



EDUCATION — BILINGUAL/ MULTICULTURAL

MASTER OF ARTS
TEACHING CREDENTIAL
SPECIALIST CREDENTIALS PROGRAMS
BILINGUAL/CROSSCULTURAL LANGUAGE
AND ACADEMIC DEVELOPMENT (BCLAD)
CROSSCULTURAL LANGUAGE AND
ACADEMIC DEVELOPMENT (CLAD)

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 increasingly 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 credential through the Multilingual/Multicultural Teacher Preparation Center.

PROGRAMS OFFERED

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

Master of Arts In Education:

- Bilingual/Crosscultural Teaching
- Crosscultural Language Development Teaching
- Bilingual/Crosscultural Leadership
- Crosscultural Language Development Leadership
- Multicultural Education

Credentials:

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

CLAD by Coursework: After taking approved courses, candidates may receive a CLAD (Crosscultural 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.

FACULTY

René A. Merino, *Department Chair*

Duane Campbell, José Cintrón, Diane Cordero de Noriega, Forrest Davis, Victoria Jew, Susan Heredia, Anita Hernández, Marjorie Lee, John McFadden, Harold Murai, Morgan Otis, Nadeen Ruiz, Kathryn Singh, Pia Lindquist Wong

Katy Romo, *Department Secretary*
Department Office, Eureka Hall 435D, 278-5942

REFERENCE

For more information and advising on any of the above programs, please contact:

Bilingual/Multicultural Education Department,
School of Education
6000 J Street, Sacramento, CA 95819-6079
(916) 278-5942; FAX (916) 278-5993

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) Crosscultural Language and Academic Development (BCLAD or CLAD) Emphasis** in cooperation with the Department of Teacher Education.

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 students with limited English proficiency. The Bilingual/Crosscultural Language and Academic Development Emphasis Credential (BCLAD) authorizes the recipient to teach limited English proficient students in bilingual instructional settings in the language of emphasis. The Crosscultural Language and Academic Development Emphasis Credential (CLAD) authorizes the recipient to teach limited English proficient students 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, Cantonese and other target languages in California may earn a Bilingual/Crosscultural 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 (waiver program*) for this credential emphasis is Liberal Studies with a multicultural concentration. An additional subject matter waiver is currently under development for BCLAD and CLAD candidates. In this major, coursework is distributed among areas such as: English, mathematics/sciences, social sciences, and humanities/fine arts. Students who have majored in a field other than Liberal Studies may satisfy the subject matter competency requirement by (1) passing the Praxis Exam, titled Multiple Subject Assessment for Teachers (MSAT), or (2) meeting the equivalency to the waiver 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).

*Teaching majors are termed "waiver programs" because they "waive" the MSAT examination on subject matter. More information is available in this catalog under "Liberal Studies." Persons interested in the Bilingual Liberal Studies should see an advisor in the Bilingual/Multicultural Education Department (Eureka Hall 435D).

For the **Single Subject Credential with a BCLAD or CLAD Emphasis**, see the department office (Eureka Hall 435D, 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 (waiver) 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; and
- pass the California Basic Educational Skills Test (CBEST).

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) 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.

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 waiver 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 waiver program or passed the MSAT.**

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

- Units remaining in subject matter competence: Students entering the teacher preparation program under an approved waiver 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 is given to applicants who have no remaining units in the waiver 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 GPA in the upper half of undergraduate students majoring in the applicant's discipline division. 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, students who are exceptions should have an overall GPA of 2.5 or higher for program admission.

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.
- For graduate students, 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 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 skills. It is also designed to assess the candidates' promise as a prospective teacher.

Letters of Reference. Applicants submit three letters of reference — two 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 & 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) | EDTE 107 | Educational Foundations: Learning & Schooling |
| (2) | EDTE 304 | Curriculum & Instruction in Elementary School Math |
| (2) | EDTE 305 | Curriculum & Methods in Elementary School Social Studies |
| (2) | EDTE 306 | Curriculum & Instruction in Elementary School Science |
| (3) | EDTE 309A | Language & Literacy, A |
| (2) | EDTE 309B | Language & Literacy, B |
| (2) | EDTE 401 | Observation & Participation in Schools |
| (5) | EDBM 421A | Student Teaching, Phase II |
| (9) | EDBM 421B | Student Teaching, Phase III |

Multiple Subject Credential with a

Bilingual/Crosscultural Language and

Academic Development Emphasis (BCLAD)

A. Required Courses (12-18 units)

- | | | |
|-----|-----------|---|
| (3) | EDBM 170 | Introduction to Bilingual Education OR |
| | EDBM 270B | Methods & Materials in Bilingual Education-Asian Languages (for other languages BCLAD) |
| (3) | EDBM 171 | Bilingualism in the Classroom OR |
| | ENGL 110A | Linguistics & English Language |
| (3) | EDBM 272A | Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Spanish (EDBM 170 and a reading course in teacher preparation program or equiv.) OR |
| | EDBM 272B | Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Asian Languages (EDBM 170, reading course in teacher preparation program or equiv.) |

- (3) ANTH 101 Cultural Diversity **OR**
EDBM 278 Theoretical Perspectives on Crosscultural Education **OR** other equivalent

B. Other Requirements (0-6 units)

For Spanish, Cantonese or Mandarin 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 Hmong, Khmer, Korean and

Philipino: Passage of the CTC BCLAD examination Test 5 (Culture of Emphasis) **AND** passage of the CTC BCLAD examination Test 6 (Language of Emphasis).

Multiple Subject Credential with a Crosscultural 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 & English Language
(3) EDBM 272A Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Spanish (EDBM 170 and a reading course in teacher preparation program or equiv.) **OR**
EDBM 272B Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Asian Languages (EDBM 170 and a reading course in teacher preparation program or equiv.)
(3) ANTH 101 Cultural Diversity **OR**
EDBM 278 Theoretical Perspectives on Crosscultural Education **OR** other equivalent

B. Other Requirements (0-6 units)

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

Single Subject Credential with Bilingual/Crosscultural 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 – SS
(3) EDTE 106 Educational Psychology
(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 – SS
(10) EDBM 481 Student Teaching: Single Subject, Phase III – BCLAD (EDBM 170, 279)
(3) Single Subject Teaching Methods course

B. Required BCLAD Courses (12-18 units)

- (3) EDBM 170 Introduction to Bilingual Education **OR**
EDBM 270B Methods & Materials in Bilingual Education — Asian Languages [For BCLAD in languages other than Spanish]
(3) EDBM 171 Bilingualism in the Classroom **OR**
ENGL 110A Linguistics & English Language
(3) EDBM 279 Methods in Teaching a Second Language (EDBM 170) **OR**
EDBM 272B Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Asian Languages [For BCLAD in languages other than Spanish] (EDBM 170 and a reading course in teacher preparation program or equiv.)

- (3) ANTH 101 Cultural Diversity **OR**
EDBM 278 Theoretical Perspectives on Crosscultural Education **OR** other equivalent

For Spanish, Cantonese or Mandarin 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 Hmong, Khmer, Korean and

Philipino: Passage of the CTC BCLAD examination Test 5 (Culture of Emphasis) **AND** passage of the CTC BCLAD Examination Test 6 (Language of Emphasis)

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) passing 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:

- | | |
|----------|--|
| HS 136 | School Health Education |
| EDS 100 | Education of Exceptional Children (for Multiple Subject candidates) |
| EDTE 230 | Introduction to Computers in the Multiple Subjects Classroom OR |
| EDTE 329 | Computers: Enhancing Language & Literacy with Computers (Summers only) |

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 the Credential Appeals Committee.

Candidates who have to delay progress in the Basic Credential Program should file a "Program Delay Petition" in the Teacher Preparation Program 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, 278-4567).

SPECIALIST CREDENTIAL PROGRAMS

BCLAD (Bilingual/Crosscultural Language and Academic Development) Specialist

and

CLAD (Crosscultural Language and Academic Development) Specialist

(Program approval by CTC pending)

It is expected that holders of the Specialist Credential will work with teachers who have not received a CLAD, teachers of limited-English-proficient students, other school and district staff, parents, and community members to design, implement, and evaluate programs for limited-English-Proficient students.

The BCLAD or CLAD Specialist Credential program focuses on six domains of knowledge and skill:

- assessment and evaluation of students
- program development and evaluation
- staff development
- curriculum development
- parents, school, and community
- research

Both the BCLAD and CLAD Specialist Credentials have identical coursework as specified in "Credential Requirements." Whether the BCLAD or CLAD Specialist credential is bestowed at the end of the program depends on whether the student entered this program with Bilingual teaching certification (BCLAD) or Crosscultural only (CLAD).

Admission Requirements

- Department of Bilingual/Multicultural Education "Graduate Degree Common Requirements;"
- a basic California teaching credential;
- successful completion of a BCLAD or CLAD emphasis credential program or other equivalency such as an LDS certificate, CLAD certificate through coursework, or BCLAD through examination;
- a minimum of three years of classroom teaching in a bilingual or English language development program or its equivalent;
- completion of an oral interview; and
- departmental application filled out and delivered to the department (may be picked up in the department office, Eureka Hall 435D).

Credential Requirements

The BCLAD or CLAD Specialist Credential requires completion of a minimum of 24 units of coursework.

Completion of the BCLAD or CLAD Specialist Credential is based on mastery of competencies in the six domains listed previously. Before entering the program students will be interviewed in order to determine prior experience and personal qualifications.

A. *Required Courses (18 units)*

- | | |
|--------------|--|
| (3) EDEA 220 | Bilingual Program Management & Design |
| (3) EDBM 273 | Research Seminar on Bilingualism & Language Varieties in Education |
| (3) EDBM 275 | The Assessment of Bilingual Learners |
| (3) EDBM 277 | Curriculum for Multicultural Schools |
| (3) EDBM 278 | Theoretical Perspectives on Crosscultural Education |
| (3) EDBM 471 | Advanced Fieldwork in Bilingual/Crosscultural Education |

B. *Elective Courses (6 units)*

- (6) Select 6 units from the following or other courses approved by your Graduate advisor.
- | | |
|-----------|--|
| EDBM 171 | Bilingualism in the Classroom |
| EDBM 270A | Methods & Materials in Bilingual Education-Spanish OR |
| EDBM 270B | Methods & Materials in Bilingual Education-Asian Languages |
| EDBM 279 | Methods in Teaching a Second Language (EDBM 170) |

Course in the Department of Educational Administration and Policy Studies pertaining to the six domains.

MASTER OF ARTS IN EDUCATION PROGRAMS

The Department of Bilingual/Multicultural Education offers four MAs which focus on Bilingual Education and English Language Development, and one MA which focuses on Multicultural Education.

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

Two MAs are designed for those who have received a BCLAD or CLAD emphasis credential. The titles of those MAs are "Bilingual/Crosscultural Teaching" built on the BCLAD emphasis, and "Crosscultural Language Development Teaching" built on the CLAD emphasis. The "emphasis" is the beginning BCLAD credential obtained at the time one receives one's basic teaching credential.

Two more MAs are designed for those who are studying for the BCLAD or CLAD specialist credential. The titles of those MAs are "Bilingual/Crosscultural Leadership" built on the BCLAD specialist, and "Crosscultural Language Development Leadership" built on the CLAD specialist. The "specialist" is an advanced credential which requires the possession of the beginning BCLAD credential plus three years of Bilingual or English Language Development teaching experience. The Leadership options stress the development of analytical and planning skills for educational policy and program development.

The “Multicultural Education” MA is our most flexible MA and is not connected to any specific credential work. 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 “Crosscultural Language Development Teaching” MA.

Common Admission Requirements

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

- a baccalaureate degree;
- a minimum 2.5 overall GPA;
- 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 May and December.

Note: 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.

Common 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 203.

- 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.

Note: A Guide to Graduate Studies: Policies, Procedures and Format, is available for purchase in the Hornet Bookstore and is highly recommended.

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 fills out the form after planning a degree program in consulta-

tion with a program faculty advisor. The form must be submitted to the Bilingual/Multicultural Education department office for approval.

Project/Thesis Registration

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 February 15 and the reservation form for Spring is due by September 15. The petition requires the advisor and Department Chair approval.

Check in the department office for the policies regarding Satisfactory Progress (“SP”) grades and continuous enrollment. The culminating experience for the MA may be a thesis, project or comprehensive examination.

If you choose Plan III, Comprehensive Examination, you will need to complete an additional three units selected in consultation with an advisor to replace the three units of thesis/project. The Comprehensive Exam 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.

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.

MA • Bilingual/Crosscultural Teaching or MA • Crosscultural Language Development Teaching

These two MAs require the same coursework but are based on different prerequisites and thus have different names. The Bilingual Option is for students who are fluent bilinguals who can teach in one of the target languages of California’s students who are English language learners.

