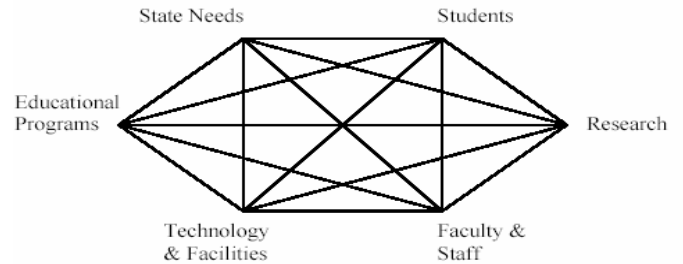


New Program Prospectus

MAU: University of Alaska Anchorage

Title: Graduate Certificate in Language Education

Target admission date: Summer 2008



Mission: The Graduate Certificate in Language Education is designed for individuals seeking advanced professional preparation to increase knowledge and skills in working with language learners. The English for Speakers of Other Languages (ESOL) concentration will help UAA continue to fulfill its mission of being “committed and uniquely situated to serve the needs of its communities, the state, and its diverse peoples.” One of those needs that must be addressed is preparing effective teachers for English as a Second Language (ESL) students. Graduates of this program will have the knowledge and skills necessary to design and implement the curricular modifications necessary to ensure the academic success of their ESL students.

Proposal development and advisory committee input: Prior to developing the program, a number of nationally recognized programs were thoroughly reviewed. In addition, the current ESOL literature was examined to ensure that the program reflected research-based, effective practice. Finally, national, state, and local colleagues in the field of ESOL were consulted about the development of this program. The program design was largely based on the national standards for teacher preparation developed by the Teachers of Speakers of Other Languages (TESOL) professional organization. TESOL is an affiliate of the National Council for the Accreditation of Teacher Education (NCATE), through which the UAA College of Education is accredited.

Kate O’Dell, Professor Emerita, Jim Powell, Associate Professor and Co-Chair of the Department of Teaching and Learning, and Maxine Hill, Anchorage School District Director of Bilingual and ESL programs, met several times as they developed the proposal for the Graduate Certificate in Language Education. In addition to College of Education faculty and administrator input and support, both the College of Education Advisory Board and the Teacher Education Council discussed the proposal.

Student opportunities and learning outcomes: This Graduate Certificate is primarily designed for teachers who already hold a teaching certificate. It will allow graduates to add an ESL endorsement onto that license. Currently UAA has a degree program that allows students to obtain an initial teacher certificate in ESL, but has no way for teachers in other content areas to add an ESL endorsement to their existing licenses. This Graduate Certificate will address that need. It will provide those teachers with the skills and knowledge base necessary to meet the content needs of their ESL students. Also, we anticipate additional enrollment from people who are working with English Language Learners in non-school settings (e.g., the Anchorage Literacy Project) both in the U.S. and overseas.

State and local needs: There is an on-going shortage of teachers currently qualified and prepared to deal with students who are English Language Learners. Conversations with districts throughout the state have highlighted a continuing need for classroom teachers prepared to deal with their ESL students. If teachers hold an Alaska Teacher License, they are required to take courses to keep their license current and to move on the salary scale. The Graduate Certificate was created to enable content area teachers to add an endorsement to their existing licenses using courses that meet all requirements for professional development. The program will be available through distance education so teachers throughout the state have the opportunity to obtain this certificate. Because Alaska is one of the most diverse states in the U.S., all organizations and individuals who provide education encounter English Language Learners. From church-run tutorial programs to the Anchorage Literacy Project, teachers can benefit from research-based, high-quality course work that helps them design instruction in ESOL. The Graduate Certificate in

Language Education is designed to be flexible and useful for teachers in non-public schools as well as those who teach English in a variety of settings throughout the world.

Enrollment projections: Because this program is designed for practicing teachers, it is anticipated that the certificate candidates will take at least two years to complete it. We are projecting an enrollment of 20 to 30 students with about 10 to 15 graduates per year. Candidates will be able to obtain this Certificate while continuing in their current teaching positions. In two to three years, we expect enrollment by non-public school educators to increase. The college may restrict enrollments if faculty resources do not permit expansion into this population. Table 1 shows the projected offerings for the courses that apply to the certificate program.

