

This certificate program is aligned directly to the Candidate Competency Standards and the Knowledge, Skills, and Abilities for California Teachers of English Learners (CTEL). The curriculum is designed around the knowledge, skills, and abilities for California Teachers of English Learners (CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD).

Required Course of Study

MTE 502 Orientation to the California Teachers of English Learners (CTEL) Program

This course provides new students in the University of Phoenix – California Teachers of English Learners (CTEL) program with an introduction to University and programmatic resources to facilitate academic success. Topics include: program components and completion requirements; oral and written communication; methods for finding, using and evaluating course resources; field experience; the purpose and use of e-portfolios; and tools for collaborative learning, in preparation for team assignments in future classes. (0 credits)

ELD 502 Foundations of Instruction for English Learners

This course introduces students to the principles of teaching English Learners. It addresses effective collaboration among English Learners, their families, paraprofessionals, and the community to improve learning. Effective instructional techniques, methodologies, resources, and cultural awareness are also explored. (3 credits) Prerequisite: MTE 502

ELD 504 Assessment of English Learners

This course discusses standardized and authentic assessments and assessment strategies in the areas of literacy and biliteracy development of English learners. Issues associated with the interdependent relationship between teaching and assessment are addressed in addition to effective parental and/or community involvement in literacy development. (3 credits) Prerequisite: MTE 502

ELD 506 Understanding Language Acquisition and Cognition

This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes. (3 credits) Prerequisite: MTE 502

ELD 535 Teaching Reading and Writing to English Learners

This course examines literacy issues related to the acquisition of English and the use of home language by English learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English learners. (3 credits) Prerequisite: MTE 502

The U.S. Department of Education requires the University to provide the following information about each of our programs that lead to gainful employment in a recognized profession.

34% of students who completed this program during the most recent federal award year did so within normal time.¹

Related occupations²

Adult Basic and Secondary Education and Literacy Teachers and Instructors
#25-3011.00

Program costs³

Tuition and fees \$2,605 to \$2,605
Includes cost per credit, application fee, and fees for resources (books/eResources) for students completing the program in normal time.

Median graduate debt⁴

Federal	\$0
Private	\$0
Institutional	\$0

¹ The on-time completion rate identifies the percentage of students completing this program during the most recent federal award year who completed it within "normal time." The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes one course at a time, and successfully completes each attempted course. Students enrolled in this degree program are typically nontraditional students. Students may exceed "normal time" for a variety of reasons, including, but not limited to, internships, practicums, clinical rotations, student teaching or administrator experiences required for licensure.

² Graduates of this program will be educationally qualified to enter the occupations listed. Visit onetonline.org for job descriptions.

³ The range provided represents the sum of tuition and typical fees required to complete the program within normal time, based on the University's 2011/2012 tuition levels. The actual costs that will be incurred by a particular student to complete this program will depend upon factors specific to that student. Tuition rates for this program may vary due to factors such as: (i) geographic location of the student; (ii) modality of coursework; (iii) military service; and (iv) future changes in tuition rates. The number of credits required for a particular student to complete the program will be dependent upon various factors, including: (i) transfer credits available; (ii) repeated coursework; and (iii) completion of additional specializations within this program. Please contact an Enrollment Advisor for additional information.

⁴ The figure represents the median amount of debt incurred by students who completed the program during the relevant federal award year. The actual amount of debt a particular student will incur to complete this program is dependent on various factors specific to the student. Please contact an Enrollment Advisor for additional information.