

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION

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Overview

The Culturally and Linguistically Diverse Education (CLDE) program helps teachers enhance their skills and credentials to support diverse languages, cultures, and abilities in the elementary and secondary classroom. Teachers who work in CLDE programs or in other content areas (such as art, language arts, math, music, science, social studies or technology), and who wish to integrate CLDE principles and strategies into their instruction for their multilingual learners, will find the MA program relevant to their interests and goals. It provides a foundation in supporting bilingualism and teaching English as an additional language to multilingual learners in a variety of contexts in the United States.

Graduates are prepared to become leaders to serve and advocate for multilingual learners in K-12 classrooms. The CLDE program at CU Denver emphasizes a socio-cultural approach to issues of language and learning, acknowledging the legitimacy of linguistic and cultural differences, and recognizing that academic settings represent important socializing forces in students' lives. We emphasize the "whole learner" in our teaching and in teacher education, understanding that individuals do not merely add a language to their repertoire of communication but make fundamental identity adjustments as they progress in their studies.

Course work includes the topics of language, literacy, second language acquisition, bilingualism; history, law and politics around immigration and racism; race, culture, identity and community; and culturally and linguistically sustaining pedagogies and assessment for bilingual children in K-12 schools.

This program has been developed as an advanced course of study for practicing teachers or individuals with some teaching experience. Applicants who need initial licensure to teach in U.S. K-12 public school settings, should inquire about the Master of Arts in Teaching (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/master-arts-teaching/>).

The program is intended for:

- graduate-level students interested in the master's degree (30 semester hours) with or without the added endorsement to a current license
- licensed elementary and secondary teachers returning to acquire Colorado CLDE endorsement credentials (24 semester hours)
- licensed and CLDE endorsed elementary and secondary teachers who wish to add the Bilingual Education endorsement (BE).
- licensed elementary and secondary teachers returning to graduate studies for a certificate in Teaching for Cultural and Linguistic Diversity (TCLD) to aid them in helping their bilingual learners succeed

Programs

- Culturally and Linguistically Diverse Education, MA (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/culturally-linguistically-diverse-education/culturally-linguistically-diverse-education-ma/>)
- Culturally and Linguistically Diverse Education MA with K-12 Endorsement (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/culturally-linguistically-diverse-education/culturally-linguistically-diverse-education-k-12-endorsement-ma/>)
- Culturally and Linguistically Diverse Education, MA with K-12 Endorsement & Bilingual Education Specialist Endorsement (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/culturally-linguistically-diverse-education/culturally-linguistically-diverse-education-k-12-bilingual-education-endorsement-ma/>)
- Culturally and Linguistically Diverse Education, MA with Bilingual Education Specialist Endorsement (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/culturally-linguistically-diverse-education/culturally-linguistically-diverse-education-bilingual-education-endorsement-ma/>)
- Culturally and Linguistically Diverse Education Endorsement: K-12 (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/culturally-linguistically-diverse-education/culturally-linguistically-diverse-education-endorsement-k-12/>)
- Culturally and Linguistically Diverse Education: Bilingual Education Specialist Endorsement (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/culturally-linguistically-diverse-education/culturally-linguistically-diverse-bilingual-education-specialist-endorsement/>)
- Teaching for Cultural and Linguistic Diversity (TCLD) Certificate (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/culturally-linguistically-diverse-education/teaching-cultural-linguistic-diversity-tclid-certificate/>)

Current Faculty

Adriana Alvarez (<https://education.ucdenver.edu/about-us/faculty-directory/Alvarez-Adriana-UCD6002312477/>), Assistant Professor | PhD, University of Colorado Boulder | Culturally & Linguistically Diverse Education

Christopher Carson (<https://education.ucdenver.edu/about-us/faculty-directory/Carson-Christopher-UCD197605/>), Senior Instructor | MA, University of Utah | Culturally & Linguistically Diverse Education

Sofia Chaparro (<https://education.ucdenver.edu/about-us/faculty-directory/Chaparro-Sofia-UCD6001254356/>), Assistant Professor | PhD, University of Pennsylvania | Culturally & Linguistically Diverse Education

