

**April 11, 2013**

## **MEMORANDUM**

**TO:** Executive Committee  
Academic Senate

**FROM:** Marilyn Wilson, Chair *MW*  
University Graduate Committee

**RE:** Proposed option in Multilingual and Multicultural Education

MCS to approve second reading for the proposed option in Multilingual and Multicultural Education in the Department of Literacy, Early, Bilingual, and Special Education, Kremen School of Education and Human Development.

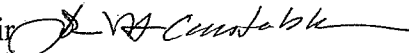
The program was presented by Dr. Teresa Huerta and supported by the faculty and administration. Dr. Huerta declared that this program had been many years in the making. Goals of the proposed option include: Cross cultural program, advanced level of inquiry, research, professional preparation of scholars, teachers, administrators; and global education. Data were provided to indicate both sufficient demand for this option and available staff to support the new option. The program will be marketed as a cohort model, with approximately 30% of the courses online. New courses have been approved at the college level and Grad Curriculum committee.

**CC:** Teresa Huerta, Program Coordinator  
Glenn DeVoogd, Chair, Literacy, Early, Bilingual and Special Education  
Paul Beare, Dean, Kremen School of education and Human Development  
William Covino, Provost

June 6, 2013

## MEMORANDUM

**TO:** Dr. Lynn Williams, Chair  
Academic Senate

**FROM:** J. Constable, Chair   
University Budget Committee

**RE: Proposed MA option in Multilingual and Multicultural Education**

At its meeting on 8 May 2013 the University Budget Committee reviewed the proposed MA option in Multilingual and Multicultural Education. The new option is proposed to attract new students into the MA program in Education that wish to better serve the growing cultural diversity of the Central Valley. According to the proposers, once the program is initiated it will be unique in California.

After discussion among members of the University Budget Committee and Drs. T. Huerta, T. Vang, B. Gonzalez, S. Tracz, L. Alamillo, and Dean P. Beare the following motion was passed:

The University Budget Committee finds that there are a few potential negative budgetary implications related to the implementation of the proposed MA option in Multilingual and Multicultural Education. In the proposal several potential costs are identified including coordination assigned time that will be absorbed by existing faculty assignments and printing costs for recruitment materials that is expected to total approximately \$20K per year. It was further noted that should the program grow in popularity beyond the currently expected cohort of 18-24 students additional faculty may be required. The Committee requests that the Dean of the Library be formally consulted to ensure there are no additional costs associated with providing resources for the program; and (ii) the program be subject to University Budget Committee review during the third year of operation to assess its budget.

If you have any further questions regarding the review of this program please do not hesitate to contact me by email ([jconstable@csufresno.edu](mailto:jconstable@csufresno.edu)) or phone (278-2410).

**Cc:** Dr. P. Beare, Dean of the Kremen School of Education and Human Development  
Dr. G. DeVoogd, Chair, Department of Literacy, Early, Bilingual, and Special Education  
Dr. T. Huerta

## Literacy, Early, Bilingual and Special Education (LEBSE)

### Kremen School of Education and Human Development

#### Student Outcomes Assessment Plan (Soap)

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#### I. Mission Statement

The faculty of the Kremen School of Education and Human Development, Bilingual/EL Program is committed to the belief that there is an inherent worth of learners' diverse linguistic and cultural backgrounds. The mission of the Option in Multilingual and Multicultural Education is to provide advanced level candidates with a foundation in research, curriculum, and leadership in order to promote equity in schools, agencies and communities that serve linguistically and culturally diverse (LCD) learners.

#### II. Goals and Student Learning Outcomes

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Goal A: MM graduates utilize essential skills in designing, planning, and implementing critical pedagogy in multilingual and cross-cultural settings.

Objective A-1. Explain critical pedagogy in 1<sup>st</sup>/2<sup>nd</sup> language.

Objective A-2. Demonstrate culturally responsive practices in teaching LCD learners.

Objective A-3. Demonstrate the ability to plan and design curriculum in content areas for LCD learners in cross-cultural settings.

