Teacher Education Program

OFFICE: Building 517A, Roosevelt College
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The Teacher Education Program (TEP) at UCSD offers the Master of Education Degree/California Multiple Subject Teaching Credential for elementary school teachers, the Master of Education Degree/Single Subject Credential in English, mathematics, biology, chemistry, geosciences, and physics for secondary school teachers, the Master of Arts in teaching and learning with an emphasis in curriculum design, the Master of Arts in deaf education and a minor in education. All TEP credentials have the Cross-cultural, Language and Academic Development (CLAD) emphasis, and the option of the Bilingual Cross-cultural, Language and Academic Development (BCLAD) in Spanish.

A primary focus of the Teacher Education Program is multicultural education. We require candidates to master the subject matter that they will teach and develop a repertoire of teaching practices which use their students' cultural knowledge and language as educational resources.

Teacher candidates in both the M.Ed./Multiple Subject and M.Ed./Single Subject credential programs can complete a preliminary or a professional clear credential at UCSD.

Admissions Process

February 1 is the application deadline for all TEP programs.

Applicants interested in financial aid should complete the FAFSA application by March 2, and may contact Graduate Student Financial Services at (858) 534-3807.

Each applicant is carefully reviewed for admission by a committee. The selection committee ensures that applicants have completed the requirements for admission described below and evaluates each applicant on the basis of the following criteria:

1. A strong interest in multicultural approaches to education; a strong desire to improve the quality of American education; a strong desire to develop self-activated learners;

2. Experience working with children in educational environments, especially with students from diverse backgrounds;

3. Participation in public service activities;

4. Academic excellence in their undergraduate and graduate studies.

More information about the entire application process is available in an instruction packet available from the TEP office.

The Master of Education (M.Ed.)

The M.Ed. articulates with Multiple Subject and Single Subject credential programs. It is a rigorous 15- to 24-month professional degree program designed specifically for preservice elementary and secondary teachers earning their initial teaching credential at UCSD. This course of study allows candidates to earn a teaching credential and the M.Ed. degree from UCSD prior to entering the teaching profession. The program requires applicants with strong subject matter preparation.

PREREQUISITE REQUIREMENTS FOR GRADUATE CREDENTIAL PROGRAMS

Master of Education/Multiple Subject (Elementary) Credential

- **UCSD Undergraduates:** Students working towards *any* major at UCSD may complete the prerequisite Multiple Subject Credential admission requirements and Educational Foundations courses while they are undergraduates.

Multiple Subject Prerequisite Requirements

1. Undergraduates completing *any* major at UCSD may complete the prerequisite requirements for the Multiple Subject Credential. Candidates prior to completing their degree. Candidates who have already received a Bachelor of Arts or Science from any University of California campus, or an appropriate equivalent degree from another institution, must apply for graduate status as a M.Ed. Multiple Subject credential student. Examples of majors not eligible for application to TEP include Business, Education, Liberal Studies, Marketing, and Recreation.

   A 3.0 cumulative GPA is required from the institution awarding the bachelor's degree.

2. Subject Matter Competence:

   This requirement is satisfied by *either:*

   - Providing evidence of satisfactory completion of the Multiple Subjects Assessment for Teachers (MSAT), *or*

   - By providing transcripts showing the completion of 4/5 of the approved subject matter preparation program for the multiple subject credential (Contact the TEP Office for more information.) (Note that remaining 1/5 of the subject matter program must be completed prior to application for the California Multiple Subject Credential.)

3. The California Basic Educational Skills Test (CBEST):

Evidence of passing the CBEST satisfies this requirement.

4. U.S. Constitution requirement:

This requirement is satisfied by *either:*

- Completion of a course covering the provisions and principles of the U.S. Constitution*, or*
- Passage of an appropriate exam offered through University Extension or the County Office of Education (Contact the TEP office for information.)

5. Sensitivity to second language learning:

Applicants must demonstrate, through course work or equivalent experience, an informed sensitivity to the challenges of second language learning and acquisition. This can be fulfilled in one of three ways:

- Completion of nine quarter units of college course work in a single language that is not the applicant's native language, *or*
- Completion of three years of secondary school course work in a language other than English. The course work must be taken in grades 7 through 12, with at least a B average, *or*
- Demonstration of an "equivalent experience" in a second language situation. Applicants who wish to satisfy this requirement by one of the three options listed below must submit an essay that describes the length and circumstances of the experience, including at least three specific examples of situations that helped you gain personal knowledge and appreciation of issues surrounding second language acquisition in a diverse cultural setting. The three equivalent experience options are:

  i. The applicant has lived for prolonged period of time in a country where the language spoken was not native to the applicant, and where the applicant was continuously required to speak that second language (e.g., Peace Corps).

  ii. The applicant has had an extended experience immersed in a multilingual community in his/her native country.

  iii. The applicant was raised in a multilingual community.

6. Satisfactory scores on the Graduate Record Exam (GRE) General Test

7. Prerequisites for BCLAD Emphasis in Spanish *or* American Sign Language options:

These emphases are designed for students who have sufficient bilingual skills to effectively teach in English and either Spanish or American Sign Language. Students interested in applying for admission to the BCLAD program must demonstrate:

a. Spanish or American Sign Language fluency:

i. Spanish: Completion of two Spanish literature courses (Spanish/English BCLAD only), at least one of which must be upper-division in either Latin American or Chicano literature, *and* completion of the TEP Spanish Language Assessment, with an FSI score of at least 3 (scores of 3- will be accepted, but students must receive a score of 3 prior to being recommended for the BCLAD credential). Since these exams are coordinated by TEP, please contact TEP in January prior to your application to the credential program.

ii. American Sign Language: Completion of the TEP American Sign Language assessment with a rating of "acceptable" by a panel of assessors

b. Cultural Knowledge:

i. Spanish: One history course *and* one culture course covering Chicano or Latin American-related topics

ii. American Sign Language: At least one course on the language or culture of deaf people in the U.S. or intensive experience living among deaf people in the U.S.

c. History, Politics, and Theory of Bilingual Education: TEP 125

d. A desire to teach in a bilingual setting.

Note: A grade of B- or higher is required for all BCLAD courses.

