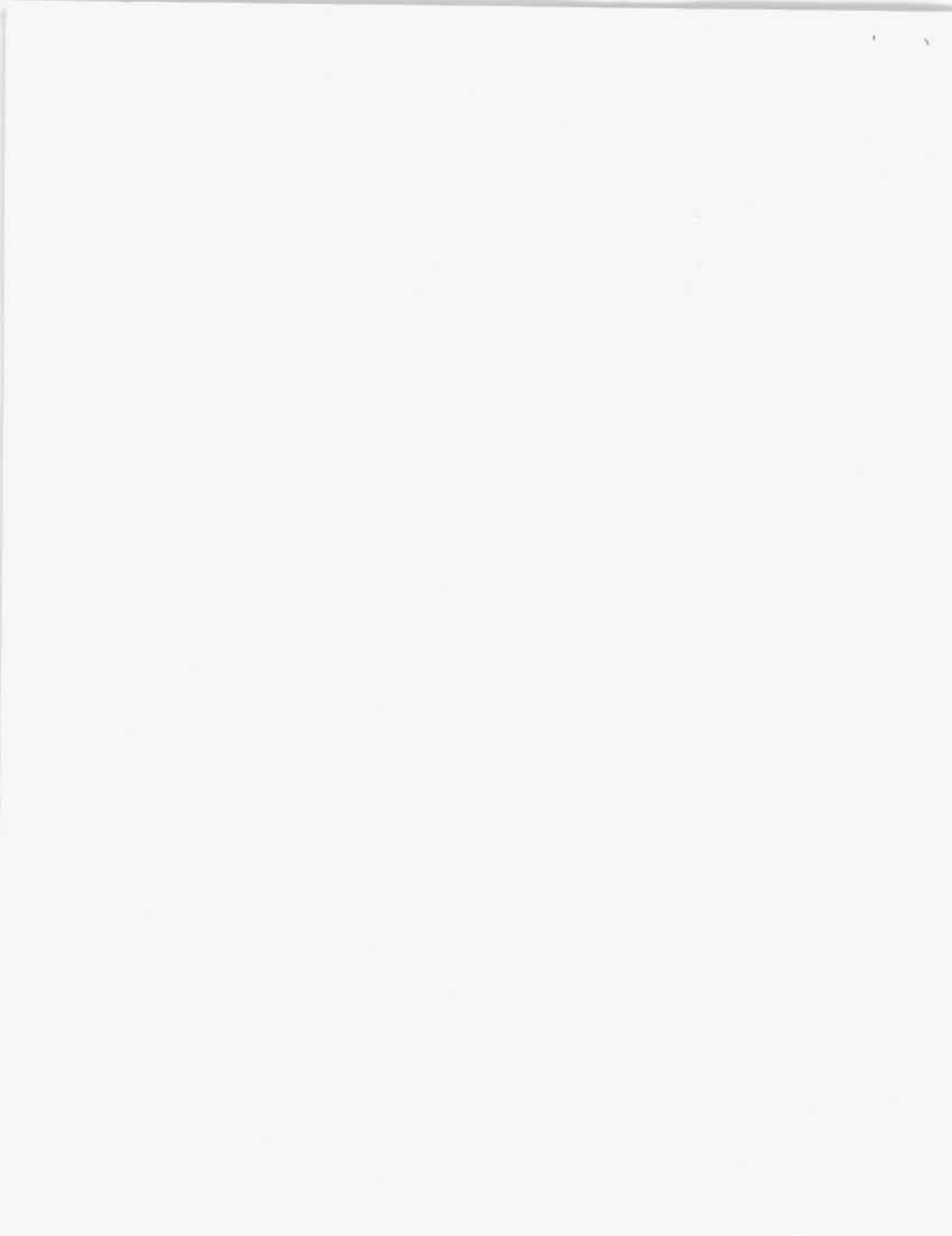


Education Studies
University of California, San Diego

**Master of Arts
in
Teaching and Learning
ASL-ENGLISH
Bilingual Education
For Deaf Children**

2009-2011





EDUCATION STUDIES 0070
9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0070