Goal B: MM graduates are guided with an advanced level of inquiry, research, and professional preparation with regards to multilingual and cross-cultural settings.

Objective B-1. Interpret qualitative/quantitative research related to second language acquisition.

Objective B-2. Demonstrate advanced level inquiry through research and graduate level writing.

Goal C: MM graduates are instructional and cognizant leaders on challenging issues and rights faced by linguistically and culturally diverse learners in Pk-16 educational settings.

Objective C-1. Describe current issues in Pk-16 settings serving LCD learners.

Objective C-2. Discuss, analyze, compare, and contrast LCD learners' rights in Pk-16 settings.

Objective C-3. Articulate multiple perspectives (i.e. morale, ethical, socio-cultural and social justice) that reflect effective collaborative leadership.

Goal D: MM graduates are prepared in careers as scholars, teachers, resource specialists, and administrators in Pk-16 institutions and federal and state agencies that serve LCD populations.

Objective D-1. Identify potential career advancement opportunities in diverse educational settings.

Objective D-2. Promote the role of parental involvement or external business partnerships within LCD communities.

Goal E. MM graduates understand the role of leadership within the context of global education systems as viewed and experienced by LCD communities.

Objective E-1. Analyze and explain the importance of being globally competent within the context of educational leadership.

Objective E-2. Demonstrate knowledge of leadership (i.e. innovation, authority, management, and vision) in relationship with diverse communities.

### III. Curriculum Map (Matrix of Courses X Learning Outcomes)

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Note: P reflects the primary course responsible for assessment of student outcome.

S reflects the secondary course responsible for providing support of student outcome.

Courses	Obj. A1	Obj. A2	Obj. A3	Obj. B 1	Obj. B2	Obj. C1	Obj. C2	Obj. C3	Obj. D 1	Obj. D 2	Obj. E1	Obj. E2
LEE 281	P	P		S	S	S	S		S	S	S	S
LEE 282	S	S	S	P	P	S	S	S	S	S	S	S
LEE 283	S	S	P			S	S	S	P	P	S	S
LEE 284					S	P	P	P	S	S	P	P
LEE 298D	S	S	S	P	S	S	S	S	S	S	P	S
CI 285 or ERA 288				S	S	S						
ERA 153				S	S	S						
ERA 220				S	S	S						

### IV. Assessment Methods

#### A. Direct Measures (at least three)

1. Assessment of critical pedagogy in LCD settings: Reflection Papers, Case Studies, Research Paper, Final Project or Comprehensive Exam.
2. Assessment of advanced level of inquiry, research, and professional preparation serving LCD learners: Preliminary Literature Review, Use of Methods, Data Collection, and Analysis, Final Paper.
3. Assessment of current educational issues serving LCD learners: Discussion Forums, Case Study, Research Presentation and Paper.
4. Assessment of cross-cultural knowledge and leadership skills: Meta-notes, Reflection Paper, Case Study, and Final Presentation/Research Paper.
5. Assessment of leadership within the context of global education systems as viewed and experienced by LCD communities: Final Research Paper & Oral Presentation.

**B. Indirect Measures**  
Graduate and Employer Survey

**V. Student Learning Outcomes X Assessment Methods Matrix**

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	Obj. A-1	Obj. A-2	Obj. A-3	Obj. B-1	Obj. B-2	Obj. C-1	Obj. C-2	Obj. C-3	Obj. D-1	Obj. D-2	Obj. E-1	Obj. E-2
Assessment 1: Reflection Papers, Case Study, Research paper, Final Project or Comprehensive Exam	X LEE 281	X LEE 281	X LEE 281									
Assessment 2: Research paper (selected topic, lit. review, methods and analysis), or Final Project				X LEE 282	X LEE 282							
Assessment 3: Debates and Discussion Forums, Case Study, Research Oral Presentation and Paper.						X LEE 284	X LEE 284	X LEE 284				
Assessment 4: Reflection Paper and Case Study, and Final Research Paper									X LEE 283	X LEE 283		
Assessment 5: Final Research Paper & Final Oral Presentation											X LEE 284 LEE 298D	X LEE 284

## VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

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### Year 2013 to 2014

#### **Theory to Practice Projects and Research Assignments (in LEE 281, LEE 282, CI 285 or 288).**

The MM candidate will write one reflection paper, a case study, research based assignments (literature review, methods and analysis) and a Final Project that identifies best pedagogical practices and research within LCD settings. These assessments are designed to assist candidates with an opportunity to connect theory to practice utilizing relevant data. Rubrics will be used to score each individual assignments or papers submitted. Data collected (assignments) will be summarized and used to make a comparative analysis of program delivery across courses.

