

# School of Education

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## Overview

The School of Education is a unique interdisciplinary academic unit committed to promoting educational success in and out of school for ethnically and economically diverse learners from preschool through college through collective research, teaching, and service activities. The multidisciplinary faculty includes scholars in psychology, sociology, economics, linguistics, language and literacy, policy, race and ethnicity, and the achievement gap. Their research addresses core issues in contemporary education: (1) equity of opportunity for ethnically, linguistically, and economically diverse learners; (2) teaching and learning in science and math; (3) language and literacy development; (4) early childhood education and development; (5) out-of-school learning; and (6) effective interfaces between technology and education.

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

## Degrees

Education	M.A., Ph.D.
Education Sciences	B.A.
Elementary and Secondary Education	M.A.T.

## Honors

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

## Bachelor of Arts in Education Sciences

The major in Education Sciences provides a foundation for the study of education, focused on four domains. These include (a) human development, learning, and cognition, (b) societal and policy contexts affecting education, (c) media and communication systems for learning, and (d) educational research and evaluation. Students in the major have the option of completing a specialization in: Early Childhood Learning and Development; Children's Learning and Development; Afterschool and Summer Learning and Development; Digital Media and Learning; English Language Learning; and Educational Research and Evaluation. With advanced planning, students in the major can complete a minor or second major in another discipline.

The B.A. in Education Sciences includes content from applied linguistics, cognitive science, developmental psychology, economics, informatics, media studies, policy analytics, social neuroscience, and sociology. Graduates are prepared for careers in the global knowledge economy, with opportunities to apply learning modalities and technologies in multicultural contexts. Graduates may choose from career opportunities in public education, informatics, higher education, and education software development. Many graduates will pursue advanced degrees leading to instructional credentialing or administrative leadership.

The B.A. in Education Sciences is not a professional degree. However, graduates are well prepared to pursue teacher training (see UC Irvine School of Education M.A.T. program). Students interested in teaching elementary grades will benefit from completing the major with a specialization in Early Childhood Learning and Development, or Children's Learning and Development. Students interested in teaching middle or high school are encouraged to meet with a Student Affairs Officer to combine the major with a minor or second major, aiming for proficiency in the subject they plan to teach. All students in the Education Sciences major are required to complete a minimum of 40 fieldwork hours in an educational setting.

### Admission

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

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

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

## Requirements for the B.A. Degree in Education Sciences (Specializations also listed)

### All students must meet the University Requirements.

**Grade Requirement.** A minimum grade average of at least C (2.0) is required (1) overall, (2) in all of the courses required for the major program, and (3) in the upper-division courses required for the major program. All courses for the major must be taken for a letter grade unless the grade option for the course is pass/no pass only.

### Overlap Restrictions

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

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

### Major Requirements

Students must complete twelve courses (48 units) and a practicum as specified below:

Lower-Division requirements (20 units total).

A. Five Lower-Division courses (20 units):

EDUC 10	Educational Research Design <sup>1</sup>
EDUC 15	Statistics for Education Research <sup>2</sup>
EDUC 30	21st Century Literacies
EDUC 40	Theories of Development and Learning Applied to Education
EDUC 50	Origins, Purposes, and Central Issues in K-12 Education

Upper-Division Requirements (28 units total).

B. Select one development course (4 units):

EDUC 106	Introduction to Early Childhood Education
EDUC 107	Child Development in Education
EDUC 108	Adolescent Development and Education
EDUC 185	Social Development in Education

C. Select one learning course (4 units):

EDUC 128	Exceptional Learners
EDUC 160	Foundations of Out-of-School Learning
EDUC 173	Cognition and Learning in Educational Settings
EDUC 176	Psychology of Learning, Abilities, and Intelligence

D. Select one educational policy and social context course (4 units):

EDUC 124	Multicultural Education in K-12 Schools
EDUC 126	Ethics and Education
EDUC 145	Theories and Pedagogies of Race in Education
EDUC 149	Family, School, and Community in Early Childhood
EDUC 150	Changing the High School Experience
EDUC 175	Foundations of Education

E. Select one communications and media course (4 units):

EDUC 104E	Multimedia and the Arts in the Multicultural Classroom
EDUC 125	Children, Schools, and Cinema
EDUC 130	Children's Learning and Media
EDUC 131	Educational Technology
EDUC 134	Teaching English Internationally
EDUC 151	Language and Literacy

F. Three additional elective Education courses (12 units). At least 8 units must be upper-division (numbered 100-199). <sup>3</sup>

The additional electives do not include the following professional education courses: EDUC 109, EDUC 143AW, EDUC 143BW, EDUC 148, EDUC 158. A maximum of 8 units for any repeatable Education course (e.g., EDUC 198, EDUC 199) may be used to satisfy this elective requirement.

