

LANGUAGE, CULTURE, TRAUMA CERTIFICATE IN TEACHING

Requirements

24 semester course credits

The Language, Culture, and Trauma Certificate in Teaching (LCTCT) is designed to provide practicing teachers with knowledge, skills, and dispositions to teach new immigrant students, preparing teachers to understand the trauma, stress, and violence new immigrant students often experience. The program introduces research—including case studies, narratives, documentaries, and other related materials—to provide opportunities for teachers to gain expertise about the backgrounds and experiences of these youth. The LCTCT program requires teachers to engage in classroom research, providing them with the option to continue on to a master's degree in the professional practice of teaching.

Certificate Requirements

EDUC 280 Culturally-Informed Newcomer Language Development (4)
Teachers study research to inform their teaching practice to foster foundational language development for academic purposes that is shaped by the norms, values, beliefs, and traditions associated with the unaccompanied minors' countries. Emphasis will be given to developing beginning and intermediate oral English proficiency that builds on newcomer students' native language use. Field experiences in newcomer classrooms provide teachers opportunities to practice instructional strategies.

EDUC 280 Trauma and Social and Emotional Learning (4)
Through readings, discussions, and lectures, teachers learn about the sources and nature of traumatic experiences newcomer students experience before, during, and after they emigrate from their native countries to the US. The course provides teachers with the skills and understandings necessary to foster supportive and safe classroom environments and knowledge about counseling, therapy, and social services available to unaccompanied minors.

EDUC 280A Inquiry into the Teaching Practice Seminar (4)

EDUC 280B Inquiry into the Teaching Practice Seminar (4)
This two-semester seminar sequence is designed to help teachers adapt and develop their teaching practice by framing research questions, planning teaching that makes students' learning visible, and systematically utilizing student work as data. Teachers meet periodically to collaborate in their inquiry projects, reading relevant research and examining and discussing multimedia documentation of promising pedagogical practices. At the end of the second semester, teachers present their inquiry results in poster presentations.

EDUC 280 Culturally Responsive Curriculum and Pedagogy (4)
With support and guidance, teachers apply understandings and expertise to the development of curricular materials for newcomer students. The course emphasizes the creation of teaching materials and pedagogies to develop language skills for academic purposes at early and intermediate levels, emphasizing the development of oral language, literacy, and academic writing skills, using culturally relevant

multimedia materials that take into account coping strategies and the socio-emotional well-being of students.

EDUC 280 Policies, Legal Issues, and Social Services for Newcomer Students (4)

Teachers learn about legal and policy and service-related challenges confronting students who are recent immigrants and the available resources available for youth and their families. Teachers examine practices that contribute to making schools a stable and reliable community, and develop dispositions to become advocates for this vulnerable student population. Teachers also learn about immigration law, pro-bono legal services, social services, and school district and state policies governing the education of newcomer students.

Related Programs Teacher Education

- Multiple Subject Credential (<https://catalog.mills.edu/graduate/programs/education/multiple-subject-credential/>)
 - MA in Education, Early Childhood Education (<https://catalog.mills.edu/graduate/programs/education/ma-early-childhood-education/>)
- Single Subject Credential in Humanities (Art, English, Social Science, or Spanish or French as world languages) (<https://catalog.mills.edu/graduate/programs/education/single-subject-credential-humanities/>)
- Single Subject Credential in Mathematics or Science (<https://catalog.mills.edu/graduate/programs/education/single-subject-credential-math-science/>)
- MA in Education (MEET) (<https://catalog.mills.edu/graduate/programs/education/ma-education-emphasis-teaching/>)
- Language, Culture, and Trauma Certificate in Teaching (p. 1)

Early Childhood Education

- MA in Early Childhood Education—MA/ECE (<https://catalog.mills.edu/graduate/programs/education/ma-early-childhood-education/>)
 - Early Childhood Multiple Subject Credential—MA/ECE/MSCE (<https://catalog.mills.edu/graduate/programs/education/early-childhood-multiple-subjects-credential/>)
- MA in Child Life—MA/ECE/CL (<https://catalog.mills.edu/graduate/programs/education/ma-education-child-life--hospitals/>)
 - Early Childhood Special Education Credential—MA/ECE/ECSE (<https://catalog.mills.edu/graduate/programs/education/early-childhood-special-education-credential/>)
 - Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (<https://catalog.mills.edu/graduate/programs/education/early-childhood-special-education-child-life-credential/>)
- MA in Early Childhood Leadership—MA/ECL (<https://catalog.mills.edu/graduate/programs/education/ma-early-childhood-leadership/>)

Educational Leadership

- MA in Educational Leadership (<https://catalog.mills.edu/graduate/programs/education/ma-educational-leadership/>)

- Early Childhood Leadership (<https://catalog.mills.edu/graduate/programs/education/ma-early-childhood-leadership/>)
- Independent School Leadership (<https://catalog.mills.edu/graduate/programs/education/ma-educational-leadership-emphasis-independent-school-leadership/>)
- MA in Educational Leadership (online) (<https://catalog.mills.edu/graduate/programs/education/ma-educational-leadership-online/>)
- Joint MBA/MA in Educational Leadership (<https://catalog.mills.edu/graduate/joint-degree-programs/joint-mbama-educational-leadership/>)
- Doctorate (EdD) in Educational Leadership (<https://catalog.mills.edu/graduate/programs/education/edd/>)
 - focus on Community College Leadership (<https://catalog.mills.edu/graduate/programs/education/edd/#requirementstext>)
- Administrative Services Credential (<https://catalog.mills.edu/graduate/programs/education/administrative-services-credential/>)

Accelerated Degree Programs

- BA/MA Child Development & Elementary Education (<https://catalog.mills.edu/undergraduate/accelerated-degree-programs/bama-child-development-elementary-education/>)
- BA/MA Early Childhood Education (<https://catalog.mills.edu/undergraduate/accelerated-degree-programs/bama-child-developmentearly-childhood/>)
- BA/MA Early Childhood Special Education/Teaching Credential (<https://catalog.mills.edu/undergraduate/accelerated-degree-programs/bama-child-developmentearly-childhood-special-education-credential/>)
- BA/MA Education/Teaching Credential (<https://catalog.mills.edu/undergraduate/accelerated-degree-programs/bama-teacher-education/>)

Certificates

Waldorf Professional Development Certificate (<https://catalog.mills.edu/graduate/programs/education/certificate-in-waldorf-education/>)