Table 1: Four-year Course Offering Plan

Course (Prefix and Number)	2008			2009			2010			2011		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
ENGL A450	ENGL Faculty			ENGL Faculty			ENGL Faculty			ENGL Faculty		
ENGL A452		ENGL Faculty			ENGL Faculty			ENGL Faculty			ENGL Faculty	
EDSY A630	Ongtooguk			Ongtooguk			Ongtooguk			Ongtooguk		
EDSY A 667A	Powell			Powell			Powell			Powell		
EDSY A667C		Powell			Powell			Powell			Powell	
EDFN A621		Ongtooguk			Ongtooguk			Ongtooguk			Ongtooguk	
EDFN A691			O'Dell			O'Dell			O'Dell			O'Dell
EDFN A695E	Powell	Powell		Powell	Powell		Powell	Powell		Powell	Powell	

Table 2: Faculty Availability and Qualifications

Faculty name, highest degree	Areas of expertise	Courses to be taught	Rank/position
English Dept. Faculty	Language and linguistics	ENGL A450, ENGL A452	
Kate O'Dell, Ph.D.	Curriculum and Instruction – Learning and Literacy	EDFN A691	Professor Emerita
Paul Ongtooguk, M.A.	Alaska Native and Multicultural Education	EDFN A621, EDSY A630	Assistant Professor, term
Jim Powell, Ph.D.	Curriculum and Instruction - ESL methodology	EDFN A695, EDSY A667A, EDSY A667C	Associate Professor, tenure-track

Research: In the methods courses, the certificate candidates will conduct Action Research projects in their classrooms. These projects will allow the candidates to make data-informed decisions on how to shape their teaching practice to best meet the needs of their students.

Effect on GER departments: Because this is a graduate certificate, no GERs will be required.

Space and Facilities: The certificate course work will be distance delivered and current faculty teach all courses, therefore, minimal impact is expected on space and facilities.

Student Services and Support: The College of Education Student Services Office, in cooperation with program staff and the COE Graduate Coordinator, provides recruitment services, academic advising, internship placements, and general support with regard to registration, university deadlines, etc.

Distance Delivery: The College of Education has appropriate technology equipment and experience at distance delivery to successfully provide this program. Faculty members utilize the Elluminate Live (e-Live) technology to enhance distance education delivery.

Library and Information Resources: The Consortium Library is designed to support on-campus, community-based, and distributed learning programs. Certificate candidates have access to the Consortium Library's printed books, journals, and documents as well as the electronic library resources.

Program Budget: The English Department offers the two required Language and Linguistics courses each year without cost to the College of Education. The remaining program courses are offered through the College of Education. It is projected that existing capacity in those courses will accept the additional students in this program, so no new sections are anticipated. There are only two new courses. These courses will be taught by the reassignment of current faculty workloads resulting in no substantial budgetary increase. Table 3 provides the projected budget for this program.

Table 3: Projected Budget

Language Education Graduate Certificate Program	FY08 Salary + Benefits	FY09 Salary + Benefits	FY10 Salary + Benefits	FY11 Salary + Benefits
Program Expense:				
Faculty 1: J. Powell - (5 Credits in existing courses; 2 Credits Internship Oversight)	5,841	5,993	6,149	6,309
Faculty 2: English Dept. Faculty 6 Credits in existing courses	0	0	0	0
Faculty 3: P. Ongtooguk - 5 Credits in existing courses	0	0	0	0
Adjuncts: K. O'Dell - 3 Credits	3,751	3,849	3,949	4,051
Personnel Total	9,592	9,841	10,097	10,360
Travel	2,500	2,500	2,500	2,500
Commodities	1,000	1,000	500	500
Total Expenses	13,092	13,341	13,097	13,360
Upper Division Language Education Graduate Certificate Tuition Revenue - 80%	1,382	2,765	3,456	3,456
Graduate Level Language Education Graduate Certificate Tuition Revenue - 80%	6,658	13,546	14,235	14,924
Total Tuition Revenue	8,041	16,311	17,691	18,380
College of Education General Fund Revenue	5,051			
Total Balance/ Deficit	(0)	2,970	4,594	5,020
Graduation Tuition Rate for AY 2007-2008	287	287	287	287
Upper Division Tuition Rate for AY 2007-2008	144	144	144	144
Upper Division Language Education Graduate Certificate Student Credit Hours	12	24	30	30
Graduate Level Language Education Graduate Certificate Student Credit Hours	29	59	62	65
Total Student Credit Hours	41	83	92	95
Significant Assumptions				

