

Program overview

The Online Masters of Arts in Curriculum and Instruction with a concentration in English as a Second Language (ESL) or Bilingual Education (BLE) is a rigorous and comprehensive program preparing students to children and adolescents in U.S. schools. The program may be completed in a Fast Track format and completed in thirteen months, or students may elect to complete the program at a slower pace. All courses are offered online, and are structured to allow students to participate at any hour of the day (asynchronous), and from anywhere a computer and internet connection are available. Courses are taught by faculty in ASU's Mary Lou Fulton Institute and Graduate School of Education, consistently ranked in the top 25 schools of education in the country by *U.S. News and World Report*.

The program is administered in partnership with ASU's "fifth campus," the [ASU Online and Extended Campus](#), and adheres to a set of inter-institutional quality assurance instructional design principles known as *Quality Matters*. The program requires no face-to-face meetings, but students may elect to attend a Saturday orientation meeting before the first summer session begins.

Program requirements

The program includes carefully selected courses which meet requirements for the concentration in either English as a second language (ESL) or bilingual education (BLE) within the masters of arts in curriculum and instruction. Students should plan to select a concentration at the time of application which best suits their professional identities and goals. The required courses are offered in the terms indicated in Table 1. (BLE 580 is required only of students seeking an Arizona ESL endorsement; see below for more detail.)

Table 1. Schedule of Online Course Offerings

Summer 1	Summer 2	Fall	Winter	Spring	Summer 1
BLE 511	BLE 520	COE 501	BLE 529	BLE 535	BLE 599 (6)
BLE 537	BLE 541	MCE 561		RDG 522	(BLE 580)

The fast-track option

Students who wish to complete the program in thirteen months (the fast-track option) may do so by taking the courses as prescribed in Table 1. While online courses offer much greater flexibility for delivery of content, students should clearly understand before considering the fast-track option in the online program that the courses are *not* less challenging than traditional in-person equivalents. As in traditional in-person classes, students should expect to spend approximately three hours of time per week for each hour of enrollment in the fall and spring, and about nine hours of time per week for each hour of enrollment in the summer and winter condensed format sessions.

If you have other commitments that prevent you from doing the program on the fast track, you are welcome to take fewer courses each term and complete the program at your own pace. By taking only one course per term, and during one winter session, students can complete the program in about two years (26 months).

ESL endorsement

The Arizona Department of Education (ADE) has established specific course requirements for an [ESL endorsement](#). Table 2 shows how specific program courses relate to ADE course requirements for the endorsement. Students who do not have two years of full-time verifiable teaching experience in an ESL or BLE classroom may take BLE 580 (Practicum) in the final session of their program to meet this ADE requirement. ADE also requires the completion of a second language learning experience by one of the methods indicated on the ESL endorsement checklist. Please note that this requirement is not met by courses completed as part of the online MA program. Students are responsible for fully understanding ESL endorsement requirements and for individually applying for the endorsement with the ADE. ASU does not assist with the endorsement application process.

Table 2. ADE-approved courses for ESL endorsement course requirements (Option B)

Course	Course Title	Option B Course Requirement
BLE 511	Foundations of Language Minority Education	Foundations
BLE 520	ESL for Children	Methods
RDG 522	Literacy/Biliteracy Development	Teaching Reading and Writing
BLE 529	Assessment and Evaluation of ELLs	Assessment
BLE 537	Language Structure and Acquisition	Linguistics
BLE 561	Parent Involvement in Language Minority Education Programs	School, Community, Culture

Deadline

Students may apply for admission to the program at any time. Program faculty review applications, once complete, a few weeks before each term begins, and admission decisions are communicated to students generally within a week after faculty meet. You can begin the online application process now, and work on it slowly until the deadline, saving your work each time. Your application will be reviewed after you press the *submit* button.

How to apply

To submit an application for the program, please visit the [ASU graduate admissions application page](#) and apply to the MA concentration in English as a second language (ESL) or bilingual education (BLE), as best suits your professional identity and goals. To be considered for the special online cohort, you must select "Online Campus" when applying. Students may also elect to take a combination of online and in-person classes for their degree. Students who prefer this option should apply to the Tempe campus for the same program.

