Leadership in English Language Acquisition & Development (ELAD)

2 Graduate Certificate Create 2020-21

I. General Catalog Information

The faculty member originating this proposal is to complete sections I,II, and III.

TURN ON help text before starting this proposal by clicking ⓘ in the top right corner of the heading.

You will need to turn on help text again after any actions that refresh the page including after saving proposals, importing information, or running impact reports.

FILL IN ONLY fields required marked with an *. You will not be able to launch the proposal without completing the required fields.

Department* | Early Childhood, Multilingual, and Special Education

Degree Type* | Graduate and Advanced Graduate Certificate

Program Type* | Certificate

Certificate Name* | Leadership in English Language Acquisition & Development (ELAD)

Total Required Credits* | 18

Term of First Enrollment* | Fall 2020

Graduate Coordinator for Proposed Certificate* | Alain Bengochea

Certificate Type*
- ◉ Graduate (minimum bachelor's degree required for admission)
- ○ Graduate Advanced (minimum master's degree required for admission)

How will this academic program be delivered when the program begins?
- ☐ 100% face-to-face courses
- ☑ Hybrid (some online courses, some face-to-face courses)

(mark all that apply)*	☐ 100% online courses

Typical Time to Degree*	1.25 years

Admission Term Deadlines:

Deadlines for each semester must be on or before: Fall - August 1st, Spring - December 1st, Summer - May 1st

Admission Terms*	☑ Fall
	☐ Spring
	☑ Summer

Application Deadlines*	April 15th for Summer; July 15th for Fall

Provide the proposed CIP code	

II. Certificate Information

Required Additional Documents

Please attach required documents by navigating to the Proposal Toolbox and clicking **in the top right corner.**

  a. **Certificate Financial Aid Reporting Form – Available on the [Graduate Curriculum](#) page**
  b. **Three Year Academic Assessment Plan – Available from [UNLV Office of Academic Assessment](#)**
  c. **Two (2) letters of support**

      i. **Chair/Director of the academic unit that will offer the certificate**
      ii. **Academic Dean**

         Each letter must verify that the proposed certificate has received faculty approval through the appropriate governance procedures, as well as the existence of necessary resources to support the Certificate as presented in the proposal.

  d. **Five Representative Course Syllabi (for certificates with fewer than 5 courses, provide all course syllabi)**

Documents Required for Submission to be Complete	☑ Certificate Financial Aid Reporting Form – Available on the Graduate Curriculum page
	☑ Three Year Academic Assessment Plan – Available from UNLV Office of Academic Assessment
	☑ Two (2) letters of support
	☑ Five Representative Course Syllabi (for certificates with fewer than 5 courses

Five Representative Course Syllabi (for certificates with fewer than 5 courses, provide all course syllabi)

Executive summary describing the proposed certificate program*	The Graduate Certificate in Specialization of English Language Acquisition & Development (ELAD) in the Department of Early, Multilingual, & Special Education prepares educators to work in PK-12 to advocate for the specific sociocultural, academic, cognitive, and linguistic needs of English language learners.

The graduate certificate program in the Specialization of ELAD is composed of seven courses targeting a specific age range of ELs (i.e., PK-12), focusing on developing specialized knowledge in working with ELs. The program is particularly relevant to individuals who work with school-age ELs in U.S. public schools or are seeking a leadership role centered on EL education (e.g., ELL learning strategist, district-level position). The 18-credit program will provide educators with knowledge, strategies, and advocacy skills for this ELL populations. Hours earned for the certificate may be applied to the master's degree program in English Language Learning. Hours earned in the master's program in English Language Learning may not retroactively be used toward the certificate.

The certificate includes 7 courses related to assessment, second language acquisition, curriculum and instruction, linguistic theories, educational policy and advocacy that are important for designing instruction, interventions, assessments, and curricula for English learners. The coursework associated with this graduate certificate aligns with the learning expectations of and requirements for the ELAD endorsement through the Nevada Department of Education (See Nevada Academic Code [NAC] 391.237). Curriculum in the graduate certificate ELAD program is also centered on multiple domains of knowledge and align with the standards of the Teachers of English to Speakers of Other Languages (TESOL) for teacher preparation.