### Year 2014 to 2015

#### **Forums and Debate Discussions to Qualitative Studies and Research Assignment (in LEE 283, ERA 220, LEE 284, and LEE 298D)**

The MM candidates will participate in a discussion forum and debate on major contemporary issues concerning LCD students. The MM candidates will acquire meta-note skills; produce two case studies, two final presentation/research papers. In addition, MM graduate students will produce either a scholarship piece of work (typically 4-5 chapters in length and conforming to the University requirements for a thesis in writing style and format) or take a comprehensive exam. These assessments are designed to assist the candidates in demonstrating their cross-cultural knowledge and leadership skills in reference to LCD settings and to advance their level of inquiry, research, and professional preparation. A criterion rubric will be used to evaluate the quality of the work completed by the students. Rubric summations will be compiled and shared with the faculty. Data collected (assignments) will be summarized and used to make a comparative analysis of program delivery across courses. A rubric will be used to score the project or comprehensive exam. In addition, random projects and comprehensive exams will be selected and reviewed every academic year by the entire faculty. The data will be summarized and used to identify program strengths and areas for improvement. Candidates in this program will be encouraged to access student data from their school settings to evaluate program impact on student learning outcomes for the purpose of program improvement. This will be useful tracking data to analyze over time for addressing achievement gaps that continue to exist in K-16 settings.

### Year 2016 to 2017

#### **Program Evaluation by Alumni**

Each alumnus will be sent a survey asking them if they believe their graduate learning experiences met the goals and objectives of the program. The results for each item on the numeric scale will be averaged per year and shared with the faculty. The compiled data will be used to identify the program's strengths and areas of concern.

#### **Multilingual and Multicultural Symposium**

Students will be expected to participate as presenters in an annual Multilingual and Multicultural Symposium by presenting their current research and best practices being implemented at their school sites. Each year, faculty will tabulate the numbers of students who participate as evidence that graduate students have mastered the process of research and communication.

## VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

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Summary evaluations will guide the improvement of curricula, instruction and program through a continuous improvement cycle. Faculty will assess program strengths and weaknesses based on assessment data and collaborate to make appropriate changes to strengthen the program.

In 2013-2014 the Multilingual and Multicultural faculty will begin regular meetings to review and revise program standards and to design assessments that could measure the program's effectiveness. These assessments will include measures of student mastery while students are enrolled in the program including reflection papers, case studies and research based assignments.

In 2014-2015 assessments to further evaluate the programs effectiveness will be implemented. These assessments would further inform faculty of the progress of the program that includes the final project, thesis, or comprehensive exam in order to examine students' mastery of program outcomes. Additionally, a post-graduate survey will be developed to assess program quality as related to program goals. This survey will be given to students, employers and faculty members.

In 2015-2016 a review cycle will be implemented to assess students' growth and program effectiveness using the multiple assessments designed for program evaluation. Faculty will focus on the review and analysis of the data, and the implementation of revisions to the program and courses as suggested by the findings.

**DIVISION OF GRADUATE STUDIES  
PROPOSAL FOR NEW OPTION**

**Identification of Department/School Submitting Request:**

Department of Literacy, Early, Bilingual, and Special Education (LEBSE)  
Kremen School of Education and Human Development

**Proposed Program Title of Option:**

Multilingual & Multicultural Education

**Title of Existing Graduate Degree Program:**

Master of Arts in Education

**Options Existing under Graduate Degree Program:**

- Educational Leadership and Administration
- Curriculum and Instruction
- Early Childhood Education
- Reading/Language Arts

**Date of Planned Implementation:**

Fall 2013

**Purpose of the Proposed Option:**

The faculty of the Kremen School of Education and Human Development (KSOEHD) and Bilingual/EL program are committed to the belief that there is an inherent worth of learners' diverse linguistic and cultural backgrounds. They are also committed to the developing expertise in educators to provide equitable learning environments through their instruction and leadership.

