC C125 Politics of Education** (5 units)
Lecture, two hours; discussion, two hours. Political dimensions of education institutions as organizations. Relationships between education institutions and political institutions in society. Political theory as foundation for public policy analysis; interest groups in education policy formation and implementation; and focus on Freirean pedagogy. Concurrently scheduled with course C207. P/NP or letter grading.

**EDUC C126 Educational Anthropology** (5 units)
Seminar, four hours. Research seminar designed to familiarize students with discipline of anthropology and subfield of anthropology and education. Exploration of concept of culture through various anthropological perspectives, with focus on theories of culture, cultural transmission and acquisition, and cultural reproduction and production for understanding schooling and its outcomes. Examination of research methodologies in anthropology as well as critical historical overview of discipline and current debates and dilemmas of doing anthropological research in educational settings. Issues of race, gender, sexual orientation, and class, and consideration of application of anthropological theory and methods to educational practice and research. Concurrently scheduled with course C203. Letter grading.

**EDUC 130 Race, Class, and Education Inequality in U.S.** (5 units)
Lecture, two hours; discussion, two hours. Focus extensively on understanding educational experiences of following groups in U.S.: African Americans, Asian Americans and Pacific Islanders, Chicanas/Chicanos/Latinas/Latinos, and low-income white Americans. Examination of how historical development of public education in U.S. has influenced its present form. Critical
look at some current issues and policy debates in education, including debate over school reform, bilingual education, and affirmative action. Letter grading.

**EDUC 131 Issues in American Education: Perspectives from History and Pop Culture (5 units)**
Seminar, four hours. Exploration of ways we draw on different kinds of texts to illuminate critical issues in American secondary education. Issues include transformation in secondary education from 1890 to present, politics of social class, and racial and gender representation of secondary education. Letter grading.

**EDUC 134 Educational Leadership, Organizational Theory, and Policy (5 units)**
Seminar, four hours. Designed for students interested in developing understanding and appreciation for breadth of leadership models/theories in education, including traditional, entrepreneurial, behavioral, and relationship-based models. Analysis of effectiveness of organizations and/or policies in terms of educational leadership, and development of personal leadership profile in context of alternative models of leadership relevant to education. Letter grading.

*New. EDUC C154 History of Education in the United States* [to be co-listed with EDUC 254]
(5 units)
Introduces students to the history of pre-K–12 public education in the United States, focusing on the social and historical relationship of schools and marginalized communities. Includes national and state initiatives to reform public schools over the past 100 years. Students will learn how to examine evidence and develop historical arguments about causes and effects of educational reform initiatives. Letter grading.

**EDUC 187 Introduction to Topics in Philosophy of Education (5 units)**
Introduction to major Western philosophical thinkers on education including John Dewey, Paulo Freire, Froebel, Locke, Maria Montessori, Plato, Rousseau, and others. Examination of ultimate goals and purposes of education, content of education and processes of teaching and learning according to these theorists, justification and rationale of their ideas, and influence of their ideas on later educational thought and practice. Assignments include primary source readings, weekly response papers, analysis of films, interviewing educators (for their underlying educational philosophy), and proposing educational philosophy of one’s own. Background in philosophy helpful but not necessary. Letter grading.

*New. Intellectual Traditions in Indigenous Communities* (units TBD)
Focus on Indigenous theories and philosophies of education. Students will read empirical, philosophical, and literary texts of leading scholars in Indigenous education and allied fields. Course explores the following set of questions: How are Indigenous communities defining the purposes and values of education? What kinds of relationships exist between schooling and education within Indigenous communities? How has settler colonialism impacted Indigenous pedagogical practices? How are scholars thinking and writing about Indigenous futures? A global Indigenous perspective is taken; however, emphasis is given to the Indigenous communities of North America. Letter grading.
**New. Comparative Education** (units TBD)
This course focuses on human learning in families and communities, histories of formal education and higher learning in Asia, Africa, the Americas, and Europe, and the imposition of the European model of schooling on the world, contemporary national systems, and the growing role of international organizations and of corporations. Letter grading.

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

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

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

**Policy**

**EDUC 129 Education and the Law** (5 units)
Seminar, four hours. Research seminar providing overview of high-profile legal controversies that shape so many policy debates at both K–12 and higher education levels. Major areas of focus include campus safety, religion and schools, educational quality and law, broad based right to equal educational opportunity, and Internet-related issues and concerns. Letter grading.

**EDUC 137 Public Policy in Higher Education** (5 units)
Lecture, four hours. Introduction to range of contemporary and ongoing higher education public policy issues, and conceptual and theoretical frameworks typically used to understand them. Development of fluency in public policy language, with focus on national, state, and institutional policy perspectives. Letter grading.
EDUC 162 Policy Analysis and Real Politics of Education (5 units)
Lecture/discussion, three hours. Exploration of relationship between scholarly policy analysis and actual workings of policy systems. Selected topics include achievement standards and assessment, school finance, equal access to education, and school reform. Letter grading.

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

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

Formal Education

EDUC 122 Perspectives on the American College (5 units)
Seminar, four hours. Examination of role colleges and universities play in larger cultural life of U.S. society. Use of analysis of student movements as vehicle for exploration of key sociological, political, and cultural developments on U.S. campuses. Emphasis on interrelated research, academic, social, and policy issues underlying diverse system of higher education. Letter grading.

EDUC 143 Understanding Pathways to College (4 units)
Lecture, two hours; discussion, two hours. Examination of inequality across K–12 and higher education to understand how college admissions are stratified across racial and class lines. Roles of school personnel, higher education admissions, families, and students in promoting equal educational opportunity. Course is good preparation for students interested in working in UCLA programs such as Early Academic Outreach Programs that serve students in Los Angeles area schools. Letter grading.

Disciplinary Perspectives

EDUC M104 Introduction to Arts Education for Multiple Publics: Theory and Practice (4 units)
(Same as Arts Education M102.) Seminar, three hours; outside study, nine hours. Introductory course with focus on arts education for multiple publics in inner-city settings. Study of core issues in arts education, creativity, and social justice as students develop, implement, and assess original syllabi, lesson plans, and community learning projects for multiple publics in inner-city schools and arts organizations. Collaboration with partner schools in planning, teaching, and
evaluation of arts education programs in dance, music, theater, and visual arts. P/NP or letter grading.

**EDUC 118 Literacies in Society (5 units)**
Lecture, four hours. Literacy plays significant role in cognition and language, political governance and law, and economic, social, and personal well-being. Exploration of these aspects of literacy and their implications for teaching and learning. Examination of literacy in workplace, healthcare, and community. Consideration of new literacies, interrelationship between literacy and technology, and impact of illiteracy on income and opportunity. Letter grading.

**EDUC 166 Language, Literacy, and Academic Development: Multilingual Students (5 units)**
Seminar, five hours. Use of child-centered approach to examine instructional strategies and assessment practices with pre-K–12 multilingual and English language learner (ELL) students who are learning academic content at same time they are acquiring English (and possibly additional languages) in school. Critical comparison of effectiveness of English-only programming with dual-language approaches (e.g., two-way immersion, transitional bilingual education) and roles of summative and formative assessments in educational decision-making with multilingual and ELL students. Letter grading.

**EDUC M190 + lab Arts Education Undergrad Practicum: Preparation, Observation, and Practice (4 units)**
(Same as Arts Education M192.) Seminar, three hours. Enforced requisite: course M104. Limited to juniors/seniors. Training and supervised practicum for advanced undergraduate students participating in Visual and Performing Arts Education minor. Students implement and evaluate original arts education programs under guidance of faculty members in small course settings. P/NP or letter grading.

**Socio-Cultural and Socio-Political Contexts**

**EDUC 121 Introduction to K–12 Issues in American Public Education (5 units)**
Seminar, four hours. Examination of American schooling experience (K–12) and analysis of various school and social policies that impact on children and adolescents. Systematic examination of major participants in American schooling process (parents, students, teachers, geographical space of school environment, school organizations, and society) and how they are associated with American schooling experience. Discussion of contemporary themes such as risk behaviors, SAT controversy, high school exit examinations, social promotion, technology in classroom, psychosocial development of children, school reform, equal educational opportunity, affirmative action, and educational assessment. Letter grading.

**EDUC 147 Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law (4 units)**
Lecture, four hours. Lesbian, gay, bisexual, and transgender-related controversies that arise in schools, colleges, and universities today and how they are being addressed by legal and education communities. In particular, examination of real-life consequences of current laws and exploration of what might be done to make things better for all persons. Letter grading.
EDUC 152A Globalizations and Learning (4 units)
Lecture, two hours; discussion, two hours. Introduction to different conceptualizations of globalization and their relationship to educational processes and learning in contemporary societies. Discussion of several concepts and theoretical lenses as basis for approaching and understanding how dialectics of global and local are affecting educational systems and learning over lifespans. Letter grading.

EDUC 152B Global Citizenship Education (4 units)
Lecture, four hours. Exploration of issues of global citizenship in education and society as whole by analyzing critical challenges and envisioning possible solutions to multiple layers of theoretical, empirical, and practical implementation of global citizenship education. Examination of how global citizenship education and education for sustainable development are beginning to impact life, actions, policies, and practices of educators, students, non-government organizations, governments, multinational organizations, and other key players in local and global contexts. Examination of how global citizenship education impacts our worldview, teaching, and learning as we strive to envision and work toward more just and sustainable society. Letter grading.

EDUC 164 Race and Education: Access, Equity, and Achievement (5 units)
Seminar, four hours. Social/psychological perspective on education, with particular attention to race, ethnicity, and inequality. Study of structural, social, and personal determinants of educational outcomes. Consideration of relationship of schools to social context and other societal institutions. Examination of how education sets life trajectory in America and effects of race/ethnicity on access to educational opportunity in our society. Letter grading.

EDUC 187 Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California (5 units)
Examination of learner conditions in California schools with focus on student experience. Analysis employs across-K–12-tiers school comparison, geographic disparity in shared experiences, and prevalence of special and difficult circumstances that have implications for learning and learning outcomes. Exploration of factors associated with conditions of vulnerability. Socioeconomic environment of learners is referent for underlying determinant of overall schooling experience. Identification of key areas including race and ethnic diversity in schools, geographic and residential mobility (including conditions of homelessness and temporary/transitional housing placements), immigration–schooling nexus, and conditions of food insecurity in student population. Data-driven, school-level analysis of issues that relies on statistics from California Department of Education (CDE) and Los Angeles Unified School District (LAUSD). Letter grading.

EDUC 187 Educational Perspectives of Relational Practices in Modern Medicine (5 units)
Systematic discussion of personhood and body concepts, in context of asymmetric person-to-person relationships in high-tech modern medical training and practice. Exploration of diverse implications for building theories of relational practice. Students learn to use phenomenological approach, to make sense of lived experience of making sense of world we inhabit; and stance on who we are and activities at hand in everyday practices. Phenomenological approach maintains focus on how things show up, what affordances emerge
in activities and practices, and how we comport toward them making sense of them, others, and ourselves. Letter grading.

