

REGIS COLLEGE GRADUATE PROGRAMS

MASTER OF ARTS IN EDUCATION

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INTRODUCTION

The Master of Arts in Education Program in Regis College is primarily designed for licensed teachers (K-12) who desire to learn in a collaborative, reflective, and challenging environment through experiences that develop their capabilities as leaders in the education profession. A strand of the MAE Program is also offered for recent college graduates seeking initial teacher licensure.

The Master of Arts in Education offers the following options at the graduate level:

- Master of Arts in Education: Graduate Teacher Licensure (MAEGTL)
- Master of Arts in Education: Learning and Teaching (MAELT)
- Master of Arts in Education: Teacher Leadership (MAETL)
- Master of Arts in Education: Teaching the Linguistically Diverse (MAELD)
- Master of Arts in Education: English as a Second Language (MAE:ESL)
- Culturally and Linguistically Diverse Education Endorsement (CLDE)
- Culturally and Linguistically Diverse Bilingual Specialist: Endorsement (CLDE: Bilingual)*
- Linguistically Diverse Learner (LDL) Academic Certificate
- English as a Second Language (ESL) Academic Certificate
- Teacher Leadership (TL) Academic Certificate

*CLD Bilingual Specialist Endorsement program is under revision and pending CDE approval .

The MAELD program includes required credit hours for an a Culturally and Linguistically Diverse (CLD) Endorsement (21 semester hours) or ESL/LDL Certificate (12 semester hours). The CLD Endorsement and/or LDL Certificate hours may also be applied toward the MAELT degree emphasis.

The Regis College Master of Arts in Education programs are designed to provide continued depth of knowledge incorporating current research and practices in the field of education for the licensed teacher. Completion of these programs does not lead to licensure as a public school teacher in the State of Colorado with the exception of the Graduate Teacher Licensure program which does lead to teacher licensure. Please refer to that specific section for further information.

LEARNING FORMAT

Courses in the MAE Program are primarily classroom-based with some courses also offered in a blended format which includes online components. Fall and spring semester courses are delivered in a weekend or evening format. Some variable scheduled courses extend over a full 16-week academic period while others are of a shorter duration. Most summer semester courses are offered in concentrated blocks.

FACULTY

The MAE Program is distinguished by a faculty drawn largely from the ranks of practicing education professionals. The program's fundamental instructional philosophy is that eminently qualified master teachers practicing constructivist learning theory in classrooms are actively involved in the program as instructors and mentors/advisors.

ADMISSION REQUIREMENTS

- A baccalaureate degree and proof of current teacher licensure as an pre-K, elementary, secondary or K-12 teacher.
- Submission of official transcripts for all college/university coursework.
- An undergraduate cumulative grade point average of 2.750 from the baccalaureate degree-granting institution. Earned graduate credits may be considered in the GPA requirement as approved by the program director.
- A minimum of one year teaching experience in either public or private schools in any grade, pre-K through grade 12. Exceptions must be approved by the MAE director.
- Submission of a two page essay as described in the application form.
- Two letters of recommendation as described in the application form.
- Access to students for on-going application of program concepts.
- All documents submitted during the application process become the property of Regis University.

Application Deadline

Applications for admission are accepted throughout the year. Early application prior to the desired starting date is encouraged.

Returning Students

The MAE Program is designed to allow flexibility in the completion of the course of study. Those who step out of the program and wish to return may do so within two years without an interview with the program director. After a two-year absence, a student must have an interview with the program director to review degree goals and to outline steps to be taken for continuing in the program. The student may be required to complete a new application to the program.

Probationary Admission

Students who show promise for the program but do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better in the first nine hours of graduate coursework. Successful completion of nine hours of coursework with a 3.000 grade point average removes the probationary status and entitles students to good academic standing. Students who do not meet the writing proficiency requirement are required to successfully complete a writing course.

International Students

All international students seeking admission should check directly with the MAE Program Office for specific information.

All international students must complete the general admission requirements for the program of interest and also the following requirements.

1. Submit an official score report of Test of English as a Foreign Language (TOEFL) with a proficiency 550 (paper-based) or 213 (computer-based), or the Michigan Language Test (MLT) with a proficiency of 85, or complete ELS Language Center's Level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance into the program.
2. Submit to the program office documentation of financial ability to pay one year's expenses, including tuition, living expenses, etc., for issuance of an I-20 by the Office of Academic Records and Registration. An I-20 cannot be issued until the student has been admitted by the University and an academic program.

Additional English instruction may be required upon or after admission to the program to ensure success in completing coursework.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period.

MAE PROGRAM CHARGES FOR THE 2013 - 2014 ACADEMIC YEAR

Tuition (per semester hour)	\$475
Application Fee (nonrefundable)	\$75
Master's CAP Review Fee	\$250
LDL CAP Review Fee	\$200
Graduation Application Fee	\$50

The tuition, fees, and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*. Additionally, students are also urged to call Enrollment Services at 303-458-4126 or 1-800-388-2366 Ext. 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

Application Fee

A nonrefundable application fee of \$75 is required. This fee must be paid in full before the application is processed unless it is waived by the director.

ACADEMIC INFORMATION

TRANSFER CREDIT

Transfer credit is only awarded for graduate-level coursework for which a grade of "B" or better has been earned at other colleges and universities that are accredited by a regional association. A maximum of six to nine semester hours of transfer credit may be requested depending on program emphasis.

Courses that are transferred into a candidate's Regis University Master of Arts in Education (MAE) Degree Plan must align with or equate to existing courses in the MAE program in both underlying philosophy and content and/or must expand/support student's teaching position. No course may be transferred in to take the place of a Core course without director approval. A course syllabus must accompany each course transfer request.

NON-DEGREE SEEKING STUDENTS

Up to nine semester hours may be taken at Regis University at the master's level (MAE 600-level courses) as an unspecified/special student (non degree seeking) student before declaring intention for program candidacy. These semester hours may be applied to the candidate's degree program.

REGISTRATION

Registration may be submitted by mail, email or fax to the MAE office. Students may register for courses during the add/drop period by e-mail to the MAE office. Publication of a course schedule each semester includes a Registration form. Tuition must be paid at the time of registration or prior to the first class session of each course.

ATTENDANCE

Because of the concentrated nature of the program, students are expected to attend every class session. Any exceptions to this statement should be negotiated with the individual instructors. Absences may result in a lower grade.

AUDITING A COURSE

Auditing is permitted for Regis alumni for a nominal fee through the Alumni Audit Program. Non-alumni may audit courses up to a maximum of six credit hours. Full tuition is charged to all unspecified (non-degree seeking) non-alumni students registered to audit any Regis University course.

COURSE LOAD/OVERLOAD

Six semester hours constitute a full load for fall or spring semesters. Nine semester hours constitute a full load in the summer. Students wishing to carry more than the full load must present a formal written request for overload to the program director prior to the beginning of the class.

APPEALS OF DISPUTED GRADES

Grade appeals for Regis College graduate students must be initiated within the first month of the semester following receipt of the grade.

Students who wish to protest a grade they have received in a course should follow the procedures listed below:

1. The student raises the matter with the instructor in question. If the grade remains in dispute, the student should follow step 2.
2. At the student's request, the program director arranges for a committee of three faculty members to review the case. The student and the teacher may each appoint one of the three. The third is to be chosen by the other two. The committee reviews evidence in any manner the committee deems equitable. Typically, a written statement from each party that the other party can review and respond to in writing is the first step. Oral presentations to the committee are sometimes also useful. (Care should be taken lest either of the parties be intimidated through oral procedure.) The committee recommends the solution. If either party wishes to further contest the committee's solution, step 3 should be followed.

3. The dissatisfied party appeals to the academic dean. The dean reviews the proceedings up to this point, obtains any new information deemed appropriate, and makes the final determination.

ACADEMIC STANDING AND PENALTY

Students whose cumulative grade point average falls below 3.000 are placed on academic probation. Students placed on probation have one semester to raise their grade point average to 3.000. Students who fail to raise their cumulative grade point average to 3.000 are suspended from the MAE Program.

In addition, students who receive a grade of "C" in two courses at the 600 level are subject to academic review and may be suspended from the program. Suspension appeals should be submitted to the program director. The Review committee is comprised of the student's mentor/advisor, the program director, and an instructor chosen by the student. The student may be asked to attend part or all of the appeal review meeting.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

GRADUATION

Application

The filing of a formal online Application for Graduation is required prior to the semester in which students expect to complete graduation requirements. Specific application deadlines are available from the MAE office and in course schedules distributed each semester. Failure to make application by the proper date may delay graduation. A Regis cumulative grade point average of 3.000 is required to apply for graduation.

Degree Award

Students graduate the semester that all requirements are met and documentation of such is received by the MAE Office. Incomplete grades, late application for graduation or late receipt of transcripts of transfer credit may result in the degree being awarded at a later date.

Financial Clearance

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists. Additional information regarding policies and procedures for making payment of account is located in the General Information section of this *Catalog* under the "Tuition, Fees, Room and Board Charges" heading.

Attendance at Commencement Exercises

Attendance at commencement exercises is encouraged. The Office of Academic Records and Registration is notified through the Application for Graduation form of students' intent to participate in commencement. Graduates are listed in the commencement program for the commencement in which they march.

