

Graduate Certificate in Language and Literacy Education

The Graduate Certificate in Language and Literacy Education is designed for individuals seeking advanced professional preparation to increase knowledge and skills in working with English language learners in the P-12 setting. Those who teach English language learners in public or private settings, both in the United States and abroad, may enhance their knowledge and practice by completing this standards-based program.

English as a Second Language (ESL) Concentration

The ESL concentration is for candidates who are seeking one of the following:

- Institutional Recommendation for an English as a Second Language (ESL) endorsement on a current teacher certificate; or
- Advanced preparation in ESL for increasing professional performance in community programs.

Admission Requirements

- Complete the Admission Requirements for Graduate Certificates (<http://catalog.uaa.alaska.edu/academicpoliciesprocesses/admissions/graduate/>).
- Satisfy the admissions requirements for the program:
 - Document professional background (must hold or be eligible to hold a teacher certificate from the State of Alaska if seeking an ESL endorsement).
 - Provide a minimum of two letters of recommendation addressing the applicant's potential for program success.
 - Submit a current resume.
 - Submit a writing sample.
 - Contact the School of Education (<https://www.uaa.alaska.edu/academics/school-of-education/>) for an admissions packet.

Background Check Requirements

See School of Education Field Placements (<http://catalog.uaa.alaska.edu/graduateprograms/soe/#fieldplacementtext>).

Graduation Requirements

- Complete the General University Requirements for Graduate Certificates. (<http://catalog.uaa.alaska.edu/graduateprograms/gradcertrequirements/>)
- Meet the Teaching English to Speakers of Other Languages (TESOL) Standards for ESL teachers.
- Complete the following program requirements:

Code	Title	Credits
EDFN A671	Language, Reading, and Culture	3
EDFN A674	Foundational Theories of Language and Literacy Development	3
EDFN A675	Language and Literacy Methods	3
EDFN A679	Language and Reading in the Content Areas	3
EDFN A680	Instruction and Assessment	6
Total		18

A minimum of 18 credits is required for the certificate.

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

Coursework applied to the certificate may apply to the M.Ed. in Teaching and Learning (UAA) and the Reading Specialist endorsement and M.Ed. (UAS) with program faculty approval.

State-Approved Verification Form and Alaska Teacher Certification

Following are the requirements for a state-approved verification form for an ESL endorsement:

- Professional Teacher Certificate or equivalent.
- Completion of all program requirements as indicated above.
- Posted Graduate Certificate on transcript.
- Demonstrated technology skills appropriate to the field.

Alaska Certification Note

The State of Alaska Department of Education and Early Development (DEED) in Juneau awards endorsements. Graduates must meet all requirements specified by DEED at the time of application for the endorsement. Alaska requires a passing score on the Praxis II: English to Speakers of Other Languages. See the EED teacher certification website (<https://education.alaska.gov/>) for more information.

Please go to UAA's Authorization by State (https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office/uaa-state-authorization/authorization.cshhtml/) website for information about licensure or certification in a state other than Alaska.

Program Student Learning Outcomes

The student outcomes for this concentration are based on the 2018 Teachers of English to Speakers of Other Languages (TESOL) (<http://www.tesol.org>) standards. Students who complete the Graduate Certificate in Language Education with a concentration in English as a Second Language will:

- Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language

Learners (ELLs) acquire academic language and literacies specific to various content areas.

- Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.
- Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.
- Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.
- Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.