

Teacher Education Program

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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, the Doctor of Education (Ed.D.) in Teaching and Learning, 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.

Admissions Process

January 13 is the application deadline for the M.Ed./Credential 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 Preliminary Multiple Subject and Preliminary 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 Preliminary 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 PRELIMINARY CREDENTIAL PROGRAMS

Master of Education/Preliminary Multiple Subject (Elementary) Credential

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

Preliminary Multiple Subject Credential Prerequisite Requirements

1. Undergraduates completing *any* major at UCSD may complete the prerequisite requirements for the Preliminary Multiple Subject Credential 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. Preliminary 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 providing evidence of satisfactory completion of the California Subject Examinations for Teachers (CSET).

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 or ETHN 140.
 - 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./Preliminary Multiple Subject (Elementary) Credential Candidates

UCSD students planning to apply to the M.Ed./Preliminary 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)

TEP/LIGN 119. First and Second Language Learning: From Childhood through Adolescence (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)

TEP 125. History, Politics, and Theory of Bilingual Education (or ETHN 140 required for candidates preparing to teach in bilingual classrooms)

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

ANGN 149. Language in Society

COHI 121. Literacy, Social Organization, and the Individual

COHI 114. Bilingual Communication

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)

ECON 147. Economics of Education

ANGN 112. Language, Identity, and Community

ETHN 140. Language and American Ethnicity (or TEP 125 required for candidates preparing to teach in bilingual classrooms)

ETHN 144. Bilingual Communities in the U.S.A.

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

FALL	WINTER	SPRING
TEP 134	TEP 128A	TEP 128B (only S
TEP 139	(only W)	restricted to
TEP 117*	TEP 139	TEP candidates)
(or TEP 125	TEP 114/115	TEP 139
or ETHN 140		TEP 126*
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 Preliminary Multiple Subject credential.

The professional preparation component of the Preliminary 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./Preliminary 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/ Preliminary 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.

Preliminary Single Subject Credential Prerequisite Requirements

1. Undergraduates working toward *selected* majors at UCSD may complete the prerequisite requirements for the Preliminary 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./Preliminary 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 all of the subject matter preparation program for the desired 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.
- 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./Preliminary Single Subject (Secondary) Credential Candidates

UCSD students planning to apply to the M.Ed./Preliminary 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 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*)

TEP/LIGN 119. First and Second Language Learning: From Childhood through Adolescence (*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*)

TEP 125. History, Politics, and Theory of Bilingual Education (or ETHN 140 required for candidates preparing to teach in bilingual classrooms)

ANGN 117. Anthropology of Education

ANGN 149. Language in Society

COHI 121. Literacy, Social Organization, and the Individual

COHI 114. Bilingual Communication

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*)

ECON 147. Economics of Education

ANGN 112. Language, Identity, and Community

ETHN 140. Language and American Ethnicity (or TEP 125 required for candidates preparing to teach in bilingual classrooms)

ETHN 144. Bilingual Communities in the U.S.A.

Table 2: Sample Course-of-Study for Preliminary 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>)
TEP 139	TEP 139	<i>restricted to</i>
TEP 117* (TEP 125 or ETHN 140 for BCLAD)	TEP 114/118/119	<i>TEP candidates</i>
		TEP 126*
		TEP 139
		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./Preliminary 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 is **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 prepara-

tion, 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 Preliminary Single Subject Professional Preparation Program is shown in Table 2.

Table 2: The Professional Preparation Program for the M.Ed./Preliminary 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)			

For BCLAD Candidates:

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

SUMMER (2)

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*)

TEP 119/LIGN 119. First and Second Language Learning: From Childhood through Adolescence (*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*)

TEP 125. History, Politics, and Theory of Bilingual Education (or ETHN 140 required for students preparing to teach in bilingual classrooms and 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)

ECON 147. Economics of Education

ANGN 112. Language, Identity, and Community

ETHN 140. Language and American Ethnicity

ETHN 144. Bilingual Communities in the U.S.A.

The Master of Arts in Teaching and Learning: Curriculum Design

The M.A. in Teaching and Learning (Curriculum Design) 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 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.

