



NOTE:

This document is specific to the
2002-2004 printed catalog.



education — bilingual/ multicultural

MASTER OF ARTS TEACHING CREDENTIAL BILINGUAL/CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD) CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD)

PROGRAM DESCRIPTION

The Bilingual/Multicultural Education Department prepares teachers and educational leaders to work with students to develop a democratic and pluralistic society. The department faculty explore theoretical issues of bilingualism, multiculturalism, and educational equity, and offer courses and experiences to assist students and professionals to work successfully in classrooms, schools and educational agencies in our diverse state. The department curriculum develops professionals' analytical and planning skills in order to prepare them to operate effectively in the development, implementation and analysis of educational policies and programs.

The department offers preservice teacher preparation programs leading to a BCLAD or CLAD emphasis for the multiple subject and single subject preliminary teaching credentials through the Multicultural/Multilingual Teacher Preparation Center.

FACULTY

Harold Murai, *Department Chair*

Adele Arellano, Peter Baird, Susan Baker, Duane Campbell, Hugo Chacón, José Cintrón, Forrest Davis, Rebecca Garcia-Gonzalez, Susan Heredia, Marjorie Lee, John McFadden, Maria Mejorado, Nadeen Ruiz, Ka Va, Pia Lindquist Wong Genoveva Mendoza, *Administrative Support Coordinator*
Department Office, Eureka Hall 435D
(916) 278-5942; FAX (916) 278-5993

PROGRAMS OFFERED

All programs offered through the Bilingual/Multicultural Education Department (BMED), including the basic teaching credential (MS, SS, CLAD, BCLAD) and Masters (MA) Programs are under revision in response to system-wide assessment, accreditation requirements and requirements issued by the California Commission on Teacher Credentialing. Thus all applicants for the programs listed below will be required to follow new program requirements including admission, program and course requirements. Applicants are advised to visit, call, or write to the department office, Eureka Hall 435D, (916) 278-5942 for information regarding new requirements.

The Department of Bilingual/Multicultural Education in the College of Education offers the following programs:

Master of Arts In Education:

- Bilingual/Cross-cultural Language Development
- Multicultural Education

Credentials:

- Multiple Subject Credential with a BCLAD (Bilingual/Cross-cultural Language and Academic Development) emphasis
- Multiple Subject Credential with CLAD (Cross-cultural Language and Academic Development) emphasis
- Single Subject Credential with a BCLAD or CLAD emphasis

CLAD by Coursework: After taking approved courses, previously credentialed teachers may receive a CLAD (Cross-cultural Language and Academic Development) Certificate through coursework. This series of courses pre-approved by the California Commission on Teacher Credentialing (CTC) leads to a CLAD Certificate bestowed directly by the CTC.

REFERENCE

To obtain a CSUS application booklet, contact:
CSUS Admissions Office
6000 J Street, Sacramento, CA 95819-6048
(916) 278-6111

BASIC TEACHING CREDENTIAL PROGRAMS

The Bilingual/Multicultural Education Department offers a **Multiple Subject Credential with a (Bilingual) Cross-cultural Language and Academic Development (BCLAD or CLAD) Emphasis**.

The Multiple Subject Teaching Credential authorizes the holder to provide instruction in any self-contained classroom. The Multiple Subject Credential is commonly held by K-8 teachers.

The BCLAD and CLAD Emphases are Multiple Subject Credential options that prepare students to work with English learners. The Bilingual/Cross-cultural Language and Academic Development Emphasis Credential (BCLAD) authorizes the recipient to teach English learners in bilingual instructional settings in the language of emphasis. The Cross-cultural Language and Academic Development Emphasis Credential (CLAD) authorizes the recipient to teach English learners in English language development settings. For either option, additional coursework, a language requirement and appropriate fieldwork experiences are required. These requirements are beyond those required for a multiple subject teaching credential without the BCLAD or CLAD emphasis.

Students with fluency in Spanish, Hmong and other target languages in California may earn a Bilingual/Cross-cultural Language and Academic Development (BCLAD) Emphasis credential. Students with knowledge and training in the teaching of second language learners may earn a CLAD Emphasis credential.

The teaching major (subject matter program*) for this credential emphasis is typically Liberal Studies with a multicultural concentration. Students who have majored in a field other than Liberal Studies may satisfy the subject matter competency requirement for the Multiple Subject Credential by (1) passing the Praxis Exam, titled Multiple Subject Assessment for Teachers (MSAT), or (2) meeting the equivalency to the subject matter program in Liberal Studies as determined by a Liberal Studies Advisor.

BCLAD or CLAD authorization may only be earned by candidates who have formally completed the program in the BCLAD or CLAD preparation centers. Students interested in either option should start the process of admission by obtaining additional information and advisement from the Teacher Preparation Program office, Eureka Hall 216 or the Bilingual/Multicultural Education Department office, Eureka Hall 435D.

*Teaching majors are termed “subject matter programs.” More information is available in this catalog under “Liberal Studies” and “Child Development Major B.” Persons interested in the Bilingual Credential should see an advisor in the Bilingual/Multicultural Education Department, Eureka Hall 435D, phone (916) 278-5942.

