

EDUCATION - BILINGUAL/ MULTICULTURAL (EDBM)

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.

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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 220. Multicultural Curriculum, Advocacy, and Community. 3 Units

Term Typically Offered: Fall, Spring

This seminar is a philosophical and pedagogical exploration of the historic, legal and sociocultural foundations of American education with emphasis on issues of power, identity, representation, and change. It examines how history, political and economic agendas, and discrimination shape schooling access and curriculum practices; and, considers ways to transform education to strengthen student-family-community-school involvement. This course is applied in that it mandates that students develop an action research plan for implementing or strengthening student-family-community-school involvement in schools and/or community settings.

EDBM 228. The Academic and Social Value of Ethnic Studies. 3 Units

Term Typically Offered: Fall, Spring

Introduces Ethnic Studies history, research, policy, and classroom practice. The primary focus is on Ethnic Studies education in grades 9-12. Readings for this course include current research on the academic and social value of particular approaches to teaching Ethnic Studies; new and developing California school district policy; recent California laws and resolutions regarding the establishment of Ethnic Studies as a high school graduation requirement; and Memorandums of Decision from Federal Court cases related to Ethnic Studies.

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

Prerequisite(s): Instructor permission.

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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. 4 Units

Prerequisite(s): Graduate status.

Term Typically Offered: Fall, Spring

Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education with emphasis on equity and social justice issues. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Provides support for students' culminating project/thesis.

EDBM 265. Thesis/Project Writing. 3 Units

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

Term Typically Offered: Fall, Spring

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 299. Special Problems. 1 - 3 Units

Term Typically Offered: Fall, Spring

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

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

Term Typically Offered: Fall, Spring

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 401. Observation and Participation in Multilingual/Multicultural Schools. 2 Units

Prerequisite(s): Admission to Teacher Preparation Program.

Term Typically Offered: Fall, Spring

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 565. Culminating Experience: MA in Education, Equity and Social Justice (Ethnicity and Race). 2 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.

Term Typically Offered: Fall, Spring

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

Note: EDBM 565 requires satisfactory completion of a thesis or project