Courses

BLE 511 Foundations of Language Minority Education *Beatriz Arias*

Historical, philosophical, theoretical, and pedagogical foundations of language minority education in the United States. *Summer 1*

BLE 520 ESL for Children *Kellie Rolstad*

Examines approaches to second-language development for children congruent with recent research in second-language acquisition in children. *Summer 2*

RDG 522 Literacy/Biliteracy Development *Doris Warriner*

Acquaints teachers with first- and second-language literacy research, practice, and assessment in elementary school settings (Spanish-English emphasis). *Spring*

BLE 529 Assessment and Evaluation of ELL Students *Robert Kleinsasser*

Assessment and evaluation of linguistic minorities; test theory, score interpretation; culturally responsive assessment; assessment of language and school achievement.
Winter

BLE 535 Sociolinguistic Issues in Language Minority Education *Aya Matsuda*

Surveys major theoretical issues (e.g., language situations, communicative competence, language attitudes) interrelating language, social processes, and bilingual education. *Spring*

BLE 537 Language Structure and Acquisition *Jeff MacSwan*

Introduces linguistics and language acquisition. Grammatical theory; language use in educational contexts; first, second, and simultaneous language acquisition. *Summer 1*

BLE 541 Bilingualism and Second Language Acquisition *Jeff MacSwan*

Bilingual and second-language acquisition, with emphasis on children and adolescents. Stresses cognitive, social, and cultural aspects. *Summer 2*

MCE 561 Parent Involvement *Kellie Rolstad*

Examines issues, approaches, and strategies for improving parental and community involvement in the schooling of language minority children and youth. (Prerequisite: BLE 511.) *Fall*

BLE 580 Practicum *Kellie Rolstad*

Provides practical application in school settings of principles of BLE/ESL. (This course is only required of students seeking to complete coursework requirements for the Arizona ESL endorsement in addition to the masters of arts.) *Summer 1*

COE 501 Introduction to Research *Sarah Brem*

Overview of educational inquiry from controlled, quantitative to qualitative, naturalistic. Emphasizes locating and critically interpreting published research. *Fall*

BLE 599 Research Project *Kellie Rolstad and Jeff MacSwan*

Under faculty supervision, students revise and develop previously completed assignments into a portfolio to serve as a culminating activity. Students develop an online presentation of a sample paper to share with classmates. *Summer 1*

Program Faculty

M. Beatriz Arias is an associate professor of language and literacy in the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University. She received her PhD in curriculum and instruction from Stanford University. Her research focuses on the impact of restrictive language policy on teacher education and education policy and equity for English language learners. Dr. Arias has served as a court appointed expert in Los Angeles, Denver, and San Jose, California where she served as a court appointed monitor in the *Vasquez v. San Jose* federal desegregation case. Most recently she was a testifying expert on bilingual education in *Department of Justice v. Chicago Public Schools*. An author of several journal articles, chapters and monographs, her interest in the transformation of desegregation

policy is reflected in her recent article in *Teachers College Record* "The Impact of Brown on Latinos: A study of Policy Transformation" (2005). Her work on language policy and teacher preparation is forthcoming in *Structured Immersion Implementation in Arizona* with Multilingual Matters (2009) and her work on teacher preparation will be published in *Coming to Voice: Preparing Teachers for ELs* (Roman Littlefield Press). She is currently the principal investigator of a five year federal grant supporting ESL endorsement for secondary teachers.

Sarah K. Brem is an associate professor in the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University. A cognitive scientist, her research focuses on public use and understanding of scientific information. As part of these efforts, she is engaged in the ongoing design of research methodology coursework that is of practical value within students' chosen domain. The author of a number of journal articles, book chapters, and technical reports, Brem has been Principal Investigator on several NSF-funded projects, ranging from a study of evolution in everyday life to case-based reasoning for engineering statistics to how understanding critical thinking in multimedia environments can improve the public's utilization of science. She is also a member of the editorial board of *Practical Assessment, Research and Evaluation*. Brem is the recipient of a National Science Foundation Early Career Award. She received her PhD from Northwestern University, and completed a postdoctoral fellowship at the University of California, Berkeley.

Robert C. Kleinsasser received his PhD from the University of Illinois at Urbana-Champaign. Dr. Kleinsasser teaches and researches in the area of applied linguistics including second language acquisition and teacher education. Some of his more recent publications are in the area of second language testing and assessment, focusing on how practicing professionals learn about second language testing and develop language tests for their classrooms. He teaches undergraduate courses in multicultural education and structured English immersion, and graduate courses in second language testing and assessment, advanced literacy methods, and linguistics for language teachers. He has delivered plenary addresses in Oman, Japan, and Thailand since arriving at ASU. His earlier research seeks to understand teacher perceptions of language teaching and learning while also documenting the school and classroom cultures where teachers find themselves. He has received numerous awards for his teaching, service, and scholarship and three of his doctoral students have received awards for their dissertations.