PROGRAM OF STUDY

The program of study outlines the requirements for the Master of Arts in Education programs. The students program of study is determined by the University Catalog degree completion requirements in effect at the date of matriculation. Students must complete the program within five years. The program of study expires after five years, after which a student must have an interview with the program director to establish remaining degree requirements and a time frame for program completion. Additional requirements may be imposed due to program modifications.

Double Specialization

Students may complete the Master of Arts in Education with a double specialization. Students must complete the requirements for each specialization, including all elective credits for each specialization. Courses taken which are required in both specializations will be considered, but the plan for the second specialization must include a minimum of 9 additional credits unique to the second specialization. Final requirements for the double specialization will be determined by the advisor. When all requirements for both specializations have been completed, the degree and both specializations are posted to the student's official transcript and diploma.

Second Specialization

A Regis University Master of Arts in Education graduate who wishes to return for a second specialization must complete an application for readmission and the requirements for the second specialization. Courses taken during the first specialization which are required in both specializations will be considered, but the plan for the second specialization must include a minimum of 9 additional credits unique to the second specialization. Final requirements for the second specialization will be determined by the advisor. Upon completion of all requirements, the second specialization is posted to the student's official transcript and a certificate for the second specialization is awarded to the student.

MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING

This degree specialization expands the teachers' literacies, both personally and professionally, in a broad range of content that is directly applicable to the classroom. The program is based on current research about effective curricula and how to create the optimal learning environment for students of all areas.

DEGREE REQUIREMENTS

- Successful completion of 30 semester hours from required Core courses, selected elective courses, and the Teaching and Learning Support Seminars with a minimum cumulative grade point average of 3.000.

- Consistent participation in MAE 695E-H--Learning and Teaching Support Seminar. This small group meets throughout the duration of the program. Candidates may receive from two to four semester hours of credit for participation in the Learning and Teaching Support Seminars over the course of their respective programs. Candidates are expected to participate fully in seminars every semester they are active in the program. Candidates must register for the Support Seminar the semester in which they take their CAP Review.
- Successful completion of a CAP Review the final semester of a candidate's program. The CAP Review provides a platform for degree candidates to present evidence of their growth and change as a result of experiences in the MAE Program.

Total Master of Arts in Education: Learning and Teaching Degree Requirements **30 SH**

Core Component Requirements	22 SH
Learning and Teaching Support Seminar	2-4 SH
Strategy Strand/Elective Requirements	4-6 SH

Total MAELT Degree with LDE/Bilingual Specialist Endorsement Requirements **42-45 SH**

Core Component Requirements	20 SH
CLD Endorsement Courses	21-24 SH
Learning and Teaching Support Seminar	1 SH

GRADUATE MAELT COURSE OFFERINGS

MAE 605E--Arts for Learning	2 SH
MAE 605M--Multicultural Perspectives	2 SH
MAE 605N--Numeracy Workshop	2 SH
MAE 605R--Readers/Writers Workshop	2 SH
MAE 605S--Socratic Seminar	2 SH
MAE 610--Connecting Beliefs, Theory and Practice	3 SH
MAE 614--ActionResearch: Foundations	3 SH
MAE 616--Action Research: Application	2 SH
MAE 619--Curriculum Theory and Application	2 SH
MAE 620--Evaluation Theory and Application	2 SH
MAE 695E-H--Learning and Teaching Support Seminar	2-4 SH
MAE 699A--Culminating Academic Program (CAP) Review	0 SH
Strategy Strands/Electives	4-6 SH

CORE COURSES

The Core component courses provide the framework for classroom practice. Focus is on students in the discovery of their literacy and self-as-learner, beliefs about teaching and learning, theoretical understanding and the development of research skills.

STRATEGY STRANDS/ELECTIVES

The purpose of the strategy strands and elective courses is to provide choice for focus within or across curricular areas to deepen or widen understandings of the development of literacy in specific contexts.

Candidates select four to six semester hours from electives offered throughout the course of the program. These electives are designed to highlight integration between courses and across strands and to demonstrate theory-as-practice in classroom settings.

LEARNING AND TEACHING SUPPORT SEMINAR

The seminars are designed to provide students with on-going support in a community of learners. Upon admission into the program, candidates are assigned to a Learning and Teaching Support Seminar group facilitated by a mentor/advisor who advises, supports and coaches the candidates. Participation in the seminars is required for students each semester until the degree program is completed. Each candidate registers for academic credit for a Support Seminar during their program (a minimum of two semester). On-going participation in the Support Seminars is expected of candidates for the duration of the program whether or not they register for it. In the semester of their CAP Review, candidates must register for the Support Seminar.

CULMINATING ACADEMIC PROGRAM (CAP) REVIEW

Candidates are required to present a synthesis of their growth and change in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates submit a letter of intent to the MAE office and register for MAE 699A--Culminating Academic Program (CAP). An abstract of a candidate's presentation must be submitted to the MAE Office no later than one week prior to the scheduled Review.

Candidates may receive a Pass, an Incomplete, or a No Pass grade for their CAP Review presentation. Candidates may have one additional opportunity to successfully complete the CAP Review process if given an Incomplete. Candidates have additional semester to complete the committee's recommendations and complete the Review following an Incomplete Review assessment.

MASTER OF ARTS IN EDUCATION: TEACHING THE LINGUISTICALLY DIVERSE

Master of Arts in Education: Teaching the Linguistically Diverse specialization provides candidates with the latest research in how students learn English as an additional language and develop as bilingual learners. The course work is aligned with the state of Colorado Teacher Performance Standards for preparing teachers to teach culturally and linguistically diverse learners, and provides strategies for teachers to facilitate their specific learning needs. This degree addresses all the academic requirements for the Culturally and Linguistically Diverse Education Endorsement (CLDE) in the State of Colorado.

DEGREE REQUIREMENTS

- Successful completion of 36 semester hours from required CLDE endorsement courses (21 semester hours), LDE seminars/electives (3 semester hours), and Master's Core (12 semester hours) with a minimum cumulative grade point average of 3.000.
- Successful completion of a CAP Review the final semester of a candidate's program. The CAP Review provides a platform for degree candidates to present evidence of their growth and change as a result of their learning experiences in the MAE Program. The student's developing portfolio provides resources for the CAP Review.
- Practicum experience appropriate to licensure area.
- Candidates enrolled in the program prior to Spring 2013 must pass the appropriate PLACE exam prior to sign-off on the state of Colorado LDE Endorsement application by the Program Director.
- Students must be competent in reading, writing, and speaking English. They must have a commitment to the field of multicultural education and demonstrate cross-cultural sensitivity.

Total Master of Arts in Education: Teaching the Linguistically Diverse Degree Requirements 36 SH

LDE Endorsement Courses	21 SH
LDE Seminar Courses	3 SH
Master's Core Courses	12 SH

Graduate MAELD Course Offerings

MAE 605M--Multicultural Perspectives	2 SH
MAE 610--Connecting Beliefs, Theory and Practice	3 SH
MAE 614--Action Research: Foundations	3 SH
MAE 616--Action Research: Application	2 SH

MAE 619--Curriculum Theory and Application	2 SH
MAE 620--Evaluation Theory and Application	2 SH
MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators	3 SH
MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 665L--Practicum for Culturally and Linguistically Diverse Education	2 SH
MAE 665P--Literacy for Culturally and Linguistically Diverse Education	3 SH
MAE 665R--Linguistics II: Form and Function	2 SH
MAE 695M-P--Linguistically Diverse Seminar	3 SH
MAE 699A--Culminating Academic Program (CAP) Review	0 SH

MENTOR SUPPORT SEMINAR

Candidates participate in Linguistically Diverse Seminars that meet regularly throughout the duration of their programs. Each mentor group is facilitated by a mentor/advisor who is a master teacher. Mentoring is an essential component of this endorsement program. Candidates are required to register for the Support Seminar for a minimum of two semester or may substitute two semester hours of an elective course. On-going participation in the Support Seminars is expected of candidates for the duration of the program whether or not they register for the seminar. In the semester of the CAP Review, candidates must register for the Support Seminar.

CULMINATING ACADEMIC PROGRAM (CAP) REVIEW

Candidates are required to present a synthesis of their learning in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates register for MAE 699A--Culminating Academic Program Review. The purpose of the review is to provide a forum for candidates to demonstrate their growth as learners and educators and their ability to meet the program and university standards. Candidates may receive a Pass, an Incomplete, or a No Pass grade for their CAP Review presentation. Candidates have one semester to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

MASTER OF ARTS IN EDUCATION: ENGLISH AS A SECOND LANGUAGE

The Master of Arts in Education: English as a Second Language provides students with strong preparation in teaching linguistically diverse students, is based on state of Colorado content standards and teacher performance standards, and will provide students with the most recent research-based practices in the field. This program serves Regis College Education graduates who earned a minor in English as a Second Language and is also targeted for Regis College undergraduate students earning teacher licensure.

Graduate level coursework for the Linguistically Diverse Education (LDE) Endorsement is offered at the undergraduate level to allow RC Education undergraduates to earn both their 1) initial teaching license, and, in some cases, 2) the Linguistically Diverse Education (LDE) Endorsement. When these students earn their B.A. and complete the education licensure, they could have earned both a license in a content area, an LDE added endorsement and graduate hours they can apply directly to the Master of Arts in Education: ESL degree.

A student is allowed to take up to 15 hours of graduate credit as an undergraduate and/or BA eligible student while completing the licensure program. Students may begin earning graduate credit in the MAE LDE Endorsement program in the summer following their junior year. Pre-requisite: the student will have completed 9 of 12 hours in the LDE minor at the undergraduate level.