For the **Single Subject Credential with a BCLAD or CLAD Emphasis**, see the department office, Eureka Hall 435D, phone 278-5942, for a handout giving details of the coursework for this program.

Most teachers with single subject credentials authorization teach in middle, junior and senior high schools. For more information on the Single Subject program, please see Education - Teacher Education in this catalog.

Credential Requirements

Students who seek to fulfill the requirements of the Multiple Subject Credential within a standard four-year college program must plan their academic schedules very carefully. Completion of the Preliminary Teaching Credential requires that the student:

- hold a baccalaureate degree in a field other than professional education from an approved collegiate institution;
- complete an approved program of teacher preparation, including student teaching;
- complete an approved teaching major (subject matter) program or pass an approved subject-matter examination in the Praxis series;
- complete an approved course in the teaching of reading or pass the “Introduction to the Teaching of Reading” examination of the Praxis;
- pass a college-level course or examination on the U.S. Constitution;
- pass the California Basic Educational Skills Test (CBEST); and
- pass the Reading Instruction Competency Assessment (RICA).

Field experience, including student teaching, is an integral part of the program leading to teaching credentials. Students complete student teaching at several grade levels. All student teachers have experience working with children or youth from a broad range of cultural, ethnic and economic backgrounds.

Admission Procedures and Admissions Criteria

Students may apply for program admission as early as the first semester of their junior year. **Applications are available approximately six weeks prior to the application deadline. Because of space limitations, not all qualified applicants may gain admission to a program.**

In screening for admission, the Teacher Preparation Program office uses the following procedures and selection criteria:

Application Deadline: The Teacher Preparation Program office (Eureka Hall 216) and the Bilingual/Multicultural Education Department office (Eureka Hall 435D) should receive applications for Fall semester by the first Monday in March and for Spring semester by the first Monday in October of the semester preceding program matriculation. The deadline may be extended under special circumstances.

Subject Matter Competency:

- Applicants for the Multiple Subject Program may complete subject matter competence in one of two ways: (1) complete coursework for an approved Multiple Subject matter program at a California college or (2) pass the MSAT Exam. **Please be advised that, because of the large number of applicants to the Multiple Subject**

Program, acceptance preference is given to applicants who have already completed a subject matter program or passed the MSAT.

A booklet describing the MSAT exam is available in the Teacher Preparation Program office (Eureka Hall 216) and the Department office. Test results are valid for five years.

- Units remaining in subject matter competence: Students entering the teacher preparation program under an approved subject matter program may have, for the three-semester program, a maximum of 12 semester units of non-elective coursework remaining; for the two-semester program, students may have 3 units (or one course) of non-elective coursework remaining. Students accepted to the program must complete all subject matter courses *before* the beginning of the final semester of the program.

Acceptance preferences for two-semester programs are given to applicants who have no remaining units in the subject matter program.

California Basic Educational Skills Test (CBEST). Applicants must take the CBEST prior to beginning the Basic Credential Program.

Grade Point Averages (GPA). Applicants shall have earned at the college level a 2.67 GPA. If the candidate has attempted at least 30 semester units at CSUS, the GPA shall be based on the cumulative work attempted at CSUS. If the candidate has not taken 30 semester units at CSUS, the GPA shall be based on cumulative work attempted at all colleges or universities attended. The university is permitted a small percentage of exceptions to this regulation.

Writing Proficiency. Prior to admission to the Basic Credential Program, applicants must meet the writing proficiency requirement in one of the following ways:

- Pass the CSUS Writing Proficiency Examination (WPE) with a score of 8 or higher.
- Pass a writing proficiency exam at another collegiate institution and provide the Teacher Preparation Program office with verification of a passing score.
- Earn a grade of “B” or higher in ENGL 120A, Advanced English Composition, at CSUS or similar course from another institution as verifiable by a college transcript and a course catalog description.
- If scoring 6 on the WPE, enter Phase I and enroll concurrently in ENGL 109, maintaining that enrollment until the WPE is passed.
- Pass the writing portion of the CBEST writing exam.

Note: For credential program acceptance, writing scores should be available to the Teacher Preparation Program office by approximately mid-April for Fall semester applicants or by mid-November for Spring semester applicants. CSUS writing proficiency results are sent directly to the Teacher Preparation Program office within four weeks of test date. CBEST results are available within six weeks of test date.

Written Application. Applicants submit a written application that includes a list of experiences that relate to teaching, a list of other experiences that indicate the breadth of the applicant’s background, and a written

statement in which the applicant indicates professional goals. These three components will be evaluated by faculty reviewing the application.

Interview. All applicants are interviewed. This interview provides an initial screening of the candidate’s spoken English and target language skills where applicable. It is also designed to assess the candidate’s promise as a prospective teacher.

Letters of Reference. Applicants submit two letters of reference from persons who have observed the applicant’s performance in a work setting and one from an instructor who can attest to academic competence.

BCLAD and CLAD EMPHASIS

Program Requirements

Both BCLAD and CLAD candidates must take the Multiple Subject Credential Courses listed below. In addition, BCLAD and CLAD candidates must take the “required courses” listed under their individual emphasis.

Courses in parenthesis are prerequisites.

