

MASTER OF ARTS IN EDUCATION

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION

The Culturally and Linguistically Diverse Education Program 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.

PROGRAM HIGHLIGHTS

- ▶ Licensed educators are eligible to receive 10 percent preferred tuition discount for Education courses
- ▶ 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 CLDE learners
- ▶ Integration of cultural competence in work with parents and communities
- ▶ Focus on social justice
- ▶ High-quality instruction by practicing educators
- ▶ Courses are online, on campus and also offered in a blended format
- ▶ Federal TEACH grant opportunities available

PROGRAM REQUIREMENTS

REGIS LINGUISTICALLY DIVERSE LEARNER ACADEMIC CERTIFICATE

(12 semester hours)

- ▶ MAE 665H - Foundations of CLD 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)

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 640J - Collaborative Cultures or MAE 618 - Comparative Education (3 SH).
- ▶ MAE 621 – Curriculum Evaluation Theory and Application (3 SH)
- ▶ MAE 610 – Connecting Beliefs, Theory and Practice (3 SH)
- ▶ MAE 699A - Culminating Academic Program Review (0 SH)

ADMISSION REQUIREMENTS

- ▶ Completed online application with \$50.00 fee
 - ▶ Official bachelor's transcripts and transcripts from all schools attended with minimum 2.75 GPA
 - ▶ Resume
 - ▶ Currently licensed as a teacher or certified professional
- To start your application and learn about additional admission requirements, visit Regis.edu/apply.

TUITION (2018-19 ACADEMIC YEAR)

- ▶ \$505 per credit hour

FINANCIAL AID

In 2017-18, Regis University provided more than \$134 million in federal, state and institutional financial aid to its eligible students. To learn more about financial aid options, contact the Financial Aid Office at 800.568.8932 or visit Regis.edu/financialaid.

CLASSES START SOON

Please visit the academic calendar to see when classes start at www.Regis.edu/Calendar

GET STARTED TODAY

Working with you one-on-one, your Regis admissions counselor can help you decide which program is the best fit for your goals, what options can save you time and money and assist with the online application process.

800.944.7667 ruadmissions@regis.edu
regis.edu/education

For more information on our certificate programs, including graduation rates, the median debt of students who completed the programs, and other important information, please visit our website at regis.edu/certificates.

Regis University is regionally accredited by the Higher Learning Commission (HLC).

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION

COURSE DESCRIPTION

▶ MAE 665H FOUNDATIONS FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3 SH)

Provides an overview of the social, political, and historical contexts related to CLD learners in American schools. Philosophical and theoretical assumptions informing policy, programs and instructional practice for the CLD learner will be discussed. Strategies for collaboration with and advocacy for diverse students and their families will be explored.

▶ MAE 665G LINGUISTICS I: LANGUAGE ACQUISITION (3 SH)

Provides the participant with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Process learning will be explored and modeled.

▶ MAE 665E TEACHING STRATEGIES FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3 SH)

Instructs participants in research-based methods and examines effective content-based instructional strategies for teaching English to CLD learners. Participants will adapt curriculum materials and learn differentiation techniques. Constructivist and sheltered teaching methodologies will be discussed and demonstrated.

▶ MAE 665I ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (3 SH)

Develops 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 design of a differentiated assessment 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 will explore and reflect on multicultural perspectives, issues of social justice, and societal structures which impact the success of individual students and programs. This class prepares participants to address issues of discrimination in schools, the curriculum, and within the classroom and asks participants to examine their own beliefs and how these impact their roles as educators. This class asks participants to reflect on the questions, "How ought we to teach and live as teachers?" "How ought education to progress in a diverse society?" This class meets the state requirements for the CLD endorsement.

▶ MAE 665P LITERACY FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (3 SH)

Teachers will develop reading literacy skills with a focus on differentiation for CLDE 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 and process learning principles. The importance of family literacy is included.

▶ MAE 665R LINGUISTICS II: FORM AND FUNCTION (3 SH)

Develops teachers' pedagogical language knowledge through close study of advanced grammar topics and the exploration of the five components of language: Pragmatics, Phonology, Orthography, Morphology and Syntax. Emphasis will be on synthesizing linguistic theory and on making connections to English Language Development and appropriate instruction.

▶ MAE 665L PRACTICUM FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION

This course and the support seminar are designed to 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. NOTE: Course is waived for practicing teachers, Pass/No Pass Grading only (60-300 hours).

▶ MAE 614 ACTION RESEARCH: FOUNDATIONS (3 SH)

Action research, an intentional research method of self-reflective and systematic inquiry, offers the opportunity to empower educators as knowing problem solvers, reflective learners and producers of valuable, practice-centered knowledge. In this introductory course, learners will develop skills to investigate a significant question, concern, or issue of practice and formulate an evidenced informed action-plan to address it.

▶ MAE 618 COMPARATIVE EDUCATION (3 SH)

Explores a diverse range of educational approaches and systems in an international context and develops skills to analyze educational development policies and ideologies that impact student learning. Focuses on preparing students to work within broader systems of education, particularly with students from immigrant and refugee populations.

▶ MAE 640J LEADING COLLABORATIVE CULTURES (3 SH)

Provides educators with the skills needed to help foster an environment of collaboration within a larger setting. Analyzes the components necessary for establishing a culture of collective responsibility, advocacy, problem solving and decision making that benefit students, parents and colleagues.

▶ 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 Standard 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.

▶ MAE 699A CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

Candidates are required to register for the Culminating Academic Program (CAP) Review the final semester of their respective programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the CAP Review is to provide a forum for prospective graduates to actively and creatively demonstrate their growth and changes as learners and educators. The CAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of program director. Pass/No Pass grading only. CAP Review fee required.