Educational Foundations Course-of-Study for M.Ed./Multiple Subject (Elementary) Credential Candidates

UCSD students planning to apply to the M.Ed./ Multiple Subject (elementary) Credential Program must complete the *Introduction to Teaching and Learning* requirement listed in **a** below and one course from each of the remaining three areas, **b, c,** and **d** *(see Table 1 for a sample schedule).* Graduate students admitted as prerequisite candidates may satisfy the Multiple Subject prerequisite requirements as an academic year program or through an intensive summer program of defined coursework (contact TEP for admission requirements and scheduling). A minimum 3.0 GPA for all prerequisite coursework is required for admission to the TEP credential program.

a. Introduction to Teaching and Learning. *Three* of the following courses and a corequisite practicum for each:

TEP 130. Introduction to Academic Mentoring of Elementary School Students

or

TEP 134. Introduction to Literacy and Numeracy Tutoring (recommended for Multiple Subject candidates)

and

TEP 128A-B. Introduction to Teaching and Learning (*TEP 130 [or 134] is a prerequisite for TEP 128A and cannot be taken concurrently. TEP 128A and 128B are restricted to students applying to TEP at UCSD and must be taken in the year of application to the program.*)

and

TEP 139. Practicum in Teaching/Learning *(corequisite for TEP 130 or 134 and TEP 128A-B)*

b. Learning Environments. *One* of the following courses or equivalent:

TEP 114. Cognitive Development and Interactive Computing Environments *(recommended for Multiple or Single Subject candidates)*

TEP 115. Cognitive Development and Education *(recommended for Multiple Subject candidates)*

TEP 118. Adolescent Development and Education *(recommended for Single Subject candidates)*

CogSci 154. Communication Disorders in Children and Adults (same as Psy 174)

COMT 116 Practicum in Child Development (same as HDP 135/Psy 128)

HDP 1. Introduction to Human Development

Psychology 101. Introduction to Developmental Psychology

c. Language and Culture. *One* of the following courses or equivalent:

TEP/SocB 117. Language, Culture and Education *(recommended for credential candidates)*

ANGN 117. Anthropology of Education

ANGN 149. Language in Society

COCU 144. Language and Society

COHI 121. Literacy, Social Organization, and the Individual

COHI 122. Communication and the Community

COHI 114. Bilingual Communication

Ethnic Studies 140. Language and American Ethnicity

Ethnic Studies 141. Language and Culture

d. School and Society. *One* of the following courses or equivalent:

TEP/SocC 126. Social Organization of Education *(recommended for credential candidates)*

TEP 125. History, Politics, and Theory of Bilingual Education *(required for BCLAD candidates)*

ANGN 112. Language, Identity, and Community

Table 1: Sample Course-of-Study for Multiple Subject (Elementary) Credential

FALL	WINTER	SPRING
TEP 134	TEP 128A	TEP 128B *(only S—restricted to TEP candidates)*
TEP 139	*(only W)*	
TEP 117*	TEP 139	TEP 139
	TEP 115 *(only W)*	TEP 126* or
		TEP 125 *(required for BCLAD)*

* Offered various quarters. See other options above.

Professional Preparation

After students complete the prerequisites described above, they apply to the program, as described above. Upon acceptance, teacher candidates complete the professional preparation activities which lead to the award of the Multiple Subject credential.

The professional preparation component of the Multiple Subject credential consists of five courses and fifteen weeks of student teaching in elementary school classrooms.

The professional preparation courses are:

TEP 250. *Equitable Education Research and Practice*

TEP 151. *Teaching the English Language Learner*

TEP 161 ABC. *Innovative Instructional Practices*

Pre-Student Teaching is offered in winter as TEP 190 (4.0 units). Student Teaching is offered in winter and spring quarters as TEP 169A, 169B (9.0-9.0 units) *(Practicum in Student Teaching)*.

Additional Requirements for BCLAD Candidates

Students pursuing the BCLAD emphasis in Spanish must also take TEP 152A-B *(Bilingual Instructional Practices)*. Furthermore, BCLAD candidates will be placed in bilingual student teaching situations.

A typical student schedule for the professional preparation program is shown in Table 1:

Table 1: Schedule of Professional Preparation Activities for the M.Ed./ Multiple Subject Credential

FALL	WINTER	SPRING	SUMMER
TEP 151 (4)	TEP 161B (4)	TEP 161C (4)	TEP 204 (4)
TEP 161A (6)	TEP 169A (9)	TEP 169B (9)	TEP 206 (4)
TEP 201 (4)	TEP 190 (4)	TEP 205B (2)	
TEP 203 (4)	TEP 205A (2)		
TEP 250 (4)			

BCLAD candidates:

TEP 152A (2)	TEP 152B (2)	

Professional Clear coursework:

TEP 181 (4)		TEP 182 (4)

Master of Education/Single Subject (Secondary) Credential

- **UCSD Undergraduates:** Students working towards a *Literature, Linguistics, Mathematics, or any Science* major at UCSD may complete the prerequisite Single Subject Credential requirements while they are undergraduates.

Single Subject Prerequisite Requirements

1. Undergraduates working toward *selected* majors at UCSD may complete the prerequisite requirements for the Single Subject Credential prior to completing their degree. Students must be working toward a major in the discipline corresponding to that of the desired credential:

   - *English:* any UCSD Literature or Linguistics major, or equivalent

   - *Mathematics:* any UCSD Mathematics, Engineering, or Computer Science major, or equivalent,

   - *Biology, Chemistry, Geosciences, or Physics:* any UCSD Natural Science major, or equivalent.

   Candidates who have already received a literature, linguistics, mathematics, or science Bachelor of Arts or Science degree from any University of California campus, or an appropriate equivalent degree from another institution, must apply for graduate status as a M.Ed./ Single Subject credential student.

   A 3.0 cumulative GPA is required from the institution awarding the bachelor's degree.

2. Subject Matter Competence:

   This requirement is satisfied by *either:*

   - providing evidence of satisfactory completion of the appropriate sections of the SSAT and PRAXIS
     or

   - having completed 4/5 of the subject matter preparation program for the desired single subject credential (Contact the TEP Office for more information.) (Note that the remaining 1/5 of the subject matter program must be completed prior to application for the California Single Subject Credential.)

3. The California Basic Educational Skills Test (CBEST):

   Evidence of passing the CBEST satisfies this requirement.

4. U.S. Constitution requirement:

   - completion of a course covering the provisions and principles of the U.S. Constitution
     or

   - passage of an appropriate exam offered through University Extension or the County Office of Education (Contact the TEP office for information.)

