ENGLISH AS A SECOND LANGUAGE PROGRAM SPECIALIST CERTIFICATION

Educators holding Pennsylvania Instructional I or II certification may add the ESL Program Specialist certificate by completing only five prescribed graduate education courses designed expressly for teachers of English language learners.

Application Process

To apply to the ESL program specialist certification program, simply fill out an application available on-line at www.moravian.edu/education or stop by the Moravian College Comenius Center, located in Benigna Hall at Elizabeth Avenue and Monocacy Street, Main Street Campus. An official copy of undergraduate and graduate transcripts must be on file before your application will be reviewed. Candidates interested in adding Pennsylvania certification for ESL Program Specialist must possess a valid teaching certificate. Advance standing may be awarded for appropriate coursework completed in an accredited graduate education program as long as those courses have been completed within seven years and are consistent with the objectives of Moravian’s Master of Education program.

Course Requirements

Candidates for the certificate must complete the following course sequence (15 credits) with a cumulative Quality Point Average of at least 3.00 with no more than three letter grades less than B–.

Language Acquisition and Development (EDUC 670)
Participants will examine the structure of the English language, including its lexical, morphological, syntactic, and phonological components. The process of first and second language acquisition will be studied in support of the literacy development of native English speakers and of English Language Learners (ELLs) at different stages of second language acquisition. Teachers will learn to assist ELLs in communicating verbally and nonverbally. Registrants will also examine best practices to facilitate the acquisition of English and promote the social and academic adjustment of all learners. (Three credits; Desjardin; Sullivan)

Curriculum and Instruction (EDUC 671)
Learn how to meet the educational needs of your English Language Learner (ELL). This course examines various ESL methods and teaching strategies to facilitate language acquisition. Participants will develop standards-based ESL lessons and instructional materials and explore strategies for adapting classroom activities according to the proficiency level of the language learner. An emphasis will be placed on current research and resources available to maximize the process of acquiring English and developing language skills. Additional topics will include the role of classroom management, multicultural materials, and the ELL acculturation process in planning and instruction. (Three credits; Spring; Correll)

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Learner, Family, and Community  

(EDUC 672)
This course will examine behaviors, belief systems, and attitudes of multicultural and multilingual learners, their families, and school personnel in promoting a culturally sensitive learning environment and community. Research-based best practices will be explored, and emphasis will be placed on classroom/school implementation of strategies and techniques through action research methods. Comparison of other cultures and how they relate to the American culture in the areas of education, language, support systems, and the community will also be explored.  

(Three credits; Summer; Modjadidi)

Assessment and Support (EDUC 673)
Participants will learn to use effective assessment tools/practices to identify levels of proficiency in oral language, reading, and writing. Participants will also monitor student progress in the content areas and examine school support services to assist ELLs in language acquisition and content learning. This course will combine lecture, small group discussions, small group cooperative activities, and hands-on activities with English Language Learners.  

(Three credits; Fall; Goldberg)

The ESL Specialist (EDUC 674)
This capstone course in the ESL program specialist certification sequence explores the professional role of the second language teacher and includes a 60-hour practicum under the mentorship of a certified ESL classroom teacher and a college supervisor. Registrants will articulate a personal philosophy of second language teaching and learning, conduct action research in the ESL classroom, create a professional development plan and collaborate with general and special school staff as they design and implement instruction commensurate to the ELLs’ proficiency levels. Taking on the role of the ESL program specialist, registrants will also demonstrate their ability to advocate for English language learners, their families, and communities; develop classroom activities that involve families; and model the use of culturally and linguistically responsive pedagogies.  

(Three credits; Summer; Sullivan)

English as a Second Language Program  

Specialist Certification Faculty  

Doris Correll, M.S., University of Turabo, Puerto Rico; Director, English Acquisition Programs, Bethlehem Area School District  

Jean DesJardin, Ph.D., University of California at Los Angeles; Assistant Professor of Education  

Ann Goldberg, M.S., University of Pennsylvania; Retired Director of English Acquisition Programs, Bethlehem Area School District  

Camie Modjadidi, M.Ed., Lehigh University; Director of Field Experiences  

Susan Sullivan, M.Ed., East Stroudsburg University; Retired Reading Specialist and ESL Teacher, Bethlehem Area School District  

For additional information, contact  

Dr. Joseph Shosh  
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610 861-1482  
shoshj@moravian.edu

Department of Education Faculty  

Elizabeth Conard, Ed.D., Lehigh University; Reading Specialist Certification Officer  

Jean DesJardin, Ph.D., University of California at Los Angeles; Assistant Professor of Education  

Jack Dilendik, Ph.D., State University of New York at Buffalo; Professor of Education Emeritus and Post Baccalaureate Certification Director  

Sandra Fluck, Ed.D., Temple University; Professor of Education Emerita  

Richard Grove, Ph.D., Pennsylvania State University; Administrative Certifications Officer  

Robert Mayer, Ph.D., Pennsylvania State University; Professor of Education; Director of Secondary Education  

Camie Modjadidi, M.Ed., Lehigh University; Director of Field Experiences  

Joseph Shosh, Ph.D., New York University; Professor of Education; Chair of the Department of Education and Director of Graduate Education  

Connie Unger, Ed.D., Columbia University; Associate Professor of Education; Director of Early Childhood Education  

Randy Ziegenfuss, Ed.D., University of Pennsylvania; Clinical Adjunct Professor of Education

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Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We accept the uniqueness of all individuals, and we cultivate an environment that respects, affirms, and defends the dignity of each member of our community.

Moravian College does not discriminate against any person based on actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, mental or physical disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws.