

# EDUCATION - BILINGUAL/ MULTICULTURAL (EDBM)

## EDBM 117. Foundational Issues for a Multicultural, Pluralistic Society, A. 3 Units

**Prerequisite(s):** Admission to Multiple Subject Credential Program.  
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.

## EDBM 127. Social and Psychological Foundations for Multicultural Secondary Education, A. 3 Units

**Prerequisite(s):** Admission to Single Subject Credential Program.  
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.

## EDBM 128. Foundations for Multicultural Secondary Education, B. 3 Units

**Prerequisite(s):** Admission to Single Subject Credential Program; Successful completion of EDBM 127.

**Corequisite(s):** EDBM 400B.

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.

## EDBM 205. Education for a Democratic, Pluralistic Society. 3 Units

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.

## EDBM 210. Critical Race Theory and Critical Pedagogy: Concepts and Practice. 3 Units

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.

## EDBM 220. Multicultural Curriculum, Instruction and Assessment. 3 Units

Explores the common concepts of curriculum development through an examination of alternatives to traditional education models. Educational models representing Afrocentric, Multicultural and Social Reconstructionist, Anti-bias, Anti-racist, Culturally-Relevant and other critical pedagogical approaches will be explored. There will be an emphasis on contemporary programs addressing curriculum, instruction, and assessment issues at the elementary, secondary, and university levels; and an analysis of materials and methods for culturally and linguistically diverse student populations.

## EDBM 235. Research Seminar on Bilingualism and Language Varieties in Education. 3 Units

**Prerequisite(s):** Instructor permission.

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.)

## EDBM 245. Advocacy, Change and Community. 3 Units

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.

## EDBM 250. Education Research. 3 Units

**Prerequisite(s):** Graduate status.

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.

## EDBM 265. Thesis/Project Writing. 3 Units

**Prerequisite(s):** EDBM 250 or equivalent, advanced to candidacy.

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.

Credit/No Credit

**EDBM 272B. Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE), Asian Languages. 3 Units****Prerequisite(s):** EDUC 170.

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.

**EDBM 272C. Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE), Spanish. 3 Units****Prerequisite(s):** EDUC 170.

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.

**EDBM 279. Methods for Teaching Second Language Learners, Single Subject (ELD and SDAIE). 3 Units****Prerequisite(s):** EDUC 170.

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.

**EDBM 294. Cooperative Education Experience. 3 Units****Prerequisite(s):** Open only to upper division and graduate students; consent of Department Chair.

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.

Credit/No Credit

**EDBM 299. Special Problems. 1 - 3 Units**

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.

Credit/No Credit

**EDBM 320. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Visual and Performing. 1 Unit****Prerequisite(s):** Admission to Multiple Subject Credential Program.

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.

**EDBM 330. Fundamentals of Bilingual/Multilingual Teaching. 3 Units****Prerequisite(s):** Admission and enrollment in BMED multiple subject credential program.**Corequisite(s):** Must be enrolled in EDBM 402A.

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.

Credit/No Credit

**EDBM 331. Advanced Fundamentals for the Bilingual/Multicultural Teaching Classroom. 2 Units****Prerequisite(s):** Successful completion of EDBM 330.**Corequisite(s):** EDBM 402B.

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.

Credit/No Credit

**EDBM 334. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Mathematics. 3 Units****Prerequisite(s):** Admission to Multiple Subject Credential Program.

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.

**EDBM 335. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: History-Social Science. 3 Units**

**Prerequisite(s):** Admission to Multiple Subject Credential Program. 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.

**EDBM 336. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Science. 3 Units**

**Prerequisite(s):** Admission to Multiple Subject Credential Program. 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.

**EDBM 339A. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Language and Literacy. 3 Units**

**Prerequisite(s):** Admission to Multiple Subject Credential Program. 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.

**EDBM 339B. Curriculum and Instruction for Elementary Bilingual/Multicultural Classrooms: Language and Literacy. 2 Units**

**Prerequisite(s):** Successful completion of EDBM 339A. 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.

**EDBM 340. Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms, A. 3 Units**

**Prerequisite(s):** Admission to Single Subject Credential Program. **Corequisite(s):** EDBM 400A. 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. Credit/No Credit

**EDBM 341. Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms, B. 2 Units**

**Prerequisite(s):** EDBM 340. **Corequisite(s):** EDBM 400B. 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. Credit/No Credit

**EDBM 342. Fundamentals for the Secondary Multilingual, Multicultural Classroom. 2 Units**

**Prerequisite(s):** Admission to Single Subject Credential Program. 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 Reconstructionist 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.

**EDBM 343. Advanced Fundamentals for the Secondary Multilingual/Multicultural Classroom. 2 Units**

**Prerequisite(s):** EDBM 342. 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.

**EDBM 344. Interdisciplinary Curriculum, Instruction, Assessment for Multilingual/Cultural Secondary Classr. 5 Units****Prerequisite(s):** Must be admitted into the Teacher Preparation Program.

Foundations in developing curriculum, instruction, and assessment strategies in secondary schools (mathematics, history/social science, science, English, and Foreign Language); development of culturally relevant and student centered instruction that counters the systemic challenges in teaching standard-based curriculum. Special emphasis directed toward differentiation that addresses the needs of Multilingual and Multicultural students through the learning cycle-theory, application, and reflection. Modules and activities will emphasize inquiry-based learning, problem-posing education, constructivist teaching principles, and the integration of multiple intelligence across the curriculum.

**EDBM 349. Teaching and Assessing Literacy Across the Content Areas. 2 Units****Prerequisite(s):** Admission to Single Subject Credential Program.

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.

**EDBM 350. Technology Use in Multilingual/Multicultural Classrooms. 1 Unit****Prerequisite(s):** Enrollment in Multilingual/Multicultural Single Subject Credential Program.

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.

Credit/No Credit

**EDBM 400A. Student Teaching in Secondary Schools, I. 7 Units****Prerequisite(s):** Admission to Multiple Subject Credential Program.**Corequisite(s):** EDBM 340, EDBM 342.

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.

Credit/No Credit

**EDBM 400B. Student Teaching II. 9 Units****Prerequisite(s):** Admission to Multiple Subject Credential Program.**Corequisite(s):** EDBM 400A.

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 coursework and focuses primarily on planning, implementing and assessing instruction for three classes in the candidates content area, serving mainstream, EL and special needs students.

Credit/No Credit

**EDBM 401. Observation and Participation in Multilingual/Multicultural Schools. 2 Units****Prerequisite(s):** Admission to Teacher Preparation Program.

Teacher candidates will observe and participate as teaching assistants in public school classrooms with high enrollments of students from culturally and linguistically diverse backgrounds.

Credit/No Credit

**EDBM 402A. Student Teaching I. 5 Units****Prerequisite(s):** Admission and enrollment in BMED multiple subject credential program.**Corequisite(s):** Must be enrolled in EDBM 330.

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 coursework and focuses primarily on planning, implementing and assessing instruction for small groups of students.

Credit/No Credit

**EDBM 402B. Student Teaching II. 7 Units****Prerequisite(s):** Admitted in Multiple Subject Preparation Program.**Corequisite(s):** EDBM 402A.

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 coursework and focuses primarily on planning, implementing and assessing instruction for whole classes of students.

Credit/No Credit

**EDBM 470. Community Fieldwork and Analysis. 1 - 3 Units**

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.

Credit/No Credit

**EDBM 471. Advanced Fieldwork in Bilingual/Crosscultural Education. 3 - 4 Units**

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.

Credit/No Credit

**EDBM 472. Practicum in Multilingual/Multicultural Educational Settings. 3 Units**

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.

Credit/No Credit

**EDBM 565. MA Thesis/Project. 3 Units**

**Prerequisite(s):** 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.

Completion of a thesis or project approved for the Master's Degree.

**Note:** May be taken twice for credit.