

---

---

# Policy Studies in Language and Cross-Cultural Education

In the College of Education

OFFICE: Education 152  
TELEPHONE: (619) 594-5155  
FAX: (619) 594-1183

## Faculty

Alberto M. Ochoa, Ed.D., Professor of Policy Studies in Language and Cross-Cultural Education, Chair of Department  
Ruben W. Espinosa, Ph.D., Professor of Policy Studies in Language and Cross-Cultural Education  
Natalie A. Kuhlman, Ph.D., Professor of Policy Studies in Language and Cross-Cultural Education  
Richard Pacheco, Ph.D., Professor of Policy Studies in Language and Cross-Cultural Education  
Russell L. Young, Ph.D., Professor of Policy Studies in Language and Cross-Cultural Education  
My Luong Tran, Ph.D., Associate Professor of Policy Studies in Language and Cross-Cultural Education  
Adelina V. Alegria, Ph.D., Assistant Professor of Policy Studies in Language and Cross-Cultural Education  
Karen Cadiero-Kaplan, Ph.D., Assistant Professor of Policy Studies in Language and Cross-Cultural Education  
Evangélica B. Jones, Ph. D., Assistant Professor of Policy Studies in Languages and Cross-Cultural Education  
René Núñez, Assistant Professor of Chicana and Chicano Studies and Policy Studies in Language and Cross-Cultural Education  
James L. Rodriguez, Ph.D., Assistant Professor of Policy Studies in Languages and Cross-Cultural Education  
Cristina Alfaro, M.A., Clinical Professor of Policy Studies in Languages and Cross-Cultural Education  
Ernesto Sanz, M.A., Clinical Professor of Policy Studies in Languages and Cross-Cultural Education

## Courses Acceptable on Master's Degree Programs in Education (PLC)

### UPPER DIVISION COURSES

#### 515. Bilingual Teaching Strategies (3)

Legal and historical context for bilingual education; bilingual program models and teaching strategies; language and academic assessment methods for grouping and evaluating bilingual students. Fieldwork required.

#### 553. Language Assessment and Evaluation in Multicultural Settings (3)

Theories and methods of assessment and evaluation of diverse student populations including authentic and traditional models. Procedures for identification, placement, and monitoring of linguistically diverse students. Theories, models, and methods for program evaluation, achievement, and decision making.

#### 596. Special Topics in Bilingual and Multicultural Education (1-3)

Prerequisite: Consent of instructor.

Selected topics in bilingual, cross-cultural education and policy studies. See Class Schedule for specific content. Maximum credit of six units of 596 applicable to a master's degree. Maximum combined credit of six units of 596 and 696 applicable to a 30-unit master's degree.

## GRADUATE COURSES

#### 600. Foundations of Democratic Schooling (3)

Prerequisite: Consent of instructor.

Analysis of relationships among ideology, culture, and power in educational context; key concepts in critical pedagogy applied to programs, curricula, and school restructuring.

#### 601. Language Policies and Practices (3)

Prerequisite: Consent of instructor.

Formal and informal policies related to education of linguistically diverse students at micro/macro level and in school contexts; analysis of bilingual and cross-cultural issues in cognition and literacy. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 653.)

#### 602. Cross-Cultural Context of School Communities (3)

Prerequisite: Policy Studies in Language and Cross-Cultural Education 601.

Cultural competence values and behaviors; status equalization; and sociolinguistic repertoire within learning situations. How organizational policies and practices and diversity impact individuals and institutions.

#### 603. Community and Schools in a Diverse Society (3)

Prerequisite: Policy Studies in Language and Cross-Cultural Education 602.

Linguistic and cultural diversity of school and community. Development of community sociocultural scan; home and school collaboration; effects of home and school collaboration on achievement; responsibility of parent caretaker, stakeholder for student success.

#### 612. Educational Ethnography in Multicultural Settings (3)

Prerequisite: Policy Studies in Language and Cross-Cultural Education 601.

Theories, models, and techniques of ethnographic research as applied to classroom and community in multicultural settings, focusing on linguistic, paralinguistic, sociolinguistic and proxemic behaviors of teachers and students.