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) | ED 250 | Educational Research |
| (3) | ED 251 | Education for a Democratic, Pluralistic Society |

B. Other Course Requirements (18 units)

- | | | |
|-----|-----------|--|
| (3) | EDBM 270A | Methods & Materials in Bilingual Education-Spanish OR |
| | EDBM 270B | Methods & Materials in Bilingual Education-Asian Languages |
| (3) | EDBM 273 | Research Seminar on Bilingualism & Language Varieties in Education |
| (3) | EDBM 275 | The Assessment of Bilingual Learners |
| (3) | EDBM 277 | Curriculum for Multicultural Schools |
| (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 & Methods for Developing Language & Literacy in the Bilingual Child-Spanish (EDBM 170 and a reading course in teacher preparation program or equiv.) **OR**
EDBM 272B Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Asian Languages (EDBM 170 and a reading course in teacher preparation program or equiv.) **OR**
EDBM 279 Methods in Teaching a Second Language (EDBM 170)

D. Culminating Experience (0-3 units)

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

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

**MA • Bilingual/Crosscultural Leadership
or**

**MA • Crosscultural Language
Development Leadership**

These two MAs require the same coursework but are based on different prerequisites and thus have different names. The Bilingual Option is for students who are fluent bilinguals who can provide leadership in one of the target languages of California's limited English proficient students.

A. Required Core Courses (6 units)

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

B. Other Course Requirements (15 units)

- (3) EDEA 220 Bilingual Program Management & Design
(3) EDBM 273 Research Seminar on Bilingualism & Language Varieties in Education
(3) EDBM 277 Curriculum for Multicultural Schools
(3) EDBM 278 Theoretical Perspectives on Crosscultural Education
(3) EDBM 471 Advanced Fieldwork in Bilingual/Crosscultural Education

C. Recommended Elective (6-9 units)

- (3) EDBM 279 Methods in Teaching a Second Language (EDBM 170)
Other EDBM elective courses after consultation with an MA advisor.

D. Culminating Experience (0-3 units)

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

* EDBM 276 (Advanced Seminar in Bilingual/Crosscultural 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) ED 250 Educational Research
(3) ED 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
(3) EDBM 278 Theoretical Perspectives on Crosscultural Education

C. Language Acquisition Requirement (3 units)

- (3) EDBM 273 Research Seminar in Bilingualism & 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 (ED 250) **OR**
EDBM 566 MA Project (ED 250) **OR**
Comprehensive MA Examination (written and oral)*

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

CLAD BY COURSEWORK

CLAD (Crosscultural 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 School 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 Crosscultural Language Development Teaching or Multicultural Education, you will be able to get MA credit for most or all of the above courses. You will then also need to submit the departmental application as soon as possible. That will trigger an invitation to the interview for entrance to the MA program.

UPPER DIVISION COURSES

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

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. Cultural dimensions, including language, history, SES, gender, education and achievement will be considered. 3 units.

105. Multicultural Education for a Pluralistic Society – Single Subject. An introduction to consideration of cultural diversity, study and discussion of the historical and cultural traditions of the major cultural groups in California society, and examination of effective ways to include cultural traditions and community values in the instructional program in the classroom. Students will examine principles of second language acquisition and learn to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English. 3 units.

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.

171. Bilingualism in the Classroom. Provides participants with 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, apply strategies in a tutoring situation, and synthesize their thoughts in writing. 3 units.

174. Conflict Resolution and Racial Conflict in U.S. Schools. An introduction to the multidisciplinary studies of peace, racial justice, justice and conflict resolution as they apply in education. Readings drawn from philosophy, sociology, psychology, economics, government, anthropology, history, multicultural education and communication studies. 3 units.

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. **Prerequisites:** approval of Department Chair. Graded Credit/No Credit. 3 units.

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

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.

270A. Methods and Materials in Bilingual Education – Spanish. 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 delivery 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.

270B. Methods and Materials in Bilingual Education – Asian Languages. 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 delivery 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.

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. **Prerequisites:** EDBM 170 and a reading course in teacher preparation program or equivalent. 3 units.

272B. Curriculum and Methods for Developing Language and Literacy in the Bilingual Child – Asian Languages. 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. **Prerequisites:** EDBM 170 and a reading course in teacher preparation program or equivalent. 3 units.

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. The course 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.

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. The course also surveys the various instruments and procedures currently available for such testing and their applicability to bilingual individuals. 3 units.

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.

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. 3 units.

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. The course will include 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.

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.

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.

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

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.

303. Positive Management in Multilingual Classrooms. Course 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.

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.

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.

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 of this course. 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.

471. Advanced Fieldwork in Bilingual/Crosscultural Education. 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.

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.

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. **Prerequisites:** admission to student teaching and EDMB 170, 279. 10 units.

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. **Prerequisites:** ED 250 and permission of the Department Chair one semester prior to registration. Graded Credit/No Credit. 3 units.

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. **Prerequisites:** ED 250 and permission of the Department Chair one semester prior to registration. Graded Credit/No Credit. 3 units.