Multiple Subject Credential Program

Two-semester and three-semester programs are available. Contact the Teacher Preparation Program office for sequence of courses, time commitment, and other information.

Note: In addition to the courses listed below, EDBM 104, Multicultural Education for a Pluralistic Society (Multiple Subject), is required by the California Commission on Teacher Credentialing. Students are urged to take this course during the first semester of enrollment.

A. Required Courses (30 units)*

- | | | |
|-----|-----------|---|
| (3) | EDBM 107 | Educational Foundations: Learning and Schooling in Bilingual/Multicultural Classrooms (Admission to the Multiple Subject Credential Program. Corequisite: EDTE 401) |
| (2) | EDBM 304 | Curriculum and Instruction in Bilingual/Multicultural Elementary School Mathematics |
| (2) | EDBM 305 | Curriculum and Instruction in Bilingual/Multicultural Elementary School Social Studies |
| (2) | EDBM 306 | Curriculum and Instruction in Bilingual/Multicultural Elementary School Science |
| (3) | EDBM 309A | Language and Literacy Instruction in Bilingual/Multicultural Classrooms, A (Admission to Multiple Subject Credential Program) |
| (2) | EDBM 309B | Language and Literacy Instruction in Bilingual/Multicultural Classrooms, B (Admission to Multiple Subject Credential Program and completion of EDTE 309A) |
| (5) | EDBM 421A | Student Teaching, Phase II (Successful completion of Phase I requirements) |
| (9) | EDBM 421B | Student Teaching, Phase III (Successful completion of Phase I and Phase II requirements) |
| (2) | EDTE 401 | Observation and Participation in Schools (Corequisite: EDTE 107) |

Multiple Subject Credential with a Bilingual/Cross-cultural Language and Academic Development Emphasis (BCLAD)

A. Required Courses (12-18 units)

- (3) EDBM 170 Introduction to Bilingual Education **OR**
EDBM 270 Methods and Materials in Bilingual Education (for other languages BCLAD)
- (3) EDBM 171 Bilingualism in the Classroom **OR**
ENGL 110A Linguistics and English Language
- (3) EDBM 272A Curriculum and Methods for Developing Language and Literacy in the Bilingual Child - Spanish (EDBM 170 and a reading course in teacher preparation program or equivalent) **OR**
EDBM 272B Curriculum and Methods for Developing Language and Literacy in the Bilingual Child (EDBM 170, reading course in teacher preparation program or equivalent)
- (3) ANTH 101 Cultural Diversity **OR**
EDBM 278 Theoretical Perspectives on Crosscultural Education **OR** equivalent

B. Other Requirements (0-6 units)

For Spanish and Hmong BCLAD Emphasis:

- 6) Six college-level units in the culture of emphasis **AND** Passage of culture of emphasis examination **AND** Language of emphasis examination.

For BCLAD Emphasis in Cantonese, Mandarin, Khmer, Korean and Filipino:

- Passage of the CTC BCLAD examination Test 5 (Culture of Emphasis) **AND**
- Passage of the CTC BCLAD examination Test 6 (Language of Emphasis) or other CTC approved assessments.

Multiple Subject Credential with a Cross-cultural Language and Academic Development Emphasis (CLAD)

A. Required Courses (12 units)

- (3) EDBM 170 Introduction to Bilingual Education
- (3) EDBM 171 Bilingualism in the Classroom **OR**
ENGL 110A Linguistics and English Language
- (3) EDBM 272A Curriculum and Methods for Developing Language and Literacy in the Bilingual Child - Spanish (EDBM 170 and a reading course in teacher preparation program or equivalent) **OR**
EDBM 272B Curriculum and Methods for Developing Language and Literacy in the Bilingual Child (EDBM 170 and a reading course in teacher preparation program or equivalent)
- (3) ANTH 101 Cultural Diversity **OR**
EDBM 278 Theoretical Perspectives on Crosscultural Education **OR** equivalent

B. Other Requirements (0-6 units)

- Second Language experience through 6 units college level coursework **or** equivalent.

Single Subject Credential with Bilingual/Cross-cultural Language and Academic Development (BCLAD) Emphasis

A. Required Courses (34 units)

- (3) EDTE 100 Observation - Participation in Schools
- (3) EDBM 105 Multicultural Education for a Pluralistic Society - Single Subject
- (3) EDTE 106 Educational Psychology (Admission to the Teacher Credentialing Program)

- (3) EDTE 380 Secondary School Teaching
- (2) EDTE 382 Seminar: Single Subject Student Teaching, Phase III
- (3) EDTE 384 Teaching Reading in Secondary School
- (4) EDTE 480A Student Teaching - Single Subject Credential (Admission to Teacher Preparation Program)
- (10) EDBM 481 Student Teaching: Single Subject, Phase III - BCLAD (Admission to student teaching and EDBM 170, EDBM 279)
- (3) Single Subject Teaching Methods course

B. Required BCLAD Courses (12-18 units)

- (3) EDBM 170 Introduction to Bilingual Education **OR**
EDBM 270 Methods and Materials in Bilingual Education [For BCLAD in languages other than Spanish]
- (3) EDBM 171 Bilingualism in the Classroom **OR**
ENGL 110A Linguistics and English Language
- (3) EDBM 279 Methods in Teaching a Second Language (EDBM 170) **OR**
EDBM 272B Curriculum and Methods for Developing Language and Literacy in the Bilingual Child [For BCLAD in languages other than Spanish] (EDBM 170 and a reading course in teacher preparation program or equivalent)
- (3) ANTH 101 Cultural Diversity **OR**
EDBM 278 Theoretical Perspectives on Cross-cultural Education **OR** equivalent

For Spanish and Hmong BCLAD Emphasis:

- (6) Six college-level units in the culture of emphasis **AND** Passage of culture of emphasis examination **AND** Language of emphasis examination.

