

Education - Bilingual/Multicultural

College of Education



Minor • Credentials • Certificate
Master of Arts

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Education - Bilingual/Multicultural

PROGRAM DESCRIPTION

The Bilingual/Multicultural Education Department (BMED) prepares K-12 teacher candidates and practitioners to work with students to develop a democratic and pluralistic society. The Department faculty explores theoretical and pedagogical issues of bilingualism, multiculturalism, and educational equity and social justice, offering courses and experiences to assist credential candidates and professionals to work successfully in classrooms, schools, and educational agencies within our diverse state. The Department curriculum develops students' pedagogical, analytical, and planning skills in order to prepare them to operate effectively in the development, implementation, and analysis of educational policies and programs affecting the academic lives of low income, and culturally and linguistically diverse K-12 students.

The Department offers pre-service teacher preparation programs, through the Multicultural/Multilingual Teacher Preparation Center (M/M Center), leading to a Preliminary Multiple Subject and Single Subject teaching credentials with a Bilingual/Cross-cultural Language and Academic Development emphasis (BCLAD) or English Language Authorization (ELA) Enhancement.

For practicing teachers, the Department offers a California Teachers of English Learners (CTEL) Certificate with a concentrated focus on working with English language learners in K-12 classrooms or other educational settings.

The Department also offers a Master of Arts in Education with two options: Teacher Leadership in Multicultural Education and Multicultural Educators in Nontraditional Settings.

Note: All programs offered through the Bilingual/Multicultural Education Department including Preliminary teaching credentials, certificates (MS, SS, ELA, and BCLAD) and Masters (MA) are under revision in response to system-wide assessment, accreditation standards, and requirements issued by the California Commission on Teacher Credentialing. Applicants are advised to contact the Department, Eureka Hall 401, (916) 278-5942, for information regarding current requirements.

Specializations

- **Minor:** Education
- **Credentials:**
 - Multiple Subject, Bilingual/Cross-cultural Language and Academic Development – (BCLAD) Emphasis
 - Single Subject, Bilingual/Cross-cultural Language and Academic Development – (BCLAD) Emphasis
 - Multiple Subject, English Language Authorization (ELA) Enhanced
 - Single Subject, English Language Authorization (ELA) Enhanced
- **Certificate:**
 - California Teachers of English Learners (CTEL)
- **MA in Education:**
 - Teacher Leadership in Multicultural Education
 - Multicultural Educators in Nontraditional Settings

Faculty

Adele Arellano, Peter Baird, Susan Baker, Maggie Beddow, Margarita Berta-Ávila, Duane Campbell, José Cintrón, Forrest Davis, Adriana Echandía, Susan Heredia, Albert Lozano, Claudia Lum, María Mejorado, Nadeen Ruiz, Ka Va, Lisa William-White, Pia Lindquist Wong

Contact Information

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Requirements • Minor

Units required: 12 units

The Education Minor offered by the Bilingual/Multicultural Education Department (BMED) consists of 12 units or more of upper division education courses that focus on diversity and education. Courses in the minor offer students the opportunity to explore the issues of race, culture, language, class, gender, and ability/disability, and their relationship to education. In addition to University-based courses, the minor can include a field-based course in an educational setting with high numbers of children and adolescents from diverse backgrounds. Students develop a coherent course of study in education and diversity with a Bilingual/Multicultural Education (BMED) Advisor and approval from the BMED Chair. This minor is especially recommended for students seeking the bilingual authorization for their teacher credential offered through the BMED Multicultural/Multilingual Teacher Preparation Center.

Programs • Credential

Program Information

The Bilingual/Multicultural Education Department (BMED) offers prospective teaching credential candidates a unique and powerful educational experience. The Multicultural/Multilingual Teacher Preparation Center's (M/M Center) small size (between 60-90 students annually) facilitates a more personalized support system and ready access to Department faculty. The curriculum is both an "integrated" model and an "enhanced" model with regards to the focus on English language learners and their special academic needs. To that end, credential candidates are placed in the field with cooperating/host teachers who share the department's philosophical and pedagogical mission, many of whom are former graduates of the program. The field experience, including student teaching, is an integral part of the credential pathways and students are assigned to multiple grade levels. All student teachers work in schools with children or youth representing a broad range of racial, cultural, ethnic, language, and social class backgrounds. The programs' sequenced and integrated design results in highly focused instruction interwoven with hands-on teaching experiences, sustained mentoring, and personalized advising. The M/M Center has a long historical commitment to a pedagogy that adheres to high intellectual, academic, and socio-cultural perspectives with an emphasis on both content pedagogy and the effective and humane teaching of low-income and culturally and linguistically diverse learners. The M/M Center welcomes candidates, whether bilingual or monolingual, who share the same commitment to excellence in teaching and educational equity. Prospective M/M teacher candidates may want to consider the Education Minor offered by the Bilingual/Multicultural Education Department.

The California Teachers of English Learners (CTEL) Certificate is designed for credentialed K-12 teachers. The CTEL course work also reflects the philosophical and pedagogical perspectives of the department and the underlying tenets of educational equity and social justice. Practitioners receive a CTEL Certificate by completing course work pre-approved by the California Commission on Teacher Credentialing (CCTC).

Multiple Subject Teaching Credential Pathways

The Multiple Subject Teaching Credential authorizes the holder to provide instruction in self-contained classrooms in grades K-8. Multiple subject candidates completing their credential through BMED's Multicultural/Multilingual Teacher Preparation Center receive a multiple subject credential with an ELA focus that authorizes the recipient to teach English learners in English language development settings. All BMED multiple subject credential courses are integrated with methods and approaches addressing the knowledge and skills necessary to teach English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). In addition to this integrated model, candidates enrolled in this pathway receive enhanced preparation in methods for teaching English language learners by taking an additional semester-long course integrated into the program. The Multiple Subject ELA-Enhanced credential pathway is open to all candidates interested in working with low income and culturally and linguistically diverse student populations and does not require proficiency in a second language. BMED Multiple Subject candidates must demonstrate subject matter knowledge by passing the California Subject Examinations for Teachers (CSET, subtests I, II and III).

The Multiple Subject Bilingual/Cross-cultural Language and Academic Development Emphasis Credential (BCLAD) authorizes the holder to provide instruction in primary language to English learners in K-8 bilingual instructional settings. Students with proficiency in Spanish, Hmong, and other target languages in California may earn a Multiple Subject Bilingual/Cross-cultural Language and Academic Development (BCLAD) Emphasis credential. Multiple Subject BCLAD candidates receive the same preparation to teach English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) as Multiple Subject candidates receiving the ELA-Enhanced credential. However, the BCLAD emphasis credential requires additional course work, passage of target language and ethno-history exams, and appropriate bilingual student teaching placements.

Students interested in BMED's Multicultural/Multilingual Teacher Preparation Center should start the process of admission by obtaining additional information and advisement from the Teacher Preparation and Credentials (TPAC) Office, Eureka Hall 216, on the TPAC webpage (www.edweb.csus.edu/tpac), or from the Bilingual/Multicultural Education Department, Eureka Hall 401.

Single Subject Teaching Credential Pathways

The Single Subject Teaching Credential authorizes the holder to provide instruction in departmentalized, subject matter classrooms in grades 7-12. Single Subject candidates completing their credential through BMED's Multicultural/Multilingual Teacher Preparation Center receive a Single Subject credential with an ELA focus that authorizes the recipient to teach English learners in English language development settings. All BMED Single Subject credential courses are integrated with methods and approaches addressing the knowledge and skills necessary to teach English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). In addition to this integrated model, candidates enrolled in this pathway receive enhanced preparation in methods for teaching English language learners by taking an

additional semester-long course integrated into the program. The Single Subject ELA Enhanced credential pathway is open to all candidates interested in working with low income and culturally and linguistically diverse student populations and does not require proficiency in a second language.