Six (6) semester hours will be allowed for credit share for EDLD 475/MAE 695G --the initial Linguistics course and MAE 665H--Foundations of Education for the Linguistically Diverse.

Up to 15 semester hours of tuition share between the RC Education Program and the MAE Program will be allowed. Tuition share would occur only during college semesters while the student is in undergrad program and would depend on the individual student's schedule. Summer tuition is paid at master's rate. Tuition share could occur for MAE 665G (3), 665H (3), 665I (3), 665R (2), 665P (3) and 695M (1).

ADMISSION REQUIREMENTS

Admission to the MAE Program with English as a Second Language specialization is limited to students who are specifically recommended by the Education Department faculty. Admission is limited to those who have demonstrated their ability to handle the rigor needed for this program.

Admission Criteria:

- Recommendation of the Education Department faculty
- Senior standing
- Completion of 3 of the 4 courses from the LDE minor with a 3.0 GPA from those courses
- Overall cumulative GPA of 2.75
- Completed MAE application
- Approval of MAE Director

DEGREE REQUIREMENTS

- Successful completion of 30 semester hours from required LDE endorsement courses (20 semester hours), additional LDE courses (five semester hours), and Master’s Core (11 semester hours) with a minimum cumulative grade point average of 3.000.
- Successful completion of a CAP Review the final semester of a candidate’s program. The CAP Review provides a platform for degree candidates to present evidence of their growth and change as a result of experiences in the MAE Program. The student’s developing portfolio provides resources for the CAP Review.
- Practicum experience appropriate to primary licensure area.
- Candidates must pass the appropriate PLACE exam prior to degree conferment and sign-off on the state of Colorado LDE Endorsement application by the Program Director.
- Students must be competent in reading, writing, and speaking English. They must have a commitment to the field of multicultural education and demonstrate cross-cultural sensitivity.

Total Master of Arts in Education: English as a Second Language Degree Requirements 30 SH

LDE Endorsement Courses	17 SH
Master’s core courses	12 SH
Seminar or electives	1 SH
CAP Review	0 SH

MASTER OF ARTS IN EDUCATION: ENGLISH AS A SECOND LANGUAGE

MAE 610--Connecting Beliefs, Theory and Practice	3 SH
MAE 614--ActionResearch: Foundations	3 SH
MAE 616--Action Research: Application	2 SH
MAE 619--Curriculum Theory and Application	2 SH
MAE 620--Evaluation Theory and Application	2 SH
MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators	3 SH
MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 665P--Literacy for Culturally and Linguistically Diverse Education	3 SH
MAE 665R--Linguistics II: Form and Function	2 SH

MAE 695M-P--Linguistically Diverse Seminar	1 SH
MAE 699A--Culminating Academic Program (CAP) Review	0 SH

MENTOR SUPPORT SEMINAR

Candidates become members of a Mentor Support Seminar that meets regularly throughout the duration of their programs. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of this endorsement program.

CULMINATING ACADEMIC PROGRAM REVIEW

Candidates are required to present a synthesis of learning throughout the program in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates requesting a Review must register for MAE 699A--Culminating Academic Program Review. An abstract of a candidate’s presentation must be submitted to the MAE Office no later than one week prior to the scheduled Review.

Candidates may receive a Pass, an Incomplete, or a No Pass grade for their CAP Review presentation. Candidates may have one additional opportunity to successfully complete the CAP Review process if given an Incomplete. Candidates have one additional semester to complete the committee’s recommendations and repeat the Review following an Incomplete Review assessment.

MASTER OF ARTS IN EDUCATION: TEACHER LEADERSHIP

Master of Arts in Education: Teacher Leadership provides candidates the opportunity to expand their circle of influence within and beyond their classroom. Drawing from the national Teacher Leader Model Standards and the the Colorado Quality Teacher Standards, coursework will advance the skills and credentials of teachers seeking to serve in a variety of leadership roles. This degree will offer candidates a deep understanding of the various dimensions of teacher leadership including: advocacy and outreach, fostering learning communities, facilitating adult learning, negotiating change processes, understanding collaboration paradigms, and using data to improve instruction.

ADMISSION REQUIREMENTS

- A baccalaureate degree and teacher licensure.
- Three years of teaching experience. (Exceptions must be approved by MAE Director)
- Official transcripts for all college and university coursework with an undergraduate grade point average (GPA) of 2.750.

- A two-page essay as directed in the application form.
- Two letters of recommendation to be completed by one of the following: a current administrator and a colleague.
- A non-refundable \$75.00 application fee.
- Applications for admissions are accepted throughout the year, preferably prior to the projected start date.

DEGREE REQUIREMENTS

- Successful completion of 32 semester hours from required Core courses, Teacher Leadership Academic Certificate courses, and the Teacher Leadership Support Seminars with a minimum cumulative grade point average of 3.000.
- Consistent participation in MAE 695 S-T Teacher Leadership Support Seminar. Candidates must register for the Support Seminar the semester in which they take their CAP Review.
- Successful completion of a CAP Review the final semester of a candidate's program.
- Practicum experience appropriate to Teacher Leadership.

Total Master of Arts in Education: Teacher Leadership

Degree Requirements	32 SH
Teacher Leadership Certificate Courses	12 SH
Teacher Leadership Courses	6 SH
Master's Core Courses	12 SH
Seminars or Electives	2 SH

Graduate MAETL Course Offerings

MAE 640I--Leading Professional Learning	3 SH
MAE 640J--Leading Collaborative Cultures	3 SH
MAE 640K--Leadership for Inclusion and Equity	3 SH
MAE 640L--Fostering Change for Teaching and Learning	3 SH
MAE 640F--Leading Instruction and Reflective Practice	3 SH
MAE 640M--Teacher Leadership Practicum	3 SH
MAE 695S-T--Teacher Leadership Support Seminars	1 SH
MAE 610--Connecting Belief, Theory and Practice	3 SH
MAE 614--Action Research: Foundations	3 SH
MAE 616--Action Research: Application	2 SH
MAE 619--Curriculum Theory and Application	2 SH
MAE 620--Evaluation Theory and Application	2 SH
MAE 699A--Culminating Academic Program (CAP) Review	0 SH

MENTOR SUPPORT SEMINAR

Consistent participation in Teacher Leadership Support Seminars is required. Candidates may receive up to two semester hours of credit for participation in the Teacher Leadership Support Seminars over the course of the program. Candidates must register for the Support Seminar the semester in which they take their CAP Review. Each mentor group is facilitated by a mentor/advisor who is a master teacher. Mentoring is an essential component of this endorsement program. On-going participation in the Support Seminars is expected of candidates for the duration of the program whether or not they register for the seminar.

CULMINATING ACADEMIC PROGRAM (CAP) REVIEW

Candidates are required to present a synthesis of their learning in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates register for MAE 699A--Culminating Academic Program Review. The purpose of the review is to provide a forum for candidates to demonstrate their growth as learners and educators and their ability to meet the program and university standards. Candidates may receive a Pass, Incomplete, or No Pass grade for their CAP Review presentation. Candidates have one semester to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION ENDORSEMENT PROGRAMS

INTRODUCTION

MAE offers two programs that prepare licensed educators for an added endorsement through the state of Colorado in these two areas: Culturally and Linguistically Diverse Education (CLDE) and Culturally and Linguistically Diverse (CLD) Bilingual Specialist. These two endorsement programs are designed to provide comprehensive training for teachers in the process of literacy learning and teaching across the content areas as it applies to the culturally and linguistically diverse learner. A student wanting either of the two endorsements does not need to complete a Master's degree but must follow similar admission requirements as outlined below. A student may choose, however, to pursue a Master of Arts in Education degree in which credit hours earned toward the endorsement program are applied towards the degree.

Culturally and Linguistically Diverse Education Endorsement	21 SH
Culturally and Linguistically Diverse Bilingual Specialist*	24 SH
Master of Arts in Education: English as a Second Language (includes LDE Endorsement)	30 SH

Master of Arts in Education: Teaching the Linguistically Diverse (includes LDE endorsement) 36 SH

Master of Arts in Education: Learning and Teaching (includes LDE endorsement) 40 SH

*CLD: Bilingual Specialist Endorsement program is under revision and pending CDE approval.

ENDORSEMENT PROGRAM ADMISSION REQUIREMENTS

- A baccalaureate degree and teacher licensure.
- One year teaching experience.
- Official transcripts for all college and university coursework with an undergraduate grade point average (GPA) of 2.750.
- A two page essay as directed in the application form.
- Two letters of recommendation to be completed by one of each of the following: a current administrator and a colleague.
- Ongoing teaching experience with students.
- A non-refundable \$75.00 application fee.
- Students must be competent in reading, writing, and speaking English. They must have a commitment to the field of Bilingual/Multicultural education and demonstrate cross culture sensitivity.
- Candidates pursuing the Bilingual Education Specialist Endorsement must speak and write Spanish fluently prior to applying for the CLD Bilingual Specialist endorsement program.

Applications for admissions are accepted throughout the year. Early application prior to the desired starting date is encouraged.