**EDUC 187 Educational Perspectives** (5 units)
Broad overview of ways that educational researchers, policy makers, and practitioners conceptualize and study educational issues in society. Provides students with set of common reference points for discussing, analyzing, and approaching educational research. Letter grading.

**EDUC 187 Teatro as Pedagogy** (5 units)
Examination of teatro (theater) as pedagogical tool that functions to educate while it entertains. Materials address historical conditions that gave rise to Chicana/Chicano social protest theater in 1965, and consider continuities of political performance art in present day with specific focus on work of Chicano-Latino theater group Culture Clash. Letter grading.

CAPPP Quarter in Washington DC (units counting as engagement)

UC Quarter in Sacramento (units counting as engagement)

**Family and Community Contexts**

**EDUC M136 Working Families and Educational Inequalities in Urban Schools** (4 units)
(Same as Labor and Workplace Studies M136.) Seminar, three hours; fieldwork, five hours. Exploration of complex relationship between working-class and poor communities and inequalities in American urban schools. Drawing on multiple disciplinary frameworks that address issues of race, ethnicity, and immigration, schools viewed as sites where inequalities are produced and resisted. Review of history of exclusionary treatment and divergent conceptual frames that educational researchers have used to understand notion of inequality, access to quality public education, and how race, ethnicity, and class affect school experiences for working-class and poor communities. Look inside schools through community service learning opportunity to examine systems, structures, and everyday practices that sustain and reproduce inequality and policies that intend to remedy educational inequalities in urban schools.Opportunity to investigate issues of working-class families and inequalities as they relate to students’ own communities and experiences. P/NP or letter grading.

**EDUC 185 Community Service Learning for Academic Achievement** [BruinCorps] (4 units)
Lecture, two hours; discussion, two hours. Emphasis on cognitive learning and motivation theories and their relevance to strategies for developing curricular instructional techniques and training that contribute to tutoring, counseling, and other instructional assistance in various school settings. P/NP or letter grading.

**EDUC 195CE Community or Corporate Internships in Education** (4 units)
Tutorial, one hour; fieldwork, eight to 10 hours. Limited to juniors/seniors. Internship in supervised, preapproved K–12 settings coordinated through Center for Community Learning. Students meet on regular basis with faculty sponsor or designee to construct series of reading and writing assignments that examine educational issues related to meaningful work at internship site. Students expected to learn ways in which urban schools are structured, organized, and
operate. May be repeated for credit. Individual contract with supervising faculty member required. P/NP or letter grading.

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

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

Conflict Resolution, Restorative Justice

EDUC M145A Restoring Civility: Understanding, Using, and Resolving Conflict (4 units)
(Same as Chicana and Chicano Studies M174A.) Lecture, one hour; discussion, three hours. Course M145A is enforced requisite to M145B. Designed for students who want to learn principles of dialogue and mediation, as alternatives to violence, and practice how to apply them in educational settings. In Progress grading (credit to be given only on completion of course M145B). Letter grading.

EDUC M145B Restoring Civility: Understanding, Using, and Resolving Conflict (4 units)
(Same as Chicana and Chicano Studies M174B.) Lecture, one hour; discussion, three hours. Enforced requisite: course M145A. Designed for students who want to learn principles of dialogue and mediation, as alternatives to violence, and practice how to apply them in educational settings. Letter grading.

EDUC M145C Alternatives to Violence: Peer Mediation in Public Schools (4 units)
(Same as Chicana and Chicano Studies M174C.) Lecture, one hour; fieldwork, three hours. Requisites: courses M145A, M145B. Limited to juniors/seniors. Application of student knowledge and experience to help students in partner schools to develop peer mediation programs to be sustained by future UCLA students. Work at partner school sites and demonstration of firm grasp of concepts of conflict resolution through weekly reflective journals, discussion through biweekly meetings, and final journal entry. Application of critical thinking, review of literature from earlier courses, and reflection on student field experiences to deepen understanding of violence, its causes, and what schools can do to mitigate it. Letter grading.

EDUC C160 Theory and Practice of Intergroup Dialogue: Building Facilitation Skills (4 units)
Seminar, four hours. Topics include social psychology of intergroup relations, intercultural and dialogic communication theories, methods for reconciling and bridging differences in schools
and communities, research and evaluation of intergroup dialogues and other educational methods for improving intergroup relations, and core competencies for planning, delivering, and evaluating intergroup dialogues in multicultural settings. While providing foundational grounding in theory and pedagogy of intergroup dialogue, particular attention to relationships between intergroup dynamics, structural inequalities, systems of privilege and oppression, and mental health outcomes and disparities among populations. Concurrently scheduled with course C244. Letter grading.

EDUC CM163 Narratives of Justice: Disrupting School-to-Prison Pipeline (4 units)
(Same as African American Studies CM163.) Lecture, four hours; discussion, one hour. Exploration of policies and practices, art and activism, and other forms of agency engaging school-to-prison pipeline. Concurrently scheduled with course CM213. P/NP or letter grading.

EDUC M194A Language, Literacy, and Human Development (5 units)
(Same as African American Studies M194A.) Seminar, three hours; laboratory, two hours (when scheduled). Enforced corequisite: course M182A or M183A. Research seminar designed to provide opportunity to combine theory and practice in study of human development in educational contexts. Focus on relationship between theories of development, culture, and language. May be taken independently for credit. Letter grading.

EDUC M194B Culture, Gender, and Human Development (5 units)
(Same as African American Studies M194B.) Seminar, three hours; laboratory, two hours (when scheduled). Enforced corequisite: course M182B or M183B. Research seminar designed to provide opportunity to combine theory and practice in study of human development in educational contexts. Focus on relationship between theories of development, culture, and gender. May be taken independently for credit. Letter grading.

EDUC M194C Culture, Communication, and Human Development (5 units)
(Same as African American Studies M194C.) Seminar, three hours; laboratory, two hours (when scheduled). Enforced corequisite: course M182C or M183C. Research seminar designed to provide opportunity to combine theory and practice in study of human development in educational contexts. Focus on relationship between theories of development, culture, and technologies. May be taken independently for credit. Letter grading.

Learning, Development, and Teaching

New. EDUC M115SL Community-Based Studies of Popular Literature: Children’s Literature and Childhood Literacy [ENGL M115SL/CE M110SL, to be cross-listed with Education] (5 units)
(Same as Civic Engagement M110SL.) Lecture, four hours; discussion, one hour (when scheduled); fieldwork, two hours. Enforced prerequisite: English Composition 3. Service-learning course that examines history and development of one or more genres of popular literature, with attention to contemporary communities of readers and writers and formation of civil society. Topics vary and may include children’s literature and childhood literacy, mass market fiction and book club culture, or science fiction and science policy. Service-learning
component includes meaningful work with local nonprofit organizations selected in advance by instructor. May be repeated for credit with topic change. P/NP or letter grading.

**EDUC 127 Educational Psychology** (5 units)
Lecture, two hours; discussion, two hours. Broad overview of educational psychology, with examination of relationship of teaching and learning; various perspectives as to how children learn; issues of teaching and learning that arise based on child’s social class, ethnic background, gender, age, and level of ability. Letter grading.

**EDUC 132 Autism: Mind, Brain, and Education** (5 units)
Lecture, two hours; discussion, two hours. Study of autism spectrum disorders (ASD) and related disabilities. Discussion of characteristics of disorder, effective interventions, and exploration of impact of children with ASD on families. Limited number of independent observations of individuals in community required. Letter grading.

**EDUC 133 Topics in Child Development and Social Policy** (5 units)
Seminar, four hours; fieldwork, two hours. Research seminar designed to enable students to (1) gain basic understanding of ways in which public policies are established and implemented, (2) learn about policy landscape in several major domains of child and family life in U.S. and other countries, and (3) use scientific research on children’s cognitive and social development to evaluate and understand effects of social and economic policies. Letter grading.

**EDUC 152C Curriculum and Instruction in Global Citizenship Education** (4 units)
Lecture, four hours. Questions regarding nature and possibility of education that can foster global citizenship necessary to understand and resolve world’s most pressing issues. Focus on curriculum and instruction of global citizenship education. Using local and global research, exploration and analysis of various perspectives, curricula, and pedagogies pertaining to teaching and implementation of global citizenship education at different levels of education. Letter grading.

**EDUC CM178 Critical Media Literacy and Politics of Gender: Theory and Production** (4 units)
(Same as Gender Studies CM178.) Seminar, three hours. Corequisite: course CM178L. Use of range of pedagogical approaches to theory and practice of critical media literacy that necessarily involves understanding of new technologies and media forms. Study of both theory and production techniques to inform student analysis of media and critical media literacy projects. Concurrently scheduled with course CM278. Letter grading.

**EDUC 187 Art Museum Teaching at Getty Museum** (5 units)
Students apply pedagogical foundations learned in first two parts (related to sensory experiences, movement, mindfulness, etc.) to teaching practicum in which they lead K-12 student tours through Getty Museum. Focus on refining teaching strategies to meet needs of diverse learners, through meaningful experiences in informal learning environments. Study addresses equity issues in museum school visits to foster inclusive experience. Students continue to explore aspects of experiential learning and teaching, while making meaningful contributions to Los Angeles area school community. Students apply knowledge of Getty art collection gained during
previous study. Part three of three-part study. Designed for students who completed parts one and two. Held at Getty Center. Letter grading.

**EDUC 187 Cognitive Development and Schooling** (5 units)
Overview of theories, methods, and research on children’s cognitive development and implications of this work for educational practice. Covers range of research from different perspectives, drawing from domains such as developmental psychology, cognitive psychology, developmental cognitive neuroscience, and education. Students learn about basic cognitive processes. Exploration of ways in which contexts—including those at home, early-care settings, and school—impact children’s development. Letter grading.

**EDUC 187 Early Childhood Mathematics Education** (5 units)
Focus on how research in early childhood mathematics can be used to engage young people in learning mathematics. Study addresses research on how young children learn mathematics, teaching of preschool mathematics, and policy context shaping students’ opportunities in early childhood education. Particular attention paid to issues of equity. Required: class participation and two additional hours at local preschool site working with students in mathematics. Letter grading.

**EDUC 196C Instructional Apprenticeship in Teaching and Learning at UCLA Lab School** (4 units)
Tutorial, 10 hours. Limited to juniors/seniors. Training and supervised apprenticeship for advanced undergraduate students at UCLA Lab School (Corinne A. Seeds campus), K–6 elementary school on UCLA campus. Students gain understanding of innovative educational work that goes into teaching and learning at UCLA Lab School through seminars, readings, observations, and discussions. Individual meetings with faculty mentor throughout term. May be repeated for credit. Individual contract required. Letter grading.

**EDUC 196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools** (4 units)
Tutorial, 10 hours. Limited to juniors/seniors. Introduction to K–12 teaching profession through training and supervised off-campus experiences at UCLA partner schools (Nora Sterry Elementary School, Brockton Elementary School, Emerson Middle School, University High School, UCLA Community School, or other LAUSD schools coordinated by students). Students gain grounded understanding of social issues in education through readings, observations, direct support in classrooms, and tutoring activities. Individual meetings with faculty mentor throughout term. May be repeated for credit. Individual contract required. Letter grading.

**New. Instructional Apprenticeship in Teaching and Learning at UCLA Early Childhood Education Centers** (4 units)
Tutorial, 10 hours. Limited to juniors/seniors. Introduction to early childhood education through training and supervised off-campus experiences at UCLA early care and education centers (The Krieger Center, Fernald Center, The University Village Center). Students gain grounded understanding of early childhood in educational settings through readings, observations, direct support in classrooms, and tutoring activities. Individual meetings with faculty mentor throughout term. May be repeated for credit. Individual contract required. Letter grading.
New. Identity, Agency, and Resistance (units TBD)
Introduction to social justice and community organizing frameworks that advance equity, well-being, and healing in vulnerable communities. Students will explore and reflect upon how individual and collective values, beliefs, and assumptions shape the way they view their world, and how they influence and are influenced by educational experiences. Students will examine examples of agency and resistance through the lens of youth and community organizing. Letter grading.

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

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

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

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

New. Learning and Teaching with Technological Tools (units TBD)
The course examines technology-based teaching and learning experiences (e.g., tangible tools, coding, computational games) across settings, including homes, museums, and schools. The role of technology in cognitive development, socio-emotional development, and disciplinary learning (science, mathematics, art, etc.) is considered. Letter grading.
Upper-Division Courses in Inquiry and Design for Learning

EDUC 135 (to be revised) **Research Methods for Studying Key Issues and Problems in Education** (5 units)
This course focuses on helping students become thoughtful critics and consumers of educational research. One aim of the course is to help students develop a sense of the importance of thinking carefully about alternative explanations, confirmation bias, and disconfirming evidence, which plays a key role both in assessing the validity of research findings and in conducting thoughtful research. A second major part of the course entails introducing students to the logic, use, and value of both qualitative methods and quantitative methods in addressing important substantive issues and policy issues in education, particularly issues connected with transforming schooling. Letter grading.

EDUC 139 **Educational Program Evaluation** (5 units)
Seminar, four hours. Stages and methods for conducting evaluations of educational and social programs, with emphasis on evaluation approaches that are theoretically grounded, methodologically rigorous, practical, and useful. Letter grading.

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

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

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

**New. Introduction to Assessment** (units TBD)
This course focuses on key aspects and uses of assessment in education, including issues of fairness, validity, and reliability; assessment of student learning, including formative assessment strategies; measurement of affective constructs; and measurement of teacher practice and student learning opportunities. Letter grading.

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

**New. Design of Learning Environments** (units TBD)
This course introduces students to design-based research as a form of educational inquiry for the purposes of innovating and studying educational interventions in naturalistic settings. The course reviews the history, goals, cycles, and ethnographies of design-based research. Questions about the usefulness of design-based research for innovating learning environments, developing technological tools, and advancing knowledge of learning and development will be explored. Letter grading.
**New. Designing for Social Transformation** (units TBD)
This course examines possibilities of design-based research and its sister methods (social design experiments, community-based design research, participatory design research) for transforming agency among historically marginalized individuals and communities. The course explores questions about the process of design-based research through the lenses of history, power, solidarity, and relationality. Readings and activities will be grounded by the following questions: How can we design and implement educational innovations that promote social transformation? Who needs to be involved in this design and why? And what kinds of futures are we designing for? Students will evaluate existing educational designs and work in teams on group design projects. Letter grading.

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

CAPP Quarter in Washington DC (units counting as research)

UC Quarter in Sacramento (units counting as research)
Attachment 3.
Suggested Pathways through the Major

Suggested Pathway 1: Research and Evaluation

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

I. Prerequisites

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

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

EDUC 130 Race, Class, and Education Inequality in U.S. (5)
   Or EDUC C154 History of Education in the United States (5)
EDUC 187 Introduction to Topics in Philosophy of Education (5)

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

EDUC C126 Educational Anthropology (5)
   Or EDUC XXX Comparative Education (TBD)
EDUC 162 Policy Analysis and Real Politics of Education (5)
   Or EDUC 121 Introduction to K–12 Issues in American Public Education (5)

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

EDUC 139 Educational Program Evaluation (5)
EDUC XXX Introduction to Assessment (TBD)

V. Electives

EDUC M194A Language, Literacy, and Human Development (5 units counting as community engagement)*
EDUC XXX Ethnography in Educational Settings (TBD)
EDUC XXX Designing for Social Transformation (TBD)
   Or EDUC XXX Critical Place-Based Inquiries in Educational Research (TBD)
   Or EDUC XXX Historical Methods in Communities of Color (TBD)

VI. Place an asterisk next to the course listed above that meets the community engagement course requirement.
### Suggested Pathway in Research and Evaluation: Sample Schedule

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

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

I. Prerequisites

EDUC 10 Introduction to Educational Issues and Scholarship (5)
EDUC 35 Introduction to Inquiry and Research in Education (5)

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

EDUC 130 Race, Class, and Education Inequality in U.S. (5)
EDUC C125 Politics of Education (5)
Or EDUC 134 Educational Leadership, Organizational Theory, and Policy (5)

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

EDUC 129 Education and the Law (5)
EDUC 133 Topics in Child Development and Social Policy (5)

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

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

V. Electives

EDUC C154. History of Education in the United States (5)
EDUC XXX Family, School, and Community Connections (TBD)
EDUC M194A Language, Literacy, and Human Development (5)*

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

Consult advisors on using courses from the UC Quarter in Sacramento (15 units) with a focus on education policies to count toward Education major.
## Suggested Pathway in Education Policy and Community: Sample Schedule for a Transfer Student

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

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

I. Prerequisites

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

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

EDUC 134 Educational Leadership, Organizational Theory, and Policy (5)
EDUC 130 Race, Class, and Education Inequality in U.S. (5)
   Or EDUC C154 History of Education in the United States (5)

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

EDUC 187 Cognitive Development and Schooling (5)
   Or EDUC XXX Learning Theory (TBD)
EDUC 118 Literacies in Society (5)
   Or EDUC 166 Language, Literacy, and Academic Development: Multilingual Students (5)
   Or EDUC 187 Early Childhood Mathematics Education (5)

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

EDUC XXX Ethnography in Educational Settings (TBD)
EDUC XXX Design of Learning Environments (TBD)

V. Electives

EDUC 133 Topics in Child Development and Social Policy (5)
   Or EDUC 187 Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California (5)
EDUC 196C Instructional Apprenticeship in Teaching and Learning at UCLA Lab School* (4)
   Or EDUC 196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools (4) *
   Or EDUC M194A Language, Literacy, and Human Development (5)*
   Or EDUC M194C Culture, Communication, and Human Development (5)*

VI. Place an asterisk next to the course listed above that meets the community engagement course requirement.
## Suggested Pathway in Teaching and Learning: Sample Schedule

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<td><strong>Year 1</strong></td>
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<td>ENGCOMP 3DS English</td>
<td>SPAN 5 Intermediate Spanish</td>
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<td>Composition, Rhetoric, and Language (Writing I)</td>
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<td>Soc &amp; Cult GE Elective</td>
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<td>Science GE Arts &amp; Hum GE</td>
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<td><strong>Year 2</strong></td>
<td>EDUC 35 Introduction to Inquiry and Research in Education</td>
<td>APPLING 40W Language and Gender (Arts &amp; Hum GE)</td>
<td>CHICANO 10B Introduction to Chicana/Chicano Studies (Soc &amp; Cult GE; Diversity)</td>
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<td>ENDCOMP 6W Language, Culture, and Discourse (Writing II)</td>
<td>Amer Hist/Inst Science GE</td>
<td>ARTS ED 20 Introduction to Community Engagement through Arts (Arts &amp; Hum GE)</td>
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<td>Soc &amp; Cult GE</td>
<td>Elective</td>
<td>Science GE</td>
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<td><strong>Year 3</strong></td>
<td>EDUC 130 Race, Class, and Education Inequality in U.S.</td>
<td>EDUC XXX Ethnography in Educational Settings</td>
<td>EDUC 134 Educational Leadership, Organizational Theory, and Policy</td>
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<td></td>
<td>EDUC XXX Design of Learning Environments Minor/Elective/add’l Educ</td>
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**Suggested Pathway 4: Higher Education**

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

I. **Prerequisites**

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

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

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

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

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

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

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

V. **Electives**

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

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

Consult advisors on using courses from the UC Quarter in Sacramento (15 units) with a focus on education policies to count toward Education major.
## Suggested Pathway in Higher Education: Sample Schedule

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

The goals of this course are to introduce students to:

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

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

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

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

Required Texts, Materials, and Resources

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

Required Texts


Week 1


Week 2


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

Week 3


Week 4


Week 5


**Week 6**


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

**Week 7**


**Week 8**


*Week 9*


**Resources**


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

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

**Course Assignments**

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

  - Complete readings and be prepared to participate in debates and small group activities in weekly discussion section meetings. Your participation grade will be largely based on: your use of the course readings and materials in a weekly
debates; and evidence of your preparation for, and contribution to, small group activities.

- The instructor will post a **Debate the Issues** question to frame your reading of the assigned articles and chapters each week. These weekly debates are an opportunity for you to consider multiple perspectives on contemporary educational issues. To prepare for discussion section, you will need a response to the posted question and evidence from the readings to support your response. It is important that your debate response is grounded in the readings and not broad generalities or unsupported opinions.

- During the weekly discussion section, there will be time for you to work in a small group to identify, study, and conceptualize a solution to a contemporary educational issue. You will also have some individual work to do in preparation for these small group activities. The week-by-week outline of activities is under the **Final Project** heading below.

### Short Writing Assignments (60%)

- Write three **Big Idea Essays** (2 pages each). These essays will help you to integrate “big ideas” from class readings and lectures across multiple weeks. The instructor will post a writing prompt three times during the quarter (Week 3, Week 6, and Week 9). Your response should cite class readings and lectures. As you compose each response, please consult the “Afterword” chapter of Mike Rose’s *Why School?* for writing tips. You may choose to revise one essay during the quarter for the opportunity to earn a higher grade.

- Write a **Public Talk Reflection Memo** (1-2 pages) after attending a public talk/forum related to education at any time during the quarter. This assignment is intended to allow you to learn about the campus education community and how speakers present educational issues in a public forum. The instructor will share information about upcoming talks in GSE&IS. You are welcome to attend a talk outside of GSE&IS that is related to education. After attending the talk, write a brief memo (i.e., 1-2 pages) to summarize the main message, strategies the speaker(s) used to communicate their message (e.g., images, stories, handouts), and any connections to course readings/topics. Due by Finals Week.

### Final Project (20%)

- Write a group **Project Proposal** (5-6 pages) for a project or program that addresses a contemporary educational issue. Throughout the quarter, you will work in a small group (3-5 members) to identify an educational issue to study (e.g., play and recess, teacher evaluation, critical media literacy, charter school caps, supporting immigrant students), and develop an inquiry plan to systematically study this educational issue from multiple perspectives. By the end
of the course, each group will conceptualize and propose a project or program to address this issue. Below is a week-by-week outline for completing this project. Some of the work will be completed individually in preparation for discussion section, and some of the work will be completed as a small group during the discussion section. You will have dedicated time to work in small groups during the weekly discussion section meetings.