The Single Subject Bilingual Cross-cultural Language and Academic Development Emphasis Credential (BCLAD) authorizes the holder to provide instruction in primary language to English learners in content-specific bilingual instructional settings most commonly found in secondary schools, grades 7-12. Students with fluency in Spanish, Hmong, and other target languages in California may earn a Single Subject Bilingual/Cross-cultural Language and Academic Development (BCLAD) Emphasis credential. Single Subject BCLAD candidates receive the same preparation to teach English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) as Single Subject candidates receiving the ELA-Enhanced credential. However, the Single Subject BCLAD emphasis credential requires additional course work, passage of target language and ethno-history exams, and appropriate bilingual student teaching placements.

BMED Single Subject candidates must verify subject matter competency in one of the following content areas: art, English, foreign language, science, mathematics or social science. Subject matter competency requirements may be satisfied through completion of an approved waiver program in one of the above single subject areas or through CSET examination. Single Subject candidates must check with the designated Sacramento State subject matter department advisor for a review of completed course work and information regarding the appropriate means for satisfying subject matter competency requirements. Candidates who seek an added credential authorization to teach in another subject area can obtain information on added authorizations from the Credentials Office in Eureka Hall 209.

Students interested in BMED's Multicultural/Multilingual Teacher Preparation Center should start the admission process by contacting the Teacher Preparation and Credentials (TPAC) Office in Eureka Hall 216, or on the TPAC webpage (www.edweb.csus.edu/tpac), or the Bilingual/Multicultural Education Department, Eureka Hall 401.

General Teaching Credential Requirements • Multiple and Single Subject Preliminary

Students who seek to fulfill the requirements of the Multiple Subject Credential or the Single Subject Credential (with either the ELA Enhanced or BCLAD emphasis) 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 from a regionally accredited college or university;
- complete an approved program of teacher preparation, including student teaching;
- pass the California Basic Educational Skills Test (CBEST);
- pass a college-level course or examination on the U.S. Constitution; and
- complete all prerequisite course work for specific pathways in education.

Note: Students who seek to fulfill the requirements of the Multiple Subject Credential or the Single Subject Credential (with either the ELA Enhanced or BCLAD emphasis) within a standard four-year college program must plan their academic schedules very carefully.

For the Multiple Subject Credential the student is also required to:

- pass the Reading Instruction Competency Assessment (RICA) and an approved course in the teaching of reading; and
- pass the approved subject matter examination (CSET: California Subject Examination for Teachers, Multiple Subject, Subtests I, II and III).

For the Single Subject Credential the student is required to:

- complete an approved teaching major (subject matter) program or pass an approved subject-matter examination; and
- complete an approved course in the teaching of reading.

Admission Procedures and Criteria: Multiple Subject, ELA-Enhanced and/or BCLAD Emphasis, Preliminary Credential, and Single Subject, ELA-Enhanced and/or BCLAD Emphasis, Preliminary Credential

Students may apply for program admission as early as the first semester of their junior year but must seek additional, personalized advisement from a BMED faculty member or the College of Education Equity Coordinator. Applications are available approximately three months 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 and Credentials Office uses the following procedures and selection criteria:

Application Deadline: Applicants must complete two (2) applications. The Teacher Preparation Program application is available from the TPAC Office (Eureka 216) and online (www.edweb.csus.edu/tpac). The Graduate Studies Application is available online only at: www.csus.edu/gradstudies/Appinfo1.htm. The Teacher Preparation and Credentials Office receives 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 application deadline may be extended under special circumstances. Application deadlines are also subject to change; please consult both the TPAC Office and the Office of Graduate Studies for the most current application deadline dates.

Verification of Subject Matter Competence: Multiple Subject students verify subject matter competence by completing the California Subject Exam for Teachers (CSET) Subtests I, II, and III. Single Subject students verify subject matter competence either by exam (CSET subject assessment tests specific to the appropriate discipline/content area) or by completion of an approved subject matter preparation program. Subject matter competence must be demonstrated by all candidates prior to entering their final semester of the teacher preparation program.

Demonstration of California Basic Educational Skills Test (CBEST): Multiple Subject applicants have two options for demonstrating Basic Educational Skills. Passing the California Basic Educational Skills Test (CBEST) is one method for satisfying this requirement. The second option is to pass CSET Subtest IV (which is taken in conjunction with CSET Subtests I, II, III). Basic Educational Skills must be demonstrated prior to beginning the Preliminary Credential Program. Single Subject applicants have one option for demonstrating Basic Educational Skills: passing CBEST. Applicants who demonstrate Basic Educational Skills prior to admission will have this factor considered favorably in the admission screening process.

Note: For more information about the CBEST and/or CSET exams, please visit the testing agency website: www.ctcexams.nesinc.com. For additional information about the exams and assistance in preparing for them, please contact the College of Education Equity Coordinator, Adriana Echandía, in Eureka Hall 212.

Grade Point Average (GPA): Applicants shall have earned a 2.67 GPA at the college level. If the candidate has attempted at least 30 semester units at Sacramento State, the GPA shall be based on the cumulative work attempted at Sacramento State. If the candidate has not taken 30 semester units at Sacramento State, 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 Sacramento State Writing Proficiency Examination (WPE) with a score of eight or higher;
- pass a writing proficiency exam at another collegiate institution and provide the Teacher Preparation and Credentials Office with verification of a passing score;
- earn a grade of “B” or higher in ENGL 120A at Sacramento State or similar course from another institution as verifiable by a college transcript and a course catalog description;
- if scoring six on WPE, enter semester one and enroll concurrently in ENGL 109, maintaining that enrollment until the WPE is passed; or
- pass the writing portion of the CBEST writing exam.
- For Multiple Subject candidates ONLY, a passing score on CSET subtest IV, when taken in conjunction with CSET subtests I-III, can satisfy the writing proficiency requirement.

Note: For credential program acceptance, writing scores should be available to the Teacher Preparation and Credentials Office by no later than mid-April for fall semester applicants or no later than mid-November for spring semester applicants. Sacramento State writing proficiency results are available within 4 weeks of test date. CBEST results are available within six weeks of test date.

Written Application: As part of the Teacher Preparation Program 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. (**Note:** The application to the Office of Graduate Studies requires a much shorter statement of purpose.)

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.

Recommendations: Applicants submit two completed recommendation forms, one from a person who has observed the applicant’s performance in a work setting and one from an instructor who can attest to academic competence. The recommendation forms are part of the Teacher Preparation Program application packet, available from the TPAC Office in Eureka Hall 216 and online at www.edweb.csus.edu/tpac.

Requirements • Preliminary Credential - Multiple Subject, English Language Authorization (ELA) Enhanced - BCLAD Emphasis

Two-semester and three-semester pathways are available. Contact the Bilingual/Multicultural Education Department at (916) 278-5942 for specifics.

Courses in parentheses are prerequisites.