TEL: (858) 534-1680
FAX: (858) 534-2462
TDD: (858) 534-1630

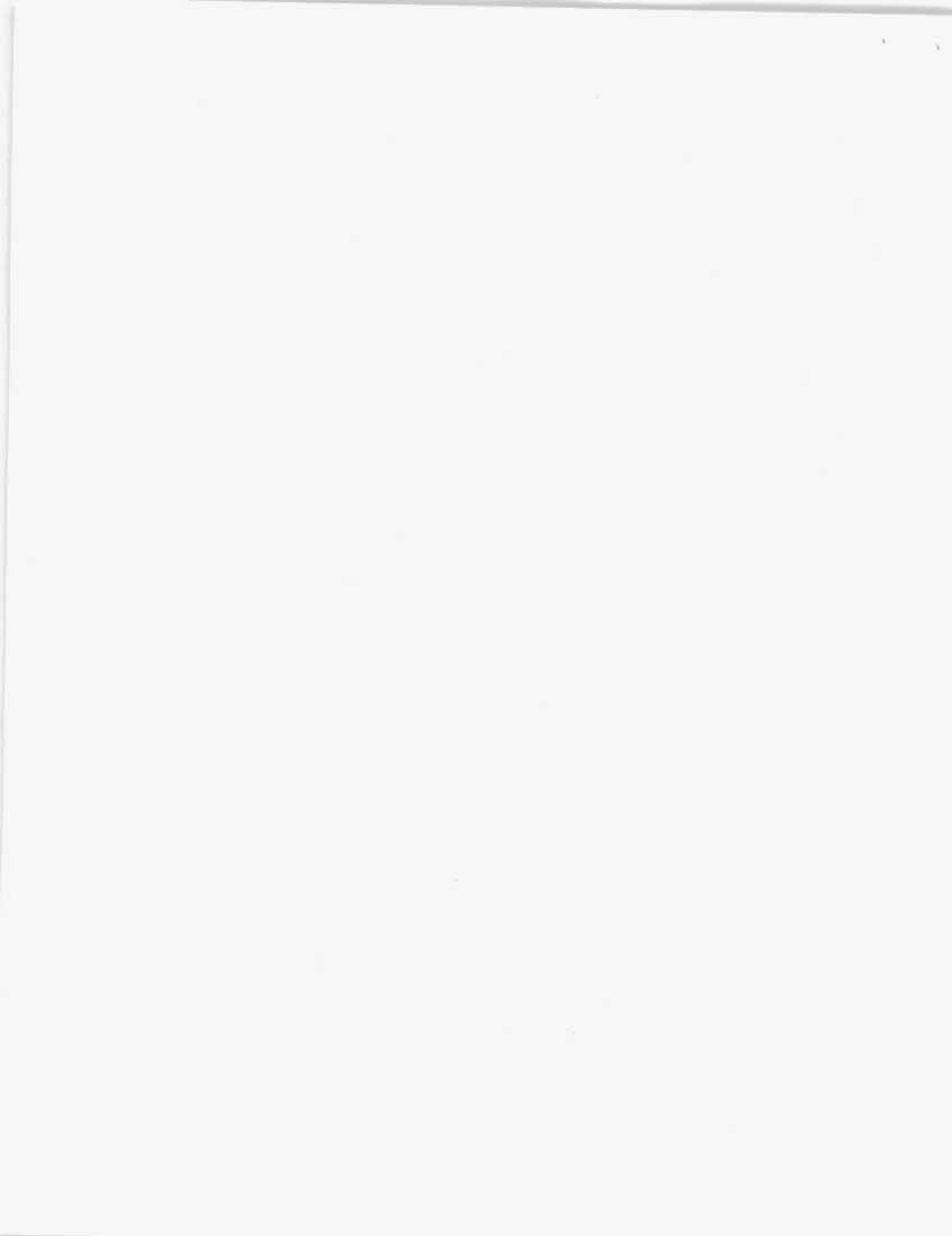
June 26, 2009

To the ASL-English Master of Arts class of 2009-2011:

We would like to welcome you to Education Studies at UCSD and congratulate you on being accepted to begin study for the Master of Arts in Teaching and Learning, Emphasis in ASL-English Bilingual Education. Over the next two years, you will be part of a program which grows out of a call for innovation in the field of deaf education and an effort to re-define how we approach teaching diverse populations of deaf children. You will find that this is an intense program and that we have high expectations of you. You will also find that we will provide you with a great deal of support and nurturing. The staff and faculty at EDS will work hard to make your time at UCSD go smoothly. We are excited about this experimental and innovative program and about you. We will be following your progress while in the program and for years after you begin teaching. Please feel free to talk to your faculty or staff advisors about any concerns, questions, or needs you may have. Good luck to you all!