For BCLAD Emphasis in Cantonese, Mandarin, Khmer, Korean and Filipino:

- Passage of the CTC BCLAD examination Test 5 (Culture of Emphasis) **AND**
- Passage of the CTC BCLAD Examination Test 6 (Language of Emphasis), or other CTC approved assessment.

Preliminary versus Professional Clear Credentials: Upon satisfactory completion of the following requirements, the candidate is eligible for the Preliminary Credential, which is valid for five years, and is NOT renewable: (1) the Baccalaureate degree, (2) subject matter competency, (3) the teacher preparation program (the credential program), (4) a college course or examination pertaining to the U.S. Constitution, and (5) passage of the CBEST.

Within that five-year period, the candidate must meet the following requirements for the **Professional Clear Credential**: 30 approved semester units beyond the Bachelor's degree to include the following courses or equivalent:

- EDS 100A Education of Exceptional Children/Youth (for Multiple Subject candidates) (Corequisite: EDS 100B)
- EDTE 230 Introduction to Computers in the Multiple Subject Classroom **OR**
- EDTE 231 Introduction to Computers in the Single Subject Classroom
- EDTE 329B Computers: Enhancing Language and Literacy with Computers (Summers only)
- HLSC 136 School Health Education (CPR training; may be taken concurrently)

The **Professional Clear** credential is valid for five years and must be renewed at the end of each five-year interval. The candidate will need to complete "Professional

Growth” requirements to renew the credential. A manual describing these requirements will be distributed with the Professional Clear Credential.

Note: Information sheets on added and supplementary authorizations can be picked up at the Credentials Office, Eureka Hall 209.

Requirements for Continuing in the Basic Credential Program

Continued enrollment in the Basic Credential Program is contingent upon the students maintaining the standards required for program admission. The student will maintain a GPA of 3.0 in professional education courses taken after program admission. Incomplete grades and grades of “D” and “F” in professional education courses must be made up prior to enrollment in courses in the next phase unless a specific exception has been approved by a Credential Appeals Committee.

Candidates who have to delay progress in the Basic Credential Program should file a “Program Delay Petition” in the Department office. A student returning after a delay will be accommodated on a space available basis. Any student on academic probation is subject to automatic disqualification as a Basic Credential candidate.

Appeal Process: A student has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation. Appeals petitions and assistance are available in the Teacher Preparation Program office.

Fifth-Year Program: A fifth year program for those who already hold a preliminary credential is available at CSUS. Please contact the Credentials Office for more information, Eureka Hall 209, (916) 278-4567.

MASTER OF ARTS IN EDUCATION PROGRAMS

The Department of Bilingual/Multicultural Education offers an MA in Education focusing on Bilingual/Cross-cultural Language Development, and an MA which focuses on Multicultural Education.

The Bilingual/Cross-cultural Language Development and Multicultural MA is designed so that the courses are compatible with various versions of the CLAD or BCLAD Credential/Certificate.

The “Multicultural Education” MA is our most flexible MA. Anyone with a Bachelor’s degree who is interested in the field of Multicultural Education is welcome to apply for admission to this MA.

Several courses offered as a part of “CLAD By Coursework” can be applied either to our “Multicultural Education” MA or to our “Bilingual/Cross-cultural Language Development” MA.

We are presently modifying current program offerings. Consult department office for specifics, including course sequencing and prerequisites.

Admission Requirements

All graduate programs in the Department of Bilingual/Multicultural Education require:

- a baccalaureate degree;
- a minimum 2.5 overall GPA;
- a University Graduate Studies Application completed and submitted to the Graduate Center [Riverfront Center 206, phone: (916) 278-6470]
- Departmental Application filled out and delivered to the department (you may pick up a copy in the Department office, Eureka Hall 435D); and
- successful completion of oral interview. You are notified for this interview after you submit the departmental application. The interviews take place in late Fall and Spring.

Admission Procedures

Applications are accepted as long as room for new students exists. However, students are required to apply by June 1 for the following Fall or December 1 for the following Spring in order to allow time for admission before Computer Access Student Phone Entry Registration (CASPER). All prospective graduate students, including CSUS graduates and CLAD through coursework candidates, must file the following with the CSUS Graduate Center, River Front Center 206.

- an application for graduate admission using the “Graduate Post-baccalaureate Admission” form, also known as the “University Graduate Application;” and
- two sets of official transcripts from all colleges and universities attended, other than CSUS.

Approximately six weeks after receipt of all items listed above, a decision regarding admission will be mailed to the applicant.

