

CALIFORNIA STATE UNIVERSITY SAN MARCOS

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R. E. _____	Catalog _____	File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE ☐ CHABSS ☐ CoBA ☒ CoEHHS ☐ CSM

TITLE OF PROGRAM Bilingual Authorization: Spanish

Discipline: Education

Check one: ☒ Change to Program ☐ Program Deletion

TITLE OF DEGREE PROGRAM: Not a degree. It is a bilingual credential program in School of Education.

This form is the signature sheet for a change to, or deletion of, an existing program.

Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? Yes _____ X No _____ If yes, obtain signature(s).
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Discipline/Unit _____	Signature _____	<input type="checkbox"/>	_____	Support _____	Oppose _____
Discipline/Unit _____	Signature _____	<input type="checkbox"/>	_____	Support _____	Oppose _____
Discipline/Unit _____	Signature _____	<input type="checkbox"/>	_____	Support _____	Oppose _____
Discipline/Unit _____	Signature _____	<input type="checkbox"/>	_____	Support _____	Oppose _____

1. Ana M. Hernandez, Ed.D.
Originator (Please Print)

3/14/2016
Date

2. M. Vargas
Program/ Department - Director/Chair

3.14.16
Date

APPROVAL PROCESS

3. [Signature] ☐ 4/22/16
College Curriculum Committee^ Date

4. [Signature] ☐ 4-21-16
College Dean (or Designee)* Date

5a. _____ ☐ _____
University Curriculum Committee^ Date

5b. _____ ☐ _____
Budget and Long-Range Planning Committee (if applicable)^ Date

6. _____
Academic Senate Date

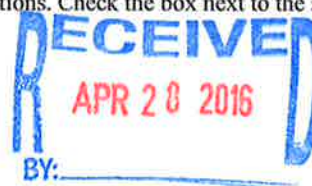
7. _____
Provost (or Designee) Date

8. _____
President Date

9. _____
Date to Chancellor's Office (if applicable)

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.

^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.



P-2 Program Change Proposal
CEHHS, School of Education, Multilingual and Multicultural Education
Originator – Ana M. Hernández, Ed. D.

Title of Program: Bilingual Authorization: Spanish

Proposal: This is not a degree program, it is a certificate for bilingual teacher accreditation offered in conjunction with Multiple Subject, Middle Level, Single Subject, Special Education, and Integrated Credential programs in the School of Education.

Purpose: The original bilingual certification program approved by the California Commission on Teacher Credentialing (CCTC), Bilingual, Cross Cultural, Language and Academic Development (BCLAD), is no longer issued by the CA Department of Education (CDE). In its place, the CDE developed a Bilingual Authorization Program in which the School of Education received its endorsement for accreditation in 2008. Although we still offer a bilingual certification to teachers and teacher candidates, the old program (BCLAD) is no longer valid and the program description and courses listed on our current catalog are no longer offered (EDML 553 and EDML 554).

Proposed Changes: First, we propose to update the description of the *Bilingual Authorization Program: Spanish* on the 2016-2018 catalog, p. 153 and p. 155 by deleting references to the old courses - EDML 553, EDML 554 or EDML 563, which are no longer listed on our current catalog, p. 365. We have included the Academic Senate Meeting Agenda & Minutes for April 6, 2011 where UCC Course and Program Change Proposals for EDML 553/554/555 and EDUC 653/654/655 were approved. Second, we will include the actual description the Bilingual Authorization Program approved by the CCTC in 2008. The courses EDUC 653, EDUC 654 and EDUC 655 are already included in our 2016-2018 catalog p. 408, but need small revision in wording to delete references to the old BCLAD courses.

Mission and Learning Outcomes: The Bilingual Authorization Program is part of the CCTC accreditation programs in the School of Education and reflect the mission statement. The program reflects the California Commission on Teacher Credentialing Standards that are listed in the current courses (EDUC 653, EDUC 654 and EDUC 655) as student learning outcomes for the program.