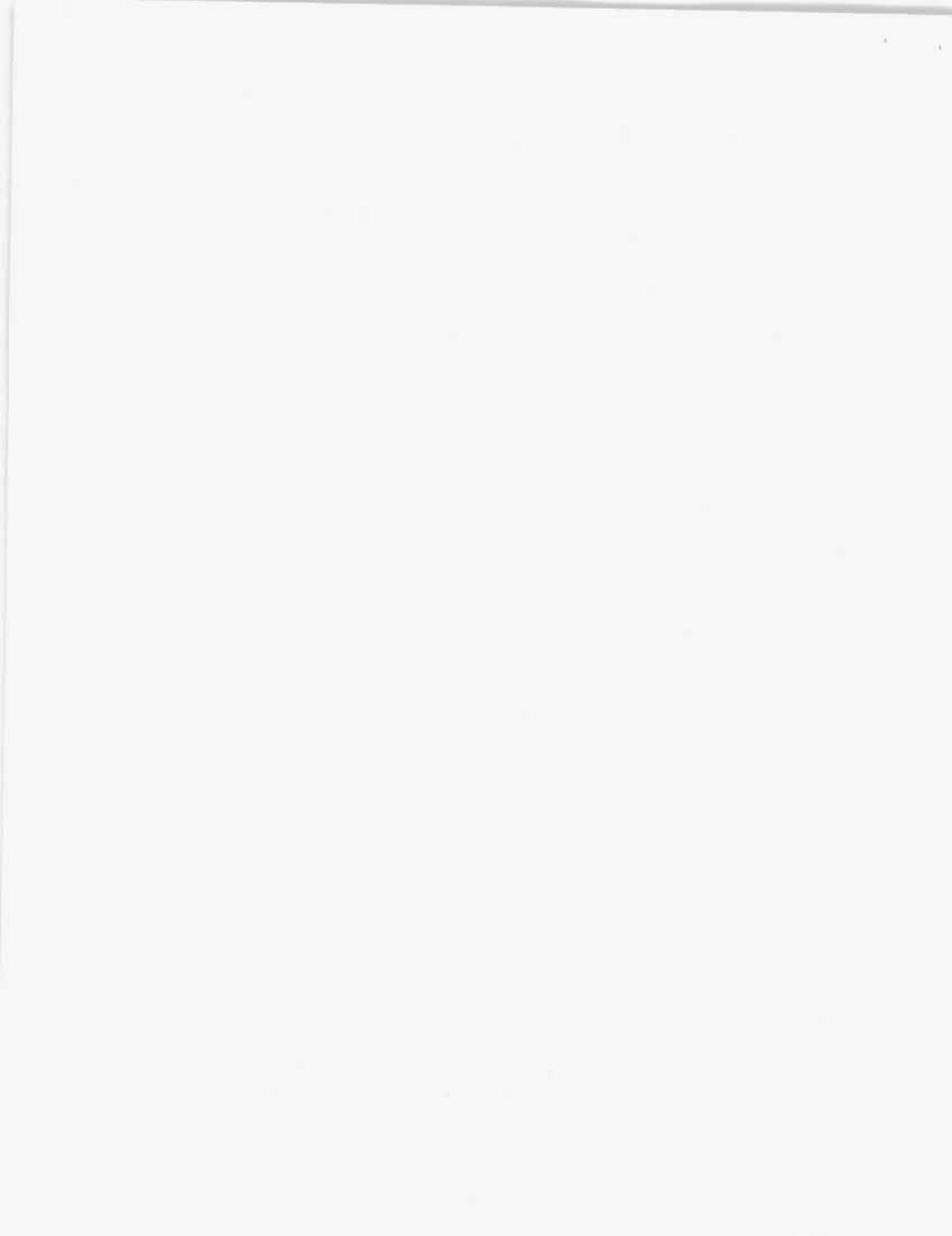
Tom Humphries, Ph.D.
Graduate Advisor

Bobbie M. Allen, Ph.D.
Graduate Advisor



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MA/ASL COURSE OF STUDY 2009-2011

GRADUATE COURSES IN EDS:

DEPARTMENT	COURSE NUMBER	UNITS	QUARTER	YEAR	GRADE
Education Studies	115	4	Summer	2009	
Education Studies	117	4	Summer	2009	
SOC/Education Studies	125	4	Summer	2009	
Education Studies	128A B + 139 (x2)	4+2 (x2)	Summer	2009	
Education Studies	201	4	Early September-Fall	2009	
Education Studies	203	4	Early September-Fall	2009	
Education Studies	351	4	Fall	2009	
Education Studies	342A	4	Fall	2009	
Education Studies	361A	6	Fall	2009	
Education Studies	190	4	Fall	2009	
Education Studies	250	4	Fall	2009	
Education Studies	342B	2	Winter	2010	
Education Studies	361B	6	Winter	2010	
Education Studies	369A	9	Winter	2010	
Education Studies	342C	2	Spring	2010	
Education Studies	361C	4	Spring	2010	
Education Studies	369B	9	Spring	2010	
Education Studies	382	4	Spring	2010	
Communication/HIP	124	4	Fall	2010	
Education Studies	240A	4	Fall	2010	
Education Studies	240B	4	Winter	2011	
Education Studies	290	6	Winter	2011	
Education Studies	349	9	Spring	2011	
Education Studies	240C	4	Spring	2011	
Education Studies	295	4	Summer	2011	

NOTE: EDS 233A- RECOMMENDED (not required)

NOTE: Enroll for EDS 500 to receive credit if you are a TA

40 units are required to graduate. (a minimum of 24 (200 level) graduate units).