ENDORSEMENT PROGRAM CHARGES FOR THE 2013-2014 ACADEMIC YEAR

Tuition (per semester hour)	\$475
Application Fee (nonrefundable)	\$75
LDE CAP Review Fee	\$200
Graduation Application Fee	\$50

The tuition, fees, and other charges previously described are good faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*. Additionally, students are also urged to call Enrollment Services at 303-458-4126 or 1-800-388-2366 Ext. 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

ENDORSEMENT PLAN

The Endorsement Plan outlines in writing the requirements for the CLDE Endorsement and CLD Bilingual Specialist programs. The endorsement plan is signed by the student and mentor/advisor, acknowledging the requirements for the endorsement programs. The approved Endorsement Plan must be signed and submitted to the MAE office prior to the completion of six semester hours. The signed plan guarantees the requirements and ensures students against program modifications made during the life of the Endorsement Plan. Signed Endorsement Plans may be revised with the approval of the student's mentor/advisor and the program director.

ENDORSEMENT REQUIREMENTS

- Candidates must maintain a cumulative grade point average of 3.000 or better in all 600-level courses. If a student's grade point average falls below 3.000 in the MAE program course requirements, the student is placed on academic probation.
- A candidate who receives a grade of "C" in two courses at the 600-level is subject to academic review and suspension from the program. Grades lower than a "C" do not meet any requirement of the endorsement programs and are unacceptable.
- Successful completion of 20 semester hours from required courses for the CLDE Endorsement. CLD Bilingual Specialist endorsement requires 23 semester hours.
- Participation in the CLDE Mentor Support Groups is expected every semester the student is active in the program. Each group is supervised by a mentor/advisor who is a CLDE endorsed master teacher. Mentoring is an essential component of the endorsement programs.
- Candidates pursuing the CLDE endorsement are encouraged to complete 3 semester hours of study in a foreign language, a language immersion experience, or equivalent prior to completion of the endorsement program.
- Successful completion of the CLDE Practicum experience (two semester hours -120 clock hours).
- Candidates admitted prior to spring 2013 must pass the appropriate PLACE exam prior to sign-off on the state of Colorado LDE Endorsement application by the Program Director. Those candidates admitted Spring 2013 or later do not have to take the PLACE test due to a change in state requirements.
- Candidates pursuing the CLD Bilingual Specialist endorsement must have completed requirements for the CLDE Endorsement. Candidates admitted prior to spring 2013 must pass the PLACE Test for Bilingual Educators at the conclusion of their programs in order to be endorsed.

- Successful completion of an CLDE CAP Review the final semester of a candidate's program. A candidate continuing in the MAE Program will only present a CAP Review at the completion of the Master's Degree.
- The endorsement program must be successfully completed within four years from the date of the CLDE Endorsement Plan.

Culturally and Linguistically Diverse Educator Culminating Academic Program (CLDE CAP) Review

Candidates are required to present a synthesis of their learning throughout the program in a Culminating Academic Program Review before a Review Committee the final semester of their program. Candidates register for MAE 699B--Culturally and Linguistically Diverse Educator: (CLDE) Culminating Academic Program (CAP) Review. An abstract of a candidate's presentation must be submitted to the MAE office no later than two weeks prior to the scheduled Review.

Candidates may receive a Pass, an Incomplete, or a No Pass Grade for the CLDE CAP Review presentation. Candidates may have another opportunity to successfully complete the CLDE CAP Review if given an Incomplete. If the candidate does not successfully complete the Review the second time, a No Pass will be given and the candidate will be terminated from the program. The semester the Review is repeated, candidates must register for MAE 699B. Candidates have one semester to complete the committee's recommendations and complete the Review following an Incomplete Review assessment.

Coursework Required for Culturally and Linguistically Diverse Education Endorsement **21 SH**

MAE 605M--Multicultural Perspectives	2 SH
MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators	3 SH
MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 665L--Practicum for Culturally and Linguistically Diverse Education	2 SH
MAE 665P--Literacy for Culturally and Linguistically Diverse Education	3 SH

MAE 665R--Linguistics II: Form and Function	2 SH
MAE 699B--Culturally and Linguistically Diverse Educator (CLDE): Culminating Academic Program Review	0 SH

Coursework Required for Culturally and Linguistically Diverse Education Specialist: Bilingual Endorsement* **24 SH**

MAE 605M--Multicultural Perspectives	2 SH
MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators	3 SH
MAE 665F--Spanish Literacy	3 SH
MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 665L--Practicum for Culturally and Linguistically Diverse Education	2 SH
MAE 665P--Literacy for Culturally and Linguistically Diverse Education	3 SH
MAE 665R--Linguistics II: Form and Function	2 SH
MAE 699B--Culturally and Linguistically Diverse Educator (CLDE): Culminating Academic Program Review	0 SH

*This program of study will be revised during the 2013-2014 academic year and is pending CDE approval.

MAE ACADEMIC CERTIFICATE PROGRAMS

LINGUISTICALLY DIVERSE LEARNER (LDL) ACADEMIC CERTIFICATE

This certificate offers coursework and applied practice experience to assist classroom teachers to successfully meet the needs of culturally and linguistically diverse students in the classroom. It will provide an entry point to the Culturally and Linguistically Diverse Education (CLDE) endorsement. The four courses selected for the academic certificate are key courses presently offered in the endorsement program so there is a seamless transition to the full endorsement.

ADMISSION REQUIREMENTS

- Completed MAE application.
- Submission of official transcripts reflecting a baccalaureate degree from an accredited college or university with a 2.75 GPA.
- Copy of current teacher license.
- Two letters of recommendation to be completed by each of the following: a current administrator and a colleague.
- A two page essay as directed in the application form.
- Access to students within a classroom setting for on-going application of concepts developed in the Certificate program.

LDL CERTIFICATE REQUIREMENTS

- An Academic Certificate requires that students meet the following requirements in addition to the 12 specified graduate hours:
- Candidates must maintain a cumulative grade point average of 3.000 or better in all 600-level courses.
- Grades lower than a "B" do not meet any requirement of the Certificate program and are unacceptable.
- The Certificate Program must be successfully completed within three years (36 months) from the date of the Certificate Plan, which occurs before the completion of the first semester.
- Graduate transfer credit is not accepted into the Certificate Program. All 12 hours must be earned through Regis University.

LINGUISTICALLY DIVERSE LEARNER ACADEMIC CERTIFICATE

MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators	3 SH
MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH

ENGLISH AS A SECOND LANGUAGE ACADEMIC CERTIFICATE

The English as a Second Language Academic Certificate is designed for Regis College graduates who have minored in Linguistically Diverse Education and desire to complete requirements in the Master of Arts in Education program that will lead to a state of Colorado LDE Endorsement and to "highly qualified" status. These graduate credits can also be applied toward a master's degree.

ADMISSION REQUIREMENTS

- Completed MAE ESL application.
- Official transcript reflecting a baccalaureate degree, minimum GPA of 2.750 and reflecting the LDE minor.
- Recommendation/approval from Education faculty member or school administrator.
- Essay (1-2 pages) discussing personal and professional perceptions of the needs of second language learners, how this certificate will meet the needs of diverse learners in the classroom, and how to contribute to a learning community as a colleague.
- Access to students on a regular basis for on-going application of skills learned in the program.

NOTE: Students who have completed all coursework for the baccalaureate degree but have not completed student teaching, may apply as an unspecified student in the MAE Program. Upon approval of other admission requirements, the applicant is provisionally accepted to the ESL academic certificate program and allowed to take up to six semester hours. After the baccalaureate degree is conferred, the student may continue in the MAE Program as a graduate student in the MAE ESL Program.

ESL CERTIFICATE REQUIREMENTS

An Academic Certificate requires that student meet the following requirements in addition to the 12 specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in all 600-level courses.
- Grades lower than a "C" do not meet any requirement of the Certificate program and are unacceptable.
- The Certificate Program must be successfully completed within three years (36 months) from the date of the Certificate Plan, which occurs before the completion of the first course.
- Graduate transfer credit is not accepted into the Certificate Program. All 12 hours must be earned through Regis University.

Undergraduate Coursework

EDLD 451--Multicultural Perspectives	3 SH
ED 403A--Elementary Reading and Writing: Content, Instruction and Assessment	3 SH
or	
ED 403B--Secondary Literacy: Content, Instruction and Assessment	3 SH
EDLD 403--Assessment for the Diverse Learner	3 SH
EDLD 475--Linguistics for Teachers of Cultural and Linguistically Diverse Students	3 SH
EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12	3 SH
Foreign Language	6-8 SH
Student Teaching in ESL Classroom	3 SH
Graduate Coursework	12 SH
MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 665P--Literacy for Culturally and Linguistically Diverse Education	3 SH
MAE 665R--Linguistics II: Forms and Function	2 SH
MAE 695P--Linguistically Diverse Seminar	1 SH

TEACHER LEADERSHIP ACADEMIC CERTIFICATE (TLAC)

The Teacher Leadership Academic Certificate is designed for educators who are ready to expand their circle of influence. Coursework will advance the skills and credentials of teachers seeking to serve in a variety of leadership roles. The certificate program will provide educators a strong foundation to address new reform measures and meet the changing demands of 21st Century schools. Upon completion, designation on the transcript will note the teacher leadership emphasis.

ADMISSION REQUIREMENTS

- A baccalaureate degree and teacher licensure.
- Three years of teaching experience. (Exceptions must be approved by the MAE Director)
- Official transcripts for all college and university coursework with an undergraduate grade point average (GPA) of 2.750.