See all attachments for this proposal.

Language for Proposed 2016-2018 Catalog changes to p. 153

Bilingual Authorization Program: Spanish

The Bilingual Authorization is a program offered in conjunction with the Multiple Subject, Middle Level, Single Subject, Special Education, and Integrated Credential Program options. The authorization is for those individuals wishing to provide primary language instruction (Spanish) to English language learners. This program is designed to provide candidates with primary and second language theory, curricula, instructional strategies, and methodology and is specially designed to instruct K-12 grade students in both their native language and in English language development across the content core curricula. The School of Education offers coursework and clinical practice which will qualify candidates with the requisite skills, knowledge, and disposition to design, implement, and teach in biliteracy settings and primary language programs for English learners.

There are three (3) requirements of the Bilingual Authorization Program – Spanish:

- 1) Candidates must demonstrate proficiency in Spanish by passing the CSET Languages Other Than English (LOTE) III: Spanish Language examination.
- 2) At least one clinical practice placement will be in a biliteracy setting or primary language program. Please select one of the courses (EDMS 573, EDM I 573, EDMX 573, or EDSS 573) (6-7 units) based on your initial credential program. Or a practicum in a bilingual setting (EDUC 655) (2 units) for “add on” candidates who already hold a valid California basic credential with English learner authorization.
- 3) The following courses must be successfully completed: EDUC 653 – Biliteracy I (3 units) and EDUC 654 – Biliteracy II (3 units).



Bilingual Authorization Program - Spanish

School of Education

College of Education, Health and Human Services, CSU San Marcos



Why obtain a Bilingual Authorization?

The Bilingual Authorization equips bilingual teachers with effective, research-based bilingual – bicultural instructional strategies and is valued by employers.

The Bilingual Authorization can be added to any credential and provides 8 units of masters level credit.

Bilingual Authorization is a program within the Master's of Arts (MA) in Education – General-Option Program so that candidates completing the Bilingual Authorization program can apply their courses towards a Master's of Arts in Education – General-Option Program – a 30-unit degree program. In order to obtain their Bilingual Authorization, candidates must be fluent in Spanish and be able to pass the CSET Languages Other Than English (LOTE) III Exam in Spanish Language and Communication prior to issuance of the authorization. This CSET replaces the bilingual assessment through Extended Learning. The program requires two courses: one in the fall EDUC 653 and one in the spring EDUC 654. Additionally, candidates need to complete a two unit Practicum, EDUC 655, in their own classrooms.

Requirements for the authorization are as follows:

For candidates currently in a CSUSM Multiple, Single or Education Specialist program:

- EDUC 653 (3 units) - Biliteracy Education I: Contexts for Learning Syllabus
- EDUC 654 (3 units) - Biliteracy Education II: Methodology and Cultural Contexts
- EDMS 573, or EDM I 573, or EDSS 573 (7 units) Clinical Practice in Elementary School Bilingual/ELD Settings
- CSET LOTE III Exam: Spanish Language and Communication

For candidates already holding a valid basic credential with EL authorization (Multiple, Single or Education Specialist) who have not completed the bilingual clinical practice (EDMS 573):

- EDUC 653 (3 units) - Biliteracy Education I: Contexts for Learning Syllabus
- EDUC 654 (3 units) - Biliteracy Education II: Methodology and Cultural Contexts
- EDUC 655 (2 unit practicum) - Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings
- CSET LOTE III Exam: Spanish Language and Communication

For more information, please contact: Dr. Ana Hernández - ahernand@csusm.edu



California State University
SAN MARCOS

BILINGUAL AUTHORIZATION AND CERTIFICATE OF ADVANCED STUDY IN BILITERACY EDUCATION: SPANISH

The Certificate in Advanced Study in Biliteracy Education is a program offered in conjunction with the Multiple-Subject, Middle Level, Intern, Single-Subject, and Integrated Credential Program options. The advanced certification is for those individuals wishing to provide primary language instruction to second language learners. This program is designed to provide credential candidates with primary and second language theory, curricula, instructional strategies, and methodology and is specially designed to instruct students in both their native language and in English language development across the content core curricula. The College of Education offers coursework and clinical practice which will qualify candidates with the requisite skills, knowledge, and disposition to design, implement, and teach in biliteracy and other primary language programs.