NO NEED TO TAKE ADDITIONAL COURSES/ELECTIVES.

TOTAL PROPOSED UNITS: _____

TOTAL REQUIRED UNITS: _____

Approved by Student: _____

Date: _____

EDS Grading Options

When enrolling in classes on TritonLink, you are given the option of a letter grade or a satisfactory/unsatisfactory (S/U) option. The EDS graduate program **ONLY** allows the following **courses** to be taken for a **S/U grading option**:

EDS 139
EDS 369A, and EDS 369B
EDS 379A, EDS 379B, and EDS 379C
EDS 190
EDS 290
EDS 295
EDS 500

The rest of your coursework **MUST BE DONE** for a **LETTER GRADE option ONLY**.

Important Tip: Please make sure to enroll for the correct **courses**, **grading option**, and **correct number of units**, for each one of the classes that are included in your **Course of Study**. It is your responsibility to make sure that you will receive the proper credit for your M.A./Credential coursework. Failure to do so may result in a shortage of units and/or problems that will prevent you from obtaining your degree/credential in a timely manner.

VERY IMPORTANT: If you need to drop a course at any given quarter, YOU MUST first see Tom and Bobbie.

VERY IMPORTANT: You must then SEE **JEFF JAMES** at EDS since a shortage of units might have implications with your grant/financial aid. You are required to be in full time status at all times, and Jeff needs to advise you on any repercussions that might exist due to any shortage of units.

Education Studies Courses for the MA-ASL Program

EDS 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.

EDS 117 Language, Culture and Education (4)

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.

COM/HIP 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 20 years begun to speak as a cultural group. Issues of language, communication, self-representation, and social structure are examined.

EDS 125 History, Politics & Theory of Bilingual Education (4)

This course provides a historical overview and models of bilingual education in the United States. Students will examine socio cultural, theoretical and policy issues associated with native language and second language instruction, and legal requirements for public bilingual programs.

EDS 126 Social Organizations of Education (4)

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.

EDS 128A-B. Introduction to Teaching and Learning (Elementary) (4-4)

+EDS 139 (2+2) should be included.

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. EDS 128A focuses on the learner in the teaching-learning interaction and EDS 128B focuses on the teacher in the teaching-learning interaction. EDS 139 MUST be taken as a co-requisite.

EDS 342A. ASL-English Bilingual Education Practices (4)

Students will examine the history, current theory, philosophy, legislation, and trends in deaf and hard of hearing education. Methods of first and second language development, communication, and literacy skills for deaf and hard of hearing children will be introduced.

EDS 342B. 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.

EDS 342C. 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.

EDS 349. Deaf Education Specialist Student Teaching Practicum (9)

Credential candidates student teach in participating public schools and residential schools under the supervision of cooperating teachers and university faculty. This practicum provides practical experience implementing diversified responsibilities in classrooms designed for deaf and hard of hearing children.

EDS 351. 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.

EDS 361A. Innovative Instructional Practices (6)

This is the first of a three-course sequence providing pedagogical methods for teaching. Diverse subject areas are integrated into a single inter curricular course of study by emphasizing activity/inquiry techniques of instruction.

EDS 361B. 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.

EDS 361C. Innovative Instructional Practices (4)

Last course in 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.

EDS 369A-B. Multiple Subject (Elementary) Student Teaching Practicum (9-9)

The elementary credential candidate performs student teaching in participating schools for 7-8 weeks full-time for each course (15 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. Must have successfully completed 169A for 169B.

EDS 382. Inclusive Education Practices (4)

This course satisfies the Commission on Teacher Credentialing requirement for Special Education. Topics include: preparation in appropriate 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.

EDS 190. Research Practicum (4-6)

Supervised research studies with individual topics selected according to student's special interests. Students will develop a research proposal, gather and analyze data.

EDS 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.

EDS 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.

EDS 233A. Topics in Education Research & Design (2)

Current topics and issues in education and educational research methodology including action research, participant observation, ethnography and survey research.

EDS 240A-B-C. Research in ASL-English Bilingual Education (4-4-4)

A three course sequence in which participants conduct an overview of research literature followed by the design and implementation of a study related to bilingual, multicultural education for deaf children.

EDS 250. Equitable Educational Research and Practice (4)

This course introduces students to research studies and educational practices of educational equality, 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.