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. COURSE WORK

First Summer (mid June–late August)

TEP 231 Advanced Instructional Practices
or

TEP 232 Special Topics in Education
(offered alternating summers)

TEP 229 Introduction to Educational Resources

Fall, Winter, and Spring:

TEP 230A-B-C Research in Curriculum Design

TEP 233A-B Topics in Education Research and Design

TEP 290 Research Practicum

Second Summer (mid June–late August)

TEP 231 Advanced Instructional Practices
or

TEP 232 Special Topics in Education
(offered alternating summers)

TEP 295 M.A. Thesis

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. Application deadline is February 1.

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 (ASL-English) and the California Deaf and Hard-of-Hearing Specialist Teaching Credential and the Preliminary 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 Preliminary 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 Preliminary 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: Voice: Deaf People in America
- 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

- TEP 151: 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 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 (CSET)
- 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.

Doctor of Education (Ed.D.) in Teaching and Learning

The Teacher Education Program at UCSD offers a Doctor of Education (Ed.D.) degree in Teaching and Learning. This cohort-based four-year doctorate is designed to enable professional educators to participate in a research-based program while working in an educational setting. The Ed.D. course of study provides a research perspective on educational reform, with the expectation of developing regional leadership for K-12 and postsecondary teaching and learning. With its rich tradition of research and technological innovation, UCSD is uniquely positioned in the region to provide the research expertise for this Ed.D. program.

The Doctor of Education in Teaching and Learning program provides professional educators with the knowledge and skills to serve as faculty of pre-service teacher education and leaders of professional development for practicing teachers. Students take courses which address the topics of school reform and educational equity; learning and educational technology; curriculum research and theory; qualitative and quantitative research methods; cognition and learning theory; the social organization of schooling; language and culture; and research on teaching and learning. The application deadline is February 1.

The following is a typical course of study:

YEAR 1

Summer

- TEP 229: Introduction to Educational Resources
- TEP 231: Advanced Instructional Practices *or*
- TEP 232: Special Topics in Education (offered alternating summers)

Fall, Winter, and Spring

- TEP 230A-B-C: Research in Curriculum Design

Summer

- TEP 295: M.A. Thesis

- TEP 231: Advanced Instructional Practices
or
- TEP 232: Special Topics in Education
(offered alternating summers)

YEAR 2

Fall

- TEP 260A: Educational Research and
Evaluation Design
- TEP 270: Leadership and Equity in
Educational Reform

Winter

- TEP 260B: Educational Research and
Evaluation Design
Elective Graduate Seminar

Spring

- TEP 260C: Educational Research and
Evaluation Design
Elective Graduate Seminar

YEAR 3

Fall, Winter, and Spring

- TEP 261A-B-C: Advanced Research and
Evaluation Methods
Elective Graduate Seminar

YEAR 4

Fall, Winter, and Spring

- TEP 262A-B-C: Dissertation Writing Seminar
- TEP 299: Dissertation Research

Doctor of Education (Ed.D.) in Educational Leadership

The Doctor of Education in Educational Leadership is offered through a partnership among the University of California, San Diego, California State University, San Marcos, and San Diego State University. The program is designed as a professional degree for P-12 and postsecondary educators who will develop advanced leadership and research skills related to their own institutional settings. Students will typically be mid-career working professional educators who will attend classes on weeknights and weekends over a thirty-six-month period. Students will take courses designed to develop four specific leadership capacities: (1) leadership for learning; (2) leadership for a diverse society;

(3) leadership for organizational change; and (4) leadership for organizational development. This program prepares leaders for culturally, linguistically, and economically diverse educational settings. Students will conduct research on professional practice within their own institutions, addressing specific local problems that have national implications for teaching and learning, school reform, and professional development. Students completing the program will receive a joint degree from either UCSD and CSUSM, or UCSD and SDSU. The application deadline is August 1.