The mission of the proposed M.A. in Education with an option in Multilingual and Multicultural Education is to provide master's degree 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's candidates will be working with students that are not only English learners (EL) but students that have distinct linguistic and cultural needs.

Garcia (1991) notes that the term LCD, a relatively new term in the early nineties, described a population that was perceived as vulnerable due to their non-mainstream culture and lack of English proficiency. Garcia adds:

Recent research has redefined the nature of our linguistically and culturally diverse students' educational vulnerability. It has destroyed stereotypes and myths and laid a foundation upon which to re-conceptualize present educational practices and launch new initiatives. This foundation recognizes both the homogeneity and the heterogeneity within and among, linguistically and culturally diverse populations. No one set of descriptions or prescriptions will suffice. (p. 3)



Therefore, the term LCD will be used to describe English learners as well as all other students who have a native language other than English and come from a variety of cultural backgrounds, ensuring that their linguistic and cultural diversity is valued.

The program will prepare curriculum leaders in the field of education who are knowledgeable and effective in the areas of linguistics, culture, educational theory, and social justice. In addition, the program provides educators with access to sound educational research and practice in the context of the changing demographics of our public schools. The purpose of this program is to provide an advanced course of study devoted to the critical examination of theory, practice and policy in the education of linguistically and culturally diverse (LCD) learners. Specific goals of the program are to:

- A. Develop expertise and practical skills in designing, planning, implementing critical pedagogy in multilingual and cross-cultural programs through courses in first and second language acquisition theory, and responsive methodologies in bilingual, dual language, and English language development (ELD).
- B. Provide educators with an advanced level of inquiry, research, and professional preparation with regards to cultural and linguistic learners.
- C. Prepare instructional leaders who are cognizant of the challenging issues and rights faced by linguistically and culturally diverse learners in Pk-16 educational settings considering the moral, ethical and social justice perspectives.
- D. Prepare scholars, teachers, resource specialists, and administrators in academic institutions, public schools, and federal and state agencies for careers in culturally and linguistically diverse settings.
- E. Gain an understanding of the role of leadership within the context of global education systems as viewed and experienced by linguistically and culturally diverse communities.

The matrix, on the following page, demonstrates how each of the above stated program goals are aligned with the student learning outcomes as measured in each of the specific program core courses for the option in Multilingual Multicultural Education. For more details of each of the learning outcomes course syllabi can be referenced. The graduate students completing this course of study will have the option to enroll in a final project assignment (LEE 298D) or a comprehensive exam plus 3 units of an approved elective.

## Program Student Outcomes as Measured by Course Matrix

Program Outcomes Students will:	LEE 281 Critical Pedagogy for Diverse Learners	LEE 282 Research Topics in Sec. Lang. Acquisition	LEE 283 Cultural Competency for Educators	LEE 284 Collaborative Leadership for Educational Diversity	LEE 298D Project or Comprehensive Exam
A-1- explain critical pedagogy in 1 <sup>st</sup> /2 <sup>nd</sup> language through discussions and core assignments.	P	S	S		S
A-2- demonstrate culturally responsive practices in teaching linguistically & culturally diverse learners through discussion and submission of case studies.	P	S	S		S
A-3- demonstrate their ability to plan and design curriculum in content areas for linguistically & culturally diverse learners in a bilingual setting through the submission of case studies and research papers.		S	P		S
B-1- interpret qualitative/ quantitative research related to second language acquisition through research assignments and class presentations.	S	P			P
B-2- demonstrate gradual level inquiry through research assignments and completion of graduate writing competency.	S	P		S	S
C-1- describe current issues in Pk-16 settings serving linguistically and culturally diverse learners through discussions and meta notes.	S	S	S	P	S
C-2- discuss, analyze, compare, and contrast linguistically and culturally diverse learners' in Pk-16 settings through collaborate group participation.	S	S	S	P	S
C-3- articulate multiple perspectives (i.e. morale, ethical, socio-cultural and social justice) that reflect effective leadership through collaborative group discussions and presentations.	S	S	S	P	S
D-1- identify potential career advancement opportunities in diverse educational settings through class discussions, networking, and presentations.	S	S	S	S	P
D-2 - select a specific topic concerning bilingualism or multicultural education focusing on the role of parental involvement or external business partnerships within linguistically/culturally diverse communities.	S	S	P	S	S
E-1- analyze and explain the importance of being globally competent within the context of educational leadership through assigned classroom debates and research.	S			P	P
E-2- demonstrate their knowledge of leadership (i.e. innovation, authority, management, and vision) in relationship to diverse communities through their final research paper.	S	S	S	P	S