Prerequisite Courses (11 units)

- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/EDS 100B Education of Exceptional Children/Youth & Lab
- (2) HLSC 136 School Health Education (CPR training)
- (3) KINS 172 Movement Education

A. Required Courses (42 units)

- (3) EDBM 117* Foundational Issues for a Multicultural, Pluralistic Society, A
- (3) EDBM 118* Foundational Issues for a Multicultural, Pluralistic Society, B (EDBM 117 or EDTE 117A Corequisite: EDBM 402B)
- (3) Select one of the following:
 - EDBM 272A Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE) (EDBM 170) **OR**
 - EDBM 272B Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE), Asian Languages (EDBM 170) **OR**
 - EDBM 272C Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE), Spanish (EDBM 170)
- (1) EDBM 320* Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Visual and Performing
- (3) EDBM 330* Fundamentals of Bilingual/Multicultural Teaching (Corequisite: EDBM 402A)
- (2) EDBM 331 Advanced Fundamentals for the Bilingual/Multicultural Teaching Classroom (EDBM 330; Corequisite: EDBM 402B)
- (3) EDBM 334* Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Mathematics

- (3) EDBM 335* Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: History-Social Science
- (3) EDBM 336* Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Science
- (3) EDBM 339A* Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Language and Literacy, A
- (2) EDBM 339B Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Language and Literacy, B (EDBM 339A)
- (5) EDBM 402A* Student Teaching I (Corequisite: EDBM 330)
- (8) EDBM 402B* Student Teaching II (EDBM 402A, completion of subject matter competence. Corequisite: EDBM 331)

* Admission to and enrollment in BMED Multiple Subject Credential Program

B. Additional Required BCLAD Emphasis Courses (12-18 units)

- (3) ANTH 101 Cultural Diversity or equivalent
- (3) EDBM 170 Bilingualism Education: Introduction to Educating English Learners
- (3) EDBM 171 Bilingualism in the Classroom **OR** ENGL 110A Linguistics and the English Language
- (3) EDBM 272B Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE), Asian Languages (EDBM 170) **OR** EDBM 272C Methods for Teaching Second Language Learners, Multiple Subject (ELD & SDAIE), Spanish (EDBM 170)

Other BCLAD 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 Cantonese, Mandarin, Khmer, Korean and Filipino, BCLAD Emphasis:

Passage of the CCTC BCLAD Examination Test 5 (Culture of Emphasis) **AND** passage of the CCTC BCLAD Examination Test 6 (Language of Emphasis), or other CCTC approved assessments.
Documentation of 60 hours of approved work in the target language community.

Requirements • Preliminary Credential - Single Subject, English Language Authorization (ELA) Enhanced - BCLAD Emphasis

Two-semester and three-semester pathways are available. Contact the Bilingual/Multicultural Education Department at (916) 278-5942 for specifics.

Courses in parentheses are prerequisites.

Prerequisite Courses (8 units)

- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/ Education of Exceptional Children/Youth & Lab EDS 100B
- (2) HLSC 136 School Health Education (CPR training)

A. Required Courses (42 units)

- (3) EDBM 127* Social and Psychological Foundations for Multicultural Secondary Education, A
- (3) EDBM 128* Foundations for Multicultural Secondary Education, B (EDBM 127 Corequisite: EDBM 400B)
- (3) EDBM 279 Methods for Teaching Second Language Learners, Single Subject (ELD and SDAIE) (EDBM 170)
- (3) EDBM 340* Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms, A. (Corequisite: EDBM 400A)
- (2) EDBM 341* Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms, B. (EDBM 340, Corequisite: EDBM 400B)
- (2) EDBM 342* Fundamentals for the Secondary Multilingual/Multicultural Classroom
- (2) EDBM 343* Advanced Fundamentals for the Secondary Multilingual/Multicultural Classroom (EDBM 342)
- (2) EDBM 344A* Curriculum and Instruction in (Content-Specific Area) for the Multilingual/Multicultural Secondary Classroom, A (Corequisite: EDBM 400A)
- (2) EDBM 344B* Curriculum and Instruction in (Content-Specific Area) for the Multilingual/Multicultural Secondary Classroom, B (EDBM 344A; Corequisite: EDBM 400B)
- (2) EDBM 349* Teaching and Assessing Literacy Across the Content Areas
- (1) EDBM 350* Technology Use in Multilingual/Multicultural Classrooms
- (7) EDBM 400A* Student Teaching in Secondary Schools, I (Corequisite: EDBM 340, EDBM 342)
- (10) EDBM 400B* Student Teaching in Secondary Schools, II (Corequisite: EDBM 341, EDBM 343)

* Admission to BMED Single Subject Credential Program

B. Additional Required BCLAD Emphasis Courses (12 units)

- (3) ANTH 101 Cultural Diversity or equivalent
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDBM 171 Bilingualism in the Classroom **OR** ENGL 110A Linguistics and the English Language
- (3) EDBM 279 Methods for Teaching Second Language Learners, Single Subject (ELD & SDAIE) (EDBM 279)

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

Passage of the CCTC BCLAD Examination Test 5 (Culture of Emphasis) **AND** passage of the CCTC BCLAD Examination Test 6 (Language of Emphasis), or other CCTC approved assessment.
Documentation of 60 hours of approved work in the target language community.

Additional Information

Requirements for Continuing in the Preliminary Credential Program: Continued enrollment 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 completed prior to enrollment in courses in the next semester unless a specific exception has been approved by the Credential Appeals Committee.

Candidates who have to delay progress in the Preliminary Credential Program should file a “Program Delay Petition” in the BMED 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 and Credentials Office.

Requirements • Credential - Level I and Level II (SB 2042)

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.

The Level II Program is not available at Sacramento State for students who hold a Level I Multiple Subject or Single Subject Credential. Level II programs for those who already hold a Level I (2042) Multiple and Single Subject Credential are frequently offered through school districts and/or County Offices of Education.

Upon satisfactory completion of the following requirements, the candidate is eligible for the Level I 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 2042 credential program), (4) a college course or examination pertaining to the U.S. Constitution, and (5) passing the CBEST.

Note: Information sheets on added and supplementary authorizations can be obtained from the Teacher Preparation and Credentials Office, Eureka Hall 209.

Certificate Program

The California Teachers of English (CTEL) certificate through course work is especially designed for practitioners who have received K-12 teaching credentials without and English Learner authorization. BMED CTEL course work prepares candidates to work with K-12 students in English language development settings. Candidates satisfying program requirements do not need to take a state examination and will receive a CTEL certificate directly from the CCTC after recommendation by BMED and the College of Education’s Credential Analyst Office. Teachers who hold a valid K-12 teaching credential in the State of California are encouraged to apply to the CTEL certificate program.

The Department does not accept units earned through Open University and they will not be credited towards the CTEL Certificate.

Requirements • Certificate - California Teachers of English Learners (CTEL)

(This Certificate is under review by CCTC. Please consult Department for correct program description effective Fall 2008.)

Courses in parentheses are prerequisites.

A. Required Courses (15 units)

- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDBM 171 Bilingualism in the Classroom **OR** ENGL 110A Linguistics and the English Language
- (3) EDBM 210 Critical Race Theory and Critical Pedagogy: Concepts and Practice
- (3) EDBM 272A Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE) (EDBM 170) **OR** EDBM 279 Methods in Teaching a Second Language Learners, Single Subject (ELD and SDAIE). (EDBM 170)
- (3) EDBM 472 Practicum in Multilingual/Multicultural Educational Settings

GRADUATE PROGRAMS

The Bilingual/Multicultural Education Department offers two options for the Master of Arts in Education degree: the Teacher Leadership in Multicultural Education option and the Multicultural Educators in Nontraditional Settings option. The Department invites all prospective students with a commitment to working with culturally and linguistically diverse students to consider one of the two MA options after a careful review of admissions requirements and procedures. Students who are admitted to either option within the MA program proceed through the program in a cohort, with pre-programmed course offerings and experiences.

Note: The Multicultural Educators in Nontraditional Settings option is offered based exclusively on appropriate enrollment numbers.

Admission Requirements for both MA options

Admission as a classified graduate student in Bilingual/Multicultural Education graduate programs requires:

- a baccalaureate degree;
- a minimum 2.5 GPA in the last 60 units;
- successful completion of EDBM 170 or its equivalent (as determined by the Graduate Coordinator);
- proficiency in written English composition as demonstrated either by passing the Sacramento State Writing Proficiency Exam or equivalent, or enrolling in ENGL 109W until the WPE is passed;
- completion and successful review of Department application is due on April 1 for fall admission;
- successful interview with a faculty team. Interviews are scheduled within one month of the due date for submitting completed department applications; and
- applicants for the Teacher Leadership in Multicultural Education Option must have a valid teaching credential.