There are three (3) requirements to be recommended for the BCLAD: Spanish emphasis:

1. Certificate of Advanced Study in Biliteracy Education candidates must demonstrate the equivalent to a Foreign Service Institute level of at least three (3) in the language and culture of emphasis no more than three years prior to entering the credential program. BCLAD Emphasis: Spanish students should sign up for the language assessment prior to admission. Please call (760) 750-4905 to arrange for an appointment. There will be a fee of \$50.00 per assessment (\$50.00 for written assessment and \$50.00 for oral assessment).

Please note: Candidates who have passed all three subtests of the CSET: Spanish examination are NOT required to take the BCLAD: Spanish Emphasis Language Assessment.

2. At least one clinical practice placement will be in a biliteracy or other primary language program.
3. The following additional course must be successfully completed: EDML 553, 3 units. In addition, it is recommended candidates complete the following course: EDML 554, 3 units

PLEASE NOTE: Clinical Practice Placement must be completed during the program. All other requirements MUST be filled no more than one (1) year after recommendation for initial credential. Past the one year state limit, a candidate must pass the state BCLAD examinations to qualify for the BCLAD Certificate.

INTEGRATED BACHELOR OF ARTS AND MULTIPLE SUBJECT CREDENTIAL PROGRAM/ ENGLISH LEARNER AUTHORIZATION

(For admission requirements to the Integrated Bachelor of Arts, see School of Education and College of Humanities, Arts, and Behavioral and Social Sciences advising staff.)

This program provides students with a Bachelor of Arts Degree with a major in Liberal Studies from the College of Humanities, Arts, Behavioral and Social Sciences and a Multiple-Subject Credential English Learner Authorization from the School of Education. The Integrated Credential Program (ICP) consists of one prerequisite semester and five themed semesters of courses which are taken in both colleges.

The Integrated Bachelor of Arts and Multiple-Subject Emphasis Credential English Learner Authorization Program appears as Option 2 in the Liberal Studies major under the College of Humanities, Arts, Behavioral and Social Sciences.

Student Learning Outcomes

The student (candidate) learning outcomes are defined by SB 2042 as Teaching Performance Expectations (TPEs). CSUSM School of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts stated in the SOE Mission Statement. The full text of the TPEs can be found at www.csusm.edu/soe/eportfolio/eportfolio.html.

CLEAR RYAN CREDENTIAL

Although the Ryan credential is no longer offered as a program (California has transitioned to the SB 2042 standards), CSUSM continues to provide a means for clearing the Ryan credential. There are two options available to clear a Ryan Preliminary Credential:

1. University Recommendation

Candidates may receive a California State University San Marcos recommendation of a five-year Clear Multiple- or Single-Subject Ryan Credential if, in addition to completing program requirements for the Preliminary Ryan Credential, the candidate also satisfies:

(a) Fifth Year of Study

Completion of a fifth year of study (thirty (30) units of upper-division or graduate work). Applicants entering a professional teacher preparation program with a bachelor's degree may use the preparation program as appropriate for the fifth year.

(b) Health Education

Completion of a course in Health Education including information on alcohol, narcotics, drugs, tobacco, and nutrition (EDUC 571 or PE 201 or PE 203). The requirement includes training in infant, child, and adult cardiopulmonary resuscitation (CPR).

(c) Computer Education

Completion of an advanced Computer Education course which includes general and specialized skills in the use of computers in the support of teaching and learning integrated into the curriculum (EDUC 422 or EDST 630).

(d) Special Education

Completion of a requirement in the needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming) (EDUC 501).

