

*The curriculum through which program mission and goals are pursued*

### **Multilingual and Multicultural Education**

<http://www.fresnostate.edu/kremen/graduate/mme.html>

#### **Program Mission**

The Bilingual/ELD program is committed to the belief that there is an inherent worth of learners' diverse linguistic and cultural backgrounds. It is also committed to developing expertise in educators to provide equitable learning environments through their instruction and leadership. The mission of the proposed Masters Option in Multilingual and Multicultural Education is to provide masters candidates with a foundation in research, curriculum, and leadership in order to promote equity in schools serving linguistically and culturally diverse (LCD) learners. In this program, master candidates will be working with students that are not only English learners (EL) but students that have distinct linguistic and cultural needs.

#### **Program Need**

The California Department of Education reveals that 23.2% of California's K-12 student population is comprised of English learners. In addition, 37.4 % of the student population speaks a language other than English in their homes. Therefore, it is imperative that strategic planning and curriculum development be central for equitable education for the schooling of linguistically and culturally diverse learners. The Spring 2011 Language Census from the California Department of Education reported that 82.7% of those English learners in the state are Spanish speakers. The other 55 languages make up the other 17.3%. However, in Fresno Unified alone, the second highest language minority is Hmong with 10% of the total EL population.

The needs of educators that work with LCD students in our schools cannot be ignored. As an institution of higher education with a commitment to quality teacher preparation, studies and research indicate that teacher candidates need to become more knowledgeable in how to meet the needs of their English learners. There is an even greater need to prepare teachers as leaders in the instruction of LCD students.

This need was determined through qualitative input consultation with new and veteran teachers in the field. In January 2011 a survey was conducted at a two-day Dual Language Conference held at Fresno State. The survey was designed to determine the need to develop a Masters Option in Multilingual and Multicultural Education. Attendees at the conference consisted of teachers, students, community-based organizations and agencies in the area of Early Childhood and Multiple Subject Credential candidates.

**Program Description.** The Master of Arts degree program in Education with an option in Multilingual and Multicultural Education is designed and committed to the developing expertise in educators to provide equitable learning environments through their instruction and leadership. The overarching mission of the specialized option program is to provide masters candidates with a foundation in research, curriculum, and leadership in order to promote equity in schools serving linguistically and culturally diverse (LCD) learners. In this program, master candidates will be working with students that are not only English learners (EL) but students that have distinct linguistic and cultural needs.

**Career Opportunities.** Graduates will be qualified to administer a variety of teaching strategies as well as utilizing pedagogical skills that have proven to work with students from linguistically and culturally diverse backgrounds. They will also be able to provide leadership in staff development; student services areas, and higher educational settings. This highly advanced specialized training will help advance further graduate study in doctoral programs.

**Admission Requirements.** In addition to the admission requirements listed in the Graduate Education Program section of this catalog, M. A. in Education the Multilingual Multicultural program applicants must provide verification of advisement.

**Program Requirements.** Under the direction of the Multilingual Multicultural Coordinator, each student prepares and submits an individually designed program within the following framework:

**1. Course Requirements (21 units)**

LEE 281, LEE 282\*, LEE 283, LEE 284 (12 units)

ERE 220, CI 285 (or ERE 288), and LEE 298A (9 units)

**2. Approved Electives: Approved Courses taken prior or concurrently --(9 units)**

The program offers special elective groupings in LING, LEE, ERA and CI. These include: LING 146, ERE 153\*, LEE 214, LEE 215, CI 240 CI 241, LEE 280T

**3. Culminating Experience (3 units)**

Choose between (a) LEE 298 Project in Multilingual & Multicultural Education or (b) a 3 units of approved electives plus comprehensive exam (0 units)

**Total (30 units)**

---

\* Students meet the Graduate Writing Requirement by passing the writing component of LEE 282. See graduate program coordinator for further information.

\*\* ERE 153 or an or an equivalent course may be taken prior to being admitted to the program or may be taken concurrently with required courses in Year One before taking ERE 220 or can be taken in summer.

The Master of Arts degree program in Education with an option in Multilingual and Multicultural Education is designed and committed to the developing expertise in educators to provide equitable learning environments through their instruction and leadership. The overarching mission of the specialized option program is to provide masters candidates with a foundation in research, curriculum, and leadership in order to promote equity in schools serving linguistically and culturally diverse (LCD) learners. In this program, master candidates will be working with students that are not only English learners (EL) but students that have distinct linguistic and cultural needs. This program is designed not only for educators but also for participants who have experience and interest in working with LCD learners.