Concurrent enrollment in either option of the MA program and a teacher credential program is not permitted.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Students will be notified of any deficiencies through written communication.

The Department does not accept units earned through Open University and they will not be credited towards either option of the Master's degree.

Admission Procedures for both MA options

All BMED MA cohorts begin in fall semester. Deadlines for submitting all application materials are April 1. Prospective graduate students must file the following materials with the Sacramento State Office of Graduate Studies, River Front Center 206, (916) 278-6470.

- an online application for graduate admission; and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

At the same time, each applicant must complete the following procedures with the Bilingual/Multicultural Education Department by the same due dates noted above:

- complete and submit a Department application (available in the Department office) to the Bilingual/Multicultural Education Department Office; and
- participate in an oral interview (applicants schedule interview upon submitting their Department application). Interviews are scheduled within one month after the Department and Office of Graduate Studies applications are due.

Note: *A Guide to Graduate Studies: Policies, Procedures and Forms* and the latest edition of the *Publication Manual of the American Psychological Association* are available for purchase in the Hornet Bookstore and are highly recommended for all graduate students.

Advancement to Candidacy for both MA options

Each student must file an application for Advancement to Candidacy indicating a proposed program of study for the MA. The student must be advanced to candidacy prior to enrolling in EDBM 565. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA; and
- passed the Writing Proficiency Examination (WPE) or secured approval for the WPE waiver.

Advancement to Candidacy forms are available in the Office of Graduate Studies or the Department office. The student will complete the form after planning a degree program in consultation with the Department Graduate Coordinator. The form must be submitted to the Bilingual/Multicultural Graduate Coordinator and the Office of Graduate Studies for approval.

Thesis/Project Registration

Check with the Bilingual/Multicultural Graduate Coordinator for the policies regarding Report in Progress ("RP") grades and continuous enrollment. The culminating experience for the MA may be a thesis or project.

A 3-unit course is required when doing the thesis/project. Enrollment in the culminating experience may occur only after Advancement to Candidacy.

The Thesis/Project course requires the student to file and have an approved Thesis/Project Petition form and Advisor Reservation form on record with the BMED Graduate Coordinator at least one full semester in advance of registration. Both forms are due by April 1st for fall enrollment and by November 1st for spring enrollment. Failure to meet these deadlines will result in the inability to enroll in the Thesis/Project course for the desired semester.

The Thesis/Project Petition and reservation forms must be submitted to the Graduate Coordinator at least one month prior to the submission due date (i.e., March or October); the forms will then be forwarded to the Graduate Committee for review and recommendations.

Students may enroll in the Thesis/Project course a maximum of two semesters for credit. Students must submit the Reservation Form only to continue in the Thesis/Project course for the second semester. Failure to do so will result in inability to work with the Thesis/Project advisor for the desired semester.

Approved Master's Thesis/Project Format: *American Psychological Association* (APA) - Latest Edition.

Requirements • Master of Arts in Education - Teacher Leadership in Multicultural Education

The Master of Arts in Education with the Teacher Leadership in Multicultural Education option requires completion of 30-36 units of approved course work with a minimum 3.0 GPA. A minimum of 18 units of approved 200 series offerings must be earned, not including EDBM 299. A minimum of 24 units in 100, 200, and 500 series offerings must be earned in residence at Sacramento State. The Department does not accept units earned through Open University, and they will not be credited towards the MA. Students who completed EDBM 170 during undergraduate or teacher credential programs will be credited with fulfilling the program prerequisite. All work must be completed within a 7-year period. An outline of degree requirements for the Teacher Leadership in Multicultural Education MA option follows:

Courses in parentheses are prerequisites.

A. Prerequisite Course (3 units)

- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners

B. Required Core Courses (6 units)

- (3) EDBM 205 Education for a Democratic, Pluralistic Society
 (3) EDBM 250 Education Research (Graduate status)

C. Additional Course Requirements (21 units)

- (3) EDBM 210 Critical Race Theory and Critical Pedagogy: Concepts and Practice
 (3) EDBM 220A Curriculum for Multicultural Schools

- (3) EDBM 220B Afro-centric Curriculum and Instruction
- (3) EDBM 230 Assessment in Multicultural Schools
- (3) EDBM 235 Research Seminar on Bilingualism and Language Varieties in Education (Instructor permission)
- (3) EDBM 245A Advocacy, Change and Community
- (3) EDBM 265 Thesis/Project Writing (EDBM 250 or equivalent, advanced to candidacy)

D. Elective Courses (0-3 units)

- (3) EDBM 240 Advanced Seminar in Teaching Strategies for Multicultural Schools (EDBM 210 and EDBM 220A or equivalents or instructor permission)
- (3) EDBM 260 Social and Psychological Foundations of Race and Gender Among African Americans
- (3) EDBM 280 Action Research for Critical Educators
- (3) EDBM 285 Law and Education Policy
- (3) EDLP 218 Computers and Technology in Educational Leadership

E. Culminating Experience (3-6 units)

- (3-6) EDBM 565 MA Thesis/Project (EDBM 250, advanced to candidacy, and permission of the Graduate Coordinator one semester prior to registration)

- (3) EDBM 265 Thesis/Project Writing (EDBM 250 or equivalent, advanced to candidacy)

D. Elective Courses (6-9 units)

Students may choose from Department offerings listed below or from courses in other departments with approval from the Graduate Coordinator.

- (3) EDBM 260 Social and Psychological Foundations of Race and Gender Among African Americans
- (3) EDBM 280 Action Research for Critical Educators
- (3) EDBM 285 Law and Education Policy
- (3) EDLP 218 Computers and Technology in Educational Leadership

E. Culminating Experience (3-6 units)

- (3-6) EDBM 565 MA Thesis/Project (EDBM 250, advanced to candidacy, and permission of the Graduate Coordinator one semester prior to registration)

Requirements • Master of Arts in Education - Multicultural Educators in Nontraditional Settings

The Master of Arts in Education with a Multicultural Educators in Nontraditional Settings option requires completion of 30-36 units of approved course work with a minimum 3.0 GPA. A minimum of 18 units of 200 series offerings must be earned, not including EDBM 299. A minimum of 24 units in 100, 200, and 500 series offerings must be earned in residence at Sacramento State. Units earned through Open University will not be credited towards the MA. Students who completed EDBM 170 during undergraduate or teacher credential programs will be credited with fulfilling the program prerequisite. All work must be completed within a 7-year period. An outline of degree requirements for the Multicultural Educators in Nontraditional Settings MA option follows:

Courses in parentheses are prerequisites.

A. Prerequisite Course (6 units)

- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) ETHN 195 Fieldwork in Ethnic Studies

B. Required Core Courses (6 units)

- (3) EDBM 205 Education for a Democratic, Pluralistic Society
- (3) EDBM 250 Education Research (Graduate status)

C. Additional Course Requirements (15 units)

- (3) EDBM 210 Critical Race Theory and Critical Pedagogy: Concepts and Practice
- (3) EDBM 220B Afro-centric Curriculum and Instruction
- (3) EDBM 235 Research Seminar on Bilingualism and Language Varieties in Education (Instructor permission)
- (3) EDBM 245B Cultural Dialogue, Advocacy and the Development of Community Based Education Programs (EDBM 170 or ETHN 195)

Lower Division Course

EDBM 21. Freshman Seminar: Becoming an Educated Person. Introduction to the nature and possible meanings of higher education, and the functions and resources of the University. Designed to help students develop academic success strategies and to improve learning skills. Students interact with fellow students to build a community of academic and personal support, and one that views diversity as a resource. Students also receive an introduction to K-12 educational issues, with a special emphasis on urban schools and multilingual settings. **Units:** 3.0.