#### 613. Organizational Strategies and Professional Development for the Multicultural School Community (3)

Prerequisite: Policy Studies in Language and Cross-Cultural Education 601.

Leadership and change strategies for designing and implementing instructional programs, professional development approaches, effective organizational school climate that promotes a democratic society and schooling.

#### 650. Bilingual/Cross-Cultural Curriculum Development and Practice (3)

Prerequisites: Policy Studies in Language and Cross-Cultural Education 600 and 601.

Theories of teaching models and curricula for multicultural contexts. Role of teachers as mediators of culture, language use and codes of power to promote biliteracy. Advanced concepts in critical pedagogy.

**651. Multicultural Methods and Curriculum in Content Areas (1-3)**

Prerequisite: Policy Studies in Language and Cross-Cultural Education 601.

Theories, methods, and curricular strategies for teaching content and cognition in and through English and other languages in multicultural settings. Meets CLAD certificate requirement.

**652. Multicultural Methods and Curriculum in Language Arts (3)**

Prerequisite: Policy Studies in Language and Cross-Cultural Education 650.

Theories, methods, and curricular strategies for teaching language arts and cognition in and through English and other languages in multicultural settings.

**686. Seminar in Multicultural Education (1-6)**

Prerequisite: Consent of instructor.

Topics dealing with current issues in multicultural education. See Class Schedule for specific content. Maximum credit six units applicable to a master's degree.

**798. Special Study (1-6) Cr/NC/RP**

Prerequisite: Consent of instructor; to be arranged with department chair and instructor.

Individual study. May involve fieldwork. Maximum credit six units applicable to a master's degree.

**901. Professional Portfolio I (1) Cr/NC**

Prerequisite: Admission to B/CLAD multiple or single subject credential.

Development of classroom portfolios. Skills to capture "real life" experiences of students in school community to contextualize learning.

**902. Professional Portfolio II (1) Cr/NC**

Prerequisites: Policy Studies in Language and Cross-Cultural Education 901 and admission to B/CLAD multiple or single subject credential.

Continuation of portfolio development, including resume and cover letter, components on reflective teaching; and models for teaching approaches, strategies, and methodologies in all subject areas.

**903. Bilingual Secondary Student Teacher Seminar (1-3) Cr/NC**

Prerequisites: Policy Studies in Language and Cross-Cultural Education 924, 954, and concurrent registration in Policy Studies in Language and Cross-Cultural Education 964.

Planning and organizing instruction for Spanish/English bilingual and nonbilingual student teaching assignments. Focus on role of the bilingual teacher and discipline specific methods in English, ESL, mathematics, science, social science, and foreign language. Course taught in Spanish and/or English.

**910. Teaching Mathematics to Bilingual Elementary Students (1-3)**

Prerequisite: Admission to B/CLAD multiple subject credential program.

Underlying learning theories for teaching mathematical concepts, computation, and problem-solving skills to bilingual students. Taught in Spanish.

**911. Teaching Social Studies to Bilingual Elementary Students (1-3)**

Prerequisite: Admission to B/CLAD multiple subject credential program.

Conceptual approaches for teaching bilingual social studies curriculum, incorporating sociocultural characteristics of multicultural community, social concepts, and community social issues. Taught in Spanish.

**912. Teaching Science to Bilingual Elementary Students (1-3)**

Prerequisite: Natural Science 412A or 412B or 412C or 412D.

Strategies for development of process skills and concept acquisition. Methodology for teaching activity-oriented science class in English and Spanish. Taught in Spanish.

**915. Teaching and Learning in the Content Area: English Language Development/SDAIE (1-3)**

Prerequisites: Education 451, Policy Studies in Language and Cross-Cultural Education 515, and admission to B/CLAD or CLAD single subject credential program.

Teaching strategies in content specific fields from second language acquisition perspective taken concurrently with student teaching. See Class Schedule for specific content. May be repeated with new content. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 914.)

A. Multiple Subjects

B. Single Subjects

**923. Psychological Foundations of Education and Bilingual Students (3)**

Prerequisite: Admission to B/CLAD multiple subject credential program.

Major theories of learning and cognition as applied to bilingual students and their relation to child development, first and second language acquisition, and approaches to teaching in bilingual classroom. Taught in Spanish and English.