Ester de Jong (<https://education.ucdenver.edu/about-us/faculty-directory/De-Jong-Ester-UCD6004080721/>), Professor | EdD, Boston University | Culturally & Linguistically Diverse Education

Culturally and Linguistically Diverse Education (CLDE)

CLDE 5010 - Foundations of Language & Culture in Education (3 Credits)

Designed for veteran and novice teachers to gain an understanding of schooling and language education. Participants examine key social theories based on the writings of important scholars in the field, on topics such as the politics of race, schooling, language, and cultural identity. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5020 - Responsive Classroom Communities (3 Credits)

This course investigates how people learn and the implications of social and cultural learning for establishing engaging and culturally responsive learning communities. Through this course teacher candidates will better understand their roles in student learning and how their own cultural lenses impact their relationships with students and families, and influence student success in the classroom. Restriction: Restricted to graduate students in the SEHD or Teacher Education minors. Cross-listed with CLDE 4020. Max hours: 3 Credits.

Grading Basis: Letter Grade

Restriction: Restricted to graduate students in the SEHD or Teacher Education minors.

CLDE 5030 - Language Development of Multilingual Learners: Advanced (3 Credits)

This course offers a deep investigation of the relationship between language and literacy acquisition. In the context of first and second language development across the lifespan, the course focuses on bilingual and second language development, and on the acquisition of literacy by young children. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5032 - English Linguistic Foundations for SLA & TESOL (3 Credits)

Investigates Second Language Acquisition (SLA) theories and new developments in the field relevant to adult learners of English, factors that influence outcomes, and key structures in English grammar and pronunciation. Lab time with ESL learners involves teaching listening/speaking and applying grammar in writing. Max hour: 3 Credits.

Grading Basis: Letter Grade

CLDE 5035 - Connecting Multilingual Theories to Practice (3 Credits)

This course supports students in synthesizing research and theory on learning and multilingual development, and identifying their own theoretical orientation in the field. There is a specific emphasis on connecting classroom practice to their theoretical stance. Prereq: CLDE 5010, CLDE 5160, CLDE 5050, CLDE 5070, CLDE 5820, and CLDE 5825. Max hours: 3 Credits.

Grading Basis: Letter Grade

Prereq: CLDE 5010, 5160, 5050, 5070, 5820, and 5825.

CLDE 5040 - Social Justice Liberation: A Rehearsal for the Revolution (3 Credits)

We will explore TO and CRT. Students will engage in class discussions, theatre workshops, and critically analyze the applicability of these concepts to education and community work through deep and thorough engagement of readings, TO activities, and discussions about school and community activism with peers and the greater community. Cross-listed with CLDE 7040. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5042 - Techniques for Teaching Adult ESL (3 Credits)

This course provides principles of language assessment and progress monitoring strategies for teachers of adult ESL learners to help inform their practices and decisions related to appropriate instruction and placement of, and programming for, learners. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5050 - Assessment & Advocacy for Multilingual Learners (3 Credits)

Students learn to gather and use assessment results within a strengths-based framework to advocate for appropriate programming, placement, instruction, and ongoing progress monitoring of multilingual students. Special attention is paid to linguistic and cultural bias in the field of assessment. Cross-listed with SPED 5050. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5070 - Understanding Language in the Classroom (3 Credits)

The goal of this class is to deepen your awareness of language as it relates to all aspects of classroom learning. In doing so, you will develop the pedagogical language knowledge and an understanding of applied linguistics. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5140 - Language, Culture & Educational Equity (3 Credits)

Develops an understanding of the pluralistic and intersectional nature of U.S. society (race, class, gender, sexuality, language, migration status), and the role of the school within this social context. Examines the legal and cultural history of language education in Colorado and the U.S. as well as the impact of changing demographics on schools. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5160 - History & Law of Bilingual & Immigrant Education (3 Credits)

This course includes an overview of U.S. and Colorado history and legislation related to bilingual education and second language education, as well as current and historical immigration issues as they impact students, families, communities, schools, and educators. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5190 - Culturally Responsive Pedagogy and Practices (3 Credits)

This course focuses on developing practical tools for culturally responsive, inclusive instructional strategies, classroom management and curriculum and lesson planning. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5680 - Spanish for Educators (3 Credits)