- Enrollment estimates are based on program coordinator's projections
- Salary projections include an annual increase of 2.6% per year
- No increase in graduate tuition has been included
- Commodities estimate includes instructional supplies as well as professional dues and memberships

Catalog Copy

GRADUATE CERTIFICATE IN LANGUAGE EDUCATION

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

STUDENT OUTCOMES

Students who complete the Graduate Certificate in Language Education will:

1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student's learning and apply this knowledge to improve teaching and learning.
4. Know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts from research and best practice to plan instruction in a supportive learning environment for language learners.
6. Understand various issues of measurement (e.g., equity, cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
7. Serve as a professional advocate and resource for language learners and the community.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) 7 - 12 Concentration

The ESOL 7-12 Concentration is for candidates who are seeking one of the following:

1. Institutional Recommendation for an English as a Second Language (ESL) 7-12 endorsement on a current secondary teacher certificate, OR
2. Advanced preparation in ESOL for increasing professional performance in community programs.

STUDENT OUTCOMES

The student outcomes for this concentration, as summarized above, are based on the Teachers of English to Speakers of Other Languages (TESOL)/National Council for Accreditation of Teacher Education (NCATE) Standards for P-12 Teacher Education Programs. More information about these standards may be found at <http://www.tesol.org/>.

ADMISSION REQUIREMENTS

1. Satisfy university graduate certificate admission requirements found at beginning of this chapter.
2. Document professional background (must meet one of the two criteria):
 - a. Hold or be eligible to hold a secondary teacher certificate, OR
 - b. Hold a baccalaureate degree from a regionally accredited institution or foreign equivalent and document appropriate professional experience or personal background in the field of English Language Learners (ELL). (See department for specific requirements)
3. Provide a minimum of 3 references addressing the candidate's potential for program success
4. Submit a current resume.
5. Submit a writing sample including an educational goal statement

6. Provide evidence of preparation in Language Analysis and Awareness - For example, coursework such as LING A201, or ENGL A475 or equivalents.

GRADUATION REQUIREMENTS

1. Satisfy university graduate certificate requirements found at the beginning of this chapter.
2. Complete program requirements below.

PROGRAM REQUIREMENTS

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

1. Complete a minimum of 12 credits beyond the baccalaureate degree. Most students will be expected to complete the following 23 – 25 credits:

ENGL A450	Linguistics and Language Teaching	4
ENGL A452	English Grammar and Language Teaching	4
EDFN A621	Culture, Language, and Literacy	3
EDFN A691	Current Topics in Second Language Education (1-3)	3
EDFN A695E	Internship: English for Speakers of Other Languages (ESOL)	2-4*
EDSY A630	Language, Culture, and Teaching in Secondary Schools	2
EDSY A667A	Middle/High School Second-Language Teaching I	3
EDSY A667C	Middle/High School Methods for Teaching English as a Second Language	2

**The number of internship credits required varies based on faculty advisor evaluation and approval of prior relevant experience.*

2. Meet the TESOL Standards for ESL teachers. This may require students to take additional credits beyond the minimum of 12 required for a graduate certificate.
3. Maintain an overall GPA of 3.0 in the program with no more than one C in a required course.
4. Complete a minimum of 12 credits for the certificate as well as all course work listed on the Graduate Studies Plan. The Graduate Studies Plan is developed with a faculty advisor, who will analyze previous experience and prior course work.

Note: As with all graduate certificates in the College of Education, course work applied to the certificate may apply to the M.Ed. with faculty advisor approval.

INSTITUTIONAL RECOMMENDATION

Following are the requirements for an institutional recommendation for an ESL endorsement:

1. Professional Teacher Certificate or equivalent with a secondary content endorsement.
2. Baccalaureate degree from a regionally accredited institution or foreign equivalent.
3. Completion of all program requirements as indicated above.

Note: The State of Alaska Department of Education and Early Development (EED) in Juneau awards endorsements. Graduates must meet all requirements specified by EED at the time of application for the endorsement.