Notes:

- A Guide to Graduate Studies: Policies, Procedures and Format, is available for purchase in the Hornet Bookstore and is highly recommended.
- The CLAD through coursework is an exception and does not require the departmental application or an interview unless the student is pursuing an MA degree at the same time.

Advancement to Candidacy Procedures for all Bilingual/Multicultural Education Department MAs

Each student must file an application for Advancement to Candidacy indicating a proposed program of study for the MA. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in Admission Requirements;
- completed at least 6, but not more than 12, units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA; and
- successfully met the University Writing Proficiency requirement.

Advancement to candidacy forms are available in the Graduate Center or the department office. The student will complete the form after planning a degree program in consultation with a program faculty advisor (as assigned by the department Graduate Coordinator). The form must be submitted to the Bilingual/Multicultural Education department office for approval.

Project/Thesis Registration

1. Check in the department office for the policies regarding Report in Progress (“RP”) grades and continuous enrollment. The culminating experience for the MA may be a thesis, project or comprehensive examination.
2. A 3-unit course is required when doing the thesis/project. The topic must be selected with advisor approval. Enrollment in the culminating experience may occur only after Advancement to Candidacy.
3. For the Comprehensive Examination, you may need to complete an additional three units selected in consultation with an advisor to replace the three units of thesis/project. The Comprehensive Examination may be taken a total of three times, but never more than once in any one semester. The first and/or second try may result in additional coursework required.
4. Approved Master’s Thesis/Project Format: American Psychological Association (APA) - Latest Edition. Project and thesis courses require the student to file and have an approved Project Petition at least one full semester in advance of registration. The reservation form for Fall semester is due by March and the reservation form for Spring is due by October. The petition requires the advisor and Department Chair approval.

MA • Bilingual/Cross-cultural Language Development

This program is designed for teachers who have a BCLAD or CLAD emphasis (or equivalent) and want to focus their MA on excellence in teaching and learning in K-12 classrooms. Teachers who are from other countries and who have classroom experience are also eligible to take this MA program.

Courses in parenthesis are prerequisites.

A. Required Core Courses (6 units)

- (3) EDBM 250 Education Research
- (3) EDBM 251 Education for a Democratic, Pluralistic Society

B. Other Course Requirements (18 units)

- (3) EDBM 270 Methods and Materials in Bilingual Education
- (3) EDBM 273 Research Seminar on Bilingualism and Language Varieties in Education
- (3) EDBM 275 The Assessment of Bilingual Learners
- (3) EDBM 277 Curriculum for Multicultural Schools (ED 252 or instructor permission)
- (3) EDBM 278 Theoretical Perspectives on Crosscultural Education
- (3) EDBM 471 Advanced Fieldwork in Bilingual/ Crosscultural Education

C. Recommended Electives (3-6 units)

- (3) EDBM 170 Introduction to Bilingual Education **OR**
- EDBM 272A Curriculum and Methods for Developing Language and Literacy in the Bilingual Child-Spanish (EDBM 170 and a reading course in teacher preparation program or equivalent) **OR**

- EDBM 272B Curriculum and Methods for Developing Language and Literacy in the Bilingual Child (EDBM 170 and a reading course in teacher preparation program or equivalent) **OR**
- EDBM 279 Methods in Teaching a Second Language (EDBM 170)

D. Culminating Experience (0-3 units)

- (3) EDBM 565 MA Thesis (EDBM 250) **OR**
- EDBM 566 MA Project (EDBM 250) **OR** Comprehensive MA Examination (written and oral)*

* EDBM 276 (Advanced Seminar in Bilingual/Cross-cultural Education) may be helpful in preparing for the comprehensive MA examination.

MA • Multicultural Education Option

A teaching credential is not required for this MA, which focuses on Multicultural Education. The MA student, in conjunction with an advisor, can choose a program of electives from one of the academic disciplines closely related to education, (e.g. linguistics, psychology, ethnic studies, curriculum and instruction) or choose a multi-disciplinary approach to the study of a Multicultural Education issue. This is our most flexible MA.

A. Required Core Courses (6 units)

- (3) EDBM 250 Education Research
- (3) EDBM 251 Education for a Democratic, Pluralistic Society

B. Other Course Requirements (9 units)

- (3) EDBM 170 Introduction to Bilingual Education
- (3) EDBM 277 Curriculum for Multicultural Schools (ED 252 or instructor permission)
- (3) EDBM 278 Theoretical Perspectives on Cross-cultural Education

C. Language Acquisition Requirement (3 units)

- (3) EDBM 273 Research Seminar in Bilingualism and Language Varieties in Education **OR**
- EDBM 279 Methods in Teaching a Second Language (EDBM 170)

D. Other Elective Courses (9-12 units) in consultation with MA advisor

E. Culminating Experience (0-3 units)

- (3) EDBM 565 MA Thesis (EDBM 250 and permission of the Department Chair one semester prior to registration) **OR**
- EDBM 566 MA Project (EDBM 250 and permission of the Department Chair one semester prior to registration) **OR** Comprehensive MA Examination (written and oral)*

* EDBM 276 (Advanced Seminar in Bilingual/Cross-cultural Education) may be helpful in preparing for the comprehensive MA examination.