5. Sensitivity to second language learning:

   Applicants must demonstrate, through course work or equivalent experience, an informed sensitivity to the challenges of second language learning and acquisition. This can be fulfilled in one of three ways:

   - completion of nine quarter units of college course work in a single language that is not

the applicant's native language

or

- completion of three years of secondary school course work in a language other than English. The course work must be taken in grades 7 through 12, with at least a B average

  or

- demonstration of an "equivalent experience" in a second language situation. Applicants who wish to satisfy this requirement by one of the three options listed below must submit an essay that describes the length and circumstances of the experience, including at least three specific examples of situations that helped you gain personal knowledge and appreciation of issues surrounding second language acquisition in a diverse cultural setting. The three equivalent experience options are:

  i. The applicant has lived for a prolonged period of time in a country where the language spoken was not native to the applicant, and where the applicant was continuously required to speak that second language (e.g., Peace Corps).

  ii. The applicant has had an extended experience immersed in a multilingual community in his/her native country.

  iii. The applicant was raised in a multilingual community.

6. Satifactory scores on the Graduate Record Exam (GRE) General Test.

7. Prerequisites for BCLAD Emphasis in Spanish:

   This emphasis is designed for students who have sufficient bilingual skills to effectively teach in English and Spanish. Students interested in applying for admission to the BCLAD program must demonstrate:

   a. Spanish Language Fluency:

   i. Completion of two Spanish literature courses, at least one of which must be upper-division in either Latin American or Chicano literature, and

   ii. Completion of the TEP Spanish Assessment, with an FSI score of at least 3 (Scores of 3- will be accepted, but student must receive a score of 3 prior to being recommended for the BCLAD credential.) Since these exams are coordinated by TEP, please con-

tact TEP in January prior to application to the credential program.

   b. Cultural Knowledge: One history course *and* one culture course covering Chicano or Latin American-related topics.

   c. History, Politics, and Theory of Bilingual Education: TEP 125

   d. A desire to teach in a bilingual setting.

      Note: *A grade of B– or higher is required for all BCLAD courses.*

Educational Foundations Course-of-Study for M.Ed./Single Subject (Secondary) Credential Candidates

UCSD students planning to apply to the M.Ed./Single Subject (secondary) Credential Program must complete the *Introduction to Teaching and Learning* requirement listed in **a** below and one course from each of the remaining three areas, **b**, **c**, and **d** *(see Table 2 for a sample schedule)*. A minimum 3.0 GPA for all prerequisite coursework is required for admission to the TEP credential program.

a. Introduction to Teaching and Learning. *Three* of the following courses and a corequisite practicum for each:

   TEP 129 A-B-C. Introduction to Teaching and Learning *(TEP 129B and 129C are restricted to students applying to TEP at UCSD and must be taken in the year of application to the program.)*

   or

   TEP 136. Introduction to Academic Tutoring of Secondary School Students *(may be substituted for TEP 129A only)*

   and

   TEP 139. Practicum in Teaching/Learning *(corequisite for TEP 129 A-B-C and TEP 136)*

   and

   TEP 190. Research Practicum (take concurrently with TEP 129C)

b. Learning Environments. *One* of the following courses or equivalent:

   TEP 118. Adolescent Development and Education *(recommended for Single Subject candidates)*

   TEP 114. Cognitive Development and Interactive Computing Environments *(recommended for Multiple or Single Subject candidates)*

   TEP 115. Cognitive Development and Education *(recommended for Multiple Subject candidates)*

   CogSci 154. Communication Disorders in Children and Adults (same as Psy 174)

   COMT 116. Practicum in Child Development (same as HDP 135/Psy 128)

   HDP 1. Introduction to Human Development

   Psychology 101. Introduction to Developmental Psychology

c. Language and Culture. *One* of the following courses or equivalent:

   TEP/SocB 117. Language, Culture and Education *(recommended for credential candidates)*

   ANGN 117. Anthropology of Education

   ANGN 149. Language in Society

   COCU 144. Language and Society

   COHI 121. Literacy, Social Organization, and the Individual

   COHI 122. Communication and the Community

   COHI 114. Bilingual Communication

   Ethnic Studies 140. Language and American Ethnicity

   Ethnic Studies 141. Language and Culture

d. School and Society. *One* of the following courses or equivalent:

   TEP/SocC 126. Social Organization of Education *(recommended for credential candidates)*

   TEP 125. History, Politics, and Theory of Bilingual Education *(required for BCLAD candidates)*

   ANGN 112. Language, Identity, and Community

Table 2: Sample Course-of-Study for Single Subject (Secondary) Credential

FALL	WINTER	SPRING
TEP 129A *(only F)*	TEP 129B *(only W)*	TEP 129C *(only S—restricted to TEP candidates)*
TEP 139	TEP 139	
TEP 117*	TEP 118 *(only W)*	
		TEP 139
		TEP 126* or TEP 125 *(required for BCLAD)*
		TEP 190 *(concurrent with TEP 129C)*

*Offered various quarters. See options above.

Internship and Student Teaching Programs

Those admitted to the M.Ed./Single Subject Credential Program are eligible to be interviewed in June, July, and August for a paid internship for the following school year, in a local middle or high school. Availability of internship positions in **not** guaranteed, though TEP attempts to facilitate internship positions for all Single Subject students. Students who do not receive an internship position will do their practicum as student teachers instead. Interns are responsible for teaching English, mathematics, biology, chemistry, geosciences, or physics courses under the guidance of a TEP supervisor and an on-site adviser. Interns, who are generally hired for part-time teaching loads, receive a salary from the school district commensurate with the number of courses they teach.

Professional Preparation Courses

Once students are selected, they are provided an intensive program of professional preparation, including a full-time summer program of teaching methods courses and seminars offered throughout the academic year which address classroom management techniques and strategies for dealing with concrete teaching and learning situations.

The professional preparation program for the Single Subject Credential consists of the following three courses (BCLAD—five courses), in addition to TEP 179ABC (8-8-8 units) *Internship Field Experience*, for a total of 36 quarter units (BCLAD—40 units).

TEP 151	Teaching the English Language Learner
TEP 173*	Secondary English Teaching Practices
TEP 174*	Secondary Mathematics Teaching Practices
TEP 175*	Secondary Science Teaching Practices
TEP 176	Writing, Reading and Language Instruction

*Students may only take TEP 173, or 174 or 175.

A typical student schedule for the Single Subject Professional Preparation Program is shown in Table 2.

Table 2: The Professional Preparation Program for the M.Ed./Single Subject Credential

SUMMER	FALL	WINTER	SPRING
TEP 173 (4) (or 174 or 175)	TEP 179A (8) TEP 151 (4)	TEP 179B (8) TEP 205A (2)	TEP 179C (8) TEP 205B (2)
TEP 176 (4)			
TEP 201 (4)			
TEP 203 (4)			
TEP 250 (4)			

For BCLAD Candidates:
TEP 152B (2)   TEP 152A (2)

Professional Clear coursework:

TEP 203		TEP 181	TEP 182

SUMMER			
TEP 204 (4)			
TEP 206 (4)			

Professional Clear Credentials

Completing the professional preparation sequence in Multiple or Single Subject described above entitles a teacher to teach in public schools in California for five years with a "Preliminary" credential. To teach past this time, teachers must complete additional courses, which lead to the award of a "Professional Clear" credential. Students may take this course work while they are completing the requirements for the "Preliminary" credential.

