Master of Arts in Education: Teaching the Linguistically Diverse provides candidates with the latest research in how students learn English as an additional language and develop as bilingual learners. The coursework is aligned with the Colorado Teacher Performance Standards, and provides strategies for teachers to facilitate the specific needs of linguistically diverse learners.

The Linguistically Diverse Learner Academic Certificate is designed for educators looking to complement their current teaching license and upgrade their skills and credentials in order to meet the needs of all students in their classrooms, including culturally and linguistically diverse students. The Academic Certificate may be completed independently, and is noted on the transcript.

The Culturally and Linguistically Diverse Education Endorsement is a Colorado state approved program that qualifies a licensed teacher to address the unique needs of culturally and linguistically diverse learners. This Colorado Department of Education added licensure endorsement enables the candidate to work as a specialist in the CLDE field throughout Colorado and many other states.

The Master of Arts in Education: Teaching the Linguistically Diverse master's degree builds upon the CLDE Endorsement and is predicated on the application of language in authentic contexts. Focus is placed on the needs of refugees, immigrants and US Citizens with a heritage language other than English.

Program Highlights
- Approved Colorado Department of Education program for Culturally and Linguistically Diverse Education Endorsement
- Emphasis on reflective practice and application
- Literacy skills focus on differentiation for CLD learners
- Integration of cultural competence in work with parents and communities
- Focus on social justice
- High-quality instruction by practicing educators
- Classes held evenings, Saturdays and summer intensives

COURSES

Regis Linguistically Diverse Education Academic Certificate
(12 semester hours)
MAE 665H Foundations of Education for Culturally and Linguistically Diverse Educators, 3 SH
MAE 665G Linguistics I: Language Acquisition, 3 SH
MAE 665E Teaching Strategies for Culturally and Linguistically Diverse Educators, 3 SH
MAE 665I Assessment for Culturally and Linguistically Diverse Education, 3 SH

Culturally and Linguistically Diverse Education Endorsement
(21-23 semester hours total) All courses listed above, plus:
MAE 605M Multicultural Perspectives, 3 SH
MAE 665P Literacy for Linguistically Diverse Education, 3 SH
MAE 665R Linguistics II: Form and Function, 3 SH
MAE 665L Practicum for Culturally and Linguistically Diverse Education
(waived for practicing teachers), 2 SH

Master of Arts in Education: Teaching the Linguistically Diverse
(33-35 semester hours) All courses listed above, plus:
MAE 614 Action Research: Foundations, 3 SH
MAE 616 Action Research: Application, 3 SH
MAE 621 Curriculum Evaluation Theory and Application, 3 SH
MAE 610 Connecting Beliefs, Theory and Practice, 3 SH

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MAE 665H Foundations of Education for Culturally and Linguistically Diverse Educators (3 SH)
This course provides an overview of the history and legislation related to CLD learners and a survey of bilingual and ESL programs. Models, philosophies and theoretical underpinnings of programs for the CLD learner will be discussed. Strategies for collaboration with, inclusion of, and advocacy for, diverse students and their families will be explored.

MAE 665G Linguistics I: Language Acquisition (3 SH)
This course provides the participant with information concerning first and second language acquisition theory. Participants will explore the structure and function of the English language including: applied linguistics, psycholinguistics and sociolinguistics. Process learning as it applies to English learners will be explored and modeled.

MAE 665E Teaching Strategies for Culturally and Linguistically Diverse Educators (3 SH)
Participants will be instructed in research-based methods and examine effective content-based instructional strategies for teaching English to CLD learners. Participants will adapt curriculum materials and learn differentiation techniques. Sheltered teaching methodologies to develop academic English will be discussed and demonstrated.

MAE 665J Assessment for Culturally and Linguistically Diverse Educators (3 SH)
This course will develop skills for design, evaluation and critique of a variety of formative and summative assessments for CLD learners. Participants will apply this learning through a case study and evaluate differentiated assessments based on language proficiency level. Standards for English Language Proficiency will serve as a resource for this work. An overview of historical and legal implications as they apply to linguistically diverse learners will also be presented.

MAE 605M Multicultural Perspectives (3 SH)
Participants reflect on their culture and the cultural perspectives of others, issues of social justice, and societal structures which impact the success of individual students and programs. Participants address issues of discrimination in schools, in the curriculum, and within the classroom, and examine their own beliefs and how these impact their roles as educators. Participants will also investigate threads that tie diverse cultures together through literature.

MAE 665P Literacy for Culturally and Linguistically Diverse Education (3 SH)
Teachers develop reading literacy skills with a focus on differentiation for CLD learners and will apply research-based reading strategies in their course of study. A plan for instruction and academic language supports will be developed using the teaching and learning cycle, process learning principles and a focus on the importance of family literacy.

MAE 665R Linguistics II: Form and Function (3 SH)
Participants explore English language grammatical structures and incorporate grammar explanations into sheltered lessons for K-12 CLD learners. The development of appropriate language objectives for language and content lessons will be emphasized.

MAE 665L Practicum For Culturally And Linguistically Diverse Education (2 SH)
This course and the support seminar support candidates in linking the theories learned in other coursework to actual practices. Under the direction of a mentor, candidates demonstrate their skills and knowledge to teaching linguistically diverse learners. Additional attributes which contribute to the success of linguistically diverse learners will be documented through professional development and community involvement activities. Pass/No Pass grading.

MAE 614 Action Research: Foundations (3 SH)
Participants develop research questions and design an action research study to investigate a relevant aspect of their practice. A formal research proposal is submitted to the Regis IRB and school district for approval. A literature review, synthesizing the current scholarly research on the topic will be completed.

MAE 616 Action Research: Application (3 SH)
Participants implement research designs developed during MAE 614. They collect and analyze data, write a formal research paper, and present findings to peers and the community. Educators are prepared to investigate questions that arise from their own practice that supports quality teaching and learning.

MAE 621 – Curriculum, Evaluation, Theory and Application (3 SH)
Students engage in the inquiry process to study and apply how concept-based curriculum, especially inquiry and constructivism, is developed in student-centered classrooms. Distinctions between adopting, adapting, and creating curricula around the Colorado Academic Standards are examined. A variety of assessment and evaluation procedures are studied and applied as an integral part of curriculum design and instructional practice. Students design a concept-based, backward designed unit and a balanced assessment/evaluation plan for their classroom. As a central component of this course, students reflect upon the effect on student learning as the learning in this course is applied in their classrooms.

MAE 610 Connecting Beliefs, Theory and Practice (3 SH)
Research and learning theories from constructivism and cognitive psychology are explored. Based on these studies and synthesis of content from throughout the program, participants develop personal beliefs, explore how these beliefs are supported by educational theorists and research, and demonstrate how their beliefs manifest in classroom practice.

Financial aid available: regis.edu/financialaid