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

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

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

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

- **Week 3**: Share what you learned about public education from speaking with a variety of stakeholders. Then identify the contemporary educational issue your small group will study. Write 1-2 paragraphs to define and describe the issue as you and your group members now understand it. Working together, create an inquiry plan for this focal issue. What do you need to learn about the issue? For example, you might consider: Who are the stakeholder groups? What current federal, state, and district policies impact this issue? What body of research on learning and human development might be relevant to this issue? How will you gather this information? What specific steps will you take? Each small group needs to create a timeline for how and when you will conduct the inquiry.

- **Week 4**: Working with your small group, sketch an organizational map to represent the different institutions involved in your educational issue. What institutions are involved? In what ways, if at all, are there formal or informal connections between these institutions? Keep this map. You can revisit and revise the map throughout the quarter as you continue the inquiry.
Week 5: Working with your small group, sketch a stakeholder map to represent the multiple stakeholder groups involved in your educational issue. Who are the stakeholder groups? What are the specific interests of each group? What are their shared interests? What are their different interests? Keep this map. You can revisit and revise the map throughout the quarter as you continue the inquiry.

Week 6: Working with your small group, list the major federal, state, and local district policies that impact this issue. Find these policies, read them, and jot notes on the language of these policies.

Week 7: Revisit the 1-2 paragraphs you and your group members wrote during Week 3 to define and describe the educational issue as you understood it at the time. Revise these paragraphs to reflect your current understanding. Discuss your inquiry plan progress with group members. In consultation with the TAs, you may consider adjusting your inquiry plan.

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

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

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

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

Week 10: Present your group’s proposed project or program for feedback in discussion section. Be prepared to explain the ways in which this
project or program embodies principles of social justice. Complete a self and group evaluation of your inquiry plan and final project.

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

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**Course Policies and Procedures**

**Grading Policies**

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

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<thead>
<tr>
<th>Grade</th>
<th>Plus</th>
<th>Standard Grade</th>
<th>Minus</th>
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<tbody>
<tr>
<td>A</td>
<td>98-100</td>
<td>94-97</td>
<td>90-93</td>
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<tr>
<td>B</td>
<td>88-89</td>
<td>84-87</td>
<td>80-83</td>
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<td>C</td>
<td>78-79</td>
<td>74-77</td>
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<td>D</td>
<td>68-69</td>
<td>64-67</td>
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<td>F</td>
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<td>59 or lower</td>
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**For Students with Disabilities**

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

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2 [http://www.cae.ucla.edu/Suggested-Syllabus-Statement](http://www.cae.ucla.edu/Suggested-Syllabus-Statement)
Academic Honesty

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

From Title IX Office

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

Diversity Statement

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

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

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

## Weekly Calendar of Class Topics, Readings, and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
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</thead>
</table>
| Week 1: [date] | What Is the Purpose of Public Education?  
- Course Overview  
- Introduction to Guiding Question  
- History of Public Schools in the United States  
- Preview Course Themes | Readings:  
- Rose, M. (2014). *Why school?* Introduction, Chapter 1, and Afterword  
Discussion Section Activities:  
- *Debate the Issues*  
- Small Group: Discuss group norms for collaboration, and develop a communication plan. |
| Week 2: [date] | K-12 Public Education Reform  
- Overview of Major Federal and State Policies  
- Introduction to Los Angeles Educational Landscape  
- Community Schooling  
- University Partnerships with Local Districts  

Video: *Inside California Education: UCLA Community Schools* | Readings:  
- McDonald, J. (2016). *Pedro Noguera: Perspectives on LAUSD* [Interview].  
Discussion Section Activities:  
- *Debate the Issues*  
- Small Group: Share what you learned about contemporary issues |
Due:
• Consult major news outlets to learn about contemporary issues in education.

<table>
<thead>
<tr>
<th>Week 3: [date]</th>
<th>K-12 Public Education Reform (continued)</th>
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<tbody>
<tr>
<td></td>
<td>• Overview of School Choice Policies</td>
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<td>• Charter Schools</td>
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<td>• Magnet Schools</td>
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Guest Speaker: UCLA Education Librarian and Undergraduate Writing Center Representative

<table>
<thead>
<tr>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rose, M. (2014). <em>Why school?</em> Chapter 4</td>
</tr>
</tbody>
</table>

Discussion Section Activities:
• *Debate the Issues*
• Small Group: Share what you learned from speaking with a variety of stakeholders about their experiences with public education.
• Small Group: Identify the contemporary educational issue your small group will study. Write 1-2 paragraphs to define and describe the issue as you now understand it. Create an inquiry plan for this focal issue.

Due:
| Week 4: [date] | Expanding Access to Public Education: Early Childhood Education | Readings:  
Discussion Section Activities:  
- Debate the Issues  
- Small Group: Sketch an organizational map to represent the different institutions involved in your educational issue.  
Due:  
- Big Ideas Essay #1 |
|----------------|-------------------------------------------------|-------------------------------------------------|
| Week 5: [date] | Expanding Access to Public Education: Higher Education | Readings:  
Discussion Section Activities:

- **Debate the Issues**
- **Small Group:** Sketch a stakeholder map to represent the multiple stakeholder groups involved in your educational issue.

### Week 6: [date]

**Diversity, Desegregation, and Civil Rights in Public Schools**

Audio Interview: *Students in California More Segregated Than Ever* (KPCC Interview with Gary Orfield)

**Readings:**

### Week 7: [date]

**Stereotypes and Issues of Poverty in Public Education**

**Readings:**

**Discussion Section Activities:**
- *Debate the Issues*
- Small Group: Revisit the 1-2 paragraphs you wrote during Week 3 to define and describe the educational issue as you understood it at the time. Revise these paragraphs to reflect your current understanding.
- Small Group: Discuss your inquiry plan progress. In consultation with the TAs, you may consider adjusting your inquiry plan.

**Due:**
<table>
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<th>Week 8: [date]</th>
<th>Supporting Immigrant Students</th>
<th><strong>Big Ideas Essay #2</strong></th>
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<tr>
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<td>Readings:</td>
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<tr>
<td></td>
<td>• Rose, M. (2014). <em>Why School?</em> Chapter 8</td>
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<td></td>
<td>Discussion Section Activities:</td>
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<tr>
<td></td>
<td>• <em>Debate the Issues</em></td>
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<tr>
<td></td>
<td>• Share what you learned from reading research related to your educational issue. Compile a shared annotated bibliography.</td>
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<td>Due:</td>
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<td></td>
<td>• Search for research related to your educational issue. In the discussion section, you will need to have access to your annotated bibliography of journal articles and book chapters you read.</td>
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<tr>
<th>Week 9: [date]</th>
<th>Designing Learning Environments for Diverse Student Populations</th>
<th>Readings:</th>
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<tr>
<td></td>
<td>Readings:</td>
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**Discussion Section Activities:**
- *Debate the Issues*
- Small Group: Share what you learned from reading research related to your educational issue.
- Small Group: Review your notes and inquiry plan. Revisit the 1-2 paragraphs you and your group members wrote during Week 3, and revised during Week 7, to define and describe the educational issue as you understood it at the time. Revise these paragraphs to reflect your current understanding.
- Small Group: Outline a project or program that would address this issue.

**Due:**
- Continue to read research related to your educational issue.

<table>
<thead>
<tr>
<th>Week 10: [date]</th>
<th>What is the Purpose of Public Education?</th>
<th>Readings:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Rose, M. (2014). <em>Why School?</em> Chapter 13 and Conclusion</td>
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</table>

**Discussion Section Activities:**
- Present your proposed project or program for feedback.
- Complete a self- and group-evaluation of your inquiry plan and final project.

**Due:**
- *Big Ideas Essay #3*
- *Self and Group Evaluation*
| Finals Week: [date] | Due:  
| | - *Project Proposal*  
| | - *Public Talk Reflection Memo*  
| | (You may submit this memo at any point during the quarter.) |
Attachment 5.
Syllabus of EDUC 35: Introduction to Inquiry and Research in Education

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

Instructor:
Teaching Assistant(s):
Office: Office Hours:
Office Hours:

Class Meeting Times: Discussion Meeting Times:
Class Meeting Location: Discussion Meeting Location:

Course Description

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

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

We will begin addressing some of these questions through a careful reading of research. Many of the authors are faculty members in the UCLA Department of Education, and throughout the
course, “Meet the Author” interviews will provide an opportunity to learn from how the scholars discuss both the content of their research and their research methods. These authors approach this same research area in radically different ways: they ask different kinds of questions regarding inequity and equity, they use different methods, they come from different disciplines, and they use different theoretical frames. Our interest is in the different ways in which the authors approach questions of inequity and equity in education, as well as the different methods they use to investigate these questions.

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

In summary, the goals of this course are to:

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

**Required Texts, Materials, and Resources**

**Required Text**

**Weekly Articles**

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

**Handouts**

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

**Resources**


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

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

**Course Expectations and Assignments**

1) **Attendance and Participation (20%)**

- Attend weekly classes and discussion sections. You are an important member of this classroom learning community. When you miss a class or discussion section, your absence impacts you, classmates, and instructors. It is also important to be on time. If you are late, or leave early, three times during the quarter, then it will count as an absence. Please communicate with the instructor and/or teaching assistants if you need to miss class or discussion section for any reason. Your final grade may be affected if you miss more than two classes or discussion sections.

- Complete readings and be prepared to participate in weekly discussion sections. To fully participate, you will be expected to have completed the readings and assignments in advance. Your participation grade will be based on: your use of the course readings in classroom discussions and activities; and evidence of your preparation for, and contribution to, small group activities.

2) **Short Assignments (60%)**

- Complete six *Cornerstone Research Workshops* on fundamentals of conducting research. These workshops will address important research skills and how to navigate library resources available through UCLA. The online modules are available through CCLE (http://www.library.ucla.edu/support/research-help/attend-research-workshop/cornerstone-research-workshop-series). The weekly calendar of class topics, readings, and assignments includes deadlines for each of the six workshops. After you complete each workshop, upload your responses and certificate to CCLE.
• Complete the *CITI Course in Protection of Human Research Subjects* by Week 3 (https://www.citiprogram.org/). This course will introduce you to the ethics of conducting research, and it is required for all researchers at UCLA. Be sure to take the course for social and behavioral research. After you complete the course, upload the certificate to CCLE.

• Write *Reading Summaries* (1-2 pages, double spaced) on the content and the method readings for week. Writing the *Reading Summaries* will help you focus on the most important information in the assigned content and methods articles. These summaries will also prepare you to fully participate in class discussions. Content article summaries should include the following: research goal, research questions and/or hypotheses, research method, study site and participants, methods of data collection, methods of data analysis, main findings or results, and your reactions to the study. Methods article summaries should include a paragraph on the nature of the method introduced.