Explanation of how the proposed certificate is related to existing undergraduate and/or graduate programs, and how this certificate will provide knowledge and skills not already available to current or potential UNLV students.	This endorsement would allow students (e.g., In-Service teachers, school administrators, adult education) who are not interested in obtaining a master's degree in the ELL program to further their professional learning around best practices for English learners via the completed certificate.

1. An Early Childhood major who is interested in supporting early home-school transitions would benefit from acquiring knowledge around second language acquisition theories and strategies and approaches to leverage home language and culture into the academic learning process.
2. A Social Work Major who supports EL immigrant families to transition to new school settings could benefit from knowledge related to ELs and the support needed for language and cultural transitions.
3. A School Psychology major who is interested in developing academic PK - 12 interventions for EL students with learning difficulties would benefit from learning about culturally relevant instructional practices and issues related to assessments practices for children whose English abilities are still developing
4. STEM majors who are offering courses in the use academic language during science instruction may benefit from the certificate by learning strategies and pedagogical approaches related to academic language development in EL students.
5. Education majors who are seeking a leadership role (e.g., ELL learning strategist, district-level position) centered on ELL education.

A statement describing the profile of potential certificate students and market demand for the certificate program, including, related occupations, job placement opportunities and market trend data when available.	Approximately 10% of the K-12 student population are English learners (ELs) across the US. In Nevada, this number doubles to 20%. Starting in 2020, all teachers graduating from NSHE institutions are required to have an endorsement to teach ELs. In addition, all in- and pre- service teachers entering the state of Nevada will be required to take EL coursework upon license renewal until they reach the requirements for an endorsement. Therefore, the demand for this certificate in the state of Nevada will be very high.

Description of the academic unit's capability for offering this certificate; including administration of the program, faculty resources and expertise, and other required resources.	3 tenure-track faculty 1 Assistant Professor in Residence - Courses are currently being offered as part of M.Ed. in ELL

Description of the administration of the certificate, including:

Number of students anticipated to be enrolled and strategies for recruitment:*	Approximately 8-10 students per academic year are anticipated to enroll in the certificate program with 5-8 completing the certificate in a one-year time span (including summer term). This is an approximation based on enrollment trends in endorsement courses, particularly in those courses which are not required as part of a students' program of study (i.e. elementary education, special education, early childhood education). One such course is TESL 754. Enrollment of non-ELL Masters students (i.e. non-degree seeking, MEd in Curriculum and Instruction, MEd in Special Education) in TESL 754 averaged 11 students per course offering (10 in 2012; 6 in 2013; 20 in 2014; 9 in 2015; 11 in 2016; and 11 in 2017). Recruitment will be through the current procedures and protocols associated with the Masters and Doctoral graduate degree program programs within the department. Additional on-campus promotion of the certificate will target students in graduate programs within the College of Education and across campus (i.e. Social work, Psychology, STEM Majors). Recruitment also will be planned in conjunction with the Clark County School District targeting current teachers and administrators.
Submission of new courses (if necessary for certificate program) to the Graduate Course Review Committee.*	All courses required for the ELAD Certificate currently exist within the larger Master's Degree in English Language Learning degree curricula in the Department of Early Childhood, Multilingual, and Special Education Department. No new courses are required.
A detailed budget for the establishment and administration of proposed certificate program, including acknowledgement of what additional resources (if any) are required in order to offer proposed certificate.*	No additional resources are required.
Description of any accreditation requirements, off-campus partnerships or other details involving campus-wide and/or external partnerships or affiliations.*	No accreditation is available or required for this certificate. The English Language Learning Program is currently accredited by the Nevada State Department of Education. All courses offered in the ELAD certificate are offered in the English Language Learning accredited program.