Jeff MacSwan is professor of applied linguistics and language and literacy at Arizona State University. He received his PhD from UCLA in 1997. His research focuses on the linguistic study of bilingualism, on the role of language in theories of academic achievement differences among language minority students, and education policy related to English language learners in US schools. Dr. MacSwan has served as associate editor of the *Bilingual Research Journal*, and currently serves on five editorial boards. He has published a book as well as several articles and book chapters. Examples of his work appear in *Bilingualism: Language and Cognition*, *Hispanic Journal of Behavioral Sciences*, *Bilingual Research Journal*, *Teachers College Record*, *Education Policy Analysis Archives*, and in edited collections. In 2003, he was selected as a National Academy of Education/Spencer Postdoctoral Fellow. MacSwan has given numerous invited talks in the US and abroad, and has served as a visiting scholar in the Linguistics Department at the Massachusetts Institute of Technology and as Gastwissenschaftler (guest scientist) at the Center for the Study of Multilingualism at the University of Hamburg. He is director of ASU's applied linguistics PhD program.

Aya Matsuda is assistant professor of language and literacy and applied linguistics at Arizona State University. She teaches undergraduate and graduate courses in applied linguistics, including world Englishes, sociolinguistics, and second language acquisition. Before joining ASU in 2007, she taught linguistics and applied linguistics courses at the University of New Hampshire. Her research interests include the use of English as an international language, linguistic and pedagogical implications of the global spread of English, integration of a world Englishes perspective into the US education, and the role of Japanese heritage school for Japanese families in the US. Her work focusing on these issues have

appeared in various books and journals including *English Today*, *JALT Journal*, *TESOL Quarterly*, and *World Englishes*, and she is a regular presenter at such conferences as International Association for World Englishes and TESOL (Teachers of English to Speakers of Other Languages). Professor Matsuda is originally from Japan, speaks English and Japanese fluently, and is raising her child bilingually.

Kellie Rolstad is associate professor of applied linguistics and language literacy and in the Mary Lou Fulton Graduate School of Education and Institute for Research in Education at Arizona State University. Her research interests include academic language, childhood bilingualism, language diversity, language and identity, two-way bilingual immersion, child informal learning and other child-focused topics in applied and educational linguistics. Her work has appeared in the *Bilingual Research Journal*, *Bilingual Review*, *Teachers College Record*, *Hispanic Journal of Behavioral Sciences*, *Educational Policy*, and in Paulston and Tucker's *Sociolinguistics: The Essential Readings* (Blackwell, 2003). Professor Rolstad holds degrees in linguistics and applied linguistics, and completed her PhD in education at UCLA. She has studied Spanish, French, and German, and has taken classes in Farsi, Dutch, Italian, Bulgarian, Turkish, Latin, Swahili, American Sign Language (ASL), and Aztec. She has spent significant time abroad, teaching and learning in France, Austria and Mexico, experiences which have informed her understandings of children learning language in interesting and different contexts. Professor Rolstad has served as a visiting at Harvard and at UCLA.

Doris Warriner is assistant professor of language and literacy and applied linguistics at Arizona State University. She received her PhD from the University of Pennsylvania in 2003. Her teaching and research on immigration, second language learning, and literacy draws from the insights of critical applied linguistics, educational anthropology, and linguistic anthropology. Her work with immigrant families, their communities, and the institutions that they encounter focuses on questions of access, engaged participation, and identity. She regularly presents at conferences such as the American Anthropological Association (AAA) and the American Association for Applied Linguistics (AAAL), and she has given invited talks at Bates College, Teachers College, and the University of Arizona on the continued marginalization of refugee families living in the US. Her work has appeared in edited books, such as *Encyclopedia of Language and Education*, *The Future of Literacy Studies*, *The Languages of Africa and the Diaspora: Educating for Language Awareness*, and in journals such as *Anthropology and Education Quarterly*, *Journal of Language, Identity and Education*; *Linguistics and Education*; and *Women Studies Quarterly*.