EDS 290. Research Practicum (2-12)

Supervised research studies with individual topics selected according to students' special interests.

EDS 295. M.A. Thesis (4)

The student will work on the M.A. thesis under the direction of the students' thesis committee chair.

PLEASE NOTE that the following courses **MUST** be taken in order for you to receive the Masters of Arts in Teaching and Learning – Bilingual Education (ASL-English):

EDS 201 (4)

EDS 203 (4)

EDS 240 ABC (4,4,4)

EDS 290 (2)

EDS 295 (4)

Electives (14): Already included in all your Summer Intensive course work. There is NO need to take more classes than the ones required in your handbook.

Office for Students with Disabilities (OSD)
202 University Center
Voice/TDD: 858-534-4382
Fax: 858-534-4650

You must register with OSD so that interpreters may be provided for extracurricular programs or events, other than Education Studies courses.

Office for Students with Disabilities (OSD) Registration Process:

- 1) Students must complete an OSD Authorization to Release Information (consent) form to enable OSD to communicate/collaborate directly with the student's medical professional. The form can be e-mailed to the student at their phone or written request, or may be obtained in person at OSD, 202 University Center.
- 2) Students must also meet with OSD to complete the service intake process.
- 3) For further OSD policy/procedures/service information, please refer to the OSD website:

<http://osd.ucsd.edu/>



ASL Interpreting Requests

SUMMER QUARTER 2009

Classroom interpreters have been scheduled for EDS 115, 117, 125, 128A/139, and 128B/139. It is the students' final responsibility to notify EDS of any changes or cancellations to the class schedule and to notify EDS of outside class activities that will require interpreting services using this form for **each** change, adjustment, or additional request for ASL interpreting.

We do require a minimum of **3 working days** to schedule and at least **2 working days** to cancel ASL interpreters whenever possible. Given less than 3 days notice EDS cannot guarantee interpretive services, however, we will make every effort to accommodate late requests.

Interpreting Service Request and Cancellation

Requestor: _____

EDS course # _____
Is this a request or
cancellation? _____

Day and time of service: Day/date: Begin: End:

Off campus location, address and: Bldg./room:
room (if any) _____

Off campus service telephone # Phone: Contact person:
and contact person (if applicable): _____

Name(s) of Deaf student(s) and others present

Please return this form to Melissa Wolf in the EDS office.

Thank you.

Requestor signature and date:

EDS FAX: 858-534-2462
E-MAIL: mawolf@ucsd.edu

THE UNIVERSITY OF CHICAGO
 LIBRARY
 540 EAST 57TH STREET
 CHICAGO, ILL. 60637
 TEL: 773-936-3300
 FAX: 773-936-3300

Miscellaneous Important Information - ASL

Early Fall 2009 Courses

EDS 201 and EDS 203 are considered Fall courses although they are offered in advance of Fall qtr. during a special session. These classes begin and end before the official start of Fall quarter. The first class meeting is on 8/31 at 1:00 pm. Please take this into account when planning your schedule. These courses will not be offered any other time and are required for the M.A./Credential. Please check the Fall Schedule of classes on TritonLink.

Fall 2009 Credential Year Orientation

Before the start of your Credential Year (Fall-09), you will also be required to attend the Credential Year Orientation, which will be held on Monday, August 31, 2009 from 9:00 am - 12:00 noon in the EDS Teaching Lab.

Pending Admission Requirements

All pending admission requirements must be completed by the first day of Summer classes, June 29, 2009. This includes the CSET, CBEST, TB Test, US Constitution Requirement, and the GRE.

In order for you to begin the Credential Year (Fall-09), and participate in Student Teaching, you must receive a passing score on all CSET subtests (101, 102, 103) by September 1, 2009 since this is a requirement for Student Teaching.

RICA is another credential requirement for Multiple Subject candidates and must be completed by the end of your first year. A preparation session is offered by an elementary faculty. Please take the RICA exam soon after the preparation session and do not wait until the second year of the program.

GPA

You must maintain a UCSD GPA of 3.00 to be considered in good standing.

Our web site is <http://eds.ucsd.edu>

CSO (Community Service Officer) (858) 534- WALK.

Use it without hesitation in order for you to be escorted at night. This service is free.

Staying in Touch

Your graduate student mailbox will be available in the EDS Graduate Commons, Room 380 after your orientation. All university mail from EDS and other UCSD departments will be sent here, and not to your home address. CHECK YOUR EDS MAILBOX (purple color) AND YOUR EMAIL ON A REGULAR BASIS. We rely on these two methods to get important information to you.

Please inform EDS of any address, E-mail, or phone number change since our records must be current at all times. Please update your records officially on TritonLink as well.