**G. Practicum Requirement (40 hours total):**

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

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

or

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

<sup>1</sup> The following course is an approved alternative for EDUC 10: SOCECOL 10

<sup>2</sup> The following statistics courses are approved alternatives

for EDUC 15: SOCECOL 13, STATS 7, ANTHRO 10B, POL SCI 10B, PSYCH 10B, SOC SCI 9B, SOC SCI 10B, or SOCIOL 10B.

<sup>3</sup> 8 units of non-Education courses may be used to satisfy the major's elective requirement if the courses are also required for a student's selected specialization.

**Specializations**

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

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

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

**Specialization in Early Childhood Learning and Development**

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

Lower-Division Requirements (4 units total)

A. One lower-division course:

EDUC 40	Theories of Development and Learning Applied to Education
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Upper-Division Requirements (12 units total)

B. Three upper-division courses:

EDUC 106	Introduction to Early Childhood Education
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EDUC 107	Child Development in Education
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EDUC 149	Family, School, and Community in Early Childhood
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C. Practicum Requirement (40 hours total):

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

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

**Specialization in Afterschool and Summer Learning and Development**

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

Upper-Division Requirements (24 units total)

A. One foundations course (4 units):

EDUC 160	Foundations of Out-of-School Learning
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B. Select one development and learning course (4 units) from:

EDUC 107	Child Development in Education
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EDUC 108	Adolescent Development and Education
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EDUC 124	Multicultural Education in K-12 Schools
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EDUC 128	Exceptional Learners
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C. Select one course (4 units) from one of the following curricula themes:

Literacy

EDUC 132	Reading and Writing Enrichment for After-School Programs
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EDUC 138	Children's Literature in the Elementary Classroom
Math	
EDUC 122A- 122B- 122C	Foundations of Elementary School Mathematics I and Foundations of Elementary School Mathematics II and Foundations of Elementary School Mathematics III
Science	
EDUC 161	Discovering Science in Out-of-School Hours
Tutoring	
EDUC 100	Educational Strategies for Tutoring and Teacher Aiding
D. Select one course (4 units) from one of the following curricula themes	
Arts	
EDUC 104D	Preparation for Teaching Fine Arts in K-12 Schools
EDUC 137	Art in the Elementary School
Educational Technology	
EDUC 131	Educational Technology
Sports and Fitness	
EDUC 190	Principles and Practices of K–6 After School Sports and Fitness
Program Evaluation	
EDUC 157	Educational Research and Evaluation
E. Select one additional course from a different curricula theme not previously used to satisfy requirement C or D (4 units).	
F. A capstone course (4 units):	
EDUC 191	Advanced Fieldwork in After-School Education
G. Practicum Requirement (70 hours total):	
A minimum of 70 hours of field experience in an out-of-school setting is satisfied by taking EDUC 160 (includes 20 hours of fieldwork at a site approved by the course instructor) and EDUC 191 (includes 50 hours of fieldwork at a site approved by the course instructor). The 70 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.	
<b>Specialization in Children's Learning and Development</b>	
Select six courses (24 units) and a practicum as specified below:	
Lower-Division Requirements (4 units total)	
A. One lower-division course:	
EDUC 40	Theories of Development and Learning Applied to Education
Upper-Division Requirements (20 units total)	
B. Three upper-division courses:	
EDUC 107	Child Development in Education
EDUC 124	Multicultural Education in K-12 Schools
EDUC 173	Cognition and Learning in Educational Settings
C. Select two additional upper-division courses (8 units) from:	
EDUC 122A	Foundations of Elementary School Mathematics I
EDUC 122B	Foundations of Elementary School Mathematics II
EDUC 122C	Foundations of Elementary School Mathematics III
EDUC 128	Exceptional Learners
EDUC 130	Children's Learning and Media
EDUC 132	Reading and Writing Enrichment for After-School Programs
EDUC 137	Art in the Elementary School
EDUC 138	Children's Literature in the Elementary Classroom
EDUC 151	Language and Literacy
EDUC 161	Discovering Science in Out-of-School Hours
EDUC 190	Principles and Practices of K–6 After School Sports and Fitness
D. Practicum Requirement (40 hours total):	
A minimum of 40 hours of field experience in a children's education setting (e.g., ages 5 through 12) can be satisfied in one of two ways. The 40 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.	