The courses required for the "Professional Clear" credential are:

TEP 203:   *Technology, Teaching, and Learning*

TEP 181:   *Health Education*

TEP 182:   *Inclusive Educational Practices*

Above course work must be taken during the M.Ed./Single Subject internship year (TEP 203: summer, TEP 181: winter, TEP 182: spring).

For Multiple Subject candidates, TEP 203, TEP 181 should be taken fall and TEP 182 in the spring during the M.Ed./credential year.

Minor in Teacher Education

UCSD undergraduate students who are interested in pursuing a teaching credential should refer to the appropriate elementary or secondary Educational Foundations course of study when selecting courses for the minor. Contact TEP for details.

The Teacher Education Program offers a Minor in Teacher Education that requires a minimum of twenty-eight units, twenty units of which must be upper division. All courses for the minor must be taken for a letter grade except TEP 139. Students must complete a course-of-study that includes a minimum of one course in category **a** below and a minimum of one course from two of the remaining three categories **b, c, or d.** The TEP minor requires a minimum of twelve units in TEP courses. A maximum of eight units of practicum (TEP 139) may be applied to the minor.

a. Introduction to Teaching and Learning

One of the following courses (four quarter units) and corequisite practicum TEP 139 (two quarter units)

TEP 128 A-B. *Introduction to Teaching and Learning (Elementary)*. (TEP 130 [or 134] is a prerequisite for TEP 128A and cannot be taken concurrently. TEP 128A and 128B are restricted to students applying to TEP at UCSD and must be taken in the year of application to the program.)

TEP 129 A-B-C *Introduction to Teaching and Learning (Secondary)* (It is preferable that 129A be taken in the fall quarter of senior year. TEP 129B and 129C are restricted to students applying to TEP at UCSD and must be taken in the year of application to the program.)

TEP 130. *Introduction to Academic Mentoring of Elementary School Students*

TEP 134. *Introduction to Literacy and Numeracy Tutoring* (recommended for Multiple Subject candidates)

TEP 136. *Introduction to Academic Tutoring of Secondary School Students*

TEP 138. *Introduction to Academic Tutoring of Preuss School Students*

and

TEP 139. *Practicum in Teaching/Learning*

b. Learning Environments

TEP 114. *Cognitive Development and Interactive Computing Environments* **(recommended for Multiple or Single Subject candidates)**

TEP 115. *Cognitive Development and Education* **(recommended for Multiple Subject candidates)**

TEP 118. *Adolescent Development and Education* **(recommended for Single Subject candidates)**

Cog Sci 154. *Communication Disorders in Children and Adults* (same as Psychology 174)

COMT 116. *Practicum in Child Development* (same as HDP 135/Psychology 128)

HDP 1. *Introduction to Human Development*

Psychology 101. *Introduction to Developmental Psychology*

c. Language and Culture

TEP/SocB 117. *Language, Culture and Education* **(recommended for all TEP credential candidates)**

ANGN 117. *Anthropology of Education*

ANGN 149. *Language in Society*

COCU 144. *Language and Society*

COHI 121. *Literacy, Social Organization, and the Individual*

COHI 122. *Communication and the Community*

COHI 114. *Bilingual Communication*

Ethnic Studies 140. *Language and American Ethnicity*

Ethnic Studies 141. *Language and Culture*

d. School and Society

TEP/Soc 126. *Social Organization of Education* **(recommended for all TEP credential candidates)**

TEP 125. *History, Politics, and Theory of Bilingual Education* **(required for BCLAD and recommended for all TEP credential candidates)**

ANGN 112. Language , Identity, and Community

The Master of Arts in Teaching and Learning: Curriculum Design

The M.A. in teaching and learning at UCSD offers professional educators in elementary and secondary schools an extensive overview of principles of educational research and curriculum design.

A key feature of the M.A. program is the integration of research and practice. M.A. students remain full-time K–12 teachers for the duration of the program. They design, implement, and evaluate curricular innovations in their own classrooms. The culmination of the M.A. work is a thesis describing the rationale, development, and effectiveness of these innovations.

Examples of M.A. Research Projects

The topics of the M.A. theses in past years are varied, and have included: multimedia approaches to secondary biology and chemistry instruction; writing revision among emergent writers; building partnerships between families and schools; activities which link home and school experiences in the content areas of reading and writing, mathematics, science, and social studies; improved integration of curriculum and assessment; motivation and art; using technology for mathematics and geography teaching; and embedding ESL in native language instruction.

Since the program's inception in 1988, 155 students have earned M.A. degrees in teaching and learning with an emphasis in curriculum design. Of these, eighty-five came from the ranks of elementary teachers, sixty-four worked as secondary teachers, and six taught at the post-secondary level.

The M.A. Course of Study (Teaching and Learning: Emphasis in Curriculum Design)

The M.A. program requirements consist of forty quarter units of course work, including the master's thesis. Courses are usually offered for 4.0 quarter units of credit, and are typically offered one night per week, from 5:00–8:00 p.m. Core course work comprises twenty-eight units, with the remaining twelve units consisting of elective course work.

A typical program consists of:

CORE M.A. COURSEWORK

**First Summer
(mid June–late August)**

TEP 231 or 232 (offered alternating summers)

Each summer includes an intensive course in innovative instructional theory and practices. Specific topic changes each year. Examples include: portfolio and authentic assessment; telecommunications in the classroom; collaborative learning; and research on child development and learning.

TEP 229

Introductory course about research on teaching practice.

Fall, Winter, and Spring:

TEP 230A-B-C

Three quarter seminar providing an extensive overview of curriculum design principles, and application of educational research to classroom practice.

TEP 233A-B

Graduate seminar series in which UCSD faculty present their research on educational topics.

TEP 290

Intensive work with faculty adviser (Spring only)

**Second Summer
(mid June–late August)**

TEP 231 or 232 (see above)

TEP 295

Completion of M.A. thesis writing.

Admission to the M.A. program in teaching and learning at UCSD is competitive. Factors considered by the selection committee include:

- teaching experience
- professional development activities
- experience and interest in curriculum design
- academic record

Admission to graduate standing at UCSD requires a minimum cumulative GPA of 3.0 for any prior graduate work, and for the bachelor's degree. Official scores from the GRE verbal, analytic, and quantitative sections are also required.

The Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

The Teacher Education Program (TEP) at UCSD offers a master of arts in teaching and learning: bilingual education emphasis (ASB-English) and the California Deaf and Hard-of-Hearing Specialist Teaching Credential and the Multiple Subject Teaching Credential with BCLAD emphasis for elementary school teachers. This program of study includes extensive practicum experience combined with the latest research and innovation in bilingual education and deaf education. Students

in the program participate in research and development on the leading edge of bilingual, multicultural education for deaf and hard-of-hearing children.

In keeping with its aim of training teachers who will be able to meet the needs of deaf and hard-of-hearing children from various language and cultural backgrounds, TEP requires fluency in ASL for acceptance into the program. TEP's teacher training program is designed to prepare teachers to work in various types of school settings from residential school classrooms to local public school classrooms for deaf and hard-of-hearing children. TEP recognizes that deaf and hard-of-hearing children need teachers who are themselves bilingual and knowledgeable about the role of culture in human development.

Prerequisite Course of Study Education Foundations Sequence

Prior to admittance to the credential and master's study, prerequisite students (or UCSD undergraduates pursuing the minor in teacher education) complete the following five courses offered during the first summer.

TEP 128A-B: *Introduction to Teaching and Learning (Elementary)*

TEP 115: *Cognitive Development and Education*

TEP 117: *Language, Culture and Education*

TEP 125: *History, Politics, and Theory of Bilingual Education*

Program of Study for the Deaf and Hard-of-Hearing Specialist Credential, the Multiple Subject Teaching Credential with BCLAD Emphasis and the Master of Arts in Teaching and Learning.

After completion of the prerequisite component, students complete a program of study resulting in the California Deaf and Hard-of-Hearing Specialist Credential at the elementary level. Students also qualify for the Multiple Subject (BCLAD) credential.

This program of study consists of courses in bilingual education theory, methods, and applications to deaf education in addition to intensive classroom practice. During the second year of study the focus is on designing, implementing and evaluating a research project. This integration of

research and practice is central to the goal of the M.A. program to develop teachers as researchers.

A typical program of study includes:

YEAR 1
Fall

COHI 124/TEP151 (alternating): *Voice: Deaf People in America/Teaching the English Language Learner*

TEP 142A: *ASL-English Bilingual Education Practices*

TEP 161A: *Innovative Instructional Practices*

TEP 203: *Technology, Teaching, and Learning*

TEP 250: *Equitable Educational Research and Practice*

Winter

TEP 142B: *ASL-English Bilingual Education Practices*

TEP 161B: *Innovative Instructional Practices*

TEP 169A: *Practicum in Student Teaching*

TEP 190: *Research Practicum (four units)*

Spring

TEP 142C: *ASL-English Bilingual Education Practices*

TEP 161C: *Innovative Instructional Practices*

TEP 169B: *Practicum in Student Teaching*

TEP 182: *Inclusive Educational Practices*

YEAR 2
Fall

COHI 124/TEP 151 (alternating): *Voice: Deaf People in America/Teaching the English Language Learner*

TEP 181: *Health Education*

TEP 240A: *Research in ASL-English Bilingual Education*

TEP 241: *Advanced Topics in Deaf Education*

Winter

TEP 205A: *Reflective Teaching Practice*

TEP 240B: *Research in ASL-English Bilingual Education*

TEP 290: *Research Practicum*

Spring

TEP 149: *Education Specialist Student Teaching*

TEP 205B: *Reflective Teaching Practice*

TEP 240C: *Research in ASL-English Bilingual Education*

Summer

TEP 295: *M.A. Thesis*

Admission Requirements

Candidates will apply to graduate admission to the prerequisite component of this program. Upon satisfactory completion of the prerequisite component, students will advance to the professional component and master's component which require two years of study. The following are the minimum eligibility requirements to for admission to the graduate prerequisite component. Applications are available beginning in January. **Application deadline is February 1.**

- A bachelor's degree with a 3.0 cumulative GPA
- Official Graduate Record Exam (GRE) scores
- Subject matter competence
- The California Basic Educational Skills Test (CBEST)
- Completion of a course including the provisions and principles of the U.S. Constitution, **or** passage of the appropriate exam
- Official Graduate Application and Fee
- Statement of Purpose and Reference Letters
- Fluency in American Sign Language
- Knowledge and experience of the social and cultural life of deaf people
- A desire to teach deaf children of varying language and cultural backgrounds

Admission to graduate standing at UCSD requires a minimum cumulative GPA of 3.0 for any prior graduate work, and for the bachelor's degree. Official scores from the GRE verbal, analytic, and quantitative sections are also required.

COURSES

The following courses are offered by the TEP faculty. Students are advised to consult with a TEP adviser to determine which courses satisfy credential requirements. Undergraduate students may enroll in graduate seminars with the consent of instructor.

UPPER-DIVISION

COHI 124. Voice: Deaf People in America (4)
The relationship between small groups and dominant culture is studied by exploring the world of deaf people who have for the past twenty years begun to speak as a

cultural group. Issues of language, communication, self-representation, and social structure are examined. *Prerequisite: Com/HIP 100 or consent of the instructor.*

TEP 105. Teaching and Learning Physics (4)
(Same as PHYS 180.) A course on how people learn and understand key concepts in Newtonian mechanics. Reading in physics and cognitive science plus fieldwork teaching and evaluating K–12 students. Useful for students interested in teaching. *Prerequisite: Phys. 1A, 2A, or 4A or consent of the instructor.*

TEP 109. Teaching Physical Education (4)
This course is designed to assist future elementary teachers and recreation fitness leaders develop quality physical education programs for children. Instruction focuses on theory and practice of movement activities that are physically and emotionally safe, health promoting, and developmentally appropriate. (S)

TEP 114. Cognitive Development and Interactive Computing Environments (4)
Learning and development considered as an evolving interplay between "internal representations" and "external representations" of the world, with special attention devoted to the design, history, and educational implications of computer-based tools and learning environments. *Prerequisite: TEP 180 or consent of instructor.* (W)

TEP 115. Cognitive Development and Education (4)
This course examines the development of thinking and language in preschool and elementary school children, with implications for education. Themes include facilitating children's learning, and individual differences in cognition. Examples of topics covered are word learning, mathematical knowledge, and scientific thinking. Letter grade only. (W)

TEP 116. The Psychology of Teaching and Structures of Information for Human Learning (0-4)
College students tutoring college students. Curriculum: basic applied learning principles, specifying objectives, planning and designing instruction, testing, evaluation, interpersonal communication skills, study skills. Objectives will be assessed by project completion and practicum feedback. This course is not creditable toward professional preparation requirements for the multiple subject credential. Prerequisite: departmental approval (consent of instructor)—department stamp restriction. (F,W,S)

TEP 117. Language, Culture, and Education (4)
(Same as Soc/B 117) The mutual influence of language, culture, and education. Explanations of students' school success and failure that employ linguistic and cultural variables, bilingualism, and cultural transmission through education are explored. (F,W,Su)

TEP 118. Adolescent Development and Education (4)
This course introduces prospective secondary teachers to the cognitive, social, and emotional development of adolescents, including developmental learning theory, the teaching/learning process, effective learning environments, and cross-cultural variation in development. Implications for classroom practice are drawn. (W)

TEP 125. History, Politics, and Theory of Bilingual Education (4)
This course provides a historical overview and models of bilingual education in the United States. Students will examine sociocultural, theoretical, and policy issues associated with native language and second-language instruction, and legal requirements for public bilingual program.