CLAD BY COURSEWORK

CLAD (Cross-cultural Language and Academic Development) by Coursework

The CLAD certificate through coursework is especially designed for teachers who have received or are receiving their teaching credentials without the CLAD authorization. The CLAD certificate is added to a basic teaching credential by the Commission on Teacher Credentialing upon notification by the College of Education that the student has necessary coursework. The coursework prepares students for an authorization to work with students in English language development settings. The following series of courses has been pre-approved by the CTC. If you satisfy this coursework, you do not need to take any state examination and you will receive your CLAD certificate directly from the CTC. The paperwork however, is done here in the office of the CSUS Credential Analyst.

A. Required Courses (15 units)

- (3) ENGL 110A Linguistics and the English Language **OR**
EDBM 171 Bilingualism in the Classroom
- (3) EDBM 170 Introduction to Bilingual Education
- (3) EDBM 278 Theoretical Perspectives on Crosscultural Education
- (3) EDBM 279 Methods in Teaching a Second Language (EDBM 170)
- (3) EDBM 472 Practicum in Multilingual/Multicultural Educational Settings

B. Other Requirements (6 units)

Second Language Learning experience through 6 units college-level coursework or equivalent.

Note: This is the only course of study in our department in which you do not need an interview nor do you submit a departmental application. Graduate studies will admit you to our department based on your transcripts. You are encouraged to complete a coursework enrollment form in the department office (Eureka Hall 435D) and to obtain further information and advising.

If you decide to pursue an MA in Bilingual/Cross-cultural Language Development or Multicultural Education, you will be able to get MA credit for most or all of the above courses. You need to submit the departmental application as soon as possible. You will be interviewed for acceptance to the MA program.

UPPER DIVISION COURSES

Upper division standing is required for enrollment in any 100-series courses.

EDBM 104. Multicultural Education for a Pluralistic Society - Multiple Subject. An examination of the nature of the sociopolitical relationship between California's public schools and its major cultural groups with emphasis in K-6 education. Cultural dimensions, including language, history, SES, gender, education and achievement will be considered. 3 units.

EDBM 105. Multicultural Education for a Pluralistic Society - Single Subject. An examination of the nature of the sociopolitical relationship between California's public schools and its major cultural groups with emphasis on secondary education. Cultural dimensions, including language, history, SES, gender, education and achievement will be considered. 3 units.

EDBM 107. Educational Foundations: Learning and Schooling in Bilingual/Multicultural Classrooms. Development of competencies that will foster culturally appropriate, positive, and effective pedagogical approaches, humane classroom management techniques, and an educational philosophy that speaks to a constructivist and advocacy orientation. **Prerequisite:** Admission to Teacher Preparation Program. **Corequisite:** EDBM 104. Graded Credit/No Credit. 3 units.

EDBM 170. Introduction to Bilingual Education. Important aspects of the introductory study of bilingual education, including its history in the U.S., and the effects of court rulings and socio-political climate; state and federal legislation; theory, basic research, evaluation and program effectiveness; and current practices in schools and classrooms. Other factors considered are age of acquisition, context for learning first and second languages, proficiency and competence in two languages, and use and function of language. 3 units.

EDBM 171. Bilingualism in the Classroom. Provides an overview of the language factors that impact first and second language acquisitions in the K-12 classrooms and will provide opportunities through which they will build a palette of strategies that can be utilized to enhance language development within the realms of listening, speaking, reading, writing, and thinking. A combination of theory and practice will provide the base, as students read, discuss, listen to lectures, view videos, conduct in class and field-based tasks, and synthesize their thoughts in writing. 3 units.

EDBM 194. Cooperative Education Experience. Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive employment in school districts, state and community agencies, companies, and other appropriate settings. Requires attendance at weekly meetings, preparation of application packet, completion of field study assignment and a written final report. **Note:** Units may not be used to meet coursework requirements. **Prerequisite:** Approval of Department Chair. Graded Credit/No Credit. 3 units.

EDBM 196. Experimental Offerings in Education. Offered in various fields of education in response to students needs. 2-3 units.

EDBM 199. Special Problems. Individual projects designed especially for students capable of independent study. Admission by written approval of the instructor with whom the student will be working and Department Chair. Graded Credit/No Credit. 1-3 units.

GRADUATE COURSES

Graduate standing is required for 200-series course enrollment.

EDBM 250. Education Research. Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduate programs. **Prerequisite:** Graduate standing. 3 units.

EDBM 251. Education for a Democratic, Pluralistic Society. Advanced study of social and psychological issues which need to be considered in education relating to the client, the educator, the community and society. Addresses implications of theories of learning, assessment, individual differences and social/political influences **Prerequisite:** Graduate standing. 3 units.

EDBM 270. Methods & Materials in Bilingual Education. A survey of existing models, methods and materials for instruction in a bilingual setting. Techniques and approaches for first and second language development with focus on current language acquisition theories will be examined. Language assessment procedures and bilingual lesson deliver approaches will be presented and demonstrated. The motivational and learning styles of the target language and cultural groups will be integrated in the course objectives. Students will have the opportunity to develop lesson plans and critique existing materials in the target language and English. 3 units.