Upper Division Courses

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

EDBM 100. Observation/Participation: Single Subject Multilingual/Multicultural Classrooms. Observation and participation in the single subject area(s) for which credential recommendation is sought in bilingual classrooms or in classrooms where all or a proportion of students are English language learners. **Prerequisite:** Admission to Teacher Preparation Program. **Graded:** Credit / No Credit. **Units:** 2.0.

EDBM 104. Multicultural Education for a Pluralistic Society. Introductory study of the social and cultural conditions that influence education. Examination of the pervasive influence of culture, the importance of understanding one's own cultural background and experiences, as well as those of diverse groups. Race and ethnicity, language, social class, gender, sexual orientation, religion, age, and exceptionality will be examined. Students will explore strategies to effectively promote intercultural interaction and communication, conflict resolution, and social justice in the university, classroom, the campus community, and the larger society. **Note:** Students enrolled in EDBM 104 will not be able to enroll and receive credit for EDBM 105. **Units:** 3.0.

EDBM 105. Multicultural Education for the Future (K-12) Educator. Designed for future K-12 educators, introductory study of the social and cultural conditions that influence education. Emphasis on understanding diversity and strategies to use this knowledge effectively as an educator. Examination of the pervasive influence of culture, the importance of understanding one's own cultural background and experiences, as well as those of diverse groups. Exploration of sociocultural dimensions including race and ethnicity, language, social class, gender, sexual orientation, religion, age, and exceptionality. **Note:** Students enrolled in EDBM 105 will not be able to enroll and receive credit for EDBM 104. **Units:** 3.0.

EDBM 117. Foundational Issues for a Multicultural, Pluralistic Society, A. Critical analysis of the purposes and process of public schooling. Examination of the sociopolitical relationship between public schools and society, and between educational theory, culture, community and educational practice. Social, cultural, historical and philosophical foundations of education; learning theories; and ethno-cultural, social, emotional and cognitive development. Candidates examine their attitudes regarding gender, sexuality, race, social class, language, and ability. Candidates develop a philosophy of education for our multicultural and democratic society. Lectures, discussions, small group work, simulations, field tasks. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

EDBM 118. Foundational Issues for a Multicultural, Pluralistic Society, B. Critical examination of the sociopolitical relationship between California's public schools and its major population subgroups (as defined by culture, gender, social class, language, race/ethnicity, and ability). Candidates critically reflect on the philosophy and practices of schooling in relation to students' culture, family and community; analyze institutional and instructional practices for educational equity; and develop alternative instructional activities based on the principles of multicultural education and English language learning in a democratic society. Lectures, discussions, small group work, simulations, field tasks. **Prerequisite:** Successful completion of EDBM 117 or EDTE 117. **Corequisite:** EDBM 402B. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 127. Social and Psychological Foundations for Multicultural Secondary Education, A. Critical analysis of the purposes and process of public schooling. Examination of the sociopolitical relationship between public schools and society, and between educational theory, culture, community, and educational practice. Social, cultural, historical and philosophical foundations of education; learning theories; and ethno-cultural, social, emotional and cognitive development. Candidates examine their attitudes regarding gender, sexuality, race, social class, language, and ability. Candidates develop a philosophy of education for our multicultural and democratic society. Lectures, discussions, small group work, simulations, and field tasks. **Prerequisite:** Admission to Single Subject Credential Program. **Units:** 3.0.

EDBM 128. Foundations for Multicultural Secondary Education, B. Critical examination of the socio-political relationship between California's public schools and its major population subgroups (as defined by culture, gender, social class, language, race/ethnicity, and ability). Candidates critically reflect on the philosophy and practices of schooling in relation to students' culture, family and community; analyze institutional and instructional practices for educational equity; and develop alternative instructional activities based on the principles of multicultural education and English language learning in a democratic society. Lectures, discussions, small group work, simulations, and field tasks. **Prerequisite:** Admission to Single Subject Credential Program; Successful completion of EDBM 127. **Corequisite:** EDBM 400B. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 170. Bilingual Education: Introduction to Educating English Learners. Introductory study of important themes regarding the education of English Learners. Covers the history of bilingual education; relevant legal mandates and court rulings; first and second language acquisition; linguistic development; theory and practice of effective programs; and beginning methods, materials and strategies responsive to the students' primary language and assessed levels of English proficiency. A fieldwork component involving the tutoring of an English Learner is required. **Note:** EDBM 170 is a prerequisite for EDBM 272, EDBM 279. **Units:** 3.0.

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. **Units:** 3.0.

EDBM 172. Introduction to Hmong History, Culture, and Literacy. Examines Hmong history, culture, and the historical development and maintenance of the Hmong oral and written language and related educational issues based on lectures, class discussions, group work, writing assignments, and a research paper. Covers fundamental literacy components of the Hmong language. It fulfills one of the requirements for teaching credential students pursuing the Bilingual Cross Cultural Authorization (BCLAD). **Units:** 3.0.

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 course work requirements. **Prerequisite:** Approval of Department Chair. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 196. Experimental Offerings in Education. Offered in various fields of education in response to students needs. **Units:** 2.0-3.0.

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. **Units:** 1.0-3.0.

Graduate Courses

Graduate standing is required for 200 series course enrollment.

EDBM 205. Education for a Democratic, Pluralistic Society. Advanced study of social, cultural, historical, philosophical and psychological issues related to the teaching and learning of culturally and linguistically diverse students. In-depth consideration of the implications of theories and research related to the history of educational reform, the history and culture of the teaching profession, the nature of learning for linguistically and culturally diverse students, the relationship between schooling and democratic society, and the barriers to all of the above. **Units:** 3.0.

EDBM 210. Critical Race Theory and Critical Pedagogy: Concepts and Practice. In-depth examination of the theory and practices of critical pedagogy and critical race theory, including historical and theoretical roots, related theoretical frameworks, and applications in various contexts. Consideration of issues related to power, agency, social reproduction, resistance, liberation, and social justice. Comparison of critical pedagogy with other teaching/learning and social change theories. Analysis of critical pedagogy as a tool for change within classroom, school and community contexts. **Units:** 3.0.

EDBM 220A. Curriculum for Multicultural Schools. 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. **Units:** 3.0.

EDBM 220B. Afrocentric Curriculum and Instruction. Explores mainstream theory and educational philosophy through an examination of alternatives to the traditional Eurocentric education model. Emphasis on contemporary programs addressing curriculum and instruction issues at the elementary, secondary, and university levels and an analysis of materials and methods for African American student populations. Inquiry into identity, power, equity, and achievement from an Afrocentric perspective in educational contexts will be addressed. **Units:** 3.0.

EDBM 230. Assessment in Multicultural Schools. Covers the historical and contemporary issues surrounding the assessment of culturally/linguistically diverse learners in the areas of academic achievement, intelligence, language proficiency and diagnostic testing. Surveys the various instruments and procedures currently available for such testing and their application. Students will be prepared to apply their knowledge of assessment practices in order to promote rather than hinder school achievement and success of culturally/linguistically diverse learners. Lecture, student presentations, debates, research, group work, discussions. **Units:** 3.0.

EDBM 235. 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.) **Prerequisite:** Instructor permission. **Units:** 3.0.

EDBM 240. Advanced Seminar in Teaching Strategies for Multicultural Schools. In-depth study of the most recent research on cooperative learning, arts education, and education in the content areas. Emphasis on methods that develop students' critical thinking skills and their understanding of fundamental concepts in the content areas as well as prepare them to participate actively and critically in a democratic and pluralistic society. Additional focus on building teachers' capacity in instructional technology. **Prerequisite:** EDBM 210 and EDBM 220A or the equivalents or instructor permission. **Units:** 3.0.