TEP 126. Social Organization of Education (4)
(Same as Soc/C 126) The social organization of education in the U. S.. and other societies; the functions of education for individuals and society; the structure of schools; educational decision-making; educational testing; socialization and education; formal and informal education; cultural transmission. (S,Su)

TEP 127A-B-C. Practicum in Interactive Computing (4-4-4)
The course focuses on interactional computing in teaching/learning. Course work concentrates on interactive computing, application to teaching, learning, bilingualism, and communication. Concurrent with course work, students are assigned to a school or community field site implementing interactive computing. Students will write research reports integrating course work and field experience. (F,W,S)

TEP 128 A-B. Introduction to Teaching and Learning (Elementary) (4-4)
This course series is for undergraduates who are exploring a career in elementary school teaching. Topics addressed include: theories of teaching and learning; research on cognition and motivation; and the cultural context of classroom teaching and learning. TEP 128A focuses on the learner in the teaching-learning interaction and TEP 128B focuses on the teacher in the teaching-learning interaction. *Prerequisites: department stamp required; TEP 139 must be taken as corequisite. TEP 130 or 134 must be completed before TEP 128A, and 128A for 128B. TEP 128A and TEP 128B are restricted for students applying to the TEP M.Ed/Multiple Subject Credential Program.*

TEP 129 A-B-C. Introduction to Teaching and Learning (Secondary) (4-4-4)
This course series is for undergraduates who are exploring a career in teaching secondary school. Topics addressed include: theories of teaching and learning processes and motivation for science, mathematics, and English instruction. TEP 129A focuses on the analysis of the needs of individual learners and small group instruction techniques; TEP 129B emphasizes the various roles of the classroom teacher and planning individual lessons; and TEP 129C emphasizes the assessment of student work and longer-range curriculum planning. *Prerequisites: department stamp. TEP 139 must be taken as corequisite. Must have successfully completed TEP 136, 138, or 129A for 129B, and 129B for 129C. TEP 129B and 129C are restricted for students applying to the TEP M.Ed./Single Subject Credential Program.*

TEP 130. Introduction to Academic Mentoring of Elementary/School Students (4)
This course focuses on the role of undergraduate mentors in raising academic expectations for students and families traditionally underrepresented at the university. The relationship between the school and community, the social and political organization of elementary schools, and the academic achievement of elementary children are examined. *Prerequisites: department stamp required. TEP 139 must be taken as a corequisite.*

TEP 134. Introduction to Literacy and Numeracy Tutoring (4)
This course examines effective practices for language arts and mathematics learning for elementary school children. The field experience and seminar focus on the tutor/student relationship, teaching and learning processes for literacy and numeracy, and community service. *Prerequisites: department stamp required. TEP 139 must be taken as a corequisite.*

TEP 136. Introduction to Academic Tutoring of Secondary School Students (4)
This course focuses on the role of undergraduate tutors in building academic resiliency in secondary students traditionally underrepresented at the university. The relationship between the school and community, the social and political organization of secondary schools, the philosophical, sociological, and political issues which relate to the U.S. secondary educational system, and the academic achievement of secondary children are examined. *Prerequisites: department stamp required. TEP 139 must be taken as a corequisite. A student may not receive credit for both TEP 136 and TEP 138.*

TEP 138. Introduction to Academic Tutoring at the Preuss School (4)
This course focuses on effects of the Charter School movement on public education in the U.S., the role of the research universities in K-12 education, the social and political organization of the schools, the philosophical, sociological, and political issues which relate to the U.S. secondary educational system, and the academic achievement of secondary children. Students investigate the role of undergraduate tutors in building academic resiliency in secondary students traditionally underrepresented at the university. *Prerequisites: department stamp required. TEP 139 must be taken as a corequisite. A student may not receive credit for both TEP 136 and TEP 138.*

TEP 139. Practicum in Teaching/Learning (2)
Students are placed in local schools and work with students in classrooms and the community. Students work on educational activities with K–12 students a minimum of four hours/week. *Prequisites: department stamp required. One of the following courses (may be taken concurrently) TEP 109, or TEP 127A-B-C, or TEP 128A-B, or 129A-B-C, or 130, or 134, or 136, or 138.*

TEP 142A. ASL-English Bilingual Education Practices (4)
Students will examine the history, current theory, philosophy, legislation, and trends in deaf education. Methods of first- and second-language development, communication, and literacy skills for deaf and hard-of-hearing children will be introduced. *Prerequisites: TEP 115, TEP 117, TEP 126, TEP 128A, TEP 128B. Must be a TE81 major.* (F)

TEP 142B. ASL-English Bilingual Education Practices (2)
Students will investigate formal and informal assessment techniques used for deaf and hard-of-hearing children, bilingual/multicultural education practices across the curriculum, effective learning environments and approaches for educating and interacting with families and communities. *Prerequisites: TEP 142A, TEP 161A. Must be a TE81 major.* (W)

TEP 142C. ASL-English Bilingual Education Practices (2)
Students will continue to investigate formal and informal assessment techniques used for deaf and hard of hearing children, bilingual/multicultural education practices across the curriculum, effective learning environments and approaches for educating and interacting with families and communities. *Prerequisites: TEP 142A, TEP 142B, TEP 161A. Must be a TE81 major.*

TEP 149. Deaf Education Specialist Student Teaching Practicum (9)
Education specialist credential candidate performs student teaching in participating schools for a minimum of seven weeks full-time under the supervision of a cooperating teacher and university supervisor. The field experience provides professional preparation and diversified teaching responsibilities for post-baccalau-

reate students pursuing the California Deaf and Hard of Hearing Specialist and BCLAD Credential. *Prerequisites: must be a TE81 major only—an affirmed Multiple Subject candidate at UCSD who has advanced to student teaching.*