Student Authentication – Federal guidelines require that distance education and correspondence programs utilize mechanisms that verify student identity. UNLV strives to insure that this is done with all programs, not just those delivered via distance education. Describe how this program will verify student identity. (for more information on student authentication see the UNLV Office of Online Education **and** WICHE**)**

Describe how this program will verify student identity.*	The certificate courses are taught in an online format in which we currently use anti-plagiarism software for all end-of-course final papers. We will require a mandatory face-to-face (also remote ZOOM connection when necessary) orientation to authenticate the identity of all enrolled students. These final papers, however, require students to make connections to their personal experiences (e.g., experiences teaching ELs in their classroom, experiences with ELs in their field) which are discussed within the context of theories (e.g., pedagogical, second language acquisition, assessment) learned in the

ELAD courses.

| Learning Outcomes* | Scholars will be able to: |

Scholars will be able to:

1. Apply knowledge of language as a system (phonology, morphology, syntax, pragmatics, semantics) to develop learning experiences that support ELLs language and literacy development in all content areas (Language).

2. Construct supportive learning environments for ELLs through application of major theories and research related to the role of culture in learning and language acquisition (Culture).

3. Plan, implement, and manage high quality standards-based ESL and content instruction integrating evidence-based practices and technology to simultaneously develop content and language skills (Planning, Implementing, and Managing Instruction).

4. Demonstrate knowledge of the selection, use, and interpretation of appropriate cognitive, academic, and linguistic assessments for ELLs (Assessment).

5. Utilize historical perspectives, current policy, and advances in the research field to improve instructional practices and advocacy in the field of ELL education (Professionalism).

[Click here](#) to view the Graduate Catalog (for Reference)

III. Graduate Catalog Content and Degrees Directory

Follow these steps to build the new certificate curriculum:

1. Click on ☰ "View Curriculum Schema." Click 'Add Core' and name your core (please use a comparable degree program in the current graduate catalog as a template). Add any descriptive text (do not add courses until Step 2). Descriptive text is generally used in the following cores: Plan Description, Plan Admission Requirements, Plan Requirements, Plan Certificate Completion Requirements.

2. There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

3. Click on ☰ "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 2. Select the courses you wish to add. For removing courses click on the ✖ and proceed.

Prospective Curriculum*

Plan Description

The Graduate Certificate in Leadership in English Language Acquisition & Development (ELAD) is a 18-credit program designed to develop specialized knowledge in working with ELs in early childhood, elementary, and secondary schooling. The 18-credit program strands will provide educators with knowledge, strategies, and advocacy skills for EL populations, particularly focusing on policy and community engagement involving ELL education. Courses are taught in hybrid form (e.g., online, face-to-face). For more information about this program, including the graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

All applicants must review and follow the Graduate College Admission and Registration Requirements. The following information must be submitted electronically to the Graduate College with their application: 1. Completed admission application and fee 2. Set of official transcripts from all previously attended colleges and universities 3. A one-page (350 to 400 words) letter of intent should include (1) the English Language Learning or Bilingual Education focus area of interest, (2) professional and academic goals, and (3) discussion of experiences relative to the focus area of study. The letter should be uploaded on-line with the application forms through the Graduate College Grad Rebel Gateway application system. Application Deadlines: Refer to the Graduate College website for specific deadlines. All required documentation and application materials must be received by the UNLV Graduate College and the Department of Early Childhood, Multilingual, & Special Education for the application to be considered. Students are accepted into a certificate program as described in the Graduate College.

Plan Requirements

Total Credits Required - 18

Course Requirements

TESL 751 Theory and Practice for Academic English Language Development	3
TESL 752 Methods and Curriculum for Teaching ELs	3
TESL 754 Assessment and Evaluation of ELs	3

TESL 754 Assessment and Evaluation of ELs	3
TESL 758 Cultural and Linguistic Diversity (CLD) Program Leadership	3
TESL 760 Foundations in Education in Cultural and Linguistic Diversity (CLD)	3

[Before]Students are required to complete 1-credit hour of TESL 757.

TESL 757 Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs Practicum

[Before]Students are required to complete 2 credit hours of TESL 759.

TESL 759 Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs Seminar

[After] No elective credits are required.

Certificate Completion Requirements

Certificate Completion Requirements The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her certificate requirements.