EDBM 245A. Advocacy, Change and Community. Focus on learning theories behind and the methods for creating social change. Development of skills needed to differentiate social problems from their symptoms, and to coalesce key community members and agencies toward effecting social change. Additional study of strategies needed to assess the success of change efforts, and how to learn from challenges. **Units:** 3.0.

EDBM 245B. Cultural Dialogue, Advocacy and the Development of Community Based Educational Programs. Presentation and analysis of the historical and contemporary context of the cultural dialogue between members of diverse minority groups and the dominant educational institutions. Specific emphasis will be placed on the identification of community based educational initiatives and agendas that were successfully developed and implemented by diverse cultural groups. **Prerequisite:** EDBM 170 or ETHN 195. **Units:** 3.0.

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. Provides support for students' culminating projects/thesis. **Prerequisite:** Graduate status. **Units:** 3.0.

EDBM 260. Social and Psychological Foundations of Race and Gender Among African Americans. In-depth exploration of the dynamic influences that form the subjective experience and personal agency of African American men and women. Focus on the social context and internal experience of African Americans to illustrate the impact of gender and racial socialization on identity development specifically and human behavior generally. **Units:** 3.0.

EDBM 261. Teaching the Gifted and Talented Learner. Analyzes and application of instructional planning systems, programs, teaching strategies and curriculum for the education of gifted and talented learners (K-12). Includes curriculum and lesson differentiation, individualization, and assessment of learning outcomes. Emphasis on developing higher level intellectual processes, attitudes and values, and advances skills, as well as teaching strategies for gifted and talented children and youth from varying linguistic, economic, and cultural backgrounds. **Prerequisite:** Must have basic credential or be admitted to a credential program or instructor permission. **Units:** 3.0.

EDBM 262. Seminar in Gifted and Talented Education. Seminar focuses on a variety of topics in the education of gifted and talented students such as: national and state legislation, trends and controversies, leaders in gifted and talented education, research findings, finances, and program evaluation. Included will be an examination of various categories of gifted and talented and model programs to meet their unique needs. **Note:** May be repeated for credit. **Units:** 3.0.

EDBM 265. Thesis/Project Writing. Seminar to focus on the process of completing the required culminating experience including refining the research problem, completing the literature review, finalizing and implementing the research design, and completing required university protocol (e.g., Human Subjects Review and format requirements). **Note:** May be taken twice for credit. **Prerequisite:** EDBM 250 or equivalent, advanced to candidacy. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 272A. Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE). Focus on teaching candidates the methods, techniques and strategies needed to make content accessible for second language learners. Candidates will learn to use the ELD standards to create ELD lessons and SDAIE lessons within multicultural framework. Candidates will also learn how to interpret and implement formative and summative assessments. Lecture, demonstration, modeling, group work, discussions, field experience. **Prerequisite:** EDBM 170. **Units:** 3.0.

EDBM 272B. Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE), Asian Languages. Focus on teaching candidates the methods, techniques and strategies needed to make content accessible for second language learners, specifically those with Asian language backgrounds. Candidates will learn to use the ELD standards to create ELD lessons and SDAIE lessons within a multicultural framework. Candidates will also learn how to interpret and implement formative and summative assessments. Lecture, demonstration, modeling, group work, discussions, field experience. **Prerequisite:** EDBM 170. **Units:** 3.0.

EDBM 272C. Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE), Spanish. Focus on teaching candidates the methods, techniques and strategies needed to make content accessible for second language learners, including primary language strategies that encourage Spanish/English bi-literacy. Candidates will learn to use the ELD standards to create ELD lessons and SDAIE lessons within a multicultural framework. Candidates will also learn how to interpret and implement formative and summative assessments. Conducted in Spanish and English. Lecture, demonstration, modeling, group work, discussions, field experience. **Note:** Course offered in Spanish, intermediate levels of Spanish proficiency required. **Prerequisite:** EDBM 170. **Units:** 3.0.

EDBM 279. Methods for Teaching Second Language Learners, Single Subject (ELD and SDAIE). Introduces students to a repertoire of theory-based methods that allows them to facilitate and measure their own students' growth in English language develop (ELD) as well as create learning environments which promote content area learning through the use of Specially Designed Academic Instruction in English (SDAIE). Learn skills related to methods of teaching a second language through readings, fieldwork, discussion, group interaction, lesson presentation, hands-on experience of methods, and materials exploration. **Prerequisite:** EDBM 170. **Units:** 3.0.

EDBM 280. Action Research for Critical Educators. Systematic investigation of a particular aspect of professional or community practice. These investigations can focus on, but are not limited to, curriculum and instruction, program design and delivery, student performance, assessment, school/organizational culture, restructuring or reform issues, or professional responsibilities. Participants will formulate a research question, create a research design, collect and analyze data, and organize and write a report of their findings. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 285. Law and Education Policy. Introduction to legal and related policy concerns in education, particularly those addressing educational equity issues. Provides an historical perspective on the evolution of federal and state court decisions, federal and state statutes, and mandates. In-depth study of the basic legal considerations focusing on affirmative action, the rights of student and parent groups based on language and language varieties, citizenship/residence status, social class, special needs and sexual orientation. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 290. The Gifted/Talented Pupil. Characteristics, needs, and problems of mentally gifted/talented individuals in a public school setting. Includes identification processes; assessment of needs, referral procedures, counseling, and programs for gifted and talented children and youth from varying linguistic, economic and cultural backgrounds. **Prerequisite:** Must have basic credential or be admitted to a credential program or instructor permission. **Units:** 3.0.

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 course work requirements. **Prerequisite:** Open only to upper division and graduate students; consent of Department Chair. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 296. Experimental Offerings in Education. Offered in various fields of education in response to student needs. **Units:** 2.0-3.0.

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. **Units:** 1.0-3.0.

EDBM 565. MA Thesis/Project. Completion of a thesis or project approved for the Master's Degree. **Note:** May be taken twice for credit. **Prerequisite:** EDBM 250, advanced to candidacy, and completion of the Thesis/Project Petition and Advisor Reservation Form and the approval by the Department's Graduate Coordinator one semester prior to registration of this course. **Graded:** Thesis in Progress. **Units:** 3.0.

Post-Baccalaureate

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

EDBM 320. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Visual and Performing. Candidates learn strategies for teaching K-6 students to interpret the arts and express themselves creatively and from different artistic perspectives; to understand the cultural and historical origins of the arts, particularly those from multicultural communities; to pursue meaning in the arts; and to explore careers in the arts. Course integrates with content taught in other methods courses. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 1.0.

EDBM 330. Fundamentals of Bilingual/Multilingual Teaching. Democratic teaching in a pluralistic classroom requires knowledge, skills and dispositions that go beyond those required for merely effective teaching. Candidates will learn democratic forms of classroom management, pedagogical strategies for empowering pupils, standardized and authentic tools for assessing pupil learning and growth, strategies for engaging parents/families in the classroom, and skills needed for reflection and inquiry on teaching practice. Initial preparation will occur for the Performance Assessment for California Teachers. Lectures, whole group and small group work, discussions, presentations, fieldwork. **Prerequisite:** Admission and enrollment in BMED multiple subject credential program. **Corequisite:** Must be enrolled in EDBM 402A. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 331. Advanced Fundamentals for the Bilingual/Multicultural Teaching Classroom. Candidates will extend learning from EDBM 330 by exploring additional democratic forms of classroom management, pedagogical strategies for empowering pupils, strategies for engaging parents/families in the classroom, and skills needed for reflection and inquiry on teaching practice. Candidates will learn to create complex and critical-thinking based curriculum and authentic assessment tools required for the Performance Assessment for California Teachers (PACT). Lectures, whole group and small group work, discussions, presentations, fieldwork. **Prerequisite:** Successful completion of EDBM 330. **Corequisite:** EDBM 402B. **Graded:** Credit / No Credit. **Units:** 2.0.