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

or

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

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

### Specialization in Digital Media and Learning

Select four courses (16 units) as specified below:

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

A. Select four courses (16 units) from:

EDUC 30	21st Century Literacies
EDUC 104E	Multimedia and the Arts in the Multicultural Classroom
EDUC 130	Children's Learning and Media
EDUC 131	Educational Technology
I&C SCI 3	Internet Technologies and their Social Impact
I&C SCI 4	Human Factors for the Web
I&C SCI 60	Computer Games and Society
I&C SCI 161	Game Engine Lab

A maximum of 8 units can be for I&C SCI courses.

### Specialization in English Language Learning

Select five courses (20 units) and a practicum as follows:

Lower-Division Requirements (4 units total)

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

EDUC 30	21st Century Literacies
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Upper-Division Requirements (8 units total)

B. Two upper-division courses (8 units):

EDUC 134	Teaching English Internationally
EDUC 151	Language and Literacy

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

C. Select two additional courses (8 units) from:

EDUC 132	Reading and Writing Enrichment for After-School Programs
EDUC 138	Children's Literature in the Elementary Classroom
EDUC 151	Language and Literacy
EDUC 153A	Urban Youth and the Development of Literacy through the Arts I
EDUC 153B	Urban Youth and the Development of Literacy through the Arts II
EDUC 179W	Advanced Composition for Teachers
LINGUIS 3	Introduction to Linguistics
LINGUIS 10	Introduction to Phonology
LINGUIS 20	Introduction to Syntax
LINGUIS 51	Acquisition of Language
LINGUIS 68	Introduction to Language and Culture
LINGUIS 99	Special Topics in Linguistics
LINGUIS 111	Intermediate Phonology
LINGUIS 112	Advanced Phonology
LINGUIS 119	Special Topics in Phonetics/Phonology
LINGUIS 121	Intermediate Syntax
LINGUIS 155	Psychology of Language

A maximum of 8 units can be for Linguistics courses.

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

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

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

or

2. Submit a petition to the Education Student Affairs Office for approval of verifiable hours from courses that are not on the approved practicum course list or hours from educational fieldwork that is not linked to a UCI course (e.g., tutoring experience, instructional experience in a language learning context, etc.).

### Specialization in Research and Evaluation

Select five courses (20 units) as specified below:

Lower-Division Requirements (8 units total)

A. Two lower-division courses:

EDUC 10	Educational Research Design
EDUC 15	Statistics for Education Research <sup>1</sup>

Upper-Division Requirements (12 units total)

B. Select three upper-division courses from:

EDUC 156	Introduction to Field Methods in Education
EDUC 157	Educational Research and Evaluation
EDUC 159	Experimental Research Methods
EDUC 198	Directed Research in Education <sup>2</sup>
STATS 110	Statistical Methods for Data Analysis I

<sup>1</sup> The following statistics courses are approved alternatives for EDUC 15: SOCECOL 13 or STATS 7. The following course sequences are approved alternatives for EDUC 15 (both courses in the sequence must be completed): ANTHRO 10B; POL SCI 10B; PSYCH 10B; SOC SCI 9B; SOC SCI 10B; or SOCIOL 10B.

<sup>2</sup> A maximum of 4 units of EDUC 198 may be used to satisfy requirements for this specialization.

### Sample Program

Freshman		
Fall	Winter	Spring
EDUC 50	EDUC 40	EDUC 30
General Education/Elective	General Education/Elective	General Education/Elective
General Education/Elective	General Education/Elective	General Education/Elective
		General Education/Elective
Sophomore		
Fall	Winter	Spring
EDUC 10	EDUC 15	Education Elective
General Education/Elective	General Education/Elective	General Education/Elective
General Education/Elective	General Education/Elective	General Education/Elective
General Education/Elective	General Education/Elective	General Education/Elective
Junior		
Fall	Winter	Spring
Education U-D Learning Course	Education U-D Development Course	Education U-D Policy/Social Context Course
General Education/Elective	General Education/Elective	General Education/Elective
General Education/Elective	General Education/Elective	General Education/Elective
General Education/Elective	General Education/Elective	General Education/Elective
Senior		
Fall	Winter	Spring
Education Elective	Education U-D Communications/Media Course	Education Elective
General Education/Elective	General Education/Elective	General Education/Elective
General Education/Elective	General Education/Elective	General Education/Elective
General Education/Elective	General Education/Elective	General Education/Elective

## Undergraduate Minor in Educational Studies

The minor in Educational Studies is designed to facilitate exploration of a broad range of issues in the field of education. Graduates with the Educational Studies minor may be employed in schools, government, private industry, and non-profit organizations. Many graduates will pursue advanced training leading to teaching careers or administrative leadership.