- A two-page essay as directed in the application form.
- Two letters of recommendation to be completed by one of each of the following: a current administrator and a colleague.
- A non-refundable \$75.00 application fee.
- Applications for admissions are accepted throughout the year, preferably prior to the projected start date.

TEACHER LEADERSHIP CERTIFICATE REQUIREMENTS

- Completion of four courses for a total of 12 semester hours.
- Maintain a cumulative grade point average of 3.000 or better in all 600-level courses.
- Grades lower than a "B" are not accepted.
- Certificate courses must be successfully completed within three years (36 months) of the Certificate Plan date.
- Graduate transfer credit is not accepted into the Certificate Program. 12 credit hours must be earned through Regis University.

TEACHER LEADERSHIP ACADEMIC CERTIFICATE

MAE 640I--Leading Professional Learning	3 SH
MAE 640J--Leading Collaborative Cultures	3 SH
MAE 640K--Leadership for Inclusion & Equity	3 SH
MAE 640L--Fostering Change for Teaching and Learning	3 SH

MASTER OF ARTS IN EDUCATION COURSE DESCRIPTIONS**MASTER OF ARTS IN EDUCATION (MAE)**

MAE 605E-W. DISCOVERY YOUR OWN LITERACY (2). The "Discover Your Own Literacy" series of the following five core courses provides primary basis of self-as-learner for the master's program. In order to promote the most effective learning possible in students, teachers must first understand the cognitive and affective processes, which create their own learning. The objective of these courses is to guide teachers in the exploration, discovery, and subsequent understanding of their own learning processes of language (including reading and writing), quantitative reasoning, multicultural perspectives, academic discourse, and artistic expression.

MAE 605E. ARTS FOR LEARNING (2). Participants explore and expand their literacies in the fine arts of music, art, poetry, creative drama, storytelling, and movement. Examines current research on brain based learning, creativity, and the role the arts play in effective teaching and learning. Participants will engage in activities, which utilize the fine arts as learning tools across the content areas.

MAE 605M. MULTICULTURAL PERSPECTIVES (2). Explores and reflects on multicultural perspectives, issues of social justice, and societal structures that impact the success of individual students and programs. Investigates and discovers threads that tie diverse cultures together through literature and discusses the implications of these discoveries for their own attitudes and classrooms.

MAE 605N. NUMERACY WORKSHOP (2). Explores numeracy emphasizing quantitative learning and the mathematics classroom environment. Based on current research, mathematics is explored as a natural thinking construct for learning and problem solving across all content areas.

MAE 605R. READERS/WRITERS WORKSHOP (2). Students experience a readers /writers' workshop to discover and explore their own literacy. Provides opportunity to develop ideas, to see responses, to revise and to edit their own writing. Crafted piece will be shared with other writers in a supportive community.

MAE 605S. SOCRATIC SEMINAR (2). Explores ideas, values, and issues drawn from texts chosen for their richness in content and their ability to stimulate and sustain thoughtful discussion. Seminars are devoted to enlarging the participants understanding through close reading, attentive listening, clear expression, weighing evidence, exploring different views and analyzing logical arguments. Provides intensive practice designed to develop skills in seminar leadership.

MAE 610. CONNECTING BELIEFS, THEORY AND PRACTICE (3). 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. Prerequisite(s): MAE 605R.

MAE 614. ACTION RESEARCH:FOUNDATIONS (3). 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 615. TEACHER AS RESEARCHER: FOUNDATIONS (2). Examines research strategies emphasizing ethnographic and action research in the multifaceted culture of process learning classrooms. Participants identify teaching-learning questions arising from own situations and acquire techniques and resources for a research study.

MAE 616. ACTION RESEARCH: APPLICATION (2). Participants will implement research designs developed during MAE 614/615, collect and analyze data, write a formal research paper, and present findings to peers and the community. Prepares educators to investigate questions that arise from their own practice that supports quality teaching and learning. Prerequisite(s): MAE 615.

MAE 619. CURRICULUM THEORY AND APPLICATION (2). Participants will engage in the process of discovering how concept-based curriculum, especially inquiry and constructivism is developed in student-centered classrooms. Distinctions among adopting, adapting, and designing a student centered curricula around the Colorado State Standards will be examined.

MAE 620. EVALUATION THEORY AND APPLICATION (2) Assessment and evaluative procedures will be studied as an integral part of curriculum design and instructional practice. Participants design assessments and evaluation procedures for their classrooms based on individual school communities. Participants will implement ongoing assessments in the classroom and reflect upon student . Prerequisite(s): MAE 619.

MAE 640E-W. TEACHER LEADERSHIP STRAND (1-3). Emphasizes understandings, skills and competencies needed to be an effective teacher leader. Learning covers critical concepts including collaboration supports, learning communities, facilitation skills, use of data, advocacy, equity and professional learning. Includes key actions, effective practices, contexts of teacher leadership, pedagogical expertise, and skills for differentiated instruction.

MAE 640F. LEADING INSTRUCTION AND REFLECTIVE PRACTICE (3). Provides a deeper understanding of instructional practices, and extends knowledge in order to lead work around student learning. Covers how to develop academic rigor, increase student achievement and ways to differentiate. Common Core Standards are unpacked. Includes topics related to current reform measures.

MAE 640I. LEADING PROFESSIONAL LEARNING (3). Discusses how to effectively plan and facilitate quality professional learning in schools/districts. Through research and adult learning theory application, covers how to advance and support critical reflection to improve student learning.

MAE 640J. LEADING COLLABORATIVE CULTURES (3). 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 640K. LEADERSHIP FOR INCLUSION AND EQUITY (3). Provides skills needed to create equitable and inclusive learning and working environments that emphasize respect for diverse backgrounds and perspectives. Identifies, promotes and facilitates differentiated professional learning, as well as fosters reflection upon culturally responsive teaching. Covers modeling, teaching, and advocating for equitable and ethical practices at all levels within the educational system: classroom, grade-level, school, district and state.

MAE 640L. FOSTERING CHANGE FOR TEACHING AND LEARNING (3). Covers how to teach and support colleagues in the collection, analysis, and communication of student data to improve student learning, facilitate school improvement, and promote change. Through inquiry and collaboration, explores how to engage in trust-building, negotiation, and teamwork to advocate for professional learning and become effective change agents. Includes training on the new teacher effectiveness evaluation process as well as how to promote meaningful change, provide effective feedback and influence educational policy.

MAE 640M. TEACHER LEADERSHIP PRACTICUM (3). Covers how to teach and support colleagues in the collection, analysis, and communication of student data to improve student learning, facilitate school improvement, and promote change. Through inquiry and collaboration, explores how to engage in trust-building, negotiation, and teamwork to advocate for professional learning and become effective change agents. Includes training on the new teacher effectiveness evaluation process as well as how to promote meaningful change, provide effective feedback and influence educational policy.

MAE 650E-W. LANGUAGE LEARNING STRAND (1-4). Provides an opportunity to practice process learning philosophy, research, and theory to develop language (listening, speaking, reading, and writing) as a critical thinking tool. Students learn that language learning, like mathematics learning, is a process of construction. Emphasizes literature as a major resource for learning across all content areas. Candidates plan, implement, and evaluate activities in which students use and consider the functions of language for a variety of relevant learning programs.

MAE 655E-W. INTEGRATED LEARNING STRAND (2). The research, philosophy, and theory of constructivist learning are applied to the content areas. Topics of study are selected by students from community issues that are of interest to them. Emphasis is on developing concept understandings related to the topics being explored. Candidates plan, implement, and evaluate integrated learning experiences that meet the diverse needs of the students in their own classrooms.

MAE 660E-W. QUANTITATIVE THINKING STRAND (1-3). Emphasizes developing concept, understandings, and skill proficiency through relevant content. Explores mathematics as a discipline, a tool for learning across content areas and as a process of construction. Focuses on the meaning that is being communicated rather than the form of the mathematics itself. Candidates plan, implement, and evaluate integrated experiences in which students explore the role mathematics plays on their lives while learning related mathematical concepts and skills.

MAE 665E-W. LINGUISTICALLY DIVERSE STRAND (1-5). The courses for this strategy strand are designed to lead to Linguistically Diverse Education endorsement and Linguistically Diverse Education Specialist in Colorado. Model theory as practice across content with focus on meeting the linguistic and academic needs of students of limited English language proficiency. Successful completion of the courses within the Learning for the Linguistically Diverse Strategy Strand may qualify a student to be recommended for endorsement.

MAE 665E. TEACHING STRATEGIES FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3). 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 665F. SPANISH LITERACY (3). Provides current and emerging philosophies and methods of teaching reading, writing, speaking, and listening in Spanish to native Spanish speakers. Includes a review of materials and strategies for teaching reading, writing, and important considerations for transference from first to second language. NOTE: Course is taught in Spanish and designed for the bilingual educator.

MAE 665G. LINGUISTICS I: LANGUAGE ACQUISITION (3). 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 665H. FOUNDATIONS OF EDUCATION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3). 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 will be discussed. Strategies for collaboration with, inclusion of, and advocacy for, diverse students and their families will be explored.

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

MAE 665J. PARENT/COMMUNITY INVOLVEMENT (3). Focuses on developing a community of learners in the classroom and on models and strategies for improving parent and community involvement in the school. Examines strategies for becoming advocates for the linguistically diverse students and their families. Explores strategies for involving parents in the classroom. Students develop and implement a parent involvement component.

MAE 665K. LINGUISTICALLY DIVERSE LEARNER PRACTICUM I (3). 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: Pass/No Pass Grading only (180 clock hours).