This course is designed to help teacher candidates advance their Spanish skills. Teacher candidates will clarify their motivations and purposes for studying Spanish and gain a greater understanding of language assessments and of their own Spanish abilities and increase insight and empathy for emergent bilingual students. Cross-listed with CLDE 3680. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5700 - Social Studies for Multilingual Learners (3 Credits)

Participants will use a social justice lens to investigate the content and language demands of the four disciplines of social studies: History, Civics, Geography and Economics. This class focuses on Social Studies methods as well as essential practices for teaching multilingual students. Cross-listed with CLDE 4700. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 5800 - Language Variation & Implications for Teaching (3 Credits)
Provides an introduction to the field of educational sociolinguistics and research of classroom discourse. Students are introduced to the collection and analysis of oral and written language in educational contexts. Basic concepts and key issues regarding the form-function relationships of language use in instructional settings are discussed. Cross-listed with CLDE 7800. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 5810 - Literacy for Bilingual Learners offered for Student Teacher Residency (STR) (3 Credits)
This course, for residents in the STR program, highlights the best practices for language and literacy development for culturally and linguistically diverse learners, including bilinguals, multilinguals, and speakers of non-standard varieties of English. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 5820 - Methods of Teaching Multilingual Learners I (2 Credits)
This course focuses on the hands-on, practical application of culturally and linguistically sustaining methods and techniques for multilingual learners and emergent bilinguals K-12. Opportunities for teaching school-age multilingual learners are required. It is designed to be taken over the academic school year. Repeatable. Max hours: 4 Credits.
Grading Basis: Letter Grade
Repeatable. Max Credits: 4.

CLDE 5821 - Methods of Teaching Multilingual Learners II (1 Credit)
This course focuses on the hands-on, practical application of culturally and linguistically sustaining methods and techniques to accelerate language and literacy development for multilingual learners K-12. Opportunities for teaching school-age multilingual learners are required. It is designed to be taken over the academic school year, 2 credits in the fall (5820), and 1 credit (5821) in the spring. Prereq: Requires prerequisite course of CLDE 5820.
Grading Basis: Letter Grade
Requires prerequisite course of CLDE 5820.

CLDE 5824 - Theories and Methods of Bilingual Education (3 Credits)
Taught in Spanish, this course explores theories and methods of effective instruction of Spanish-English bilingual children. The course addresses theories of bilingualism and bilingual language/literacy development as well as methods for teaching in bilingual classrooms. Cross-listed with CLDE 4824. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 5825 - Methods of Teaching Content for Multilingual Learners I (2 Credits)
Provides an in-depth study of curriculum options for learners developing English in schools. Participants examine and apply strategies and materials for developing linguistic and academic capabilities of language learners, with optional extensions for bilingual program educators. Max hours: 2 Credits.
Grading Basis: Letter Grade

CLDE 5826 - Methods of Teaching Content for Multilingual Learners II (1 Credit)
This course reviews curricular options for supporting emergent bilingual students in content instruction. Class modules will include review and analysis of content and English Language Development standards as well as specific strategies for meeting these students' needs in the areas of oral language, literacy, and content knowledge. It is designed to be taken over the academic school year, 2 credits in the fall (5825), and 1 credit (5826) in the spring. Prereq: Requires prerequisite course of CLDE 5825.
Grading Basis: Letter Grade
Requires prerequisite course of CLDE 5825.

CLDE 5827 - Developing CLD Content Teaching through Professional Learning (1-2 Credits)
In this credit for prior learning, you will synthesize and reflect on work done through approved district professional learning (focused on content methods for CLD populations). Prior to enrolling, consult with your faculty advisor to ensure that the professional learning experiences will meet the requirements. Max Hours: 3 Credits.
Grading Basis: Satisfactory/Unsatisfactory
Repeatable. Max Credits: 3.