• Write a *Big Ideas Essay* (4-5 pages, double spaced). The essay will be an opportunity to integrate “big ideas” about educational inquiry and research from class readings and lectures across multiple weeks. The instructor will post a writing prompt during Week 6 of the quarter. Your response should cite class readings and lectures, and you may cite additional literature to support your response.

• Complete six *Annotated Reference List Entries* (in preparation for the group *Research Proposal*) for journal articles that report on empirical research related to your chosen research proposal topic addressing the course focus on equity and social justice in education. We recommend using a software program (e.g., Zotero) to manage your references. Each annotated reference entry should include full bibliographic information for the article as well as 1-3 sentences to summarize each of the following: research goal, research questions and/or hypotheses, research method, study site and participants, methods of data collection, methods of data analysis, main findings or results, and your reactions to the study.

3) Final Group Project (20%)

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

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

5) Optional: Advanced Research Workshop Series by UCLA Library

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

Course Policies and Procedures

Grading Policies

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

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Students with Disabilities

Necessary accommodations will be made for students with physical or learning disabilities. Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Academic Honesty

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

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

From Title IX Office

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

Diversity Statement

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

Weekly Calendar of Class Topics, Readings, and Assignments

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

Week 1

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

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

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

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

Discussion Section

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

Readings

Fourteenth Amendment of the U.S. Constitution


Assignments Due

- Online *Cornerstone Research Workshops* (by UCLA Library)
  - Getting Started with Research at UCLA
Week 2

Introduction to (Multidisciplinary) Social Scientific and Educational Research

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

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

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

Discussion Section

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

Readings


Assignments Due

- Online *Cornerstone Research Workshops* (by UCLA Library)
  - Finding Sources with the UCLA Library
  - Collecting and Citing Sources

- *Reading Summary* (1-2 pages, double spaced) on Creswell & Creswell (2018) Chapter 1

Week 3

**Research Questions, Literature Review and Ethics of Research**

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

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

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

**Discussion Section**

- Review of literature
- Discussion of online *Cornerstone Research Workshop 6*
- Form collaborative peer inquiry groups
- Peer inquiry groups: Begin process of determining research topic and research questions.

**Readings**


Assignments Due

- Online Cornerstone Research Workshops (by UCLA Library)
  - Writing a Literature Review
- CITI Course in Protection of Human Research Subjects

Week 4

Introduction to Qualitative Research I: Interviews

Example from Educational Research: Content and Methodological Analysis


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

Special reference to qualitative study through interviews.

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

Discussion Section

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

Readings

Assignments Due


**Week 5**

**Introduction to Quantitative Research I: Large Scale Survey Research**

**Example from Educational Research: Content and Methodological Analysis**


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

Special reference: quantitative research through large scale surveys.

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

**Discussion Section**

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

**Readings**


Assignments Due

- Complete the CIRP Freshman Survey (from HERI).

Week 6

**Introduction to Qualitative Research: II: Ethnography**

**Example from Educational Research: Content and Methodological Analysis**


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

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

**Discussion Section**

- Further examples of ethnographic studies in education
- Peer inquiry groups: Begin group discussion synthesizing literature review of articles. Begin group discussion on possible methodological approach for *Research Proposal*.

**Readings**


Assignments Due


- Two Annotated Reference List Entries for journal articles that report on empirical research related to your chosen research proposal topic and question of interest

- Peer inquiry groups: Submit a draft of the following: statement of the problem, research goals, and research questions (at end of discussion).

Week 7

Introduction to Quantitative Research II: Relational/Correlational Study

Example from Educational Research: Content and Methodological Analysis

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

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

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

Discussion Section

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

Reading

Assignments Due

• Reading Summary (1-2 pages, double spaced) on Huang & Bailey (2016) “The Long-Term English Language and Literacy Outcomes of First Generation Former Child Immigrants in the United States”

• Two Annotated Reference List Entries for journal articles that report on empirical research related to your chosen research proposal topic and question of interest

Week 8

Introduction to Mixed Methods Research and Procedures

Example from Educational Research: Content and Methodological Analysis

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

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

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

Discussion Section

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

Readings


Assignments Due

• Two *Annotated Reference List Entries* for journal articles that report on empirical research related to your chosen research proposal topic and question of interest

• Peer inquiry groups: Submit a draft of: a literature review (preliminary and drawing from your *Annotated Reference List Entries*); and a description of study site, participants, and researcher positionality (at end of discussion section).

**Week 9**

**Introduction to Quantitative Research III: Quasi Experimental Design**

**Example from Educational Research: Content and Methodological Analysis**

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

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

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

**Discussion Section**

• Discussion of Mistry et al. (2012) “Increasing the Complexity of Young Adolescents’ Beliefs About Poverty and Inequality”

• Further examples of experimental and quasi-experimental studies in education

• Discussion of synthesizing literature review of articles

• Peer inquiry groups: Finalize group discussion on methodological approach for your *Research Proposal*.

**Readings**


Assignments Due

- Reading Summary (1-2 pages, double spaced) on Mistry et al. (2012) “Increasing the Complexity of Young Adolescents’ Beliefs About Poverty and Inequality” and Creswell & Creswell (2018) Chapter 8

- Big Ideas Essay (4-5 pages, double spaced)

- Peer inquiry groups: Submit a draft of your proposed methods of data collection and analysis.

Week 10

Introduction to Design-Based Research

Example from Educational Research: Content and Methodological Analysis


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

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

Discussion Section

- Further examples of design-based studies in education
- Peer inquiry groups: Finalize Research Proposal

Readings


Assignments Due

Week 11 (Finals Week)

Assignments Due

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

Guiding Principles Informing the Design of the Course

- Emphasizes a conceptual understanding of methods rather than a technical understanding (what is a correlational study and when is it appropriate (how is it different from a causal study), what is a case study and when is it appropriate) as opposed to performing a correlation, regression analysis, a chi square, etc.

- Addresses pertinent ‘why’ questions throughout the course in the interest of rationalizing choice of research methods (as opposed to proceeding habitually or conventionally): Why might a study of actors’ interpretations be important here? Why might a causal study be appropriate here? What might be gained from a focused case study approach here?

- Close alignment of course learning goals with course content, activities, and assessments

- Incorporates “doing” (actually observing, writing field notes, interviewing, constructing surveys, etc.) as part of course assignments in addition to merely reading, writing and discussing

- Uses multi-modal methods for the presentation of material including print, film, audio recordings, images, performances, exhibits, etc.

- Where possible, incorporates field trips to pertinent sites, including schools, museums, performances, events, etc.

- Incorporates a variety of methods of assessment of learning and for learning (writing, presenting, performing, drawing/illustrating, implementing, constructing, demonstrating, etc.)

- Focuses on one thematic area to highlight how a specific area of research can be approached from a variety of methods, disciplines, theories and perspectives

- Encourages collaborative group work and group presentations in the interest of learning from peers and promoting a collegiate culture for the learning process

- Abstract concepts are illustrated and exemplified in practice and grounded, lived realities (e.g. class struggle, reification, activity theory, induction, etc.) as opposed to remaining ethereal concepts.

- Wherever appropriate, incorporates contemporary media (news, films, postings, internet postings, tweets, cartoons) for the purposes of illustrating key concepts and approaches
• Incorporates routine formative and summative evaluation mechanisms throughout the duration of the course for continuous monitoring and improvement of educational experiences (How is it going? What can be done better? Are meeting our goals?).
### Attachment 6.  
**Curriculum Map**

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<th>Ability to analyze education in social and political context</th>
<th>Skills for effecting change</th>
<th>Core values</th>
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*Inquiry and Design for Learning (at least 2 courses)*

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* Community Engagement Requirement (1 course; 4 credit hours or more)

* courses with an asterisk meet this requirement

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Attachment 7.
Three-Year Course Schedule

Enrollment Projection

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<td>Continuing Seniors</td>
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<td>TOTAL PRE-MAJORS &amp; MAJORS</td>
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Three-Year Course Schedule

Year 1, 2019–2020

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<tr>
<td>Histories and Philosophies of Education</td>
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<tr>
<td>M 102 Mexican Americans and Schools</td>
<td>Garcia</td>
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<td>Howard</td>
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<td>Contexts of Teaching, Learning, and Development</td>
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<tr>
<td>118 Literacies in Society</td>
<td>K. Gomez</td>
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<td>187 Educational Perspectives of Relational Practices in</td>
<td>Raia</td>
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<td>Modern Medicine</td>
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<td>Ryoo</td>
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10 Community engagement course
### Winter 2020

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**Inquiry and Design for Learning**

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### Lower Division

**Histories and Philosophies of Education**

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### Upper Division

**Contexts of Teaching, Learning, and Development**

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**Inquiry and Design for Learning**

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### Spring 2020

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# Upper Division

**Histories and Philosophies of Education**
- M 102 Mexican Americans and Schools  
  Solorzano  
  40
- **NEW** Comparative Education  
  Torres  
  40

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

**Inquiry and Design for Learning**
- **NEW** Design of Learning Environments  
  L. Gomez  
  40

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### Lower Division

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### Upper Division

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

**Contexts of Teaching, Learning, and Development**
- 118 Literacies in Society  
  K. Gomez  
  40
- 187 Educational Perspectives of Relational Practices in Modern Medicine  
  Raia  
  40
- 187 Cognitive Development and Schooling  
  Grammer  
  160
- 187 Art Museum Teaching at Getty Museum  
  Ryoo  
  yes  
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- 152A Globalizations and Learning  
  Desjardins  
  40
- M 194C Culture, Communication, and Human Development  
  Orellana  
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DMS 10121
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**Inquiry and Design for Learning**

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**Winter 2021**

**Lower Division**

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**Upper Division**

**Histories and Philosophies of Education**

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**Contexts of Teaching, Learning, and Development**

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<td>Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law</td>
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<td>196D</td>
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**Inquiry and Design for Learning**

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<td>Educational Program Evaluation</td>
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## Spring 2021

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<td>35 Introduction to Inquiry and Research in Education</td>
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<td><strong>NEW</strong> Introduction to Quantitative Reasoning</td>
<td>Jeon</td>
<td></td>
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</tbody>
</table>

### Upper Division

*Histories and Philosophies of Education*

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

*Contexts of Teaching, Learning, and Development*

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

*Inquiry and Design for Learning*

| **NEW** Design of Learning Environments                   | L. Gomez        |    | 40  |
| **NEW** Introduction to Assessment                        | New Faculty     |    | 40  |

### Year 3, 2021–2022

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### Upper Division

*Histories and Philosophies of Education*

| M 102 Mexican Americans and Schools                       | Garcia           |    | 40  |
| C 124 History of Higher Education                         | Chang            |    | 40  |
| 130 Race, Class, and Education Inequality in U.S.         | Howard           |    | 160 |
| 130 Race, Class, and Education Inequality in U.S.         | New Lecturer     |    | 160 |

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DMS 123
### Contexts of Teaching, Learning, and Development

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<td>Cognitive Development and Schooling</td>
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<td>Globalizations and Learning</td>
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### Inquiry and Design for Learning