**Note:** (P) reflects the primary course responsible for assessment of student outcome.

(S) reflects the secondary course responsible for providing support of student outcome.

### Evidence of Need for the New Option:

The California Department of Education reveals that 23.2% of California's K-12 student population is composed 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. Teachers of LCD students need to understand the theory and practice centered on second language acquisition and culturally responsive teaching. The findings of a recent study (WestEd, 2006) on programs for English learners reported the following factors as being critical to their success:

- Staff addressing English learners' language and academic needs
- Site-wide focus on English Language Development (ELD) and standards
- Shared goals and expectations in teaching English learners
- Regular administration and appropriate use of assessment and data to inform teaching

According to the Spring 2011 Language Census Report from the California Department of Education, 82.7% of those English learners in the state are Spanish speakers: overwhelmingly the majority. The other 55 reported languages make up the other 17.3%. However, in Fresno Unified School District alone, the second highest language minority speakers are Hmong with 10% of the total EL population.

The needs of staff that work with LCD students in our schools cannot be ignored. As an institution of higher education with a commitment to quality teacher preparation, current studies and research indicate that teacher candidates need to become more knowledgeable on how to meet the needs of their English learners. However, there is an even greater need to prepare teachers as leaders in the instruction of LCD students. This need was determined through a survey conducted at a two-day Dual Language Conference at Fresno State in January 2012.

The purpose of the survey was to determine the need for a master's option in Multilingual and Multicultural Education. Participants attending the conference consisted of teachers, students, community-based organizations and agencies in the area of Early Childhood, and Multiple Subject Credential candidates. The following pages provide eight tables illustrating the survey results in reference to potential graduate students' interest and backgrounds in this program based on their experiences and beliefs.

**Table 1. Enrolled in Current Programs**

Program Areas (more than one may apply)	Yes		No	
	N	%	N	%
Liberal studies	15	19.7	61	80.3
Multiple Subject Credential Program	11	14.5	65	85.5
Single Subject Credential Program	3	3.9	73	96.1
BCLAD	14	18.4	61	80.3
Hmong	0	0.0	76	100.0
Spanish	21	27.6	55	72.4
Others	22	28.9	54	71.1

As noted in Table 1, of 76 surveys, the majority of respondents are currently enrolled in the Liberal Studies Program (19.7%), followed by the Multiple Subject Credential Program (14.5%), with few students in the Single Subject Credential Program (3.9%). Furthermore, a large percent of currently enrolled students are in the BCLAD Program (18.4%) and overwhelmingly in the Spanish BCLAD (27.6%), as compared to the Hmong BCLAD. However, there were 71.1% who were in none of the programs and most likely represent professionals in the field. Also data indicated a sustained interest in this program.

**Table 2. Degrees Held**

<u>Degrees</u> (more than one may apply)	<u>Yes</u>		<u>No</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
AA- Area	29	38.2	47	61.8
BA/ BS- Major	43	56.6	33	43.4
MA/ MS-Emphasis	9	11.8	67	88.2

In reference to degrees, Table 2 indicates that the majority of the respondents had a Bachelor of Arts/Science (BA/BS) (56.6%) followed by an Associate Degree (AA) (38.2%); whereby fewer respondents had a MA/MS-Emphasis (11.8%). This reflects that over 88.2% of the respondents did not have a MA/MS-Emphasis or a degree beyond a MA/MS.