The following is a typical course of study taught by UCSD, SDSU, and CSUSM faculty:

YEAR 1

Winter

- TEP 280: Re-Thinking Leadership
- TEP 287A: Educational Research and Evaluation
Design
- TEP 288A: Advanced Topics in Research

Spring

- TEP 281: Leadership for Learning
- TEP 287B: Educational Research and Evaluation
Design
- TEP 288B: Advanced Topics in Research

Summer

- TEP 282: Leadership for a Diverse Society
- TEP 287C: Educational Research and Evaluation
Design
- TEP 288C: Advanced Topics in Research

Fall

- TEP 286: Advanced Topics in Leadership
- TEP 292: Qualifying Paper Preparation

YEAR 2

Winter

- TEP 283: Leadership for Organizational
Change
- TEP 288A: Advanced Research and Evaluation
Methods
- TEP 293A: Advanced Leadership Practicum

Spring

- TEP 284: Leadership for Organizational
Development
- TEP 288B: Advanced Research and Evaluation
Methods
- TEP 293B: Advanced Leadership Practicum

Summer

- TEP 285: Leadership for the Future
- TEP 288C: Advanced Research and Evaluation
Methods
- TEP 293C: Advanced Leadership Practicum

Fall

- TEP 286: Advanced Topics in Leadership
- TEP 299: Dissertation Research

YEAR 3

Winter

- TEP 299: Dissertation Research
- TEP 289A: Dissertation Writing Seminar
- TEP 294A: Colloquium on Educational
Leadership

Spring

- TEP 299: Dissertation Research
- TEP 289B: Dissertation Writing Seminar
- TEP 294B: Colloquium on Educational
Leadership

Summer

- TEP 299: Dissertation Research
- TEP 289C: Dissertation Writing Seminar

Fall

- TEP 299: Dissertation Research
- TEP 289D: Dissertation Writing Seminar

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/LIGN 119. First and Second Language Learning: From Childhood through Adolescence (4)

An examination of how human language learning ability develops and changes over the first two decades of life, including discussion of factors that may affect this ability. *Prerequisite:* upper-division standing or consent of instructor.

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)

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 (6)

Second course in three course sequence. It provides pedagogical methods for multiple subject teaching. Diverse subject areas (language arts, English language development, health education, mathematics, sciences, social studies, fine arts, and physical education) are integrated into a single intercurricular course of study by emphasizing activity/inquiry techniques of instructions. *Prerequisites:* TEP 161A; TE81 or TE85 major. (F)

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 Teaching 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 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 teaching-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 cognitive 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 260 A-B-C. Educational Research and Evaluation Design (4-4-4)

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions a variety of methodologies including: survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 261 A-B-C. Advanced Research and Evaluation Methods (4-4-4)

This course addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 262 A-B-C. Dissertation Writing Seminar (4-4-4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include: writing for professional publications and presenting research findings to varied audiences. *Prerequisite: students admitted into the Ed. D. Program, or consent of instructor.*

TEP 270. Leadership and Equity in Educational Reform (4)

This course provides a framework for understanding school reform movements that integrates relevant theory and research from a number of academic disciplines. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 271. Language and Diversity in the Schooling Process (4)

This course examines current research and theory which relate language and diversity to educational outcomes. Topics addressed include: the development of language and literacy in schools and other settings, sociocultural perspectives on language learning, and implications for educational policy and practice. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 272. Education and Culture (4)

This course examines schooling from an anthropological perspective, focusing on the impact of social and cultural forces on teaching and learning in U.S. public schools with comparative materials from other societies and settings. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 273. Research in Teaching and Learning: Reading and Writing (4)

This seminar will address current theories and research on the teaching and learning of reading and writing, as well as how research can be used to analyze and foster effective teaching practices. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 274. Research in Teaching and Learning: Mathematics (4)

This seminar will address current theories and research on the teaching and learning of mathematics, as well as how research can be used to analyze and foster effective teaching practices. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 275. Research in Teaching and Learning: Science (4)

This seminar will address current theories and research on the teaching and learning of science, as well as how research can be used to analyze and foster effective teaching practices. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 276. Research in Teaching and Learning: English Language Learning (4)