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### Winter 2022

#### Lower Division

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#### Upper Division

### Histories and Philosophies of Education

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### Contexts of Teaching, Learning, and Development

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<td>164</td>
<td>Race and Education: Access, Equity, and Achievement</td>
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<td>166</td>
<td>Language, Literacy, and Academic Development: Multilingual Students</td>
<td>Bailey</td>
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<td>Teatro as Pedagogy</td>
<td>Garcia</td>
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187 Early Childhood Mathematics Education  Franke  yes  40
187 Art Museum Teaching at Getty Museum  Ryoo  yes  25
195 Internships
194A Language, Literacy, and Human Development  Orellana  yes  10
196C Instructional Apprenticeship in Teaching and Learning at UCLA Lab School  Nimmo-Ramirez  yes  12
196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools  Bang  yes  25
196X Instructional Apprenticeship in Early Childhood Education Centers  Valentine  yes  12

Inquiry and Design for Learning
139 Educational Program Evaluation  Christie  40
NEW Ethnography in Educational Settings  Graham  40
NEW Historical Methods in Communities of Color  New Lecturer  40

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<td>Topics in Child Development and Social Policy</td>
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<td>187</td>
<td>Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California</td>
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<td>187</td>
<td>Art Museum Teaching at Getty Museum</td>
<td>Ryoo  yes  25</td>
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<td>152C</td>
<td>Curriculum and Instruction in Global Citizenship Education</td>
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<tr>
<td>196X</td>
<td>Instructional Apprenticeship in Early Childhood Education Centers</td>
<td>Valentine  yes  12</td>
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<td>NEW</td>
<td>Foundations of Community Engagement [for majors already engaged or volunteering]</td>
<td>Hurtado  yes  40</td>
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### Inquiry and Design for Learning

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### Attachment 8.  
*Education Faculty with Joint Appointments*

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<th>Secondary/Tertiary Department</th>
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<tbody>
<tr>
<td>Walter Allen</td>
<td>Education</td>
<td>African American Studies, Sociology</td>
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<td>Li Cai</td>
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</tr>
<tr>
<td>Mitchell Chang</td>
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<td>Asian American Studies</td>
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<tr>
<td>Kimberley Gomez</td>
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<td>Louis Gomez</td>
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<tr>
<td>Connie Kasari</td>
<td>Education</td>
<td>Psychiatry</td>
</tr>
<tr>
<td>Douglas Kellner</td>
<td>Education</td>
<td>Germanic Languages, Gender Studies</td>
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<td>Pedro Noguera</td>
<td>Education</td>
<td>African American Studies, Chicana/o Studies, Sociology</td>
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<tr>
<td>Federica Raia</td>
<td>Education</td>
<td>Medicine/Cardiology</td>
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<tr>
<td>Daniel Solórzano</td>
<td>Education</td>
<td>Chicana/o Studies</td>
</tr>
<tr>
<td>Jeffrey Wood</td>
<td>Education</td>
<td>Psychiatry</td>
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### Multiple-Listed Education Courses

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<td>M102 Mexican Americans and Schools</td>
<td>Chicana and Chicano Studies</td>
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<tr>
<td>M103 Asian American Education and Schooling</td>
<td>Asian American Studies</td>
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<tr>
<td>M104 Introduction to Arts Education for Multiple Publics: Theory and Practice</td>
<td>Arts Education</td>
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<tr>
<td>M108 Sociology of Education</td>
<td>Sociology</td>
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<tr>
<td>M112 Inner and Outer Worlds of Children: Social Policies</td>
<td>Honors Collegium</td>
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<td>M136 Working Families and Educational Inequalities in Urban Schools</td>
<td>Labor and Workplace Studies</td>
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<td>M145A Restoring Civility: Understanding, Using, and Resolving Conflict</td>
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<tr>
<td>M145B Restoring Civility: Understanding, Using, and Resolving Conflict</td>
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<td>M145C Alternatives to Violence: Peer Mediation in Public Schools</td>
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<td>M148 Women in Higher Education</td>
<td>Gender Studies</td>
</tr>
<tr>
<td>CM178 Critical Media Literacy and Politics of Gender: Theory and Production</td>
<td>Gender Studies</td>
</tr>
<tr>
<td>CM178L Critical Media Literacy and Politics of Gender: Laboratory</td>
<td>Gender Studies</td>
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<tr>
<td>M182A Language, Literacy, and Human Development Ethnography</td>
<td>African American Studies</td>
</tr>
<tr>
<td>M182B Culture, Gender, and Human Development Ethnography</td>
<td>African American Studies</td>
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<td>M182C Culture, Communications, and Human Development Ethnography</td>
<td>African American Studies</td>
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<td>M183A Language, Literacy, and Human Development Ethnography</td>
<td>African American Studies</td>
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<tr>
<td>M183B Culture, Gender, and Human Development Ethnography</td>
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<tr>
<td>M183C Culture, Communications, and Human Development Ethnography</td>
<td>African American Studies</td>
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<td>M190 Arts Education Undergraduate Practicum: Preparation, Observation, and Practice</td>
<td>Arts Education</td>
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<tr>
<td>M190SL Arts Education Undergraduate Practicum and Capstone Project</td>
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<td>M194A Language, Literacy, and Human Development Research Group Seminars</td>
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<td>M194B Culture, Gender, and Human Development Research Group Seminars</td>
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<td>Perspectives on American College</td>
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<td>Theory and Practice of Intergroup Dialogue: Building Facilitation Skills</td>
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<td>Language, Literacy, and Academic Development: Educational Considerations for School-Age Multilingual and English Language Learner Students</td>
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<td>CM178</td>
<td>Critical Media Literacy and Politics of Gender: Theory and Production</td>
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Attachment 11.
Budget and Chancellorial Commitment
From: Jeff Roth, Associate Vice Chancellor, Academic Planning & Budget  
Re: Resource Analysis for B.A. in Education and Social Transformation

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

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

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

Sincerely,

Jeff Roth  
Associate Vice Chancellor  
Academic Planning and Budget
Summary of Commitment

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

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

Program Enrollment

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

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

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>Student FTE in Major</td>
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<td></td>
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</tr>
<tr>
<td>Freshman &amp; Continuing</td>
<td>100</td>
<td>140</td>
<td>180</td>
<td>220</td>
<td>270</td>
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<tr>
<td>Continuing Sophomores</td>
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<td>100</td>
<td>140</td>
<td>180</td>
<td>220</td>
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<tr>
<td>Junior</td>
<td>-</td>
<td>-</td>
<td>100</td>
<td>140</td>
<td>180</td>
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<td>Junior Transfers</td>
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<td>75</td>
<td>85</td>
<td>100</td>
<td>120</td>
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<tr>
<td>Senior</td>
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<td>-</td>
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<tr>
<td>Totals</td>
<td>100</td>
<td>315</td>
<td>565</td>
<td>695</td>
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<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>Total Major SCH per Student FTE</td>
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<td></td>
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<tr>
<td>Freshman &amp; Continuing</td>
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<tr>
<td>Continuing Sophomores</td>
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<tr>
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<td>22.5</td>
<td>22.5</td>
<td>22.5</td>
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<tr>
<td>Junior Transfers</td>
<td>27.5</td>
<td>27.5</td>
<td>27.5</td>
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<tr>
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<td>-</td>
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<tr>
<td>Totals</td>
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<table>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
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<tbody>
<tr>
<td>Total SCH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman &amp; Continuing</td>
<td>250</td>
<td>380</td>
<td>350</td>
<td>325</td>
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<td>380</td>
<td>350</td>
<td>325</td>
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<tr>
<td>Junior</td>
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<td>Junior Transfers</td>
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<tr>
<td>Senior</td>
<td>-</td>
<td>-</td>
<td>4,163</td>
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<td>Totals</td>
<td>5,288</td>
<td>5,748</td>
<td>7,038</td>
<td>8,175</td>
<td>9,275</td>
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</table>

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

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

<table>
<thead>
<tr>
<th>Proposed Increase in UG SCH</th>
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<tbody>
<tr>
<td>Proposed LD - non-majors</td>
<td>750</td>
</tr>
<tr>
<td>Proposed UD - non-majors</td>
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<tr>
<td>Proposed Major SCH</td>
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</tr>
<tr>
<td>Continue Minor SCH</td>
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<tr>
<td>Total UG SCH</td>
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<tr>
<td>Currently Taught UG SCH</td>
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</tr>
<tr>
<td>Increase in UG SCH</td>
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</tbody>
</table>

Calculating Incremental Faculty & Lecturers for New Major

APB and GSEIS used benchmarks of teaching ratios from the Social Sciences as a guideline for the number of incremental faculty and lecturers that would be needed in order to support the new major. After applying these benchmark ratios and discussing existing workloads in GSEIS, APB and GSEIS determined that with an additional 6 ladder faculty and 5 lecturers, the School would be able to handle the increased demand.
The undergraduate major is expected to be at full enrollment by Year 5. Table 4 shows the budgeted expenses for the program which are based on assumptions as listed above. As noted above, funding for this program in the amounts below will only be provided if the program is approved by the Academic Senate and is subject to change if there are any modifications to the assumptions regarding enrollment and student credit hours as discussed in this funding agreement.

### Table 4. Proposed Budget & FTE for Undergraduate Major

<table>
<thead>
<tr>
<th></th>
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<td>$ -</td>
<td>$0</td>
<td>$20,000</td>
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<td>Yearly Total</td>
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<td>$2,684,240</td>
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<td>$791,008</td>
<td>$1,742,080</td>
<td>$2,500,516</td>
<td>$2,684,240</td>
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</table>

**Per FTE Expense**

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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>$10,681</td>
<td>$11,603</td>
<td>$12,000</td>
<td>$12,150</td>
<td>$12,300</td>
</tr>
<tr>
<td>$10,681</td>
<td>$11,603</td>
<td>$12,000</td>
<td>$12,150</td>
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<tr>
<td>$10,681</td>
<td>$11,603</td>
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<td>$12,300</td>
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<tr>
<td>$10,681</td>
<td>$11,603</td>
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<td>$12,150</td>
<td>$12,300</td>
</tr>
<tr>
<td>$10,681</td>
<td>$11,603</td>
<td>$12,000</td>
<td>$12,150</td>
<td>$12,300</td>
</tr>
</tbody>
</table>

For further details on the expenses and their breakdown, please refer to the table.
Plan for implementing community engagement coursework and a capstone by Year 3 of the Education and Social Transformation major

Thank you for the invitation to make more specific the plan we discussed with Undergraduate Council on March 15 for developing a three-quarter sequence of community engagement courses and a capstone as part of the proposed major in Education and Social Transformation. We begin with practical considerations, then describe the course sequence, and end with a timeline.