### Requirements for the Minor in Educational Studies

The minor requires completion of a minimum of seven courses (three core courses and four electives) totaling 28 units. At least five courses must be upper-division. Students must also complete a minimum of 40 hours of verifiable field experience or research in an educational setting. No more than two non-Education courses (up to 8 units) from the student's major area of study may be used to satisfy the minor requirements. A maximum of 8 units may be used to satisfy minor requirements with any repeatable course.

#### Core Courses

Select three core courses (12 units) of the following:

EDUC 50	Origins, Purposes, and Central Issues in K-12 Education
EDUC 107	Child Development in Education
EDUC 108	Adolescent Development and Education
EDUC 124	Multicultural Education in K-12 Schools
EDUC 160	Foundations of Out-of-School Learning
EDUC 173	Cognition and Learning in Educational Settings
EDUC 175	Foundations of Education
EDUC 176	Psychology of Learning, Abilities, and Intelligence

#### Elective Courses

Select four elective courses (16 units) of the following:

A. Education courses numbered 1–199. A course selected to satisfy the minor core requirement cannot also be used to satisfy the elective requirement.

B. Up to 4 units allowed for an approved course offered by another department. The course must appear on the list below, or the student may petition approval of a course that is not on the list. Petition forms are available on the School's website. The following are approved elective courses offered by other departments:

ASIANAM 139	Asian Americans and Education
HUMAN 195	Humanities Out There (H.O.T.) Practicum
PHY SCI 5/BIO SCI 14	California Teach 1: Introduction to Science and Mathematics Teaching
PHY SCI 105/BIO SCI 101	California Teach 2: Middle School Science and Mathematics Teaching
PSYCH 145P	Attention and Learning Deficits in Children I
PSYCH 145Q	Attention and Learning Deficits in Children II
PSYCH 145R	Attention and Learning Deficits in Children III
SOC SCI 196	Global Connect
UNI STU 175	Methods and Application in Small Group Instruction
UNI STU 192	Group Project for Discussion Leaders
UNI STU 197A	UTeach Special Study
UNI STU 197B	UTeach: Teaching Theory and Practice
UNI STU 197C	UTeach: Teaching Practicum

#### Practicum

A minimum of 40 hours of verifiable field experience or research in an educational setting. This requirement may be satisfied in any combination of the following to reach a total of 40 hours:

A. Complete field experience hours that satisfy requirements for UCI courses. The number of fieldwork hours in a course must be verified by the course syllabus or by a fieldwork verification form signed by the instructor.

B. Complete education-related research in conjunction with EDUC 198.

C. Get approval by petition for fieldwork hours completed during a student's tenure at UCI that are independent of any courses (e.g., tutoring experience, instructional experience in a summer program or after-school program for children). When fieldwork approval by petition is needed, students submit a fieldwork verification form to the School of Education Student Affairs Office. Forms are available on the School's website.

The School of Education Student Affairs Office can provide up-to-date information about courses that include fieldwork. Before enrolling in a course with the intent of satisfying the minor practicum requirement, students are advised to check with the instructor or the course syllabus to verify the exact number of hours. The following is a list of Education courses that usually include 10 hours or more of fieldwork:

EDUC 100	Educational Strategies for Tutoring and Teacher Aiding
EDUC 104D	Preparation for Teaching Fine Arts in K-12 Schools



EDUC 131	Educational Technology
EDUC 132	Reading and Writing Enrichment for After-School Programs
EDUC 137	Art in the Elementary School
EDUC 141A/PSYCH 141J	Jumpstart I: Early Language, Literacy, and Social Development
EDUC 141B/PSYCH 141K	Jumpstart I: Early Language, Literacy, and Social Development
EDUC 141C/PSYCH 141L	Jumpstart I: Early Language, Literacy, and Social Development
EDUC 153B	Urban Youth and the Development of Literacy through the Arts II
EDUC 160	Foundations of Out-of-School Learning
EDUC 161	Discovering Science in Out-of-School Hours
EDUC 191	Advanced Fieldwork in After-School Education
EDUC 193	Directed Studies in Early Childhood Education
EDUC 198	Directed Research in Education

**Residence Requirement.** At least four upper-division courses must be successfully completed at UCI.

**Statement of Intent.** A Statement of Intent is required of all students wishing to enroll in this minor; forms are available at the School of Education website. (<http://www.education.uci.edu>)

**GPA Requirement.** For certification in the minor, a student must obtain a minimum overall grade point average of at least C (2.0) in all courses required for the minor program. A maximum of 8 units of Pass/No Pass courses may be taken for the minor.