**924. Behavioral and Psychological Aspects of Teaching in the Bilingual Classroom (1-4)**

Prerequisites: Policy Studies in Language and Cross-Cultural Education 400; concurrent registration in Policy Studies in Language and Cross-Cultural Education 954 and 963; admission to the single subject bilingual emphasis program.

Bilingual learning theory as it affects adolescent growth, individualized instruction, classroom management and discipline, and methods of measuring and evaluating achievement. Taught in Spanish and English. May be repeated with new content. See Class Schedule for specific content. Maximum credit four units.

**931. Skills in Teaching Reading to Bilingual Elementary Students (1-3)**

Prerequisite: Admission to B/CLAD multiple subject credential program.

Teaching reading in English, including methods, strategies, assessment, materials, and techniques of transition for implementing reading programs in the bilingual classroom.

**932. Teaching Spanish Language Arts to Bilingual Elementary Students (3)**

Prerequisite: Admission to B/CLAD multiple subject credential program.

Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop Spanish and English language arts. Taught in Spanish.

**933. Skills in Teaching Reading to Bilingual Secondary Students (3)**

Prerequisites: Upper division standing. Admission to single subject bilingual emphasis program.

Methods of teaching and diagnosing reading skills in Spanish and English, including ESL methods and individualized instruction. Transition skills. Taught in Spanish.

**953. Language Development in Bilingual Secondary Classrooms (3)**

Prerequisite: Admission to B/CLAD single subject credential.

Political, sociocultural, and linguistic aspects of language development in bilingual secondary classrooms. Taught in English and Spanish.

### **954. Humanistic and Social Aspects of Teaching in the Bilingual Classroom (1-4)**

Prerequisites: Policy Studies in Language and Cross-Cultural Education 400; concurrent registration in Policy Studies in Language and Cross-Cultural Education 924 and 963; admission to the single subject bilingual emphasis program.

Interaction between school and society, including equity issues, values, sociocultural variables, achievement of Spanish/English bilingual students; models for appropriate curricula. Taught in Spanish and English. May be repeated with new content. See Class Schedule for specific content. Maximum credit four units.

### **960. Student Teaching Seminar for Bilingual Elementary Students (1-3) Cr/NC**

Prerequisites: Policy Studies in Language and Cross-Cultural Education 923 and admission to B/CLAD multiple subject credential program.

Bilingual instructional practices, classroom management, curricula discipline, micro-teaching in Spanish and English, legal liability, and daily problems encountered in the bilingual classroom. Taught in English and Spanish. Maximum credit six units.

### **961. Student Teaching for Bilingual Elementary Students (1-12) Cr/NC**

Prerequisite: Admission to B/CLAD multiple subject credential program. Student must provide own transportation to student teaching site.

Field experience at two grade levels in a multicultural setting and a bilingual elementary classroom; student teacher assumes responsibility for planning and instruction for specified time to comply with State requirements. Maximum credit 12 units.

### **962. Student Teaching for Elementary Bilingual Students II (1-12) Cr/NC**

Prerequisite: Policy Studies in Language and Cross-Cultural Education 961.

Field experience in a multicultural setting or a bilingual elementary classroom. Maximum credit 12 units.

### **963. Student Teaching for Bilingual Secondary Students I (3-4) Cr/NC**

Prerequisites: Policy Studies in Language and Cross-Cultural Education 400; concurrent registration in Policy Studies in Language and Cross-Cultural Education 924 and 954; admission to the single subject bilingual emphasis program. Students must provide own transportation to student teaching site.

On-site, part-time experience to implement bilingual teacher competencies introduced in Policy Studies in Language and Cross-Cultural Education 515, 924, and 954.

### **964. Student Teaching for Bilingual Secondary Students II (9-12) Cr/NC**

Prerequisites: Policy Studies in Language and Cross-Cultural Education 924 and 963; concurrent registration in Policy Studies in Language and Cross-Cultural Education 903. Students must provide own transportation to student teaching site.

On-site, full-day experience in State approved bilingual and nonbilingual classes to implement teacher competencies as developed in the total professional sequence. Maximum credit 12 units.