2. Complete an SB 2042 Clear Teacher Induction Program

and CPR training. Contact your school district directly for details. Option two is the only option available to qualify for a Clear SB 2042 Credential.

BILINGUAL AUTHORIZATION AND CERTIFICATE OF ADVANCED STUDY IN BILITERACY EDUCATION: SPANISH

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- Please note: Candidates who have passed all three subtests of the CSET: Spanish examination are NOT required to take the BCLAD: Spanish Emphasis Language Assessment.
2. At least one clinical practice placement will be in a biliteracy or other primary language program. (EDMS 573/EDML 573)
3. The following additional course must be successfully completed: EDML 553 (3 units). In addition, it is recommended candidates complete the following course: EDML 554, 3 units. PLEASE NOTE: Clinical Practice Placement must be completed during the program. All other requirements MUST be filled no more than one (1) year after recommendation for initial credential. Past the one year state limit, a candidate must pass the state BCLAD examinations to qualify for the BCLAD Certificate.

INTEGRATED BACHELOR OF ARTS AND MULTIPLE SUBJECT CREDENTIAL PROGRAM/ ENGLISH LEARNER AUTHORIZATION

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1. University Recommendation

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(a) Fifth Year of Study

Completion of a fifth year of study (thirty (30) units of upper-division or graduate work). Applicants entering a professional teacher preparation program with a bachelor's degree may use the preparation program as appropriate for the fifth year.

(b) Health Education

Completion of a course in Health Education including information on alcohol, narcotics, drugs, tobacco, and nutrition (EDUC 571 or PE 201 or PE 203). The requirement includes training in infant, child, and adult cardiopulmonary resuscitation (CPR).

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and CPR training. Contact your school district directly for details. Option two is the only option available to qualify for a Clear SB 2042 Credential.

Overview of the CTET Program leading to CLAD certification

The CTET Certificate Program at California State University San Marcos is a program within the Master of Arts in Education programs offered in the School of Education. The CTET Certificate Program consists of 12 units of coursework (4 courses) accompanied by candidates submitting a final portfolio to demonstrate mastery of the CTET standards.

- The four (4) courses are offered at the MA-level so that candidates completing the CTET program can apply their courses towards a Master of Arts in Education – a 30-unit degree program.
- Candidates can complete the CTET coursework in two to four semesters. Master of Arts classes are offered in the evenings.
- Some CTET courses have an online component, but the CTET Program at CSUSM is not an online program.
- The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the CTET standards and attach assignments from the courses they completed as evidence.

CERTIFICATE OF ADVANCED STUDIES IN MULTICULTURAL EDUCATION

The Certificate of Advanced Studies in Multicultural Education prepares educators to take leadership roles for social change.

Course Requirements

EDUC 641	3
EDUC 643	3
EDUC 644	3
EDUC 647	3
Program Total	12

CERTIFICATE OF ADVANCED STUDY IN BILITERACY EDUCATION: SPANISH

Courses Required:

Multiple-Subject Students:

EDMS 522	EDMS 555
EDML 553	EDML 554

Program Total: 12 units

Single-Subject Students:

EDSS 521	EDSS 555
EDML 553	EDML 554

Program Total: 12 units

CERTIFICATE OF ADVANCED STUDY IN EDUCATION TECHNOLOGY*

This certificate program provides K-12 educators with experiences, knowledge of resources, and models for effective implementation of emerging technologies that support teaching and learning in on-line or face-to-face settings. The two 3-unit courses for the certificate are on-line and the one-unit courses are offered in hybrid or on-line format. The program provides a variety of experiences using Web-based tools, applications and strategies for managing digital learning that supports 21st century education. The experiences prepare teachers to be teacher-leaders in the area of innovative educational design.

The 12-unit program requires completion of two 3-unit courses and six 1-unit courses.