**Other Courses.** Students should consult a School of Education Student Affairs counselor about UCI 300-level Education courses that are open to undergraduates or courses from other colleges or universities that can satisfy minor in Educational Studies requirements.

**Minor and Major.** Students may not receive both the minor in Educational Studies and the major in Education Sciences.

**Minor Courses That Also Provide an Early Start Toward a Teaching Credential.** (*Note: The Multiple Subject Teacher Credential Program and the Single Subject Teacher Credential Program will not be accepting applications for the 2016-17 or 2017-18 academic years.*) The following courses may satisfy some requirements for the UCI Master of Arts in Teaching with Teacher Credential program when the student earns a grade of B or better (may not be taken Pass/Not Pass). Aspiring K-12 teachers should consult a counselor in the School of Education Student Affairs Office about selecting courses that are best suited to particular teaching credentials and to discuss eligibility for the UCI Master of Arts in Teaching with Teacher Credential program. The following courses provide an early start:

EDUC 104D	Preparation for Teaching Fine Arts in K-12 Schools <sup>1</sup>
EDUC 107	Child Development in Education (combined with EDUC 124) <sup>1</sup>
EDUC 108	Adolescent Development and Education <sup>2</sup>
EDUC 124	Multicultural Education in K-12 Schools <sup>2</sup>
EDUC 128	Exceptional Learners
EDUC 131	Educational Technology <sup>3</sup>
EDUC 137	Art in the Elementary School <sup>1</sup>
EDUC 173	Cognition and Learning in Educational Settings
EDUC 176	Psychology of Learning, Abilities, and Intelligence
EDUC 190	Principles and Practices of K-6 After School Sports and Fitness <sup>1</sup>
POL SCI 21A	Introduction to American Government

<sup>1</sup> Satisfies a requirement in the UCI Multiple Subjects Credential program only.

<sup>2</sup> Satisfies a requirement in the UCI Single Subject Credential program only.

<sup>3</sup> Students satisfy an educational technologies requirement in the UCI Single Subject Credential program by completing EDUC 131.

**Undergraduate Programs for Future Teachers Offered by Other Departments.** Undergraduates who are completing a minor in Educational Studies and who are considering a teaching career may also be interested in the following programs offered by other departments.

- School of Humanities: English Major with a Specialization in English for Future Teachers; History Major with a Specialization in History for Future Teachers; Spanish Major with an Emphasis in Spanish for Future Teachers
- Francisco J. Ayala School of Biological Sciences: Major in Biological Sciences with Concentration in Biological Sciences Education
- School of Physical Sciences: Chemistry Major with a Concentration in Chemistry Education; Math Major with a Specialization in Mathematics for Education; Physics Major with a Concentration in Physics Education.



Additionally, the School of Education, School of Physical Sciences, and Francisco J. Ayala School of Biological Science jointly sponsor an undergraduate teacher credential program for math and science majors.

#### On This Page:

- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Requirements for the Undergraduate Cal Teach Science and Mathematics Single Subject Credential Program
- Administrative Services Credential

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## Teaching and Service Credential Programs

The School of Education is authorized by the Commission on Teacher Credentialing to offer teacher and school administrator professional preparation programs for California teaching and service credentials. The School offers programs for multiple and single subject credentials. Also, in partnership with the Francisco J. Ayala School of Biological Sciences and the School of Physical Sciences, the School of Education offers the Cal Teach Science and Mathematics Program, an undergraduate Student Teacher Credential program for aspiring science or mathematics teachers. Additionally, in cooperation with University Extension, the School offers Administrative Services Credential programs and a Reading Certificate program.

### Multiple Subject Teaching Credential

**The Multiple Subject Teacher Credential Program will not be accepting applications for the 2016-17 or 2017-18 academic years.** Individuals interested in earning a multiple subject teaching credential are encouraged to apply to the UCI Master of Arts in Teaching/Credential Program.

### Single Subject Teaching Credential

**The Single Subject Teacher Credential Program will not be accepting applications for the 2016-17 or 2017-18 academic years.** Individuals interested in earning a single subject teaching credential are encouraged to apply to the UCI Master of Arts in Teaching/Credential Program.