**Table 3. Interest in Pursuing a Graduate Degree**

<u>Interest</u>	<u>N</u>	<u>%</u>
Strongly Agree	24	31
Agree	12	15.8
Undecided	18	23.7
Disagree	2	2.6
Strongly Disagree	19	25.0
No Response	1	1.3

Table 3 indicates that a larger percent of the respondents had an interest in pursuing a graduate degree (46.8% strongly agreed and agreed), as opposed to not interested (2.6%) or strongly disagreed (25%). The survey also indicates that 23.7% of the respondents were currently undecided about attaining a graduate degree.

**Table 4. Time Frame for Pursuing a Higher Degree**

<b>Time</b>	<b>N</b>	<b>%</b>
In the next year	9	11.8
In the next two years	11	14.5
In the next three years	28	36.8
In the next four or more years	18	23.7
No Response	10	13.2

Table 4 reveals that most respondents would consider pursuing a higher degree in the next three to four years and beyond (60.4%), as opposed to the next year or two (26.3%). This is important to note because the graduate program would not be established until Fall 2013, therefore providing substantial time to admit graduate students.

**Table 5. Interest in Pursuing a Graduate Degree in working with Educating Linguistically and Culturally Diverse Learners**

<b>Interest</b>	<b>N</b>	<b>%</b>
Very Interested	46	60.5
Somewhat Interested	26	34.2
Not Interested	3	3.9
No Response	1	1.3

As illustrated in Table 5, almost all of respondents were very to somewhat interested (94.7%) in pursuing a graduate degree in teaching LCD learners. Consequently, this indicates that there is a prevailing interest for a bilingual/dual language graduate program.

**Table 6. Gains Hoped in Completing the Program (more than one response may apply)**

<b>Gains</b>	<b>Yes</b>		<b>No</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Upward Mobility	21	27.6	55	72.4
Professional Development	64	84.2	12	15.8
Upgraded Knowledge	55	69.7	23	30.3
New Employment Position	14	18.4	62	81.6
Increased Research Experience	36	47.4	40	52.6
Other	8	10.5	68	89.5

As revealed in Table 6, the majority (84.2%) of participants indicated that professional development is what they hoped to gain in completing a graduate degree in working with educating linguistically and culturally diverse learners; followed by upgraded knowledge (69.7%), and increased research experience (47.4%). Fewer students were interested in completing a credential program for upward mobility (27.6%) and fewer in completing a graduate degree for employment purposes (18.4%). This information sheds light in recognizing that knowledge and research is what is of interest to these respondents and can serve to better tailor the program to meet the needs of future students.

**Table 7. Experiences Working with K-12 Students (more than one response may apply)**

<b>Experiences</b>	<b>Yes</b>		<b>No</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Tutoring	27	35.5	49	64.3
Small Group Instruction	25	33.3	50	66.7
Whole Class Instruction	18	24.0	57	76.0
Advisor	4	5.3	71	94.7
Bilingual Setting-Language	28	37.3	47	62.7
Substitute Teacher	10	13.3	65	86.7
Student Teaching	13	17.3	62	82.7
Counselor	1	1.3	74	98.7
Other	22	29.3	53	70.7

Table 7 indicates that the majority of respondents have experiences teaching in bilingual settings (37.3%), followed by tutoring (35.5%), and small group instruction (33.3%). The data provides evidence that these respondents teach in bilingual settings and therefore may find interest in a multilingual and multicultural graduate level program.