TEP 150. Multicultural Education (4)
The purpose of this course is to help prospective elementary and secondary teachers organize their classrooms to make education equitable for all students. Ways to utilize the talents and skills that students from diverse cultural backgrounds bring to school as resources for classroom instruction will be suggested. The discussion will be organized along three dimensions: (1) the ecology or environment of the classroom, (2) the discourse of the classroom, and (3) curriculum content. Included in the ecological category are such issues as grouping, seating arrangements, and visual displays. Included in the discourse category are teachers' instructional strategies, turn-taking procedures and non-verbal cues. Included in the curricular content category are issues of inclusion/exclusion, perspective, and relevance in math and science. *Prerequisite: TE79 or TE80 major code.* (F) (not offered 2002–2003)

TEP 151. Teaching the English Language Learner (4)
Students will examine the principles of second language acquisition and approaches to bilingual education. They will develop a repertoire of strategies for teaching in elementary or secondary content areas. *Prerequisite: TE81 or TE85 major code.* (F)

TEP 152A. Bilingual Instructional Practices (2)
History and models of bilingual education; socio-cultural issues associated with second language instruction, legal requirements for public school bilingual programs, native language and ESL teaching methods. First course in a two course sequence. *Prerequisite: TE85 major code.* (F)

TEP 152B. Bilingual Instructional Practices (2)
History and models of bilingual education; socio-cultural issues associated with second language instruction, legal requirements for public school bilingual programs, native language and ESL teaching methods. *Prerequisite: TE85 major code.* (Su,W)

TEP 161A. Innovative Instructional Practices (6)
First course in a three course sequence. It provides pedagogical methods for multiple subject teaching. Diverse subject areas (math, science, fine arts, P.E., and social studies) are integrated into a single intercurricular course of study by emphasizing activity/inquiry techniques of instruction. *Prerequisite: must be a TE81 or TE85 major.* (F)

TEP 161B. Innovative Instructional Practices (4)
Second course in a three course sequence. It provides pedagogical methods for multiple subject teaching. Diverse subject areas (language arts and English-as-a-second-language) are integrated into a single intercurricular course of study by emphasizing activity/inquiry techniques of instruction. *Prerequisites: TEP 161A, must be a TE81 or TE85 major.* (W)

TEP 161C. Innovative Instructional Practices (4)
Last course in a three course sequence. It provides pedagogical methods for multiple subject teaching. General teaching methods are integrated into a single intercurricular course of study by emphasizing activity/inquiry techniques of instruction. *Prerequisites: TEP 161B, must be a TE81 or TE85 major.* (S)

TEP 169 A-B. Multiple Subject (Elementary) Student Teaching Practicum (9-9)
The elementary credential candidate performs student teaching in participating schools for seven to eight weeks full-time for each course (fifteen weeks total) under the supervision of a cooperating teacher and university supervisor. The student teaching experience offers professional preparation and diversified teaching responsibilities for post-baccalaureate students pursuing the California Multiple Subject Credential. *Prerequisites: TE81 or TE85 major. Affirmed Multiple Subject Credential candidate at UCSD who has advanced to student teaching.*

TEP 173. Secondary English Teaching Practices (4)
The course introduces prospective secondary teachers to principles and strategies of teaching English language arts. Topics include: writing processes, reading processes, integrated language arts, assessment, the second language learner, the classroom community, the California English Language Arts Framework. *Prerequisite: TE85 major code or consent of instructor.* (Su)

TEP 174. Secondary Mathematics Teaching Practices (4)
Mathematics teaching techniques including, curriculum design, California Model Curriculum Standards, instructional methods, computer applications, selection and use of textbooks, student assessment, lesson planning, and classroom organization. Professional matters including curriculum planning, professional organizations, para-professionals, professional ethics, education law, and parent involvement are addressed. *Prerequisite: TE85 major code or affirmed credential candidate or approval of instructor.* (Su)

TEP 175. Secondary Science Teaching Practices (4)
Science teaching techniques, including science curriculum design, California Model Curriculum Standards, instructional methods, computer applications, selection and use of textbooks, student assessment, lesson planning, and classroom organization. Professional matters including curriculum planning, professional organizations, para-professionals, professional ethics, education law, and parent involvement are addressed. *Prerequisite: TE85 major or approval of instructor.* (Su)

TEP 176. Language and Learning Instruction (4)
This course satisfies the California Commission on Teacher Credentialing requirement for preparation in reading theory and methods for all credential candidates. Theories of reading development, integration of the language arts, reading and writing in the content areas, teaching methods, and literature. *Prerequisite: TE85 major code.* (Su)

TEP 179 A-B-C. Single Subject (Secondary) Internship Practicum (8-8-8)
The secondary credential candidate teaches approximately one academic quarter for each course in this series (one public school academic year) under the guidance of a university supervisor with additional support provided by an on-site teacher. The internship offers extensive professional preparation and diversified teaching experience under actual classroom conditions for post-baccalaureate students pursuing the California Single Subject Teaching Credential. *Prerequisites: TE85 major. Affirmed Single Subject internship credential candidate at UCSD.*

TEP 180. Computer Applications in Teaching and Learning (4)
Microcomputers are viewed as a component of interactive communication media. Students learn to use microcomputers and computer networks in course work through hands-on experience. The possible impact of these new media on the teaching-learning process is explored. The course assumes a basic familiarity with social science concepts and the logic of social science inquiry. *Prerequisite: upper-division standing or consent of instructor.* (F,W,S,Su) (not offered 2002–2003).

TEP 181. Health Education (4)
This course satisfies the Commission on Teacher Credentialing requirement for Health Education. Topics include: physical education, substance abuse, sex education, cardio-pulmonary resuscitation, nutrition, and first aid. *Prerequisite: TE81 or TE85 major code.* (F,Su)

TEP 182. Inclusive Educational Practices (4)
This course satisfies the Commission on Teacher Credentialing requirement for Special Education. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. *Prerequisite: TE81 or TE85 major code.* (S)

TEP 183. Current Issues in Teaching and Learning (4)
This course addresses curricula and teaching practices in the K–12 schools. Specific course topics will be developed in cooperation with local school faculty working with TEP on preservice, staff development, and research activities. General issues will include second language acquisition, uses of technology in schools, language arts, mathematics and science instruction, integrated curriculum, and alternative assessment. *Prerequisite: TE79 or TE80 major code.* (Su) (not offered 2002–2003).