### Requirements for the Undergraduate Cal Teach Science and Mathematics Single Subject Credential Program

The following academic units offer undergraduates an option to earn a bachelor's degree in mathematics or a science discipline while concurrently satisfying requirements for a Single Subject Teaching Credential: Departments of Chemistry, Earth System Sciences, Mathematics, Physics and Astronomy, and the Francisco J. Ayala School of Biological Sciences. Interested students should consult degree program options described in this *Catalogue* or talk with a counselor in the School of Physical Sciences Student Affairs Office or the Francisco J. Ayala School of Biological Sciences Student Affairs Office. With careful, early planning, it is possible for students to complete their bachelor's degree and teacher certification in four years.

#### Prior to Entry in the Cal Teach Single Subject Credential Program:

- Declare a major and, if applicable, a concentration in secondary education in one of the departments offering a Cal Teach Science and Mathematics credentialing option;
- Complete a Cal Teach Program enrollment form, indicating intent to complete requirements for the Single Subject Teaching Credential for mathematics or one of the science disciplines. This must be done by the end of an undergraduate's second year at the latest, and prior to enrolling in EDUC 55, which would typically be completed in fall of the third year. Enrollment forms are available in the School of Physical Sciences Student Affairs Office (134 Rowland Hall), the Francisco J. Ayala School of Biological Sciences Student Affairs Office (third floor, Biological Sciences III), and the Cal Teach Science and Mathematics Resource and Advising Center (137 Bison Modular).

#### Prior to the Start of Student Teaching:

- Pass the California Basic Education Skills Test (CBEST);
- Pass the California Subject Exam for Teachers (CSET) or complete a subject-matter preparation program (available for Mathematics only);
- Hold a current Certificate of Clearance from the State of California;
- Hold a current TB test with negative results.

#### Course and Fieldwork

**Candidates who enroll in the undergraduate Cal Teach Single Subject Teacher Credential program at UCI are generally required to take the following courses.**

PHY SCI 5/BIO SCI 14	California Teach 1: Introduction to Science and Mathematics Teaching
PHY SCI 105/BIO SCI 101	California Teach 2: Middle School Science and Mathematics Teaching <sup>1</sup>
CHEM/PHYSICS 193/BIO SCI 108	Research Methods
MATH 8	Explorations in Functions and Modeling (for Mathematics candidates only)
LPS 60	The Making of Modern Science

or MATH 184 & 184L	History of Mathematics and History of Mathematics Lesson Lab
EDUC 55	Knowing and Learning in Mathematics and Science <sup>1</sup>
EDUC 109	Reading and Writing in Secondary Mathematics and Science Classrooms <sup>1</sup>
EDUC 143AW	Classroom Interactions I
EDUC 143BW	Classroom Interactions II
EDUC 148	Complex Pedagogical Design <sup>1</sup>
EDUC 158	Student Teaching Mathematics and Science in Middle/High School <sup>1</sup>

<sup>1</sup> In order to be recommended for the Preliminary Single Subject Credential, a grade of C or better is required in the following Cal Teach teacher credential program courses: PHY SCI 105/BIO SCI 101; EDUC 55, EDUC 109, EDUC 143AW, EDUC 143BW, and EDUC 148. A grade of C or better is required for all sections of EDUC 158 (a repeatable course) that students complete, including all EDUC 158 sections with a student teaching requirement.

Student teaching for Single Subject candidates in the undergraduate Cal Teach program is defined as a minimum of four hours per day, five days per week for at least one full public school semester in an appropriate classroom setting in middle or high school.

Readiness for student teaching shall be determined by, but not be limited to, the candidate's academic work, professional conduct, and potential for success in teaching. Failure to be advanced to student teaching will be considered good cause for removal and/or a leave of absence from the program.

### Applying for a California Credential

In addition to fulfilling all of the above requirements, an applicant must:

- Show evidence of a college-level course, or pass an approved examination on the U.S. Constitution;
- Obtain a CPR certificate in Adult, Child, and Infant resuscitation training;
- Pass the Teacher Performance Assessment
- Official UCI transcript must show that bachelor's degree has been awarded.

If competence has been demonstrated by the conclusion of the student teaching program, and all other CTC and Departmental requirements are met, the undergraduate candidate is eligible for a preliminary credential through UCI.

**Supplementary and Additional Teaching Authorizations.** After acquiring a basic credential, it is possible to add further teaching authorizations. Consult an academic counselor in the School of Education for details.