MAE 665L. PRACTICUM FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION(I-5). 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: Pass/No Pass Grading only (60-300 hrs).

MAE 665M. PARENT/SCHOOL/COMMUNITY PARTNERSHIPS (1). Focuses on models and strategies for increasing collaboration with parents and community in students' education. Explores ways to enhance an atmosphere of inclusion, further meaningful communication and become advocates for diverse students and their families. Participants will develop resources to assist families and support student achievement.

MAE 665P. LITERACY FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (3). Focuses on developing a community of learners who explore research and strategies on how to teach initial reading and further develop existing reading skills for the English Language Learner. Integrates research-based strategies focusing on the five reading components, phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension. Participants explore meaningful ways and strategies to teach reading to second language learners at their level of reading development, using appropriate assessments to determine next steps.

MAE 665R. LINGUISTICS II: FORM AND FUNCTION (2). Explores English language grammatical structures and incorporates grammar explanations into sheltered lessons for K-12 CLD learners. Development of appropriate language objectives for language and content lessons will be emphasized. Prerequisite(s): MAE 665G.

MAE 680E-W. WHOLE LEARNING WORKSHOP SERIES (1-4). Includes workshops and courses that are offered on a variety of topics for a limited number of times and taught by distinguished guest instructors. Provides opportunities for teachers to interact with renowned scholars in whole learning theory and practice.

MAE 690E-W. INDEPENDENT STUDY IN PROCESS LEARNING (1-6). Addresses a topic in process learning not covered in a course offered in this *Catalog* or addresses a unique field experience related to a candidate's degree goals. An independent study involving field experience must be submitted at least sixty (60) days prior to the start of the experience for approval by the program director. An independent study may substitute for up to six (6) hours of Strategy Strand courses. Prerequisite(s): Permission of a candidate's mentor/advisor, the instructor, and the program director.

MAE 695E-H. LEARNING AND TEACHING SUPPORT SEMINAR (1). Candidates share, discuss and journal learning connections between and among readings, courses, research, beliefs and classroom practices, including issues related to program expectations. Candidates have opportunities to visit classrooms to observe instructional practices related to their professional and academic goals. Pass/No Pass grading only. Students must meet MAE Program Student Expectations to successfully complete the Support Seminar and degree requirements.

MAE 695M-P. LINGUISTICALLY DIVERSE SEMINAR (1). Candidates work with a mentor to apply their developing understanding from program courses to their classroom practice. Candidates will explore learning connections integrating belief, theory and practice in preparation for the CAP Review as a part of this series of seminars.

MAE 695S-T. TEACHER LEADERSHIP SUPPORT SEMINARS (1). Students will work with their mentor to apply their learning from program courses to their leadership role, explore connections, and assist candidates to integrate belief, theory and practice in preparation for the CAP review. May be taken any semester of the program. Pass/No Pass grading only.

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.

MAE 699B. CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATOR CAP REVIEW (0). Candidates are required to register for the Linguistically Different Learner Culminating Academic Program (LDLCAP) Review the final semester of their endorsement programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the LDLCAP Review is to provide a forum for prospective endorsement candidates to actively and creatively demonstrate their growth and changes as learners and educators of linguistically different learners. The LDLCAP Review serves as a “comprehensive examination.” Prerequisite(s): Approval of program director. Pass/No Pass grading only. CAP Review fee required.

MASTER OF ARTS IN EDUCATION: GRADUATE TEACHER LICENSURE PROGRAM

Dr. Heidi Barker, Associate Professor, Chairperson

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OVERVIEW

The Master of Arts in Education: Graduate Teacher Licensure Program builds on the mission and goals of the Regis College Department of Education, the Master of Arts in Education (MAE) program, and the University’s mission and graduate education philosophy statement. It is aligned philosophically and in delivery

style with the other Education programs and incorporates the many successful components of these programs, including but not limited to: a strong connection between theory and practice; classroom-based instruction that models the learning- and learner-centered, active pedagogy that the program cultivates in participating students; personalization; collaboration among learners and between the University and host schools; critical reflection, metacognition, and lifelong learning; and building and applying a belief system that values diverse students and communities. Building on the approach of the other Regis College education programs, the Master of Arts in Education: Graduate Teacher Licensure Program includes an explicit focus on issues of equity and social justice.

The MAE: Graduate Teacher Licensure Program offers a way for recent college graduates to earn a professional Colorado teaching license in an accelerated, intensive format. The program targets

students who earned bachelor’s degrees within the past five years, although it is open to anyone with a qualifying degree.

Teaching licenses can be earned in elementary education (23-35 semester hours), K-12 Art (17-29 semester hours), or secondary education (17-29 semester hours). Secondary content areas include science, mathematics, English, social studies, Spanish, French, German, or business/marketing.

Licensure coursework and over 800 hours in a year-long guided classroom teaching internship in a high-needs urban school are completed within one calendar year, although elementary education requires additional semesters. A part-time format is also available. Courses take place on the Regis Lowell campus (generally during daytime hours, aligned with the traditional semester calendar, and integrated with undergraduate licensure students) and are taught by full-time faculty with extensive school-based experience.

The licensure coursework counts towards a master’s degree. For students who wish to continue on to complete the Master of Arts in Education, an additional 15 credits are required. This coursework can be completed in as little as one year, and the courses are held on weekends, evenings, and summers to accommodate working teachers.

Total credits required for graduate teacher licensure and the Master of Arts degree: 38-50 semester hours for elementary education; 32-44 semester hours for secondary education students, and 32-44 semester hours for K-12 Art Education. Students also have the option of completing course work within the master’s degree to earn a state endorsement for teaching linguistically diverse students through the existing Regis College MAE program. Students may also choose courses in Teacher Leadership or Learning and Teaching strands of the MAE program to complete the elective portion of the Master’s degree.

POLICIES AND ACADEMIC INFORMATION

The information presented previously in the general Master of Arts in Education section applies to the Master of Arts in Education: Graduate Teacher Licensure Program, with the following exceptions:

COURSE LOAD

The degree plan for the Master of Arts in Education: Graduate Teacher Licensure Program outlines the sequence of courses required to meet licensure requirements within a one year time period. Students (except students working toward elementary licensure) are encouraged to participate in this full-time program model, taking a full load of courses and engaging in school-based fieldwork. (Elementary education licensure requires a minimum of 3 semester hours to complete). Students wishing to participate in the program on a part-time basis should speak to the program director when applying to the program to determine how long it will take to complete licensure requirements.

PROBATION POLICY

Students must maintain a GPA of 3.000 in all education coursework to continue in good standing. Students may be placed on probationary status for the following reasons:

- GPA falls below 3.000
- Unsatisfactory performance during field work
- Unsatisfactory performance during academic courses
- Issues regarding professionalism (attitudes and behaviors displayed in class and in field experiences as noted in the Department of Education Dispositions of Teaching document)

EXTENSION OF SCHOOL INTERNSHIP/STUDENT TEACHING

If students do not successfully complete their 800 required school internship/student teaching hours or do not demonstrate the required proficiency levels of classroom performance and professional dispositions, it may be necessary for them to extend their experience into a subsequent semester. In this case, students will be required to register for additional sections of ED 680 E-W—School Internship/Student Teaching in the subsequent semester and to pay an additional School Internship/Student Teaching fee to cover direct costs of school-based and university-based supervision.

CAPSTONE PRESENTATIONS

Students in the Master of Arts in Education: Graduate Teacher Licensure will be assessed in summative fashion in the Teacher Work Sample and Portfolio (which are required by the state for licensure), and in two capstone presentations: 1) at the end of the licensure portion and 2) at the end of the master's coursework, after completing an equity-focused research project.

GRADUATE TEACHER LICENSURE PROGRAM CHARGES FOR THE 2013 - 2014 ACADEMIC YEAR

Tuition (per semester hour)	\$475
Application Fee (nonrefundable; waived for Regis College graduates)	\$75
School Internship/Student Teaching Fees [per semester (fall and spring), during licensure year]	\$250
Graduation Application Fee	\$50

The tuition, fees, and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*. Additionally, students are also urged to call Enrollment Services at 303-458-4126 or 1-800-388-2366 Ext. 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

ADMISSION

Requirements

1. A baccalaureate degree.
2. Submission of official transcripts for all college/university coursework and completion of transcript evaluation form.
3. An undergraduate cumulative grade point average of 2.750 from the baccalaureate degree-granting institution. Earned graduate credits may be considered in the GPA requirement as approved by the program director.
4. Students with a GPA below 2.75 have the option to apply for probationary status. To receive consideration for probationary status, students will need to submit a letter of explanation and an action plan for improvement.
5. Submission of the application packet, available through the Department of Education or the Master of Arts in Education program offices: application form, current resume, personal statement, official transcripts as described above, a two page essay as described in the application form, names of three references, background check materials (fingerprint card which can be obtained from the Department of Education and must be completed at a local police department, and a cashier's check to pay for background check from the Colorado Bureau of Investigation).
6. Competency in reading, writing, speaking and listening to English. This is determined either through completing a college course in speech with a grade of "B" or higher, a college composition course with a grade of "C+" or higher, or through meeting a pre-determined set of departmental criteria.
7. Academic preparation in alignment with Colorado Department of Education content area requirements for elementary, secondary, or K-12 art teacher licensure. Requirements are listed in the application packet.
 - a. Transcript review session (using the transcript evaluation form) with Department of Education staff or faculty is required to determine extent to which students meet the content requirements.
 - b. Additional coursework may be needed to meet state content area requirements for licensure. These courses can be taken at any accredited institution of higher education. The courses must be successfully completed no later than the withdrawal deadline of the first fall semester in the program.
8. Approval of application by the Committee on Teacher Education at Regis.
9. All documents submitted during the application process become the property of Regis University.