Although a majority of students are teachers, a teaching credential is not a requirement for admission. The program is unique in allowing students to pursue in-depth study in personally relevant areas of multilingual and multicultural education and specialization areas through elective coursework

## **Course Descriptions**

### **LEE 214. Literature for Children and Adolescents**

Prerequisite: admission to program or permission of instructor. Survey of genre, authors, and illustrators; critical interpretation and classroom application of books; the impact of social and cultural patterns in literature.

Units: 3

### **LEE 215. Language Issues in Reading**

Prerequisite: admission to program or permission of instructor. Seminar exploring issues related to language acquisition and literacy development with special emphasis on culturally and linguistically diverse learners.

Units: 3

### **LEE 280T. Advanced Topics in Literacy and Early Education**

Prerequisite: permission of instructor. Advanced, in-depth analysis of issues and problems related to literacy, bilingualism, and early childhood education. Emphasis placed on advanced research.

Units: 1-3

### **LEE 281. Critical Pedagogy for Diverse Learners**

This course examines crucial pedagogy to the educational practices of teaching linguistically and culturally diverse students. It will reflect on critical pedagogy in terms of collaborating and transforming relationships between teachers, students and schools in a multilingual and multicultural society.

Units: 3

### **LEE 282. Research Topics in Second Language Acquisition**

This course examines the qualitative and quantitative research in second language acquisition. Students will critique published research and investigate topic development, the various methods of collecting and analyzing qualitative data in multilingual and multicultural education.

Units: 3

### **LEE 283. Cultural Competency for Educators**

Designed to focus on curriculum development for linguistically and culturally diverse students, identification of teaching strategies for the multilingual classroom, theories of teaching the culturally diverse students, and overview of methods of bilingual, English language development, and content area instruction.

Units: 3

### **LEE 284. Collaborative Leadership for Educational Diversity**

Designed to view issues from multiple perspectives within the context of linguistically and culturally diverse populations in K-18 settings. Focus on analysis of leadership roles in public, school, and agency settings examining research of diverse communities regionally, nationally, and internationally.

Units: 3

### **LEE 298A. Project Literacy**

Prerequisite: advancement to candidacy for the master's degree; B average on 24 units of the master's program including ERA 220. See Criteria for Thesis and Project. A project consists of a significant undertaking appropriate to education. An approved proposal is required for enrollment. Approved for RP grading.

Units: 3

### **LEE 298D. Project - Multilingual & Multicultural Education**

Prerequisite: advancement to candidacy for the Master's degree; B average on 24 units of the Master's program including ERA 220. A project consists of a significant undertaking appropriate to education. An approved proposal is required for enrollment. Approved for RP grading.

Units: 1-3

### **CI 240. Social Justice and the Multicultural Classroom**

Cultural and political contexts of schooling; foundations of education. Enhancing educational equity by providing multicultural curriculum, culturally responsive pedagogy and culturally appropriate assessment. They conduct web-supported classroom research. Use web-based collaborative tools with teachers,

families of pupils, and community members.

Units: 3

**CI 241. Teaching for Equity and Justice in the Multicultural Classroom: Practice into Theory**

Theory and practical application of multicultural curriculum design. Continued attention to learning theory, instructional theory and role of technology in education. Focus is on what knowledge is most worth teaching, given curriculum standards and the explosion of knowledge in a diverse society.

Units: 3

**CI 285. Seminar in Advanced Educational Psychology**

Prerequisites: Minimum 3 units from the following: CI 152, CI 171, COUN 174, or PSYCH 101, or permission of instructor. Seminar on the psychological foundations of education; nature and characteristics of development, learning processes, and forces which affect educational growth. (Formerly ERA 285)

Units: 3

**ERE 153. Educational Statistics**

Methods of describing, analyzing, and interpreting data; statistical methods including correlation, regression, t-tests, 1 and 2-way ANOVA designs, and chi-square.

Units: 3

**ERE 220. Research in Education**

Prerequisites: ERE 153. Seminar in education research methodology; library resources; critiquing data collection, analyses, interpretation in research articles; writing research papers; for elementary and secondary teaching, early childhood, reading, administration, counseling, special education, related fields.

Units: 3

**ERE 288. Educational Measurement and Program Evaluation**

Prerequisite: ERE 153. Procedures and issues involved in the measurement and evaluation of educational programs; planning, etc. Applications in educational settings are emphasized.

Units: 3

**LING 146. Practical English Grammar for Language Teachers**

English grammar from the perspective of the teacher. Format designed to be compatible with classroom needs of language arts and ESL teachers. By analyzing English structures, students gain confidence in their ability to teach English grammar to ethnically diverse students.

Units: 3