### Administrative Services Credential

The School of Education sponsors a program through University Extension leading to the Administrative Services Credential. The Preliminary Administrative Services Credential is obtained by completing the approved program of 36 quarter units and a comprehensive examination. This credential also requires a valid basic credential, five years of full-time teaching or services experience, and passage of the CBEST.

The Professional Clear Administrative Services Credential begins when an administrative position is obtained. The UCI Professional Clear Administrative Services program requires the successful completion of two years of full-time school administrative experience, the Preliminary Administrative Services Credential, and six (6) quarter units (Induction and Final Evaluation, Education 398A-B) which provide structured mentoring, self-assessment, and formative/summative evaluation of the candidate. Those interested in these credentials should visit the University Extension website (<http://unex.uci.edu>) or call 949-824-5414.

## Faculty

Jonathan Alexander, Ph.D. Louisiana State University, *Campus Writing Coordinator and Professor of English; Culture and Theory; Education; Gender and Sexuality Studies* (writing studies, sexuality studies, queer theory, new media studies)

Richard Arum, Ph.D. University of California, Berkeley, *Dean of the School of Education and Professor of Education; Sociology*

Drew Bailey, Ph.D. University of Missouri, *Assistant Professor of Education*

Rachel Baker, Ph.D. Stanford University, *Assistant Professor of Education*

Bruce Baron, M.S. Pepperdine University, *Lecturer of Education*

Frank D. Bean, Ph.D. Duke University, *UCI Distinguished Professor of Sociology; Economics; Education* (international migration, demography, Mexican immigration, racial and ethnic relations, economic sociology, family)

Robert J. Beck, Ph.D. University of Chicago, *Senate Emeritus of Education*

Henry J. Becker, Ph.D. Johns Hopkins University, *Professor Emeritus of Education*

Liane R. Brouillette, Ph.D. University of Colorado Boulder, *Associate Professor of Education* (educational policy, arts-based learning)

Chuansheng Chen, Ph.D. University of Michigan, *UCI Chancellor's Professor of Psychology and Social Behavior; Education* (cross-cultural psychology, adolescent development, cognitive neuroscience, genes and behavior)

Penelope R. Collins, Ph.D. University of Toronto, *Associate Professor of Education*

Gilberto Q. Conchas, Ph.D. University of Michigan, *Professor of Education; Sociology* (urban education, sociology of education, comparative race and ethnicity)

AnneMarie M. Conley, Ph.D. University of Michigan, *Assistant Professor of Education*

Carol McDonald Connor, Ph.D. University of Michigan, *Chancellor's Professor of Education*

Kevin Dempsey, M.S. California State University, Fullerton, *Lecturer of Education*

Greg Duncan, Ph.D. University of Michigan, *UCI Distinguished Professor of Education; Economics; Psychology and Social Behavior* (economics of education, program evaluation, child development)

Jacquelynne S. Eccles, Ph.D. University of California, Los Angeles, *UCI Distinguished Professor of Education; Psychology and Social Behavior* (academic motivation and achievement, school and family influences on adolescent development, gender and ethnicity in STEM fields)

Dennis Evans, Ed.D. University of Southern California, *Non-Senate Academic Emeritus of Education*

George Farkas, Ph.D. Cornell University, *Professor of Education; Sociology* (social ethnic minority education, cognition, behavior)

Cynthia Feliciano, Ph.D. University of California, Los Angeles, *Associate Professor of Sociology; Chicano/Latino Studies; Education* (race/ethnicity/ minority relations, migration and immigration, education)

David John Frank, Ph.D. Stanford University, *Professor of Sociology; Education; Political Science* (globalization, sexuality, the natural environment, higher education)

Wendy A. Goldberg, Ph.D. University of Michigan, *Professor of Psychology and Social Behavior; Education* (developmental psychology, work and family, infant sleep, transition to parenthood, autism)

Jody Guarino, Ed.D. Azusa Pacific University, *Lecturer and Supervisor of Teacher of Education*

Susan Guilfoyle, M.S. University of Southern California, *Lecturer of Education* (reading, language and literacy)

Gillian Hayes, Ph.D. Georgia Institute of Technology, *Professor of Informatics; Education* (interactive and collaborative technology, human-computer interaction, computer-supported cooperative work, educational technology, ubiquitous computing)

Marie-Charlotte Henderson, M.A. University of California, Irvine, *Lecturer of Education*

Alan R. Hoffer, Ph.D. University of Michigan, *Professor Emeritus of Education*

Jeffrey J. Hruby, M.A. California State University, Fullerton, *Lecturer of Education*