CLDE 5828 - Developing CLD Content Teaching through Applied Independent Study (1 Credit)
Course participants will build on work done through CLDE 5827, conducting an applied independent study with specifically chosen readings related to teaching content in diverse classrooms. Prereq: CLDE 5827. Max Hours: 3 Credits.
Grading Basis: Letter Grade
Prereq: CLDE 5828

CLDE 5835 - Special Topics: Culturally and Linguistically Diverse Education (0.5-3 Credits)
Advanced study of special topics that examine multilingualism, cultural pluralism, and community in Culturally and Linguistically Diverse Education. Repeatable. Max hours: 15 Credits.
Grading Basis: Letter Grade
Repeatable. Max Credits: 15.

CLDE 5840 - Independent Study: CLDE (1-4 Credits)
Repeatable. Max Hours: 4 Credits.
Grading Basis: Letter Grade
Repeatable. Max Credits: 4.

CLDE 5850 - Culminating Experience: Bilingual Specialist (1 Credit)
In this capstone, students compose a 3-5 minute video, plus provide artifacts from teaching and coursework with explanations of how these artifacts show mastery of CDE Standards 8.23 for Bilingual Education Specialist competencies. Prereq: Completion of CLDE endorsement AND 9 units in Bilingual Specialist pathway CLDE 5824, SPAN 5020, SPAN 5060, SPAN 5076, SPAN 5080, SPAN 5099, and 5980. Max hours: 1 Credit.
Grading Basis: Satisfactory/Unsatisfactory
Prereq: Completion of CLDE endorsement (CLDE 5010, CLDE 5160, CLDE 5070, CLDE 5030, CLDE 5820, CLDE 5050, CLDE 5825, CLDE 6912) AND 9 units in Bilingual Specialist pathway (CLDE 5824, SPAN 5020, SPAN 5060, SPAN 5076, SPAN 5080, SPAN 5099, and 5980).

CLDE 5910 - Improving Student Outcomes: Interdisciplinary Inquiry (3 Credits)
This course operates from three distinct disciplinary perspectives: urban planning (community and schools), education (quality teaching), and public policy (accountability). Students explore important factors related to improving K-12 student outcomes: resources, leadership, teaching and parent/community involvement from three disciplinary perspectives. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 5920 - Immigration through Children's Literature (3 Credits)
This class explores themes of immigration and multilingualism by examining children's and young adult literature. Combines techniques for teaching literacy in multilingual environments with foundational themes in the study of immigration and multilingualism. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 6910 - Leadership Practicum in CLDE (1-3 Credits)

This practicum course grants credit for field significant experiences, connected to the program of study and the Colorado standards for endorsement. Teachers who can engage in, synthesize, and reflect on these experiences are eligible for this course credit. Repeatable. Max hours: 3 Credits.

Grading Basis: Satisfactory/Unsatisfactory
Repeatable. Max Credits: 3.

CLDE 6912 - Teacher Inquiry in Multilingual Classrooms (3 Credits)

This seminar provides opportunities for advanced students in the M.A. program to apply an inquiry lens to the concepts of CLDE. Students design an inquiry project, where they focus on a problem of practice, create an action research question, collect student work as data, and analyze findings and results. Students work in research teams, providing feedback and observing each other's classrooms. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 6950 - Master's Thesis (4 Credits)

This class provides the opportunity for CLDE MA students to complete a Masters' thesis in place of the CLDE Culminating Experience. This class is open to students with advisor support and approval. Max hours: 4 credits
Grading Basis: Letter Grade
Additional Information: Report as Full Time.

CLDE 7040 - Social Justice Liberation: A Rehearsal for the Revolution (3 Credits)

We will explore TO and CRT. Students will engage in class discussions, theatre workshops, and critically analyze the applicability of these concepts to education and community work through deep and thorough engagement of readings, TO activities, and discussions about school and community activism with peers and the greater community. Cross-listed with CLDE 5040. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 7090 - Research Seminar (3 Credits)

An advanced course which focuses on specific issues in language, language acquisition and language teaching. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 7210 - Introduction to Leadership for Latin@ Learners (1 Credit)

In this introductory module, students will move beyond typical discussions of leadership that are neutral with regards to the students and families being served to one that puts linguistic and cultural diversity at the center of the discussion. Students will first survey the current state of Latin@s in education and communities from a local and national perspective. We will then co-construct a set of broad questions and examine theoretical frameworks that set the stage for the remaining courses in the program. Max hours: 1 Credit.
Grading Basis: Letter Grade