EDBM 272A. Curriculum and Methods for Developing Language and Literacy in the Bilingual Child - Spanish. Designed for students who are interested in the development of language and literacy skills in a bilingual setting. Approaches and methods for both first and second language development in a variety of educational settings will be presented. Language specific techniques and strategies for literacy skills development will be examined. Literacy skills transfer between the first and second language will be explored. Available materials will be examined and evaluated. Students will be given the opportunity to develop, present and critique simulated lessons, in the target language and English. **Prerequisite:** EDBM 170 and a reading course in teacher preparation program or equivalent. 3 units.

EDBM 272B. Curriculum and Methods for Developing Language and Literacy in the Bilingual Child. Designed for students who are interested in the development of language and literacy skills in a bilingual setting. Approaches and methods for both first and second language development in a variety of educational settings will be presented. Language specific techniques and strategies for literacy skills development will be examined. Literacy skills transfer between the first and second language will be explored. Available materials will be examined and evaluated. Students will be given the opportunity to develop, present, and critique simulated lessons in the target language and English. **Prerequisite:** EDBM 170 and a reading course in teacher preparation program or equivalent. 3 units.

EDBM 273. Research Seminar on Bilingualism and Language Varieties in Education. Designed for graduate students who already have some preparation in the area of Bilingualism and language varieties as they relate to the schools. Uses a seminar format to explore the latest research in the areas of first and second language acquisition of bilinguals, acquisition of standard and nonstandard dialects, and related sociolinguistic issues. Special attention will be given to research about language varieties used in the U.S. (Black English, Chicano English, Chicano Spanish, Hawaiian English and so on.) 3 units.

EDBM 275. The Assessment of Bilingual Learners. Designed for graduate students who already have some preparation in the area of bilingualism and bilingual education. It covers the historical and contemporary issues surrounding the assessment of bilingual learners in the areas of academic achievement, intelligence, language proficiency, and diagnostic testing. Also surveys the various instruments and procedures currently available for such testing and their applicability to bilingual individuals. 3 units.

EDBM 276. Advanced Seminar in Bilingual/Crosscultural Education. A seminar for students in their final semester of study in the MA program in Education, Bilingual/Crosscultural option, who wish to study aspects of the field that encompass several specialty areas. May be repeated for credit. Graded Credit/No Credit. 3 units.

EDBM 277. Curriculum for Multicultural Schools. An advanced seminar on the analysis and the development of curriculum with a special emphasis on multicultural student

populations. Principles for the selection of and/or development of curriculum materials. Especially directed toward teachers and curriculum workers involved in bilingual and/or crosscultural educational experiences. **Prerequisite:** ED 252 or instructor permission. 3 units.

EDBM 278. Theoretical Perspectives on Crosscultural Education. Examination of the theory and practices of teaching students of diverse cultures. Sociological, anthropological examination of the present school system and its historical effects on diverse cultures. Includes a study of the psycho-educational conflicts experienced by children of diverse cultures. Special diagnostic procedures used in appraising learning styles and teaching techniques. Examination of present testing and assessment practices as applied to students of diverse cultures. 3 units.

EDBM 279. Methods in Teaching a Second Language. An examination of various methods of language instruction including the audio-lingual, naturalistic, and total immersion methods. Students will be given the opportunity to observe various methods of language instruction and participate in peer teaching. Language instruction will include the study of the characteristics of learners of different populations as well as methods of instruction. **Prerequisite:** EDBM 170. 3 units.

EDBM 294. Cooperative Education Experience. Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires preparation of application packet, completion of field study assignment and a written final report. **Note:** Units may not be used to meet coursework requirements. **Prerequisite:** Open only to upper division and graduate students; consent of Department Chair. Graded Credit/No Credit. 3 units.

EDBM 296. Experimental Offerings in Education. Offered in various fields of education in response to students needs. 2-3 units.

EDBM 299. Special Problems. Individual projects at graduate level especially for students capable of independent study. Admission by written approval of the instructor with whom the student will be working and Department Chair. Graded Credit/No Credit. 1-3 units.

300/400 SERIES COURSES

Enrollment in these courses is limited to approved candidates for teaching credentials and to those holding a valid California Teaching Credential.

EDBM 303. Positive Management in Multilingual Classrooms. Offers practical ideas for increasing academic learning time in multilingual classrooms. Routine procedures will be streamlined and task-analyzed. Effective positive systems and low-profile negative systems will be explained to optimize student behavior in multilingual settings. Graded Credit/No Credit. 2 units.

EDBM 304. Curriculum and Instruction in Bilingual/Multicultural Elementary School Mathematics. Foundations in developing those understandings, attitudes and competencies that will enable participants to become effective facilitators of mathematics growth for both mainstream populations and English Learners. Special emphasis is directed towards elementary mathematics curriculum and instruction in bilingual and multilingual settings. **Prerequisite:** Admission to the Multiple Subject B/CLAD & CLAD Credential program. 2 units.