The Degrees Directory provides current and consistent degree information. Submission of this form indicates acknowledgment and understanding that every department is responsible for creating and maintaining accurate and updated program information on the UNLV Degrees Directory.

Degrees Directory Program Entry* ☑ Check this box to acknowledge the above statement.

Sample program of study*

- **TESL - 751 - Theory and Practice for Academic English Language Development (3 credits)**
- TESL - 752 - Methods and Curriculum for Teaching ELs (3 credits)
- TESL - 754 - Assessment and Evaluation of ELs (3 credits)
- **TESL - 757 - Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs Practicum (1 credit)**
- TESL - 759 - Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs Seminar (2 credits)
- TESL - 758 - Culrual & Linguistic Diversity (CLD) Program Leadership (3 credits)
- TESL - 760 - Foundations in Education in Cultural and Linguistic Diversity (CLD) (3 credits)

3. LAUNCH proposal by clicking ▶ **in the top left corner.**

4. Finish the launch of your proposal by clicking the icon ✓ located in the Proposal Toolbox on left side at top. Make your decision, comment is optional, and click on "Make decision".

You can check the status of the proposal by clicking ▤ in Proposal Toolbox to verify that the proposal has gone to the next step.

IV. Department Vote Information

Note: This section is to be filled out by the Department Chair on behalf of the committee.

(The role has been assigned to the corresponding person on this step. If incorrect, please notify GradCurriculum@unlv.edu)

1. Review the proposal. Discuss and make appropriate revisions.

2. Fill in vote information.

3. Then go to the proposal toolbox at the top right side. Click on ✓ **and select the corresponding decision for the committee. This will enable the proposal to go to the next person on the workflow.**

You can check the status of the proposal by clicking ▤ in Proposal Toolbox to verify that the proposal has gone to the next step.

Date faculty voted on proposal	01/15/2020
Result of Vote	17-0-0
Manner of vote	In person

V. College Vote Information

Note: This section is to be filled out by the College Committee Chair on behalf of the committee.

(The role has been assigned to the corresponding person on this step. If incorrect, please notify GradCurriculum@unlv.edu)

1. Review the proposal. Discuss and make appropriate revisions.

2. Fill in vote information.

3. Then go to the proposal toolbox at the top right side. Click on ✔ **and select the corresponding decision for the committee. This will enable the proposal to go to the next person on the workflow.**

You can check the status of the proposal by clicking ≡ **in Proposal Toolbox to verify that the proposal has gone to the next step.**

Date faculty voted on proposal	March 3, 2020

Result of Vote	8-0 in favor

Manner of vote	In person

VI. Processing Notes (Graduate College/Registrar Use Only)

Program Alerts (E.g. **View Program Disclaimer)**	

PS Processing Notes	

PS Processing Date		**Initials**

Acalog Processing Notes	

Acalog Processing Date		**Initials**

Comments for Leadership in English Language Acquisition & Development (ELAD)

Curriculog   4/8/2020 3:41 pm **Reply**

Emily Lin has approved this proposal on Graduate Dean.

Curriculog   4/8/2020 12:17 pm **Reply**

Graduate Curriculum has approved this proposal on Graduate Programs Committee.

Gregory Moody   4/7/2020 6:21 pm **Reply**

11 in favor - WebEx Meeting
With the condition that learning objectives for this proposal are increased to differentiate from the other ELAD certificate. Approval from Lindsay Couzens must be obtained before it moves beyond this point. Alex will facilitate this process.

Curriculog   4/7/2020 6:21 pm **Reply**

Gregory Moody has approved this proposal on Graduate Programs Committee.

Curriculog   3/10/2020 5:05 pm **Reply**

Tracy Spies has approved this proposal on School/College Associate Dean for Graduate Studies/ Dean.

Lisa Bendixen   3/3/2020 10:42 am **Reply**

Unanimous, in-person, vote to approve (7 committee members, 1 proxy).

Curriculog   3/3/2020 10:42 am **Reply**

Lisa Bendixen has approved this proposal on School/College Committee.