**Table 8. Greatest Needs of K-12 students in the Central Valley (more than one response may apply)**

<u>Needs</u>	<u>Yes</u>		<u>No</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Academic preparation	42	56.0	33	44.0
Academic language development	38	50.7	37	48.3
Motivation to continue education	52	69.3	23	30.7
Access to the curriculum	20	26.7	55	73.3
Good role models	37	49.3	38	50.7
Bilingual programs	41	54.7	34	45.3
Socio-culture development	35	46.7	40	53.3
Positive learning envelopment	38	50.7	37	49.3
Culturally responsive curriculum	33	44.0	42	56.0
Access to resources	25	33.3	50	66.7
Other	3	4.0	72	96.0

Table 8 illustrates that a large percent of respondents (69.3%) selected motivation to continue their education as the greatest need of K-12 students in the Central Valley. Other areas strongly identified were academic preparation (56.0%), bilingual programs (54.7%), academic language development (50.7%) and positive learning development (50.7%). These results provide further insight as to what these respondents find the greatest needs for K-12 students in the Central Valley.

This survey reveals a prevalent need to be adequately prepared to teach linguistically and culturally diverse students which would require an advanced degree since the current credential program unit requirements does not allow more specialized courses. As faculty, we are determined to prepare leaders who will be knowledgeable enough to make changes in curriculum and instruction to impact the achievement of bilingual/biliterate learners in their schools. Consequently, we believe that this program will provide educators with additional knowledge and skills needed in closing the achievement gap for language minority students.

### **Recruitment of Candidates**

Recruitment for the proposed M.A. in Education with an option in Multilingual and Multicultural Education is an on-going task, tapping into sustainable partnerships with school districts, and other education institutions. Currently, this program has partnered with community-based organizations representing the four countywide regions served by the university.

In fall 2012, the program faculty submitted a proposal that focused on recruitment. The Division of Graduate Studies granted the award and recruitment materials are currently being developed by a faculty subcommittee. Faculty members working on recruitment are active in developing brochures, flyers and upgrading the website.

A database has been established listing current graduates from the BCLAD credential program. Some of these students have already expressed an interest in pursuing this program option. In addition, Fresno County Office of Education, Madera County Office of Education, as well as the Central California Bilingual Consortium, have provided additional databases of potential candidates who will be encouraged to pursue this program option.

### **Description of Degree Requirements**

The M.A. in Education with an option in Multilingual and Multicultural Education offers specialized preparation for a wide variety of positions in educational settings serving linguistically and culturally diverse (LCD) learners. The program involves 18 to 21 units from required courses and 9 to 12 units from elective courses for a total of 30 units.

### **Required Courses for MME Option (12 units)**

### **Required Units**

<b>LEE 281</b>	<b>Critical Pedagogy for Diverse Learners</b> This course examines critical pedagogy to the educational practices of teaching linguistically & 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.	3 units
<b>LEE 282</b>	<b>Research Topics in Second Language Acquisition</b> This course examines the qualitative and quantitative research in second language acquisition. Students will critique published research and investigate topic development on various methods of collecting and analyzing qualitative data in multilingual and multicultural education. Graduate writing is embedded in this course.	3 units
<b>LEE 283</b>	<b>Cultural Competency for Educators</b> This course is 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	3 units



of bilingual, English language development, and content area instruction.

**LEE 284 Collaborative Leadership for Educational Diversity** 3 units  
 This course is 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.

**Core Courses for MA Ed. (6-9 units)**

	<b><u>Core Units</u></b>
ERA 220 Research in Education	3 units
CI 285 Seminar in Advanced Educational Psychology	
<b><u>or</u></b>	
ERA 288 Educational Measurement & Program Evaluation	3 units
LEE 298D Project in Multilingual & Multicultural Education	3 units
<b><u>or</u></b>	
Comprehensive Exam with 3 unit elective course	3 non-core units

Prerequisite: ERA153, Educational Statistics or an equivalent course may be taken prior to being admitted into the program to fulfill the prerequisite requirement for ERA 220, or ERA 153 may be taken concurrently with required courses in Year One or taken during the summer period before taking ERA 220.

NOTE: To count as an elective, ERA 153, and not the Psych courses or other approved ERA 153 substitutions, must be taken within the last 5 years. Students cannot take ERA 153 as an undergrad, unless they petition to have it moved for Post Baccalaureate credit. Classification must be met within the first 9 units of program as well, which would include the ERA 153 course if taken prior to admission to program. It cannot be used if the course was used in another program for another degree.