NOTE: All successful candidates will be admitted provisionally and will have their performance in courses and field placement classrooms reviewed by the Committee on Teacher Education at Regis (COTER) after each semester. Failure to demonstrate professional disposition, earn satisfactory grades, or satisfactory internship evaluations may result in suspension or expulsion from the program.

Application Deadline

Applications for admission are accepted throughout the year. Early application prior to the desired starting date is encouraged.

Additional Requirements for Provisionally Accepted Students

1. **Content Area Exam:** By the end of the first full academic term in the program, students will need to take and pass the State mandated assessment of content knowledge (the PLACE or Praxis II exam). Passing this exam is required for licensure. Students may not be allowed to continue with course work until the exam is passed.
2. **Missing coursework for Content Area Licensure:** If students are missing any coursework required by CDE for content area preparation, the courses must be completed by the end of the first full academic term in the program. These courses can be taken at any accredited institution of higher education.
3. **Numeracy Requirement (must be satisfied by end of the first full academic term in the program):** Candidates must meet the numeracy requirement (CDE Performance Based Standard #2) in one of the following ways:
 - Pass the "Math for Teachers" test (secondary candidates only).
 - Pass the Praxis I Pre-Professional Skills Test for Math (secondary candidates only).
 - Pass the course MAE 690 E--Math for Educators (2 SH) or an equivalent approved course from an accredited institution. This course does not count towards master's degree requirements. (Elementary, art, and music candidates).
4. **Background Check:** clearance by the Colorado Bureau of Investigation (CBI) via a background check takes several months. If the report demonstrates criminal activity, continued participation in the program may not be allowed. The fingerprint card and fee must be submitted with application.
5. **Proof of TB Test:** accepted students will need to submit proof of having taken a TB test. This can be done at selected doctor's offices. Deadline: by the end of the first full academic term in the program.
6. **Proof of Professional Liability Insurance:** accepted students will need to obtain coverage through the Colorado Education Association. Coverage currently costs approximately \$35. Deadline: by the end of the first full academic term in the program.

NOTE: When students apply to the Committee on Teacher Education at Regis (COTER) after their first full semester, the above requirements need to have been satisfied.

Requirements for Recommendation for Teacher Licensure

1. Students will be placed in school internship assignments by the Education Department Placement Coordinator or the program director according to a variety of criteria.
2. Successful completion of all assigned school internships/student teaching will be determined by completion of required hours, evaluation by cooperating teacher and Dispositions of Teaching. Three sections of ED 680E-H School Internship/Student Teaching for two credit hours each (800 clock hours) must be completed successfully before being recommended for licensure.
3. A cumulative GPA of 3.000 or higher must be maintained in all education coursework for teacher licensure at Regis University.
4. Continued evidence of effective communication skills, teacher competencies, and characteristics/ teacher dispositions.
5. Successful completion of the State mandated assessment in program content (PLACE or Praxis II exam).
6. Successful completion of any outstanding coursework towards CDE content area requirements.
7. Completion of Regis College Teacher Work Sample and Portfolio, including the eight performance standards at proficient level.
8. Successful completion of the capstone licensure presentation.

Should the student successfully complete these requirements, the Committee on Teacher Education at Regis (COTER) may recommend that the Regis representative officially approved by the Colorado Department of Education sign the student's application for state licensure.

The committee reserves the right to withhold recommendation for licensure based on deficiencies in any of the dispositions or behaviors listed or in any of the requirements of the program.

PROGRAM OF STUDY/DEGREE REQUIREMENTS

Elementary Education Graduate Teacher Licensure Requirements **23-35 SH***

Successful completion of the following program at Regis may qualify a student to be recommended for licensure as an elementary teacher in Colorado. As described previously, additional coursework may be required to meet the State requirements for content preparation for elementary education.

*Licensure credits may vary depending on courses transferred into the program

ED 601--Teaching the Exceptional Student in the General Education Classroom	3 SH
ED 603A--Elementary Reading and Writing: Content, Instruction and Assessment	3 SH

ED 604--Foundations of Education in American Schools	3 SH
ED 606--Assessment of Learning	3 SH
ED 610--Language, Literacy and Linguistics for Educators	3 SH
ED 618A--Elementary Science: Content, Instruction and Assessment	3 SH
ED 618B--Elementary Mathematics: Content, Instruction and Assessment	3 SH
ED 618D--Elementary Social Studies: Content, Instruction and Assessment	3 SH
ED 647--Multicultural Literature and Literacy Across the Elementary Curriculum	3 SH
ED 680E-H--School Internship/Student Teaching	4 SH
ED 685--Theories and Strategies for CLD K-12	3 SH
ED 695--Seminar: Teaching and Learning in Diverse Schools	1 SH
ED 699--Capstone Licensure Presentation and Review	0 SH

**Secondary Education Graduate Teacher Licensure Requirements
And
K-12 Art or Music Education Graduate Teacher Licensure Requirements 17-29 SH***

Successful completion of the following requirements may qualify a student to be recommended for licensure in a specific subject area at the secondary level in the State of Colorado. As described previously, additional course work may be required to meet the State requirements for content preparation for specific subject areas. Students should consult a program advisor for the additional requirements for secondary education licensure, which are not listed here.

*Licensure credits may vary depending on courses transferred into the program.

ED 601--Teaching the Exceptional Student in the General Education Classroom	3 SH
ED 603B--Secondary Literacy: Content, Instruction and Assessment	3 SH
ED 604--Foundations of Education in American Schools	3 SH
ED 606--Assessment of Learning	3 SH

One methods course pertinent to the major subject area of licensure selected from the following (ED 621-ED 633):

ED 621--Secondary English: Content, Instruction and Assessment	3 SH
ED 625--Secondary World Language: Content, Instruction and Assessment	3 SH
ED 627--Secondary Mathematics Content, instruction and Assessment	3 SH
ED 628--Secondary Business: Content, Instruction and Assessment	3 SH
ED 629--Secondary Science: Content, Instruction and Assessment	3 SH
ED 631--Secondary Social Studies Content, Instruction and Assessment	3 SH
ED 633--K-12 Art: Content, Instruction, Assessment	3 SH
ED 635--Secondary Curriculum Planning and Classroom Management	3 SH
ED 680E-H--School Internship/Student Teaching	4 SH
ED 685--Theories, Strategies, and Assessment for CLD K-12	3 SH
ED 695--Seminar: Teaching and Learning in Diverse Schools	1 SH
ED 699--Capstone Licensure Presentation and Review	0 SH

Additional Secondary Education Licensure Requirements:

Candidates must meet the numeracy requirement (CDE Performance Based Standard #2) as noted in "Requirements for Accepted Students."

Secondary English candidates must also take Adolescent or Young Adult Literature (3 SH) as part of content competency requirements. This course can be taken at any accredited institution of higher education.

Additional Requirements for Master of Arts in Education: Graduate Teacher Licensure 11 SH

Once students have completed licensure requirements and are teaching in their own classroom, students may take the following courses to complete the Master of Arts in Education degree:

MAE 614--Action Research: Foundations	3 SH
MAE 616--Action Research: Application	3 SH
Electives/Strands	10 SH

Students choose from among MAE courses in Culturally and Linguistically Diverse Education, Teacher Leadership or Learning

and Teaching strands. However, completion of the ten credits listed below combined with the licensure requirements complete the academic requirements for the state CLD Endorsement.

Culturally and Linguistically Diverse Strand

MAE 665G--Linguistics I: Language Acquisition 3 SH

MAE 665R--Linguistics II: Form and Function 2 SH

MAE 655I--Assessment for Culturally and Linguistically Diverse Education 3 SH

MAE 605M--Multicultural Perspectives* 2 SH

*if a student has met this requirement as an undergraduate, the student may take another MAE elective.

MASTER OF ARTS IN EDUCATION: GRADUATE TEACHER LICENSURE PROGRAM COURSE DESCRIPTIONS (ED)

ED 601. TEACHING THE EXCEPTIONAL STUDENT IN THE GENERAL EDUCATION CLASSROOM (3). Focuses on philosophy and methodology of integrating exceptional children into regular classroom. Studies mental retardation, learning disabilities, behavior disorders, communication disorders, hearing and visual impairment, physical impairment and the gifted and talented. Includes techniques and methods of diagnosis, remediation and individualization. Includes a research component. Fieldwork required in an assigned Metro Denver area school.