This seminar will address current theories and research on the teaching and learning of second language learning, as well as how research can be used to analyze and foster effective practices in teaching English to non-native speakers. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 277. Research in Teaching and Learning: History and Social Sciences (4)

This seminar will address current theories and research on the teaching and learning of social sciences, as well as how research can be used to analyze and foster effective teaching practices. *Prerequisite: students admitted into the Ed. D. Program or consent of instructor.*

TEP 278/COGR 278. Talking Culture, Culture Talking: Voices of Diversity (4)

This course explores the discourse of culture in American society and the problem of "silenced" or unheard voices. The interaction of individual and collective voice, language, and identity are discussed as they bear on the ways that culture moves through important social institutions such as schools. Of particular interest are issues of teaching, learning, displacement, inclusion, marginality, and the "speaking center." *Prerequisite: graduate status or consent of instructor.*

TEP 280. Re-Thinking Leadership (4)

This course will present the evolution of leadership thought and theory, with an emphasis on the distinction between, and interrelatedness of, effective management and leadership. The ethics of leadership practice and epistemological perspectives of emerging leadership styles will be explored, and students will have opportunities to reflect on the nature of leadership as it is practiced in educational settings. Applying critical, self-reflective leadership practice through structured activities is also an element of this course.

TEP 281. Leadership for Learning (4)

This course will explore various models of curriculum and instruction in response to student learning needs. It also will examine models of school organization and the leader's role and responsibility in developing a school culture that promotes student achievement, using evidence-based decision making. A major emphasis will be on evaluating research upon which theories and practice are based.

TEP 282. Leadership for a Diverse Society (4)

This course will address theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. The emphasis in this course is on how leadership intersects with sociohistorical and sociocultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

TEP 283. Leadership for Organizational Change (4)

This course will present multiple theories of organizational change, explore group processes and identify models of decision-making, and analyze human motivation theories. Establishing and nurturing a purpose-driven organization, while dealing with competing demands, will be discussed. A major emphasis in this course is on people as agents of change and creating high quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization.

TEP 284. Leadership for Organizational Development (4)

This course will investigate the skills and dispositions needed for students to lead the development of learning organizations. Faculty will teach and model concepts of working with people within educational

organizations and programs. Emphasis will be placed on individual's team development and facilitation, organizational communications, adult learning, and professional development.

TEP 285. Leadership for the Future (4)

This course addresses interdisciplinary influences on leadership practice within learning organizations. Contributions from scholars in futures' studies will be used to explore topics such as long-range planning, demographic trends, technology, and brain theory.

TEP 286. Advanced Topics in Leadership (4)

This course explores topical issues in the field of leadership. It focuses on recent developments that have broad implications for research and practice in educational leadership. Course topics will vary each time the course is offered.

TEP 287A-B-C. Educational Research and Evaluation Design (4-4-4)

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions on a variety of methodologies including: experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods.

TEP 288A-B-C. Advanced Research and Evaluation Methods (4-4-4)

This course addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style.

TEP 289A-B-C-D. Dissertation Writing Seminar (4-4-4-4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed also will include writing for professional publications and presenting research findings to varied audiences.

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 291A-B-C. Leadership Research Practicum (2-2-2)

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the leadership core courses and research and evaluation design courses. (S/U grade permitted)

TEP 292. Qualifying Paper Preparation (2)

This course will provide students with time, resources, and guidance for the purpose of developing a review of literature on a student-related topic, which typically becomes the focus of the dissertation research project. Students will be expected to use a variety of research tools in order to discover and identify relevant information. (S/U grade permitted)

TEP 293A-B-C. Advanced Leadership Research Practicum (2-2-2)

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the leadership core courses and research and evaluation design courses. (S/U grade only)

TEP 294A-B. Colloquium on Educational Leadership (2-2)

Program faculty and visiting lecturers present leadership research in progress. The colloquium series serves as a forum to discuss current research in educational leadership. (S/U grade permitted)

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 299. Dissertation Research (1-12)

Directed research on dissertation topic for students who have been admitted to candidacy for the Ed.D. degree. May be repeated for credit. *Prerequisite: students admitted into the Ed.D. program.*

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.