Three-unit on-line courses include:

EDST 640	EDST 641
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One-unit on-line/hybrid courses include:

EDST 643	EDST 644
EDST 646	EDST 647
EDST 648	EDST 649

**The Certificate of Advanced Study in Education Technology is offered through Extended Learning.*

Overview of the CTEL Program leading to CLAD certification

The CTEL Certificate Program at California State University San Marcos is a program within the Master of Arts in Education programs offered in the School of Education. The CTEL Certificate Program consists of 12 units of coursework (4 courses) accompanied by candidates submitting a final portfolio to demonstrate mastery of the CTEL standards.

- The four (4) courses are offered at the MA-level so that candidates completing the CTEL program can apply their courses towards a Master of Arts in Education – a 30-unit degree program.
- Candidates can complete the CTEL coursework in two to four semesters. Master of Arts classes are offered in the evenings.
- Some CTEL courses have an online component, but the CTEL Program at CSUSM is not an online program.
- The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the CTEL standards and attach assignments from the courses they completed as evidence.

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The Certificate of Advanced Studies in Multicultural Education prepares educators to take leadership roles for social change.

Course Requirements

EDUC 641	3
EDUC 643	3
EDUC 644	3
EDUC 647	3
Program Total	12

CERTIFICATE OF ADVANCED STUDY IN BILITERACY EDUCATION: SPANISH**Courses Required:****Multiple-Subject Students:**

EDMS 522	EDMS 555
EDML 553	EDML 554

Program Total: 12 units**Single-Subject Students:**

EDSS 521	EDSS 555
EDML 553	EDML 554

Program Total: 12 units

*delete
old program
"BCLAD"
courses*

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EDST 646	EDST 647
EDST 648	EDST 649

**The Certificate of Advanced Study in Education Technology is offered through Extended Learning.*

EDMI 663 (3)**Middle Level Teacher Leadership**

Presents a theoretical framework for critical reflection on the characteristics of effective middle level school and leadership. Promotes an understanding of how to implement, and advocate for, effective strategies for meeting young adolescents' intellectual, social, and emotional needs. Introduces and applies action research that impacts practices in schools in light of middle level philosophy and young adolescent development. Addresses deeper leadership skills and strategies as a teacher leader in order to shape middle level students' learning and development. *Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDUCATION:**MULTILINGUAL/MULTICULTURAL (EDML)****College of Education, Health and Human Services****EDML 550 (3)****First and Second Language Acquisition Theory and Methods**

Language structure and use, language acquisition theories, the structure of English, the role of primary language literacy in second language acquisition, second language instruction in bilingual and multilingual settings and methods for teaching English as a Second Language (ESL), and content area instruction through English Language Development (ELD) techniques.

EDML 552B (3)**Theories and Methods of Bilingual/Multicultural Education**

Focuses on bilingual and multicultural education to include: sociolinguistics, sociocultural context, models of bilingual education, and multilingual instructional techniques, with consideration of the needs of exceptional learners. *Enrollment Restriction: Semesters 1-5 of Integrated Bachelor of Arts and Multiple Subject Credential Program. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDML 603 (3)**Assessment and Evaluation of Students in Multilingual/Multicultural Contexts**

Investigates a variety of theories and approaches (formal, informal, individual/group, holistic, and analytical) for identifying student learning needs, assessing the development of primary and second languages, and assessing achievement in content areas in the primary and second language. The following principles are the focus of this course: (1) the nature and purpose of primary- and second-language assessment measures; (2) the nature and purpose of assessment measures in content areas; (3) limitations of test instruments, and procedures (e.g., issues and problems of test equivalence, cultural, and linguistic bias); and (4) various approaches to assessment (e.g., performance-based assessment traditional measures, such as norm-referenced and standardized tests, authentic assessment, and portfolio assessment). *Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDUCATION:**MULTIPLE SUBJECT (EDMS)****College of Education, Health and Human Services**

Enrollment restriction for all EDMS courses is admission to the Multiple Subject Teacher Credential Program.

