

# Teacher Education Program

OFFICE: Building 517A, Roosevelt College  
<http://tep.ucsd.edu>

## Director

Randall J. Souviney

## Professors

Mark I. Appelbaum, Ph.D., *Psychology*  
 Julian Betts, Ph.D., *Economics*  
 Linda Brodkey, Ph.D., *Literature*  
 Michael Cole, Ph.D., *Communication*  
 Gershon Harel, Ph.D., *Mathematics*  
 James D. Hollan, Ph.D., *Cognitive Science*  
 George Lipsitz, Ph.D., *Ethnic Studies*  
 Hugh B. Mehan, Ph.D., *Sociology*  
 Carol A. Padden, Ph.D., *Communication*  
 Ellen E. Seiter, Ph.D., *Communication*  
 Michael S. Schudson, Ph.D., *Communication*  
 Stefan A. Tanaka, Ph.D., *History*  
 Kathryn A. Woolard, Ph.D., *Anthropology*  
 Ana Celia Zentella, Ph.D., *Ethnic Studies*

## Associate Professors

Gerald J. Balzano, Ph.D., *Music*  
 David G. Gutierrez, Ph.D., *History*  
 Barbara Tomlinson, Ph.D., *Literature*  
 Olga V. Vasquez, Ph.D., *Communication*

## Assistant Professor

Gedeon O. Deák, Ph.D., *Cognitive Science*  
 Nora Gordon, Ph.D., *Economics*

## Senior Lecturers with Security of Employment

Barbara Sawrey, Ph.D., *Chemistry*  
 Randall Souviney, Ph.D., *TEP Director of Education Studies*  
 Gabrielle Weinhausen, Ph.D., *Biology*

## Lecturers with Security of Employment

Tom L. Humphries, Ph.D., *TEP Associate Director, Communication*  
 Paula F. Levin, Ph.D., *TEP Graduate Adviser*

## Lecturers

Bobbie Allen, Ph.D.  
 Bernard (Rusty) Bresser, M.A.  
 Cheryl Forbes, M.A.  
 Christopher Halter, M.A.  
 Caren Holtzman, M.A.

Rachel Millstone, M.A.  
 Maria Sewall, M.A.  
 Parick Velasquez, Ph.D.  
 Aurora Zepeda, M.P.A.

## Distinguished Teachers in Residence

Paty Fernandez, M.A.  
 Campbell Naismith, M.A.

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.

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

**IMPORTANT: A new education doctorate (Ed.D.) in teaching and learning was pending approval at the time of catalog copy submission. Information regarding the Ed.D. is available on the TEP Web site at <http://tep.ucsd.edu>. The program is proposed to begin fall 2003.**

February 1 is the application deadline for all TEP programs. All applicants must apply online at <http://tep.ucsd.edu>

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 on the TEP Web site at <http://tep.ucsd.edu>.

## 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 California Subject Examinations for Teachers (CSET), *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 assess-

ment 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 or ETHN 140 or ETHN 144
- 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 apply-

ing 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 all credential candidates)

ANGN 117. Anthropology of Education (recommended for all credential candidates)

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) or ETHN 140 or ETHN 144

ECON 147. Economics of Education

ANGN 112. Language, Identity, and Community

ETHN 140. Language and American Ethnicity

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

FALL	WINTER	SPRING
TEP 134	TEP 128A	TEP 128B (only
TEP 139	(only W)	S—restricted to
TEP 117*	TEP 139	TEP candidates)
	TEP 115	TEP 139
		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.

### 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 (6)	TEP 161C (4)	TEP 204 (4)
TEP 161A (6)	TEP 169A (9)	TEP 169B (9)	TEP 206 (4)
TEP 190 (4)	TEP 205A (2)	TEP 182 (4)	
TEP 201 (4)		TEP 205B (2)	
TEP 203 (4)			
TEP 250 (4)			

### BCLAD candidates:

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

## 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 California Subject Examinations for Teachers (CSET)
- 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. Satisfactory 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 contact 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 or ETHN 140 or ETHN 144
- 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 or TEP 138. Introduction to Academic Tutoring at the Preuss School (*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*) or ETHN 140 or ETHN 144  
 ECON 147. Economics of Education  
 ANGN 112. Language, Identity, and Community  
 ETHN 140. Language and American Ethnicity

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

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

\*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.

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 (1)	FALL	WINTER	SPRING
TEP 173 (4) (or 174 or 175)	TEP 179A (8) TEP 151 (4)	TEP 179B (8) TEP 181 (4) TEP 205A (2)	TEP 179C (8) TEP 182 (4) TEP 205B (2)
TEP 176 (4) TEP 201 (4) TEP 203 (4) TEP 250 (4)			
<b>For BCLAD Candidates:</b>			
	TEP 152B (2)	TEP 152A (2)	
<b>SUMMER (2)</b>			
	TEP 204 (4) TEP 206 (4)		

### 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) or ETHN 140 or ETHN 144

ECON 147. *Economics of Education*

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, 164 students have earned M.A. degrees in teaching and learning with an emphasis in curriculum design. Of these, ninety-one came from the ranks of elementary teachers, sixty-seven 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

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 190: *Research Practicum (four units)*

TEP 203: *Technology, Teaching, and Learning*

TEP 201: *Introduction to Resources for 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*

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

TEP 241: *Advanced Topics in Deaf Education*

##### Winter

TEP 233A: *Topics in Education Research and Design*

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

TEP 290: *Research Practicum*

##### Spring

TEP 149: *Education Specialist Student Teaching*

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 compo-

nent. 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 field-work 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.

#### **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.

#### **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. *Prerequisites:* 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-baccalaureate 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 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)