EDBM 305. Curriculum and Instruction in Bilingual/Multicultural Elementary School Social Studies. Attitudes, knowledge and skills to assist teachers to develop positive citizenship skills in elementary school children in bilingual settings. Skills of stating objectives; organizing a course of study, selecting strategies; methods of teaching and assessment. Includes use of technology, computers, the internet by teachers and student to extend instruction. Lecture, discussion, role playing, and presentations. **Prerequisite:** Admission to Teacher Preparation Program. **Corequisite:** EDBM 104. 2 units.

EDBM 306. Curriculum and Instruction in Bilingual/Multicultural Elementary School Science. Effective science teaching in bilingual/multicultural classrooms with an emphasis on science inquiry, constructivism, and language development. An integration of hands-on teaching experience, demonstration techniques, discussion, and classroom activities. Development and implementation of science activities for Multiple Subjects student teachers. **Prerequisite:** Admission to Teacher Preparation Program. **Corequisite:** EDBM 104. 2 units.

EDBM 309A. Language and Literacy Instruction in Bilingual/Multicultural Classrooms, A. Foundations in developing those understandings, attitudes and competencies that will enable participants to become effective facilitators of language, reading, and writing growth for both mainstream populations and English Language Learners. Special emphasis is directed towards language and literacy instruction in bilingual and multilingual settings. **Prerequisite:** Admission to the Multiple Subject Credential Program w/BCLAD & CLAD Emphasis. 3 units.

EDBM 309B. Language and Literacy Instruction in Bilingual/Multicultural Classrooms, B. Practice in developing those understandings, attitudes and competencies that will enable participants to become effective facilitators of language, reading, and writing growth for both mainstream populations and English Language Learners. Special emphasis is directed towards language and literacy instruction in bilingual and multilingual settings. **Prerequisite:** Admission to the Multiple Subjects B/CLAD Credential program, and completion of EDBM 309B. 2 units.

EDBM 421A. Student Teaching, Phase II. One semester of teaching multiple subjects in a public school classroom with diverse learners, with bilingual students and/or second language students. First semester student teaching EDBM 421A is completed concurrently with integrated coursework. **Prerequisite:** Successful completion of Phase I requirements. Graded Credit/No Credit. 5 units.

EDBM 421B. Student Teaching, Phase III. One semester of teaching multiple subjects in a public school classroom with diverse learners. Teaching and supervision is bilingual and/or uses language acquisition strategies. Second semester student teaching (EDBM 421B) is completed concurrently with integrated coursework. **Prerequisite:** Successful completion of Phase I and Phase II requirements. Graded Credit/No Credit. 9 units.

EDBM 470. Community Fieldwork and Analysis. Fieldwork in the community for educators, parents and others interested in community-school relations. A conceptual framework to assist in understanding communities. Analysis of the issues which arise from the student's own field placement. Of special interest to educators who are involved in multicultural programs, community education, and political-social-institutional change. Community fieldwork is required. A student may sign up for one unit, which covers the class time for the analytical portion. The other one or two units are for the fieldwork portion of 3-6 hours per week. **Note:** Open only to graduate students. Graded Credit/No Credit. 1-3 units.

EDBM 471. Advanced Fieldwork in Bilingual/Crosscultural Education. A fieldwork experience for the application of teaching strategies presented in prior courses in second language acquisition. Advanced fieldwork in school and State agencies involved with bilingual, crosscultural education programs. Activities include curriculum development, in-service training, community involvement, and working with selected State agencies. **Note:** Enrollment restricted to department approval. Graded Credit/No Credit. 3-4 units.

EDBM 472. Practicum in Multilingual/Multicultural Educational Settings. A fieldwork experience for the application of teaching strategies presented in prior courses in second language acquisition. Students will work with individuals and groups of second language learners in classrooms for 4-6 hours per week. The seminar will assist the students to process their experiences. Graded Credit/No Credit. 3 units.

EDBM 481. Student Teaching Single Subject Phase III BCLAD. A second semester of student teaching in the subject area for which credential recommendation is sought. An intensive, realistic experience with continuous and varied responsibilities. Student teachers will work with students engaged in second language acquisition. Teaching experience required at two grade levels; one preparation will usually be in an English Language Acquisition class and a second preparation in a mainstream class. Students receiving BCLAD authorization instruct students in the target language for a portion of their student teaching. **Prerequisite:** Admission to student teaching and EDBM 170, EDBM 279. Graded Credit/No Credit. 10 units.

EDBM 565. MA Thesis. Credit given upon successful completion of a thesis approved for the master's degree. **Note:** Open only to the graduate student who has been advanced to candidacy for the master's degree. **Prerequisite:** ED 250 and permission of the Department Chair one semester prior to registration. Graded Credit/No Credit. 3 units.

EDBM 566. MA Project. Credit given upon successful completion of a project approved for the master's degree. **Note:** Open only to the graduate student who has been advanced to candidacy for the master's degree. **Prerequisite:** ED 250 and permission of the Department Chair one semester prior to registration. Graded Credit/No Credit. 3 units. **EDBM 104. Multicultural Education for a Pluralistic Society - Multiple Subject.** An examination of the nature of the sociopolitical relationship between California's public schools and its major cultural groups with emphasis in K-6 education. Cultural dimensions, including language, history, SES, gender, education and achievement will be considered. 3 units.