EDMS 511 (3)**Elementary Teaching and Learning I**

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

EDMS 511B (3)**Elementary Teaching and Learning I**

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP.*

EDMS 512 (3)**Elementary Teaching and Learning II**

Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP. Prerequisite: EDMS 511.*

EDMS 512B (3)**Elementary Teaching and Learning II**

Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP. Prerequisite: EDMS 511B.*

EDMS 521 (3)**Elementary Literacy I**

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP.*

EDMS 521B (3)**Elementary Literacy I**

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP.*

EDMS 522 (3)**Elementary Literacy II**

Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Prerequisite: EDMS 521.*

EDML 553, 554, 563
have been removed
already from catalog

EDUC 647 (3)**Multicultural Curriculum and Application**

Examines issues relevant to multicultural curriculum and its application in creating equitable communities of learners in multilingual/multicultural settings. Students will review current theory as it relates to the design, implementation, and evaluation of multicultural curriculum given the sociocultural contexts which exist in classrooms, schools, and communities. Students will critically evaluate multicultural curriculum and application, with specific focus on promoting equal and effective instruction for students from culturally and linguistically diverse backgrounds.

EDUC 649 (3)**Practicum in Social Action**

Explores current research, theories, applications, issues, and perspectives in the fields of multicultural and multilingual education. Students will examine their commitment to social justice and educational equity in their classrooms and schools. Students will consider how they can engage themselves and their students in social action by designing, implementing, and reflecting upon social action projects and curriculum for themselves and/or their students in their classrooms, their schools, and their communities.

EDUC 650 (3)**Proposal Development**

Guides students through the planning, preparation, and completion of the research or project proposal. With the guidance of the instructor, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposal methodology.

EDUC 653 (3)**Biliteracy Education I: Contexts for Learning**

Addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs, and research on effective bilingual education are examined. Explores bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. *May not be taken for credit by students who have received credit for EDML 553. Conducted in Spanish.*

EDUC 654 (3)**Biliteracy Education II: Methodology and Cultural Contexts**

Addresses bilingual methodology and the cultural contexts for bilingual education and bilingualism in California public schools. The theories, pedagogy, and principles of second language acquisition are examined including inter- and intra-communication, transferability, and the interrelatedness of the domains of language. Explores the sociopolitical, historical, and economic role that Latinos and Latino culture play, including the implication of learning and instruction in public schools in California and the United States. *May not be taken for credit by students who have received credit for EDML 554. Conducted in Spanish.*

EDUC 655 (2)**Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings**

An examination and application of the theoretical and methodological issues in designing instruction for English learners in bilingual classroom settings through reflective, critical analysis of practice. Aspects of second language development will be covered, including curriculum planning and development. Focuses on various curricular and instructional programs designed for English Learner students in bilingual settings, methods of language and content assessment, role and utilization of primary language in English Language Development content instruction, grouping configurations, and application to classroom. *May not be taken for credit by students who have received credit for EDML 563.*

EDUC 656 (3)**Principles of Dual Language and Multicultural Education: Theory, Research, and Practice**

This course, for new and practicing teachers, examines guiding principles for dual language and multilingual education. It analyzes the historical, theoretical, socio-political, instructional, cross-cultural, and community issues related to dual language and multilingual education in the context of a multicultural/multilingual local and global society.

EDUC 657 (3)**Cross-Cultural Competency for Educational Leadership in Diverse Societies**

Equips experienced and beginning teachers in dual language and multiple language contexts on how to successfully navigate the socio-political contexts of school, society, and the home. Provides ideas on advocacy for dual language programs and ways to address cross-cultural competence in student-to student, parent-school, and staff interactions.

EDUC 658 (3)**Practices and Strategies for Bilingualism/Multilingualism and Biliteracy/Multiliteracy Development**

Designed for experienced and beginning teachers in dual language and multiple language contexts concerned with learning about the most effective classroom practices and teaching strategies to meet the needs of diverse learners in today's diverse and multicultural classroom settings.

EDUC 659 (3)**Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education**

This course, for new and practicing teachers, examines the importance of curriculum and assessment in dual language and multilingual education, including the needs of struggling learners or students with exceptionalities in language and learning.