Credentials

At the end of the Credential program, in June 2011, you will apply for two Credentials with Ed Ashton at EDS:

* California Preliminary Multiple Subject B-CLAD Teaching Credential. You must satisfy the CPR requirement (if you haven't already done so).

* California Deaf and Hard of Hearing Education Specialist Credential (Level 1).

Master of Arts

Your MA degree course work will be complete at the end of August 2011 and the conferral date will be September 1, 2011.

Your Master of Arts degree will be in: Teaching and Learning – Bilingual Education (ASL-English).

CBEST

TAPE VERIFICATION

HERE

The testing service

DOES NOT

provide us with this

card!

STATE OF CALIFORNIA

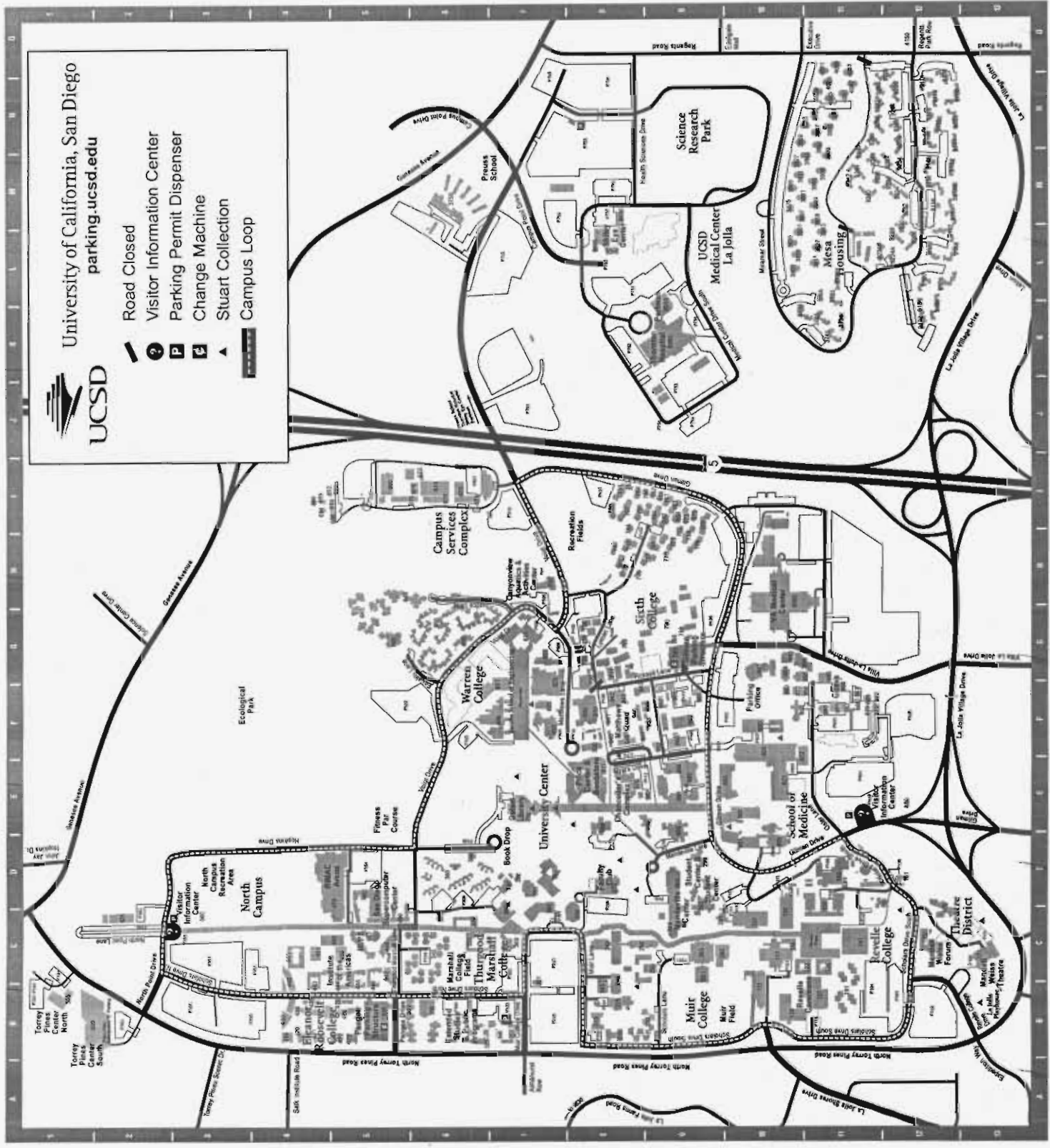
COMMISSION ON TEACHER CREDENTIALING

CL-679



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- Visitor Information Center
- Parking Permit Dispenser
- Change Machine
- Stuart Collection
- Campus Loop