Planning considerations

**Flexibility**

It is often ideal for students to engage with the same community organization in the same local context over time, enabling students to develop deeper knowledge of the setting and organization before beginning a focused project. Nonetheless, a strict sequence of three courses from Fall through Spring is not feasible for our major for several reasons. Many community-based organizations, schools, and other learning/education programs may find it difficult to host students for extended periods of time. Spring Quarter is a particularly difficult time for school settings since testing takes place in the spring. Additionally, a Fall to Spring fixed course sequence could result in hundreds of students seeking to complete or report on capstone projects in the Spring Quarter of each year. Therefore, we plan instead for flexible scheduling of experiential courses throughout the junior and senior years and a capstone course taken in any quarter of the senior year. Additionally, we will offer Summer courses, which would provide students with an opportunity to leverage summer for engaging in community learning; although some schools are not in session, many offer summer programming.

**Full roll out**

We do not expect the full complement of majors by Year 3; we’re projected to be a “full roll out” by Year 5 (2023-2024), as noted in the proposal. If we grow in a controlled way, that will give us the opportunity to try out the capstone with somewhat smaller numbers (e.g., about 500) by Year 3.

**Anticipated Curriculum**

We anticipate developing a three-course sequence for all majors: first, a common Orientation to Community Engagement course for all students; then a community engagement course chosen from the menu of options included in the proposal; and finally, a common Capstone course. Details below include draft course descriptions for the Orientation and the Capstone courses.
Course 1. *New. Orientation to Community Engagement* (4 units)

This course introduces students to the landscape of community organizations, early childhood education centers, and schools in Los Angeles. There will be an emphasis on understanding these institutions in political, social, cultural, and historical contexts. Class meetings will include guest speakers from local community organizations and schools as well as potential visits to these sites. In preparation for their own community engagement experience, students will conduct a two-phase project: to learn about a site similar to where they expect to be placed (e.g., mission, history, programming, neighborhood resources, impact); and to reflect on their own positionality in relation to the people who participate in programming at the site. Letter grading. [Course new to this memo]

Course 2. Choose one course from Education courses designated as satisfying a community engagement requirement (as identified in Table 4 of the proposal).

The following course, formerly titled “Foundations of Community Engagement” in Attachment 2 of the proposal, would be the recommended option for students who are already engaged with a community organization:

*New. Community Engagement and Education* (4 units)

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

EDUC 196R would be a recommended option for students following the suggested pathway in Research and Evaluation (Attachment 3 in proposal). It would be organized as a small group activity with emphasis on applied research in a community setting.

**EDUC 196R. Research Apprenticeship in Education.** Tutorial, three hours per week per unit. Limited to juniors/seniors. Entry-level research apprenticeship for upper division students under guidance of faculty mentor. May be repeated for credit. Individual contract required. Letter grading.

Other options would include:

- CM 163. Narratives of Justice: Disrupting School-to-Prison Pipeline
- M194A. Language, Literacy, and Human Development
- M194B. Culture, Gender, and Human Development
- M194C. Culture, Communication, and Human Development
- 196C. Instructional Apprenticeship in Teaching and Learning at UCLA Lab School
- 196D. Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools
- New. Instructional Apprenticeship in Teaching and Learning at UCLA Early Care and Education Centers
Other new and existing courses developed as community engagement courses with advisement from the Center for Community Learning (CCL).

The second community engagement course would satisfy a requirement in Histories and Philosophies of Education, Social Context of Teaching and Learning, or Inquiry and Design for Learning depending on its focus.

Course 3. **New. Capstone in Education and Social Transformation** (4 units).

Students complete individual projects in the context of a group course supporting reflection on education and social transformation coursework, community engagement in general, and a literature review specific to the student’s prior community engagement experience. Projects may take the shape of a report back to a community organization or a policy brief based on research accomplished in the prior community engagement, a proposal for future research, or a theory of change and plan for action. A project may require continued engagement with a community organization.

Note that addition of an Orientation and a Capstone course would modify the structure of the curriculum, as illustrated in Table 1.

### Table 1. Anticipated Structure of the Curriculum

<table>
<thead>
<tr>
<th>Lower-division prerequisites: 10 credit hours</th>
<th>Upper-division requirements: At least 45 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUC 10:</strong> Intro to Educational Issues and Scholarship or <strong>EDUC 11:</strong> Education, Equality, &amp; Future of American Society</td>
<td><strong>Orientation to Community Engagement</strong> (4 units)</td>
</tr>
<tr>
<td><strong>EDUC 35:</strong> Intro to Inquiry and Research in Education</td>
<td><strong>Histories and Philosophies of Education:</strong> 2 courses</td>
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<tr>
<td></td>
<td><strong>Contexts of Teaching, Learning, and Development:</strong> 2 courses</td>
</tr>
<tr>
<td></td>
<td><strong>Inquiry and Design for Learning:</strong> 2 courses</td>
</tr>
<tr>
<td></td>
<td>Upper-division education elective, any category</td>
</tr>
<tr>
<td></td>
<td>Must include at least one additional community engagement course (4 units or more) chosen from specially designated upper-division courses</td>
</tr>
</tbody>
</table>

**Capstone (4 units)**

### Timeline

Year 0, 2018-2019

- Education Committee on Degrees and Academic Status (CDAS), with advisement from the Center on Community Learning, establishes criteria for courses that fulfill a community engagement requirement.
- CDAS approves the courses Orientation to Community Engagement, Community Engagement and Education, and Capstone in Education and Social Transformation
Year 1, 2019-2020

- Pilot offerings of Orientation to Community Engagement and Community Engagement and Education
- Submission of application to become a capstone major
- In collaboration with Center for Community Learning, expanded contacts with community organizations and development of agreements for long-term partnerships
- Recruitment of faculty to redesign existing courses or design new courses to add to Education courses requiring community engagement
- In collaboration with Center for Community Learning, preparation of graduate TAs and faculty to support community engagement courses

Year 2, 2020-2021

- Expansion of offerings of Orientation to Community Engagement and Community Engagement and Education
- Pilot offerings of Capstone in Education and Social Transformation

Year 3, 2021-2022

- Requirement for the three-course sequence (two courses + capstone) applies to all students who identify as pre-majors beginning in Fall 2021
- Orientation to Community Engagement and Capstone in Education and Social Transformation offered 3-4 quarters per year as needed
- Community Engagement and Education offered 2-3 quarters per year as needed
### Appendix. Curriculum Map Highlighting Community Engagement Courses

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Ability to analyze education in social and political context</th>
<th>Skills for effecting change</th>
<th>Core values</th>
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</thead>
<tbody>
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<td>Context for Teaching, Learning, and Development</td>
<td>1 educ’l landscape</td>
<td>2 learning</td>
<td>3 contexts</td>
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<td>M 115SL</td>
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<td></td>
<td></td>
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<tr>
<td>133</td>
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</tr>
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<td>145B</td>
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<td>185</td>
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<td>M 187 Early Childhood Mathematics Education</td>
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<td>M 190 + lab Arts Education Undergrad Practicum: Preparation, Observation, and Practice</td>
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<td></td>
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</tr>
<tr>
<td>194C</td>
<td></td>
<td>X</td>
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<td>196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools</td>
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DMS 5–138
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*Inquiry and Design for Learning*

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<td>M 194C</td>
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<tr>
<td>UC Quarter Sacramento</td>
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</table>

These two courses are not “community engagement” courses but serve as part of the three-course sequence so they are also included here.

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<tr>
<th>Orientation to Community Engagement (New)</th>
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</table>

DMS 6-139
January 6, 2019

Robert Gould, Chair
Undergraduate Council

Re: Proposal for a Bachelor of Arts in Education and Social Transformation

Dear Professor Gould,

Thank you for providing the Council on Planning and Budget (CPB) with an opportunity to review and comment on the proposal from the Graduate School of Education & Information Studies (GSE&IS) to establish a Bachelor of Arts in Education and Social Transformation. At its meeting on December 10th, the Council discussed the proposal with GSE&IS Dean Marcelo Suárez-Orozco, Tina Christie, Chair of Education, Rashmita Mistry, Vice Chair of the Education Major, Karla Breen, GSE&IS Chief Financial Officer, Ryan Lebre, Education Executive Assistant, and Kathryn Anderson-Levitt, Adjunct Professor of Education.

After an extensive discussion with the guests, the members of CPB expressed a few concerns, outlined below in four main areas.

Students and Growth at UCLA
Since UCLA is at capacity and cannot take additional students, how will the 750 Education majors be accommodated? Which existing UCLA programs will see a decrease in enrollment with 750 students shifting to Education?

When asked about possible career paths post-graduation, it was explained that students pursuing the Education and Social Transformation BA could double-major. CPB finds this to be an unrealistic assumption and urges the proponents to revise that statement. In a time of serious financial and space limitations, UCLA should create incentives for students to graduate on time, or earlier than projected, instead of promoting options for delaying graduation in order to complete more than one major.

While a major in Education has been successful at other UC campuses, it is expected that the major will have a diverse group of students at UCLA and will be an adequate fit for transfers. This major might attract Latino or African-American students who might have otherwise majored in other fields where they are actually under-represented (e.g., STEM majors). Would it be possible to gather information from the UC Irvine and UC Riverside programs about their experience in this regard, or are there plans to track this at UCLA?

It is important to make sure that we are offering a high quality undergraduate education as in many other fields. Any new major should have the same quality and standard as any other. Are graduating students going to be sufficiently prepared for a career in any other field?
Faculty
Although it was explained that ladder faculty are involved in the major through teaching commitments, CPB would like to know what the percentage of courses being taught by ladder faculty is versus courses taught by lecturers. How many lecturers will be involved in the major? CPB encourages a higher percentage of courses taught by ladder faculty.

The letter from the Dean of Social Sciences reminds GSE&IS that they will be responsible for their faculty hires and that they cannot rely on other units. Nevertheless, CPB encourages the program to explore potential synergies across campus.

Space
GSE&IS has space in Moore Hall, the Mathematical Sciences Building as well as in the Ueberroth Building. However, when queried about a strategy to accommodate 750 additional students, no detailed plan was presented. It was explained that there will be a move in July 2019; several potential spaces have been identified for use for the proposed major and that faculty members were asked to relocate. It appears that the School has done its own space analysis, even though they were unable to confirm where larger classes would be held. CPB members believe that the program cannot rely solely on expanding the ‘working day.’ In brief, the proposal would benefit from clearly defining how the space will be utilized to accommodate the added students.

Teaching Assistants
Given that GSE&IS has been ‘trading’ Teaching Assistants to other programs on campus for many years, with the launch of the major, they would finally be able to utilize their own TAs. CPB members find that the proposal would be enhanced by highlighting this fact. Additionally, how will the change and availability of TAs affect the other departments that today rely on access to TAs from Education?

If you have any questions for us, please do not hesitate to contact me at palsberg@ucla.edu or via the Council on Planning and Budget’s analyst, Elizabeth Feller, at efeller@senate.ucla.edu or x62470.