EDBM 334. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Mathematics. Field and lecture-based course focusing on preparing candidates to teach mathematics content based on the California K-8 Content Standards to all students, including those who are culturally and linguistically diverse, have special needs, or are English Learners. Candidates will learn strategies for developing diverse students' analytical and critical thinking skills in mathematics; infusing mathematics topics, themes, and concepts into other subject areas; and integrating technology tools into mathematics instruction. Discussion, field visits, microteaching, demonstrations, presentations, and technological applications for mathematics will be included. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

EDBM 335. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: History-Social Science. Field and lecture-based course focusing on preparing candidates to teach history-social science content based on the California K-8 Content Standards to all students, particularly those who are culturally and linguistically diverse, have special needs, or are English Learners. Candidates will learn strategies for teaching diverse students the attitudes, knowledge and skills necessary to help them develop behavior essential for effective citizenship. Candidates will learn to develop learning objectives and organize units of study in the history-social sciences. They will also learn methods of teaching and assessment appropriate to bilingual and multicultural settings. Lecture, group work, demonstrations, field experiences, simulations. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

EDBM 336. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Science. Effective science teaching in bilingual/multicultural classrooms with an emphasis on science inquiry, constructivism, and language development. An integration of hands-on, field-based teaching experience, demonstration techniques, discussion, and classroom activities. Development and implementation of science activities, including those that link with other content areas, for Multiple Subject candidates. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

EDBM 339A. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Language and Literacy. Foundations in developing those understandings, attitudes and competencies to become effective instructors of language and literacy for mainstream populations, English Learners, and students with special needs. Instructional strategies for teaching concepts about print, phonemic awareness, phonics, fluency, vocabulary and comprehension of narrative/expository texts. Instructional planning aligned with the California English Language Arts (K-8) standards, and other content and preparation standards as appropriate. Assessment that informs planning and instruction. Special emphasis on literacy instruction in bilingual and multilingual settings. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

EDBM 339B. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Language and Literacy. Extends those understandings, attitudes and competencies that develop effective instructors of language and literacy for mainstream populations, English Learners, and students with special needs. Instructional strategies for teaching narrative/expository text and spelling. Instructional planning aligned with English Language Arts (K-8) standards and other content and preparation standards as appropriate. Literacy assessments that inform planning and instruction. Special emphasis on instruction in bilingual and multilingual settings. Lectures, demonstrations, discussions, videos, group work and field tasks. **Prerequisite:** Successful completion of EDBM 339A. **Units:** 2.0.

EDBM 340. Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms, A. Candidates discuss, analyze, and reflect upon field placement experiences. Major emphasis on connecting practical and hands-on experiences in the classroom with assignments and activities from other core courses. Candidates move from learning about and observing individual students to examining the classroom environments that support healthy adolescent development, engagement and learning. Focus on pedagogical strategies for empowering students, standardized and authentic tools for assessing pupil learning and growth, skills needed for reflection and inquiry on teaching practice. **Prerequisite:** Admission to Single Subject Credential Program. **Corequisite:** EDBM 400A. **Graded:** Credit / No Credit. **Units:** 3.0.

EDBM 341. Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms, B. Candidates discuss, analyze, and reflect upon field placement experiences. Major emphasis on connecting practical and hands-on experiences in the classroom with assignments and activities from other core courses. Candidates extend learning from EDBM 340 by exploring additional pedagogical strategies for empowering students, standardized and authentic tools for assessing student learning and growth, and further honing the skills needed for reflection and inquiry on teaching practice. **Prerequisite:** EDBM 340. **Corequisite:** EDBM 400B. **Graded:** Credit / No Credit. **Units:** 2.0.

EDBM 342. Fundamentals for the Secondary Multilingual, Multicultural Classroom. Introduces the relationship between elements of teaching, instructional organization, and classroom management to effectively teach in culturally and linguistically diverse secondary classrooms. Focus is grounded in a Social Re-

constructionist approach. Emphasis includes students' development as a teacher specific, teaching strategies for culturally and linguistically diverse students, curriculum development, and theories and practices for establishing and maintaining an effective learning environment in multicultural/multilingual classrooms. Provides an introduction to E-Portfolio development, integration of technology, and familiarization of content standards. **Prerequisite:** Admission to Single Subject Credential Program. **Units:** 2.0.

EDBM 343. Advanced Fundamentals for the Secondary Multilingual/Multicultural Classroom. Extends on practical application of instructional organization, classroom management, and individual beliefs and values about teaching all students, with a specific focus on English language learners and culturally diverse settings. Analyzes instructional methods and strategies that coincide and contrast with teaching practices from a Social Reconstructionist perspective. Continues to provide development on E-Portfolios, integration of technology, familiarization of content standards, and formal/informal assessment. **Prerequisite:** EDBM 342. **Units:** 2.0.

EDBM 344A. Curriculum and Instruction in Secondary Mathematics for the Multilingual/Multicultural Classroom, A. Foundations in developing curriculum and instructional strategies in secondary school mathematics for all student populations. Special emphasis is directed towards secondary mathematics curriculum and instruction in multilingual and multicultural settings. Activities include discussions, presentations, and demonstrations. **Prerequisite:** Admission to Single Subject Credential Program. **Corequisite:** EDBM 400A. **Units:** 2.0.

EDBM 344B. Curriculum and Instruction in Secondary Mathematics for the Multilingual/Multicultural Classroom, B. Continued study and analysis in developing curriculum and instructional strategies for secondary school mathematics for all student populations. Special emphasis is directed towards secondary mathematics curriculum and instruction in multilingual and multicultural settings. Activities include discussions, presentations, and demonstrations. **Prerequisite:** EDBM 344A. **Corequisite:** EDBM 400B. **Units:** 2.0.

EDBM 345A. Curriculum and Instruction in Secondary History-Social Science for the Multilingual/Multicultural CI. Field and lecture-based. Focus on preparing candidates to teach history-social science based on the California 7-12 Content Standards to all students, particularly those who are culturally and linguistically diverse, have special needs, or are English learners; and on attitudes, knowledge and skills necessary to help students develop effective citizenship. Opportunities for candidates to develop statement of objectives, organize units of study, understand and apply methods of teaching and assessment appropriate to bilingual and multicultural settings. **Prerequisite:** Admission to Single Subject Credential Program. **Corequisite:** EDBM 400A. **Units:** 2.0.

EDBM 345B. Curriculum and Instruction in Secondary History-Social Science for the Multilingual/Multicultural CI. Field and lecture-based. Continues to focus on preparing candidates to teach history-social science based on the California 7-12 Content Standards to all students, particularly those who are culturally and linguistically diverse, have special needs, or are English Learners. Advanced study of attitudes, knowledge and skills necessary to help students develop effective citizenship, units of study, methods of teaching and assessment appropriate to bilingual and multicultural settings. Application of social science concepts to historical issues in the classroom and encouragement of civic participation through studies of democratic civic values and constitutional principles. **Prerequisite:** EDBM 345A. **Corequisite:** EDBM 400B. **Units:** 2.0.

EDBM 346A. Curriculum and Instruction in Secondary Science for the Multilingual/Multicultural Classroom, A. Effective science teaching in multilingual/multicultural classrooms with an emphasis on science inquiry, constructivism, and language development. An integration of hands-on science teaching, demonstration techniques, discussion, and classroom activities. Development and implementation of science activities for Single Subject candidates. **Prerequisite:** Admission to Single Subject Credential Program. **Corequisite:** EDBM 400A. **Units:** 2.0.