TEP 190. Research Practicum (1-6)
Supervised research studies with individual topics selected according to students' special interests. Students will develop a research proposal and begin to gather and analyze data. *Prerequisite: consent of instructor.* (F,W,S)

TEP 195. Apprentice Teaching (2-4)
Advanced TEP students are prepared in effective methods of supervising the preparation of UCSD students serving as paraprofessionals in K-12 classrooms. Topics covered include: classroom management, interpersonal relations, supervision techniques, multicultural and multi-lingual education, politics in the school, and curriculum development. Each student serves as a discussion leader and conducts at least two workshops. *Prerequisites: department stamp required and TE79 or TE80 major code.*

TEP 198. Directed Group Study (4-2)
Directed group study, guided reading, and study involving research and analysis of activities and services in multicultural education, bilingual education, the teaching-learning process, and other areas that are not covered by the present curriculum. *Prerequisite: consent of instructor.*

TEP 199. Special Studies (4)
Individual guided reading and study involving research and analysis of activities and services in multicultural education, bilingual education, the teach-

ing-learning process, and other areas that are not covered by the present curriculum. *Prerequisite: consent of instructor.*

Graduate

Sociology 270. The Sociology of Education   (4)
A consideration of the major theories of schooling and society, including functionalist, conflict, critical, and interactional; selected topics in the sociology of education will be addressed in a given quarter, including: the debate over inequality, social selection, cultural reproduction and the transition of knowledge, the cognitive and economic consequences of education. Major research methods will be discussed and critiqued.

TEP 201. Introduction to Resources for Teaching and Learning   (4)
This course introduces students to educational resources, both in print and on-line. Students compile and evaluate research studies, curricular materials, and instructional approaches in preparation for future projects in developing and evaluating various approaches to teaching and learning. *Prerequisite: students must be registered TEP graduate students.*

TEP 203. Technology, Teaching, and Learning   (4)
This course will review current literature on effective applications of technology in the classroom. Students will also become fluent in the use of productivity tools, presentation software, and Web development for teaching and learning; critique software relevant to their area of teaching; and develop an educational activity based on their review of the literature that harnesses the power of technology. *Prerequisite: students must be registered TEP graduate students.*

TEP 204. Technology and Professional Assessment   (4)
Advanced techniques for using network-based resources for teaching and learning will be introduced. Students will review relevant research on advanced technologies related to assessment of professional performance and student achievement. Students will present a Web based professional Teaching Performance Assessment Portfolio that reflects teaching performance during their student teaching or internship field experience. *Prerequisite: students must be registered TEP graduate students.*

TEP 205 A-B. Reflective Teaching Practice (2-2)
This course introduces principles and practices of reflective teaching. Student teachers and interns will systematically document their practice teaching and analyze observation data to improve performance. Students will collaborate with supervisors and expert teachers throughout the yearlong preservice teaching experience. *Prerequisite: students must be registered TEP graduate students.*

TEP 206. Teaching Performance Assessment Portfolio   (4)
This course introduces the use of a Teaching Performance Assessment Portfolio for assessment of teaching performance. Student teachers and interns will design an electronic portfolio that demonstrates acceptable performance on essential credential standards. National Board of Professional Teaching Standards will also be introduced. *Prerequisite: students must be registered TEP graduate students.*

TEP 229. Introduction to Educational Resources   (4)
This course prepares K-12 teacher-researchers to design, implement, and evaluate classroom research. Students learn how to access and evaluate research studies, curricular materials, and instructional approaches both on-line and in print. *Prerequisite: students must be registered TE76 majors.*

TEP 230A-B-C. Research on Curriculum Design   (4-4-4)
A year-long course sequence which provides an extensive overview of curriculum design principles appropriate for K\-12 instruction. Consensus and model building methods will be discussed using case studies of curriculum research and development projects appropriate for various subject areas and grade levels. Participants will design, implement, and evaluate a curriculum project in their own classrooms. *Prerequisite: must be TE76 major or consent of instructor.* (F,W,S)

TEP 231. Advanced Instructional Practices   (4)
Selected advanced topics in K\-12 instructional practices in various subject areas. Techniques for teaching higher-level cogni-tive processes and advanced applications of computers and other technology will be stressed. Participants will conduct a field study of promising teaching practices appropriate to their grade level(s) and subject area(s) of instruction. *Prerequisite: must be TE76 major or consent of instructor.* (Su)

TEP 232. Special Topics in Education   (4)
This course explores topical issues in education. It focuses on recent developments which have broad implications for research and practice in teaching and learning. Course topics will vary each time the course is offered. *Prerequisite: must be TE76 major or consent of instructor.* (Su)

TEP 233A-B. Topics in Education Research and Design (2-2)
Current topics and issues in education and educational research methodology, including action research, participant observation, ethnography, and survey research. *Prerequisite: must be TE76 major or consent of instructor.*

TEP 240A-B-C. Research in ASL English Bilingual Education (4-4-4)
A three-course sequence in which participants conduct an overview of research and design and conduct a study related to bilingual, bicultural education for deaf children. *Prerequisite: must be TE81 major or consent of instructor.* (F,W,S)

TEP 241. Advanced Topics in Deaf Education   (2)
Topics in human development and education that relate to deaf and hard-of-hearing children and the relationship between home, community/culture, and classroom. *Prerequisite: must be TE81 major or consent of instructor.* (S)

TEP 250. Equitable Educational Research and Practice (4)
This course introduces students to research studies and educational practices of educational equity, both in general and within specific content areas. Research studies relevant to educational equity will be examined, as will practices that have attempted to enable all students to achieve to the best of their abilities. Prerequisite: *students must be registered TEP graduate students.*

TEP 290. Research Practicum   (1-6)
Supervised research studies with individual topics selected according to students' special interests.

Students will develop a research proposal appropriate for M.A. thesis, begin to gather and analyze data. *Prerequisites: M.A. candidate and consent of instructor.* (S/U grades only.)

TEP 295. M.A. Thesis   (4)
The student will work on the M.A. thesis under the direction of the students' thesis committee chair. *Prerequisites: M.A. candidate and consent of committee chair.* (S/U grades only.)

TEP 297. Directed Group Study   (1-6)
Study and analysis of specific topics under the guidance of a faculty member. Offered for repeated registration. *Prerequisite: consent of instructor.*

TEP 298. Independent Study   (1-6)
Individual guided study and/or independent research in an area not covered by present course offerings. Offered for repeated registration. *Prerequisite: consent of instructor.*

TEP 500. Apprentice Teaching in Education   (2-4)
The course, designed for graduate students serving as teaching assistants in teacher education courses, includes discussion of teaching theory and practice, instructional materials, organization of discussion sections, liaison with participating schools, and methods of evaluation/grading under the supervision of the instructor of the course.