**Elective Courses (9-12 units)**

	<b><u>Elective Units</u></b>
LING 146 Practical English Grammar for Language Teachers	3 units
ERA 153 Educational Statistics	3 units
LEE 214 Literature for Children and Adolescents	3 units
LEE 215 Language Issues in Reading	3 units
CI 240 Social Justice and the Multicultural Classroom (online)	3 units
CI 241 Teaching for Equity & Justice in the Multicultural Classroom: Practice into Theory (online)	3 units
LEE 280 T Conflict Resolution Education for School Professionals	3 units

### Suggested Program

YEAR ONE			YEAR TWO	
2013	2014		2014	2015
Fall	Spring	Summer	Fall	Spring
<b>LEE 281</b> Critical Pedagogy for Diverse Learners (3 units)  <b>CI 285</b> Seminar in Advanced Educational Psychology <u>or</u> <b>ERA 288</b> Ed. Measurement & Program Eval. (3 units)	<b>LEE 282</b> Research Topics in Second Language Acquisition (3 units)  <b>ELECTIVE</b> (3 units)  <b>ELECTIVE</b> (3 units)	<b>ERA 153</b> Educational Statistics (3 units) <u>or</u> prior to being admitted into the program (See Note above)	<b>LEE 283</b> Cultural Competency for Educators (3 units)  <b>ERA 220</b> Research in Education (3 units)	<b>LEE 284</b> Collaborative Leadership for Educational Diversity (3 units)  <b>LEE 298D</b> Project in Multilingual & Multicultural Education (1- 3 units) <u>or</u> Comprehensive Exam w/additional elective (3 units)
6 units	9 units	3 units	6 units	6 units

Note: Program requirements may be completed in 4 semesters if 6 units of electives are taken before being fully admitted to the program. Completion of program and all courses must be within the five-year limit. Students can add one extra semester to take 2 electives and complete the program. In addition, ERA 153 can be taken during the summer since it is regularly offered in the summer or prior to being admitted into the program (See Note above). Students will have the option to enroll in a final project assignment (LEE 298D) or a comprehensive exam plus 3 units of an approved elective.

#### **Program Management**

An assigned full time-tenure-track faculty member in the LEBSE Department will coordinate this program option in Multilingual and Multicultural Education for a three-year term. Faculty who teach the core courses and electives will come from cross-disciplines within the School of Education. The program envisions that two additional faculty members be hired by 2014-15 in order to maintain program sustainability over time.

## List of Faculty

Following is a list of faculty involved in the M.A. in Education with an option in Multilingual and Multicultural Education and their area of expertise.

### *Laura Alamillo, Ph.D.*

Associate Professor, Literacy, Early, Bilingual, and Special Education

- Bilingual Education /ELD Policy and Methods
- The Education of Linguistically and Culturally Diverse Students
- Multicultural Children's Literature
- The Socio-Cultural Context of Education
- Qualitative Research Methods

### *Teresa M. Huerta, Ed.D.*

Associate Professor, Literacy, Early, Bilingual, and Special Education

- The Education of Linguistically and Culturally Diverse Students
- Leadership and Academic Literacy for English Learners
- Cross-cultural Learning and Implications for Democratic Schooling
- Effective Instructional Teaching for Additive Humanizing Pedagogy
- Family Literacy for Bilingual/Bicultural Communities

### *Berta González, Ed.D.*

Professor Emerita, Curriculum and Instruction

Associate Vice President Emerita, Continuing and Global Education

- Curriculum and Program Development and Instruction
- Higher Education Administration
- International Education
- Collaborative leadership training across disciplines and communities

### *Juan Carlos González, Ph.D.*

Assistant Professor, Educational Research and Administration

- Campus Environments
- Sociology of Education
- Educational Policy and History
- Multicultural and Latino Educational Issues
- Academic Socialization of Doctoral Students and Faculty
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### *Anthony Vang, Ed.D.*

Associate Professor, Literacy, Early, Bilingual, and Special Education

- Bilingual Methods: Hmong
- Second Language Acquisition
- Multicultural Education
- School Leadership and Policy