Sincerely,

Jens Palsberg, Chair
Council on Planning and Budget

cc: Tina Christie, Chair, Education Department
    Elizabeth Feller, Committee Analyst, Council on Planning and Budget
    Marcelo Suárez-Orozco, Dean, Graduate School of Education and Information Studies
    Eric Wells, Committee Analyst, Undergraduate Council
    Members of the Council on Planning and Budget
From: Jeff Roth, Associate Vice Chancellor, Academic Planning & Budget
Re: Resource Analysis for B.A. in Education and Social Transformation

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

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

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

Sincerely,

Jeff Roth
Associate Vice Chancellor
Academic Planning and Budget
Summary of Commitment

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

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

Program Enrollment

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

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

<table>
<thead>
<tr>
<th></th>
<th>Student FTE in Major</th>
<th>Total Major SCH per Student FTE</th>
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<tbody>
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<td>Year 1</td>
<td>Year 2</td>
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<td>Freshman &amp; Continuing Sophomores</td>
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<td>Junior Transfers</td>
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<td>-</td>
<td>75</td>
</tr>
<tr>
<td>Senior</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td>315</td>
<td>565</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Proposed Increase in UG SCH</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed LD - non-majors</td>
<td>750</td>
</tr>
<tr>
<td>Proposed UD - non-majors</td>
<td>4,500</td>
</tr>
<tr>
<td>Proposed Major SCH</td>
<td>12,475</td>
</tr>
<tr>
<td>Continue Minor SCH</td>
<td>6,125</td>
</tr>
<tr>
<td><strong>Total UG SCH</strong></td>
<td><strong>23,850</strong></td>
</tr>
<tr>
<td>Currently Taught UG SCH</td>
<td>9,443</td>
</tr>
<tr>
<td><strong>Increase in UG SCH</strong></td>
<td><strong>14,407</strong></td>
</tr>
</tbody>
</table>

Calculating Incremental Faculty & Lecturers for New Major

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

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

Table 4. Proposed Budget & FTE for Undergraduate Major

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</thead>
<tbody>
<tr>
<td><strong>Academic Salaries</strong></td>
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<td>Non-Ladder Faculty</td>
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<td>$1,000</td>
<td>$1,500</td>
<td>$2,000</td>
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<tr>
<td><strong>Subtotal Academic</strong></td>
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<td><strong>Staff Salaries</strong></td>
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<tr>
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<td>$332,000</td>
<td>$352,000</td>
<td>$372,000</td>
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<tr>
<td>Non-Ladder Faculty</td>
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<td>Tech Equipment (Computers etc.)</td>
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<td>Student Expenses/Fees (commencement/association fees/ mentors)</td>
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<tr>
<td><strong>Yearly Total</strong></td>
<td>$599,102</td>
<td>$664,240</td>
<td>$742,080</td>
<td>$750,516</td>
<td>$2,644,240</td>
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<td>$599,102</td>
<td>$664,240</td>
<td>$742,080</td>
<td>$750,516</td>
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</tbody>
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Yearly Total

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<tbody>
<tr>
<td><strong>Yearly Total</strong></td>
<td>$599,102</td>
<td>$664,240</td>
<td>$742,080</td>
<td>$750,516</td>
<td>$2,644,240</td>
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</tbody>
</table>
To: Joseph Bristow, Chair, UCLA Academic Senate  
Robert Gould, Chair, UCLA Undergraduate Council  

Re: Proposal for a Bachelor of Arts in Education and Social Transformation  

Colleagues:  

On behalf of the Graduate School of Education & Information Studies, I am pleased to submit a proposal for an undergraduate major to be housed in GSE&IS—the Bachelor of Arts in Education and Social Transformation. The program examines education broadly defined, viewed through the lens of social justice and movement toward greater social equity. This degree will serve undergraduates seeking to build careers in the areas of educational policy, advocacy, teaching, educational leadership, and research.  

Senate faculty of the Department of Education approved the major in June, 2018 with a vote of 39 in favor and 3 opposed. The Faculty Executive Committee of GSE&IS approved the proposal on October 11, 2018 in a vote of 8 in favor and none opposed. The entire faculty of the School voted by electronic balloting October 16 through 30 to approve the new undergraduate academic regulations for the school and to offer this degree in a vote of 59 in favor and 2 opposed.  

We envision serving about 750 majors when we reach full capacity in three to four years. We have worked closely with Academic Planning and Budget to ensure resources to make the major successful and provide our students with a high-quality educational experience.  

Students, particularly our 350 current undergraduate minors, have expressed enthusiastic interest in the major, and we also note the strong demand for UC-Irvine’s 5-year-old major in Educational Sciences and UC-Riverside’s 1-year-old major in Education, Society, and Human Development.  

We will be happy to address your questions or provide any further information needed. Thank you for your careful consideration.  

Sincerely,  

Marcelo Suárez-Orozco, Professor and Dean  

cc: Lucy Blackmar, Assistant Vice Provost, Undergraduate Education Initiatives  
Pat Turner, Dean and Vice Provost of Undergraduate Education  
Frank Wada, University Registrar  
Eric Wells, Committee Analyst, UCLA Academic Senate
November 21, 2018

Professor Joseph Bristow
Chair, Academic Senate
UCLA Campus

Dear Chair Bristow,

I am writing to express the Division of Social Sciences’ support for the new Bachelor of Arts in Education and Social Transformation proposed by the Graduate School of Education and Information Studies. This new undergraduate degree program would undoubtedly fill a gap in UCLA’s curricular offerings by providing students with an opportunity to acquire the theoretical perspectives and methodological tools necessary for holistically making sense of the educational system. It differs from the forthcoming Luskin School of Public Affairs undergraduate major in that its proposed upper division courses focus sharply on education as opposed to public policy per se, and it differs from majors in the Division of Social Sciences that may cover similar themes but are much less applied. The proposed program is not designed to train teachers. Instead, it is conceptualized with the goal of producing leaders in the areas of educational policy, advocacy, and social analysis — change agents committed to advancing a more democratic and inclusive agenda on the educational front. It goes without saying that this agenda aligns nicely with the mission of a great public university like UCLA, and the team of 42 current GSEIS faculty members identified as major contributors to the proposed program are eminently positioned to deliver an outstanding product. To this reservoir of faculty talent, the proposal requests that the Administration add five new faculty lines for a program expected to top out at about 750 majors.

Given the interdisciplinary nature of this proposed new major, which considers educational systems within broader social and political contexts, it is not surprising that the plan also relies, to no small degree, on courses currently offered in the Division of Social Sciences. To be sure, a review of the proposed course list for the BA specifies several courses in African American Studies, Asian American Studies, Chicana/o Studies, and Sociology as key electives in the curriculum. It also proposes that the Division’s Center for American Politics and Public Policy (CAPP) Quarter in Washington, DC might serve as a source of credits that would count toward the major’s civic engagement requirement.

In a period of rising student enrollments and the flat availability of faculty FTEs, the Division of Social Sciences has had to make tough choices about which of its academic units are able to hire
and in what areas. To be sure, the five new faculty FTEs the GSEIS proposal requests, if steered instead to the social sciences, could alleviate some of the pressures our Division currently faces with its nearly 9,000 undergraduate majors and 120,000 enrollments. It is thus my hope that GSEIS will commit to deploying a meaningful share of any new FTEs to partner with our Division in the hiring of split faculty who are able to help deliver the social science courses identified in the proposal, and related ones, on a regular basis. The degree to which these courses can be counted on as regularly available options for students majoring in the new program will hinge largely on this kind of successful collaboration between GSEIS and our Division. Finally, to the extent that the proposed program encourages its students to double major (the proposal currently suggests several possibilities, including traditional disciplines like Anthropology, History, Political Science or Sociology), it is also my hope that GSEIS will add the ethnic studies departments to the recommended list in light of these units’ expected contributions to the program and the mission of social transformation they obviously share with it.

Sincerely,

[Signature]

Darnell M. Hunt, PhD
Dean of Social Sciences
Professor of Sociology and African American Studies
November 15, 2018

Professor Joseph Bristow  
Chair, Academic Senate  
UCLA Campus

Dear Chair Bristow,

The Division of Life Sciences in the UCLA College strongly endorses the proposal of the Graduate School of Education and Information Studies (GSEIS) for a new undergraduate major. The proposal for a Bachelor of Arts in Education and Social Transformation has been conceived as a rigorous program of study that draws appropriately from lower division courses in the College but also offers extensive course offerings as requirements and electives from within Education to ground and shape the major.

The proposed major responds to the demands of the changing job market and to the societal issues that are facing educators at all levels from pre-kindergarten to higher education. It provides the interdisciplinary background to guide our future teachers, scholars, analysts and advocates to create institutions within California and our nation that are committed to social justice and that strive to improve education broadly across underrepresented communities.

I will do my utmost to collaborate with Dean Marcelo-Suárez to ensure the success of this major and will be eager to support intersections with programs in the Life Sciences. The proposal has my strong endorsement.

Sincerely,

Victoria L Sork  
Dean, Life Sciences, UCLA College
Professors Bristow, Gould, and Colleagues:

As Dean of the UCLA Luskin School of Public Affairs, I happily endorse the proposal from the Graduate School of Education and Information Studies for the establishment of a Bachelor of Arts in Education and Social Transformation. The program proposed in their documents strikes us as timely, important, intellectually compelling and rich. I am confident they will find substantial subscribership from the undergraduate population and, further, attract new and different applicants to UCLA seeking training of exactly this sort.

The educational sector of our society is the locus of debate over the future of governance, contestation between and among groups in society, the primary instrument of social mobility, among the greatest investments in public expenditure, and a set of institutions that (quite literally) touch the lives of every citizen. Untold political treasure, for example, is expended over the direction of public education, the relative power of teachers, entrepreneurs, administrators, and citizens, and the content and type of reforms that can best improve outcomes for all children. Likewise, the study of education is the very root of the university in contemporary America, and served as the foundation upon which many (most) of the land-grant public universities in the US were constructed. It is natural that these institutions, policies, practices and results would be the focus of so many individuals seeking social improvement of almost any sort.
In addition, educational institutions are burdened with the additional roles of child protection and child health. It is in school settings where we identify children and families in crisis, screen for disease, mandate vaccination, perform eye and dental checks, and instruct children on topics as broad as nutrition, sexual health, addiction and consumptive habits, and so much more. Educational institutions are, indeed, the principal connection between government and most of its citizens.

The major proposed by GSEIS is founded on the recognition of two truths: that these institutions and practices are ripe for examination and study is an understatement; and that they are also the locus of social improvement and reform is historically observable. Students interested in focusing their efforts on the educational system and its practices, either with post-graduate work or by directly entering the workforce to engage in social justice action, will be extraordinarily well served by a major that exposes them to the varieties of pedagogical, political, economic, and value-driven debates that animate the entire sector.

I should mention that I do not see this major as redundant with any other program on campus, including our own. Nor even do I see it having substantial overlap. The major proposed here is both specifically tailored to the educational segment of our society and includes a significant course of study in educational theory and practice, which is natural. It is unique and represents a true incremental offering for the university.

I am excited to see the GSEIS join the ranks of undergraduate degree granting Schools at UCLA. The proposal reflects careful thought and a commitment to social change through the instrument of education. They will enroll quickly and enthusiastically. I endorse the proposal unequivocally!

Sincerely,

[Signature]
Professor and Dean