Curriculog   2/13/2020 10:33 am **Reply**

EMS Chair has approved this proposal on Department Chair.

Curriculog   2/12/2020 7:33 am **Reply**

EMS Doctors Graduate Coordinator has approved this proposal on Graduate Coordinator.

Curriculog   2/12/2020 7:28 am **Reply**

EMS Graduate Coordinator has approved this proposal on Graduate Coordinator.

Curriculog	2/11/2020 4:37 pm **Reply**

Graduate Curriculum has approved this proposal on Technical Review.

Graduate Curriculum	2/10/2020 4:52 pm **Reply**

Moving back to previously approved stage after originator edits on behalf of originator.

Curriculog	2/10/2020 4:52 pm **Reply**

Graduate Curriculum has force approved this proposal.

Curriculog	2/10/2020 4:49 pm **Reply**

Alain Bengochea has approved this proposal on Originator.

Curriculog	2/10/2020 4:45 pm **Reply**

Graduate Curriculum has force rejected this proposal.

Alain Bengochea	2/10/2020 4:40 pm **Reply**

Made revisions to core schema.

Curriculog	2/10/2020 4:40 pm **Reply**

Alain Bengochea has approved this proposal on Originator.

Curriculog	2/10/2020 4:29 pm **Reply**

Graduate Curriculum has force rejected this proposal.

Alain Bengochea	2/10/2020 4:24 pm **Reply**

I have added the core schema required before moving onto Technical Review.

Curriculog	2/10/2020 4:24 pm **Reply**

Alain Bengochea has approved this proposal on Originator.

Graduate Curriculum	2/10/2020 3:09 pm **Reply**

Moving back to originator for edits on schema.

Curriculog	2/10/2020 3:09 pm **Reply**

Graduate Curriculum has force rejected this proposal.

Graduate Curriculum   2/10/2020 3:09 pm **Reply**

Moving back to originator for edits on schema.

Curriculog   2/10/2020 3:09 pm **Reply**

Graduate Curriculum has force rejected this proposal.

Curriculog   2/10/2020 1:57 pm **Reply**

EVP VPAP has approved this proposal on VPAP Step/ Graduate College Dean Review Step.

Curriculog   2/9/2020 4:57 pm **Reply**

Emily Lin has approved this proposal on VPAP Step/ Graduate College Dean Review Step.

Alain Bengochea   2/7/2020 1:17 pm **Reply**

I have revised the student learning objectives per VPAP recommendations.

Curriculog   2/7/2020 1:17 pm **Reply**

Alain Bengochea has approved this proposal on Originator.

Graduate Curriculum   2/7/2020 1:01 pm **Reply**

Rejecting on behalf of VPAP by request via email.

Curriculog   2/7/2020 1:01 pm **Reply**

Graduate Curriculum has force rejected this proposal.

EVP VPAP

2/6/2020 4:42 pm **Reply**

I have some suggested revisions for the learning objectives, as follows below:

Scholars will be able to:

1. Apply knowledge of language as a system (phonology, morphology, syntax, pragmatics, semantics) to develop learning experiences that support ELLs language and literacy development in all content areas (Language).

2. Construct supportive learning environments for ELLs through application of major theories and research related to the role of culture in learning and language acquisition (Culture).

3. Plan, implement, and manage high quality standards-based ESL and content instruction integrating evidence-based practices and technology to simultaneously develop content and language skills (Planning, Implementing, and Managing Instruction).

4. Demonstrate knowledge of the selection, use, and interpretation of appropriate cognitive, academic, and linguistic assessments for ELLs (Assessment).

5. Utilize historical perspectives, current policy, and advances in the research field to improve instructional practices and advocacy in the field of ELL education (Professionalism).

Curriculog

2/6/2020 4:42 pm **Reply**

EVP VPAP has rejected this proposal on VPAP Step/ Graduate College Dean Review Step.

Curriculog

2/3/2020 3:41 pm **Reply**

Alain Bengochea has approved this proposal on Originator.

Curriculog

12/12/2019 3:10 pm **Reply**

Alain Bengochea has launched this proposal.