CLDE 7220 - Legal And Policy Foundations For Latin@ Students (2 Credits)

This course is a comprehensive survey of the highlights and lowlights of federal, state, and local history, legislation and policy regarding the education and rights to education and language for Latin@ students. The readings and discussion are around various ideologies, philosophies, and theoretical underpinnings of education. In this class you will develop skills in critical consideration of the rights of all in US society and the responsibilities of the public institution of schools. As the performance assessment for this course you will have an opportunity to focus on a Colorado school district, community or community organization of your choosing. You will outline history, legislation, and policy for that site. Max hours: 2 Credits.
Grading Basis: Letter Grade

CLDE 7230 - Language and Literacy in Bilingual Learners (3 Credits)

This course focuses on first and second language acquisition, and its impact on literacy in young children, elementary and secondary students, and students with special needs. Topics are literacy and language development, assessment, culturally responsive teaching, and school reform policies. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 7250 - Systems, Policy, and Advocacy in Latin@ Communities (2 Credits)

This hybrid, 2-credit module introduces participants to methods of policy research and analysis across levels (federal, state, local) and the historical contexts behind key policies. Participants apply studied forms of policy analysis to investigate and engage with policies affecting their communities. Max hours: 2 Credits.
Grading Basis: Letter Grade

CLDE 7260 - Synthesizing Research in Latin@ Learners and Community (1 Credit)

In this final module, students will revisit the theoretical frameworks and research questions they have examined throughout their coursework and: a) identify a problem of practice and research questions they wish to explore in greater depth; b) identify theoretical framework(s) that will guide your research; and, d) develop a comprehensive literature review. Max hours: 1 Credit.
Grading Basis: Letter Grade

CLDE 7310 - Critical Race Theory: History, Theory, and Application (3 Credits)

Students will gain knowledge of Critical Race Theory and its early origins. Key themes to be explored include interest convergence, intersectionality, revisionist history, critiques of Liberalism, and critiques of CRT. Students also explore methodological issues and the potential applicability of CRT to their own research. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 7320 - (Re)Claiming Dominant Narratives: History, Education, & Activism in Latinx (3 Credits)

Students will review a condensed history of Latinx peoples in America. Working with civil rights activists, scholars, and local community members, students will utilize decolonized methodologies to conduct a community story preservation project to reclaim the dominant narrative of local movements. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 7330 - Languages and Literacies in Latinx Communities (3 Credits)

This course considers language and literacy from a critical sociocultural perspective and examines the impacts of language and literacy policies in the lives of Latinx communities in the U.S. The topics covered include language policies and ideologies, language as a colonial concept, bilingualism, translanguaging, biliteracy, and assessment. Max hours: 3 Credits.
Grading Basis: Letter Grade
Typically Offered: Spring.

CLDE 7410 - Communication & Control: Systemic Change (3 Credits)

Examines educational settings – classrooms, schools, school districts, corporate and clinical settings, church basements and community centers – as systems, and explores strategies for change. Participants draw on interdisciplinary perspectives of individual and group behavior as they develop personal theories of change and apply these to their own situations. Max hours: 3 Credits.
Grading Basis: Letter Grade

CLDE 7713 - Introduction to Language Policy (3 Credits)

The legal, ideological, and historic foundations of language policies are examined. Also examined are connections with related topics such as language rights, language and power, and issues from the sociology of language, such as language loyalty. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 7800 - Language Variation & Implications for Teaching (3 Credits)

Provides an introduction to the field of educational sociolinguistics and research of classroom discourse. Students are introduced to the collection and analysis of oral and written language in educational contexts. Basic concepts and key issues regarding the form-function relationships of language use in instructional settings are discussed.

Cross-listed with CLDE 5800. Max hours: 3 Credits.

Grading Basis: Letter Grade

CLDE 7830 - Special Topics: Culturally and Linguistically Diverse Education (1-3 Credits)

Advanced study of special topics that examine multilingualism, cultural pluralism, and community in Culturally and Linguistically Diverse Education.

Grading Basis: Letter Grade

Repeatable. Max Credits: 9.

CLDE 7840 - Independent Study: CLDE (1-4 Credits)

Repeatable. Max Hours: 4 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 4.