Bradley S. Hughes, Ph.D. University of California, Irvine, *Lecturer with Security of Employment of Ecology and Evolutionary Biology; Education*

Karajean Hyde, M.A. Vanguard University, *Lecturer of Education* (mathematics education)

Mizuko Ito, Ph.D. Stanford University, *John D. and Catherine T. MacArthur Foundation Chair in Digital Media and Learning and Professor in Residence of Anthropology; Education; Informatics* (ethnography, game studies, youth culture, learning sciences, online communities)

Susanne M. Jaeggi, Ph.D. University of Bern, *Associate Professor of Education*

Susan C. Jarratt, Ph.D. University of Texas at Austin, *Professor of Comparative Literature; Culture and Theory; Education* (histories and theories of rhetoric, ancient Greek rhetoric, writing studies)

Jade Marcus Jenkins, Ph.D. University of North Carolina at Chapel Hill, *Assistant Professor of Education*

Jeffrey M. Johnston, M.A. University of Southern California, *Lecturer of Education*

Hosun Kang, Ph.D. Michigan State University, *Assistant Professor of Education*

Joshua F. Lawrence, Ed.D. Boston University, *Assistant Professor of Education*

Glenn S. Levine, Ph.D. University of Texas at Austin, *German Language Program Director and Professor of German; Education* (applied linguistics, foreign language pedagogy, German-Jewish culture and history, Yiddish language and culture, European culinary history)

Julia R. Lupton, Ph.D. Yale University, *Associate Dean for Research and Professor of English; Comparative Literature; Education* (Renaissance literature, literature and psychology)

Virginia Mann, Ph.D. Massachusetts Institute of Technology, *Professor of Cognitive Sciences; Education; Linguistics* (reading ability: phoneme awareness, developmental dyslexia, phonological skills, early intervention, precocious readers; speech perception: context effects, cross-linguistic comparisons)

Jack R. McCullough, Ph.D. United States International University, *Lecturer with Security of Employment Emeritus of Education*

Carol Booth Olson, Ph.D. University of California, Los Angeles, *Associate Professor of Education*

Rita W. Peterson, Ph.D. University of California, Berkeley, *Senior Lecturer with Security of Employment Emerita of Education*

Stephanie Reich, Ph.D. Vanderbilt University, *Associate Professor of Education; Informatics; Psychology and Social Behavior* (child development, parenting, peer interactions, media, program evaluation)

Maria F. Rosales Rueda, Ph.D. University of Chicago, *Assistant Professor of Education; Economics*

Ruben G. Rumbaut, Ph.D. Brandeis University, *Distinguished Professor of Sociology; Criminology, Law and Society; Education* (international migration, immigration laws, criminalization, incarceration, social inequality and mobility, race and ethnicity)

Judith Haymore Sandholtz, Ph.D. Stanford University, *Professor of Education*

Rossella Santagata, Ph.D. University of California, Los Angeles, *Associate Professor of Education*

Robin C. Scarcella, Ph.D. University of Southern California, *Professor of Academic English/English as a Second Language; Education*

Tesha Sengupta-Irving, Ph.D. Stanford University, *Assistant Professor of Education*

Therese B. Shanahan, Ed.D. University of Southern California, *Lecturer of Education*

Sandra Simpkins, Ph.D. University of California, Riverside, *Associate Professor of Education* (organized after-school activities, motivation, family influences, diversity and equity, immigration and culture, STEM)

Jeanne M. Stone, M.A. California State University, Long Beach, *Lecturer of Education*

Timothy M. Tift, M.A. Pepperdine University, *Lecturer with Security of Employment Emeritus of Education*

William M. Tomlinson, Ph.D. Massachusetts Institute of Technology, *Professor of Informatics; Education* (environmental informatics, educational technology, computer graphics/visualization/digital arts)

Deborah Lowe Vandell, Ph.D. Boston University, *Professor of Education; Criminology, Law and Society; Psychology and Social Behavior* (longitudinal studies of development, early childhood education, after-school programs, summer learning, child development, adolescent development)

Brad W. Vanpatten, M.A. California State University, Long Beach, *Lecturer of Education*

Mark J. Warschauer, Ph.D. University of Hawaii at Manoa, *Professor of Education; Informatics* (language, literacy, technology)

Di Xu, Ph.D. Columbia University, *Assistant Professor of Education*

Elizabeth van Es, Ph.D. Northwestern University, *Associate Professor of Education*