ED 602. PSYCHOLOGY FOR EDUCATORS (3). Applies principles of development and learning theory to classroom teaching within the context of Colorado Model Content Standards for Teachers. Key theory-to-practice topics include models of learning, achievement gap issues and instructional strategies, motivation, classroom management, fostering positive identity development for diverse students, and parent involvement. Includes a research component. Prerequisite(s): General Psychology or equivalent. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 603A. ELEMENTARY READING AND WRITING: CONTENT, INSTRUCTION AND ASSESSMENT (3). Focuses on the significance of literacy and models teachers use to foster literacy acquisition in contemporary elementary classrooms. Participants observe, demonstrate, and evaluate peers and their own literacy instruction within the context of comprehension, phonetic awareness, phonics, fluency, and vocabulary. Includes reading and writing instruction and integration of fiction and nonfiction literature that stimulates joyful reading and writing. Coursework includes readings, demonstrates, simulations, lectures, dialogue, group and individual presentations, and written

analyses of fieldwork data. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 603B. SECONDARY LITERACY: CONTENT, INSTRUCTION AND ASSESSMENT (3). Participants build background knowledge and apply instructional strategies and assessments designed to promote students success as readers, writers, speakers, and listeners in middle school and high school classrooms. Coursework includes readings, demonstrations, discussions, and written analyses of fieldwork data. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 604. FOUNDATIONS OF EDUCATION IN AMERICAN SCHOOLS (3). Surveys theory and practice in American education, including historical contributions, philosophical approaches, and sociological functions. Provides an introduction to standards-based, assessment-driven education from both national and state perspectives. Includes a research component.

ED 606. ASSESSMENT OF LEARNING (3). Provides an overview of assessment and instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Examines performance assessment and the construction of a body of evidence necessitated by Standards-Based Education. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 610. LANGUAGE, LITERACY AND LINGUISTICS FOR EDUCATORS (3). Applies scientific research to classroom practices of language study including phonetics, phonology, morphology, orthography, semantics, and syntax. Particular emphasis upon spelling, grammar, handwriting, and designing instruction according to students assessed needs.

ED 615. EXPLORING IDENTITY AND DIVERSITY IN YOUNG ADULT LITERATURE (3). Examines themes of identity and diversity in a range of multicultural literature for young adults, with emphases on interpretation and pedagogy. Relates structural and thematic elements to the personal and academic development of adolescents, and explores ways to weave this literary genre into the fabric of secondary content area classes. Students will construct thematic units and lessons in a standards-based assessment driven environment. Includes a research component.

ED 618A. ELEMENTARY SCIENCE: CONTENT, INSTRUCTION AND ASSESSMENT (3). Surveys methods, materials and concepts related to the teaching of the various sciences. Combines the knowledge of content areas with the skills and approaches pertinent to the field. Includes a research component. Co-requisite(s): ED 618D. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618B. ELEMENTARY MATHEMATICS: CONTENT, INSTRUCTION AND ASSESSMENT (2). Surveys methods and materials appropriate to teaching mathematics. Combines the knowledge of content area with the skills and approaches pertinent to the field. Includes a research component. Co-requisite(s): ED 618C. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618C. ELEMENTARY LANGUAGE ARTS: CONTENT, INSTRUCTION AND ASSESSMENT (2). Using the Colorado Model Content Standards, participants examine links between writing, reading comprehension, oral language, listening, and speaking. Focuses on writing instruction and assessment in establishing a writing community, becoming writers as teachers, and providing writing instruction based on assessment of students needs. Coursework includes readings, demonstrations, simulations, discussion, and written analyses of fieldwork data. Includes a research component. Co-requisite(s): ED 618B. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618D. ELEMENTARY SOCIAL STUDIES: CONTENT, INSTRUCTION AND ASSESSMENT (3). Surveys methods, materials and concepts related to teaching social studies. Combines the knowledge of content area with the skills and approaches pertinent to the field. Includes a research component. Co-requisite(s): ED 618A. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 621. SECONDARY ENGLISH: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods and assessment practices used in teaching English at the middle and high school levels. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 625. SECONDARY WORLD LANGUAGE: CONTENT, INSTRUCTION AND ASSESSMENT (2). Examines materials, methods and assessment practices used in teaching world language (French, German, or Spanish) at the middle and high school levels. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 627. SECONDARY MATHEMATICS: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods and assessment practices used in teaching mathematics at the middle and high school levels. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 628. SECONDARY BUSINESS: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines methods, materials, and assessment practices appropriate for teaching middle school and high school accounting, bookkeeping, consumer law and economics. Emphasizes specific classroom applications related to non-clerical business courses. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 629. SECONDARY SCIENCE: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods, and assessment practices used for teaching science at the middle and high school levels. Attention given to whole class, laboratory, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 631. SECONDARY SOCIAL STUDIES: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods, and assessment practices used in teaching social studies at the middle and high school levels. Adapts history, political science, economics, sociology, cultural geography, social psychology and cultural anthropology to meaningfulness within the secondary Curriculum. Attention given to integrating current events for curricular relevance. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 633. K-12 ART: CONTENT, INSTRUCTION AND ASSESSMENT (3). Explores and applies theoretical and practical issues in designing and implementing a K-12 art education program. Emphasizes current trends in art education; materials and methods of teaching and assessing various art media; and curriculum development. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 635. SECONDARY CURRICULUM PLANNING AND CLASSROOM MANAGEMENT (3). Provides students with knowledge and skills needed for effective classroom management and planning in a Standards-Based environment. Students will demonstrate mastery of short and long term planning, time management, and research-driven methods to improve and report student achievement, and develop instructional and behavioral expectations for the successful classroom. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 647. MULTICULTURAL LITERATURE AND LITERACY ACROSS THE ELEMENTARY CURRICULUM (3). Explores historical and contemporary literature for children and adolescents in America. Examines literature representing various genres that teachers use in elementary and secondary classrooms. Coursework includes readings, demonstrations, discussions, field trips, and written analyses of fieldwork data. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 651. MULTICULTURAL PERSPECTIVES (3). Explores and reflects on multicultural societal structures which impact the success of students in today's schools. Prepares students to address issues of discrimination in schools, the curriculum, and within the classroom and will ask students to examine their own beliefs and how these will impact their future role as an educator. Students reflect on the questions, 'How ought we to teach and live as teachers?' 'How ought education to progress in a diverse society?' Includes a research component. Prerequisite(s): Must be admitted to Master of Arts in Education: Graduate Teacher Licensure Program. NOTE: Service work in diverse schools is required. This course meets the state requirements for the ESL endorsement. This course is also required for the Master of Arts in Education degree but not for the teaching license. Students can select to take this course or MAE 605M to satisfy this degree requirement.

ED 680E-H. SCHOOL INTERNSHIP/STUDENT TEACHING (2). Students will complete a minimum of 800 fieldwork hours as a teaching intern in a school classroom under the direction of a cooperating teacher as part of the Graduate Teacher Licensure Program. Work with children/adolescents is designed to connect coursework with classroom experience. School placement will be arranged by the Education Department. Fee required. NOTE: Students should register for one section of fieldwork in any given term. Pass/No Pass grading only.

ED 685. THEORIES, STRATEGIES, AND ASSESSMENT FOR CLD K-12 (3). Provides research-based methods and strategies for teaching English as a Second Language to speakers of other languages. Explores curriculum materials appropriate to the development of English as a Second Language. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and sheltered approaches to develop academic English. Includes a research component. This course meets the state requirements for the ESL endorsement. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED/MAE 690E-W. INDEPENDENT STUDY IN EDUCATION (1-3). Pursues independent exploration of areas of interest under the supervision of a department member. Prerequisite(s): Approval of Program Director required.

ED 695. SEMINAR: TEACHING AND LEARNING IN DIVERSE SCHOOLS (1). Examines current educational issues especially related to equity-oriented practices and context of student teaching in urban schools. Provides support for completion of Teacher Work Sample and Portfolio. Prerequisite(s): Good standing in program. Approval of program director required. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 699. CAPSTONE LICENSURE PRESENTATION AND REVIEW (0). Candidates are required to register for the Capstone Licensure Presentation and Review during the final May term of

the program. Candidates must have completed all other program requirements prior to the Review semester. The purpose of the Capstone Licensure Presentation and Review is to provide a forum for prospective graduates to actively and creatively demonstrate their progress towards state licensure standards and their growth as learners and educators, as demonstrated in the Teacher Work Sample and Portfolio and elsewhere. The Capstone Licensure Presentation and Review serves as a "comprehensive examination." Prerequisite(s): Approval of program director required. NOTE: Pass/No Pass grading only.

MASTER OF ARTS IN EDUCATION: LINGUISTICALLY DIVERSE EDUCATION COURSE DESCRIPTIONS (EDLD)

EDLD 675. LINGUISTICS FOR TEACHERS OF CLD STUDENTS (3). Provides the learner 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. Instructional practices for teaching English to speakers of other languages will be reviewed. Process learning as it applies to the acquisition of the English language will be explored and modeled. Prerequisite(s): ED 685.

MASTER OF ARTS IN EDUCATION: LITERACY COURSE DESCRIPTIONS (EDLT)

EDLT 613. TEACHING LITERACY TO ENGLISH LANGUAGE LEARNERS (3). Designed for teachers who desire to increase their knowledge of the development of reading literacy skills for all students, with a focus on ELLs. Examines specific research-based strategies to teaching reading based on Colorado State Standards, while adhering to constructive principles. Considers the similarities and differences of teaching reading to native and non-native speakers of English emphasizing the importance of family literacy in teaching reading to ELLs. Prerequisite(s): ED 685.

EDLT 615. EXPLORING IDENTITY AND DIVERSITY IN YOUNG ADULT LITERATURE (3). Examines a range of literature for young adults, with emphasis on interpretation and pedagogy. Relates structural and thematic elements to the personal and academic development of adolescent and explores ways to weave the literacy genre into the fabric of secondary content area classes. Student will construct thematic units and lessons in standards-based, assessment driven environment.