EDBM 346B. Curriculum and Instruction in Secondary Science for the Multilingual/Multicultural Classroom, B. Effective science laboratory applications in multilingual/multicultural classrooms with an emphasis on science inquiry, constructivism, and language development. An integration of hands-on science teaching, demonstration techniques, discussion, and classroom activities. Development and implementation of science activities for Single Subject candidates. **Prerequisite:** EDBM 346A. **Corequisite:** EDBM 400A. **Units:** 2.0.

EDBM 347A. Curriculum and Instruction in Secondary English for the Multilingual/Multicultural Classroom, A. Curriculum, methods and materials for teaching English, emphasis on the purposes for teaching English in public secondary schools with diverse students. Introduction organized around questions, including why teach English? How do we define English as a subject matter for culturally and linguistically diverse secondary students? Exploration of challenges in systematically teaching standards based literature, writing and incorporating oral language development in ways that are student-centered and culturally relevant. Research-based strategies for content-based reading comprehension and academic writing development introduced. **Prerequisite:** Admission to Single Subject Credential Program. **Corequisite:** EDBM 400A. **Units:** 2.0.

EDBM 347B. Curriculum and Instruction for Secondary English in the Multilingual/Multicultural Classroom, B. Curriculum, methods and materials for teaching English, with an emphasis on the purposes for teaching English in public secondary schools with diverse student populations. Continued exploration of challenges in systematically teaching standards based literature, writing and incorporating oral language development in ways that are student-centered and culturally relevant. Application of research-based strategies for content-based reading comprehension and academic writing development. Emphasis on unit development and authentic, alternative assessments. **Prerequisite:** EDBM 347A. **Corequisite:** EDBM 400B. **Units:** 2.0.

EDBM 348A. Curriculum and Instruction for Secondary Foreign Language (Spanish) in the Multilingual/Multicultural Classroom, A. Focuses on theoretical principles, specific content, and practical techniques related to second language instruction. Topics include: proficiency and communicative competence; development proficiency in second language skills; language learning/theoretical perspectives; approaches/methods in teaching a foreign language; lesson plan preparation for communication-based instruction; assessment and evaluation for communication-based instruction; unit plans and curriculum development; second language varieties; differentiated second language instructional strategies; multicultural integration; state standards for foreign language learning; and national standards for foreign language learning. **Prerequisite:** Admission to Single Subject Credential Program. **Corequisite:** EDBM 400A. **Units:** 2.0.

EDBM 348B. Curriculum and Instruction for Secondary Foreign Language (Spanish) in the Multilingual/Multicultural Classroom, B. Candidates will expand their study of theoretical principles, specific content, and practical techniques related to second language instruction. Topics include: proficiency and communicative competence; development proficiency in second lan-

guage skills; language learning/theoretical perspectives; approaches/methods in teaching a foreign language; lesson plan preparation for communication-based instruction; assessment/evaluation for communication-based instruction; unit/lesson curriculum development; second language varieties; differentiated second language instructional strategies; multicultural integration; state standards for foreign language learning; and national standards for foreign language learning. **Prerequisite:** EDBM 348A. **Corequisite:** EDBM 400B. **Units:** 2.0.

EDBM 349. Teaching and Assessing Literacy Across the Content Areas. Foundations in developing the understandings, attitudes and competencies to become effective instructors of academic language and literacy within and across the content areas for all learners in 7-12 classrooms, including mainstream populations, English learners and students with special needs. Candidates develop an awareness of the literacy demands of various content areas and a beginning repertoire of strategies to help their students meet the demands of reading, writing and discussion in their content area and across the curriculum. **Prerequisite:** Admission to Single Subject Credential Program. **Units:** 2.0.

EDBM 350. Technology Use in Multilingual/Multicultural Classrooms. A technology lab delivered in the form of mini workshops, a web-based resource center and one-on-one facilitation. Candidates will learn how to develop and implement technology projects that focus on closing the digital divide for secondary students from culturally and linguistically diverse backgrounds and from underserved communities. Candidates will explore basic, intermediate, and advanced technology skills using a variety of media, and will be required to produce a technology-based project in the secondary content area. **Prerequisite:** Enrollment in Multilingual/Multicultural Single Subject Credential Program. **Graded:** Credit / No Credit. **Units:** 1.0.

EDBM 372. Advanced Methods and Assessments for the Teaching of English Learners (Multiple Subject). Meets advanced study of teaching English learners CCTC requirements for Level 2 (Induction) Multiple Subject Teaching Credentials. Builds on knowledge and skills acquired during preliminary preparation programs for delivery of comprehensive, specialized instruction for ELs. Candidates critically examine schools' organizational structures and resources designed to meet EL students' needs and further develop skills in planning and delivering instruction and assessment in English language development, academic language comprehension and production, and Specially Designed Academic Instruction in English (SDAIE). **Prerequisite:** CCTC Preliminary Multiple Subject credential. Graduate status. **Units:** 3.0.

EDBM 379. Advanced Methods and Assessments for the Teaching of English Learners (Single Subject). Meets advanced study of teaching English learners CCTC requirements for Level 2 (Induction) Single Subject Teaching Credentials. Builds on knowledge and skills acquired during preliminary preparation programs for delivery of comprehensive, specialized instruction for secondary ELs. Candidates critically examine schools' organizational structures and resources designed to meet EL students' needs and further develop skills in planning and delivering instruction and assessment in English language development, academic language comprehension and production, and Specially Designed Academic Instruction in English (SDAIE). **Prerequisite:** CCTC Preliminary Single Subject credential. Graduate status. **Units:** 3.0.

EDBM 400A. Student Teaching in Secondary Schools, I. One semester of teaching secondary students in a public school setting with culturally and linguistically diverse learners. This first semester of student teaching is completed concurrently with integrated course work and focuses primarily on observing, planning, implementing and assessing instruction. **Prerequisite:** Admission to Multiple Subject Credential Program. **Corequisite:** EDBM 340, EDBM 342. **Graded:** Credit / No Credit. **Units:** 7.0.

EDBM 400B. Student Teaching in Secondary Schools, II. One semester of teaching secondary students in a public school setting with culturally and linguistically diverse learners. This final semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for three classes in the candidates content area, serving mainstream, EL and special needs students.

Prerequisite: Admission to Multiple Subject Credential Program.

Corequisite: EDBM 341, EDBM 343. **Graded:** Credit / No Credit. **Units:** 10.0.

EDBM 401. Observation and Participation in Multilingual/Multicultural Schools. Teacher candidates will observe and participate as teaching assistants in public school classrooms with high enrollments of students from culturally and linguistically diverse backgrounds. **Prerequisite:** Admission to Teacher Preparation Program. **Graded:** Credit / No Credit. **Units:** 2.0.

EDBM 402A. Student Teaching I. One semester of teaching multiple subjects in a public school setting with diverse learners. This first semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for small groups of students. **Prerequisite:** Admission and enrollment in BMED multiple subject credential program. **Corequisite:** Must be enrolled in EDBM 330. **Graded:** Credit / No Credit. **Units:** 5.0.

EDBM 402B. Student Teaching II. One semester of teaching multiple subjects in a public school setting with diverse learners. This final semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students. **Prerequisite:** Successful completion of EDBM 402A; completion of multiple subject matter competence. **Corequisite:** Must be enrolled in EDBM 331. **Graded:** Credit / No Credit. **Units:** 8.0.

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. Analyzes 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. **Units:** 1.0-3.0.

EDBM 471. Advanced Fieldwork in Bilingual/Crosscultural Education. 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 departmental approval. **Graded:** Credit / No Credit. **Units:** 3.0-4.0.

EDBM 472. Practicum in Multilingual/Multicultural Educational Settings. 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. **Units:** 3.0.