EDBM 128. Foundations for Multicultural Secondary Education, B.  
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.  
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.  
Term Typically Offered: Fall, Spring

This seminar is a philosophical and pedagogical exploration of the 
istoric, 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 
it that 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.  
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.  
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.  
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.  
Term Typically Offered: Fall, Spring

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.  
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.

EDBM 299. Special Problems.  
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. 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.
Term Typically Offered: Fall, Spring

Completion of a thesis or project approved for the Master's Degree.
Note: May be taken twice for credit.