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June 26, 2009

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GRADUATE COURSES IN EDS:

DEPARTMENT	COURSE NUMBER	UNITS	QUARTER	YEAR	GRADE
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Education Studies	361A	6	Fall	2009	
Education Studies	190	4	Fall	2009	
Education Studies	250	4	Fall	2009	
Education Studies	342B	2	Winter	2010	
Education Studies	361B	6	Winter	2010	
Education Studies	369A	9	Winter	2010	
Education Studies	342C	2	Spring	2010	
Education Studies	361C	4	Spring	2010	
Education Studies	369B	9	Spring	2010	
Education Studies	382	4	Spring	2010	
Communication/HIP	124	4	Fall	2010	
Education Studies	240A	4	Fall	2010	
Education Studies	240B	4	Winter	2011	
Education Studies	290	6	Winter	2011	
Education Studies	349	9	Spring	2011	
Education Studies	240C	4	Spring	2011	
Education Studies	295	4	Summer	2011	

NOTE: EDS 233A- RECOMMENDED (not required)

NOTE: Enroll for EDS 500 to receive credit if you are a TA

40 units are required to graduate. (a minimum of 24 (200 level) graduate units).

NO NEED TO TAKE ADDITIONAL COURSES/ELECTIVES.

TOTAL PROPOSED UNITS: _____

TOTAL REQUIRED UNITS: _____

Approved by Student: _____

Date: _____

EDS Grading Options

When enrolling in classes on TritonLink, you are given the option of a letter grade or a satisfactory/unsatisfactory (S/U) option. The EDS graduate program **ONLY** allows the following **courses** to be taken for a **S/U grading option**:

EDS 139
EDS 369A, and EDS 369B
EDS 379A, EDS 379B, and EDS 379C
EDS 190
EDS 290
EDS 295
EDS 500

The rest of your coursework **MUST BE DONE** for a **LETTER GRADE option ONLY**.

Important Tip: Please make sure to enroll for the correct **courses, grading option, and correct number of units**, for each one of the classes that are included in your **Course of Study**. It is your responsibility to make sure that you will receive the proper credit for your M.A./Credential coursework. Failure to do so may result in a shortage of units and/or problems that will prevent you from obtaining your degree/credential in a timely manner.

VERY IMPORTANT: If you need to drop a course at any given quarter, YOU MUST first see Tom and Bobbie.

VERY IMPORTANT: You must then SEE **JEFF JAMES** at EDS since a shortage of units might have implications with your grant/financial aid. You are required to be in full time status at all times, and Jeff needs to advise you on any repercussions that might exist due to any shortage of units.

Education Studies Courses for the MA-ASL Program

EDS 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.

EDS 117 Language, Culture and Education (4)

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.

COM/HIP 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 20 years begun to speak as a cultural group. Issues of language, communication, self-representation, and social structure are examined.

EDS 125 History, Politics & Theory of Bilingual Education (4)

This course provides a historical overview and models of bilingual education in the United States. Students will examine socio cultural, theoretical and policy issues associated with native language and second language instruction, and legal requirements for public bilingual programs.

EDS 126 Social Organizations of Education (4)

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.

EDS 128A-B. Introduction to Teaching and Learning (Elementary) (4-4)

+EDS 139 (2+2) should be included.

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. EDS 128A focuses on the learner in the teaching-learning interaction and EDS 128B focuses on the teacher in the teaching-learning interaction. EDS 139 MUST be taken as a co-requisite.

EDS 342A. ASL-English Bilingual Education Practices (4)

Students will examine the history, current theory, philosophy, legislation, and trends in deaf and hard of hearing education. Methods of first and second language development, communication, and literacy skills for deaf and hard of hearing children will be introduced.

EDS 342B. 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.

EDS 342C. 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.

EDS 349. Deaf Education Specialist Student Teaching Practicum (9)

Credential candidates student teach in participating public schools and residential schools under the supervision of cooperating teachers and university faculty. This practicum provides practical experience implementing diversified responsibilities in classrooms designed for deaf and hard of hearing children.

EDS 351. 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.

EDS 361A. Innovative Instructional Practices (6)

This is the first of a three-course sequence providing pedagogical methods for teaching. Diverse subject areas are integrated into a single inter curricular course of study by emphasizing activity/inquiry techniques of instruction.

EDS 361B. 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.

EDS 361C. Innovative Instructional Practices (4)

Last course in 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.

EDS 369A-B. Multiple Subject (Elementary) Student Teaching Practicum (9-9)

The elementary credential candidate performs student teaching in participating schools for 7-8 weeks full-time for each course (15 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. Must have successfully completed 169A for 169B.