EDUC 694 (1)**Topics in Education**

Study of current issues and concepts in Education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 694, 695, and 696. Students should check the Class Schedule for listing of actual topics.*

EDUC 647 (3)**Multicultural Curriculum and Application**

Examines issues relevant to multicultural curriculum and its application in creating equitable communities of learners in multilingual/multicultural settings. Students will review current theory as it relates to the design, implementation, and evaluation of multicultural curriculum given the sociocultural contexts which exist in classrooms, schools, and communities. Students will critically evaluate multicultural curriculum and application, with specific focus on promoting equal and effective instruction for students from culturally and linguistically diverse backgrounds.

EDUC 649 (3)**Practicum in Social Action**

Explores current research, theories, applications, issues, and perspectives in the fields of multicultural and multilingual education. Students will examine their commitment to social justice and educational equity in their classrooms and schools. Students will consider how they can engage themselves and their students in social action by designing, implementing, and reflecting upon social action projects and curriculum for themselves and/or their students in their classrooms, their schools, and their communities.

EDUC 650 (3)**Proposal Development**

Guides students through the planning, preparation, and completion of the research or project proposal. With the guidance of the instructor, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposal methodology.

EDUC 653 (3)**Biliteracy Education I: Contexts for Learning**

Addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs, and research on effective bilingual education are examined. Explores bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. ~~May not be taken for credit by students who have received credit for EDML 553.~~ Conducted in Spanish.

EDUC 654 (3)**Biliteracy Education II: Methodology and Cultural Contexts**

Addresses bilingual methodology and the cultural contexts for bilingual education and bilingualism in California public schools. The theories, pedagogy, and principles of second language acquisition are examined including inter- and intra-communication, transferability, and the interrelatedness of the domains of language. Explores the sociopolitical, historical, and economic role that Latinos and Latino culture play, including the implication of learning and instruction in public schools in California and the United States. ~~May not be taken for credit by students who have received credit for EDML 554.~~ Conducted in Spanish.

EDUC 655 (2)**Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings**

An examination and application of the theoretical and methodological issues in designing instruction for English learners in bilingual classroom settings through reflective, critical analysis of practice. Aspects of second language development will be covered, including curriculum planning and development. Focuses on various curricular and instructional programs designed for English Learner students in bilingual settings, methods of language and content assessment, role and utilization of primary language in English Language Development content instruction, grouping configurations, and application to classroom. ~~May not be taken for credit by students who have received credit for EDML 563.~~

EDUC 656 (3)**Principles of Dual Language and Multicultural Education: Theory, Research, and Practice**

This course, for new and practicing teachers, examines guiding principles for dual language and multilingual education. It analyzes the historical, theoretical, socio-political, instructional, cross-cultural, and community issues related to dual language and multilingual education in the context of a multicultural/multilingual local and global society.

EDUC 657 (3)**Cross-Cultural Competency for Educational Leadership in Diverse Societies**

Equips experienced and beginning teachers in dual language and multiple language contexts on how to successfully navigate the socio-political contexts of school, society, and the home. Provides ideas on advocacy for dual language programs and ways to address cross-cultural competence in student-to student, parent-school, and staff interactions.

EDUC 658 (3)**Practices and Strategies for Bilingualism/Multilingualism and Biliteracy/Multiliteracy Development**

Designed for experienced and beginning teachers in dual language and multiple language contexts concerned with learning about the most effective classroom practices and teaching strategies to meet the needs of diverse learners in today's diverse and multicultural classroom settings.

EDUC 659 (3)**Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education**

This course, for new and practicing teachers, examines the importance of curriculum and assessment in dual language and multilingual education, including the needs of struggling learners or students with exceptionalities in language and learning.

EDUC 694 (1)**Topics in Education**

Study of current issues and concepts in Education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 694, 695, and 696. Students should check the Class Schedule for listing of actual topics.*

Changes – delete sentences