EDS 382. Inclusive Education Practices (4)

This course satisfies the Commission on Teacher Credentialing requirement for Special Education. Topics include: preparation in appropriate 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.

EDS 190. Research Practicum (4-6)

Supervised research studies with individual topics selected according to student's special interests. Students will develop a research proposal, gather and analyze data.

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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.

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Supervised research studies with individual topics selected according to students' special interests.

EDS 295. M.A. Thesis (4)

The student will work on the M.A. thesis under the direction of the students' thesis committee chair.

PLEASE NOTE that the following courses **MUST** be taken in order for you to receive the Masters of Arts in Teaching and Learning – Bilingual Education (ASL-English):

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EDS 240 ABC (4,4,4)

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EDS 295 (4)

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SUMMER QUARTER 2009

Classroom interpreters have been scheduled for EDS 115, 117, 125, 128A/139, and 128B/139. It is the students' final responsibility to notify EDS of any changes or cancellations to the class schedule and to notify EDS of outside class activities that will require interpreting services using this form for **each** change, adjustment, or additional request for ASL interpreting.

We do require a minimum of **3 working days** to schedule and at least **2 working days** to cancel ASL interpreters whenever possible. Given less than 3 days notice EDS cannot guarantee interpretive services, however, we will make every effort to accommodate late requests.

Interpreting Service Request and Cancellation

Requestor: _____

EDS course # _____

Is this a request or _____

cancellation? _____

Day and time of service: Day/date: _____ Begin: _____ End: _____

Off campus location, address and: _____ Bldg./room: _____
room (if any) _____

Off campus service telephone # _____ Phone: _____ Contact person: _____
and contact person (if applicable):

Name(s) of Deaf student(s) and others present _____

Please return this form to Melissa Wolf in the EDS office.

Thank you.

Requestor signature and date:

EDS FAX: 858-534-2462

E-MAIL: mawolf@ucsd.edu

Miscellaneous Important Information - ASL

Early Fall 2009 Courses

EDS 201 and EDS 203 are considered Fall courses although they are offered in advance of Fall qtr. during a special session. These classes begin and end before the official start of Fall quarter. The first class meeting is on 8/31 at 1:00 pm. Please take this into account when planning your schedule. These courses will not be offered any other time and are required for the M.A./Credential. Please check the Fall Schedule of classes on TritonLink.

Fall 2009 Credential Year Orientation

Before the start of your Credential Year (Fall-09), you will also be required to attend the Credential Year Orientation, which will be held on Monday, August 31, 2009 from 9:00 am - 12:00 noon in the EDS Teaching Lab.

Pending Admission Requirements

All pending admission requirements must be completed by the first day of Summer classes, June 29, 2009. This includes the CSET, CBEST, TB Test, US Constitution Requirement, and the GRE.

In order for you to begin the Credential Year (Fall-09), and participate in Student Teaching, you must receive a passing score on all CSET subtests (101, 102, 103) by September 1, 2009 since this is a requirement for Student Teaching.

RICA is another credential requirement for Multiple Subject candidates and must be completed by the end of your first year. A preparation session is offered by an elementary faculty. Please take the RICA exam soon after the preparation session and do not wait until the second year of the program.

GPA

You must maintain a UCSD GPA of 3.00 to be considered in good standing. Our web site is <http://eds.ucsd.edu>

CS0 (Community Service Officer) (858) 534- WALK.

Use it without hesitation in order for you to be escorted at night. This service is free.

Staying in Touch

Your graduate student mailbox will be available in the EDS Graduate Commons, Room 380 after your orientation. All university mail from EDS and other UCSD departments will be sent here, and not to your home address. CHECK YOUR EDS MAILBOX (purple color) AND YOUR EMAIL ON A REGULAR BASIS. We rely on these two methods to get important information to you.

Please inform EDS of any address, E-mail, or phone number change since our records must be current at all times. Please update your records officially on TritonLink as well.

Credentials

At the end of the Credential program, in June 2011, you will apply for two Credentials with Ed Ashton at EDS:

- * California Preliminary Multiple Subject B-CLAD Teaching Credential. You must satisfy the CPR requirement (if you haven't already done so).
- * California Deaf and Hard of Hearing Education Specialist Credential (Level 1).

Master of Arts

Your MA degree course work will be complete at the end of August 2011 and the conferral date will be September 1, 2011.

Your Master of Arts degree will be in: Teaching and Learning – Bilingual Education (ASL-English).

C B E S T

TAPE VERIFICATION

HERE:

The testing service

DOES NOT

provide us with this

card!

STATE OF CALIFORNIA

COMMISSION ON TEACHER CREDENTIALING

CL-679

