GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES

Contemporary Literacy Education: K-9

Rise to the challenges and opportunities of 21st century education, Kindergarten to Middle Years.

The Graduate Certificate in Educational Studies (GCES) is for teaching professionals and other educational specialists seeking advanced professional education. The program consists of four-courses (12 credits) centered on contemporary literacy education.

The GCES is a cohort-based, part-time, online program that suits your schedule and timelines.

THE PROGRAM

The primary focus of this online certificate program in literacy education is to explore/investigate current issues and challenges in literacy education in the kindergarten to middle years grades. This program will engage educators in the study of contemporary theories, research, and cutting-edge literacy practices, with an emphasis on identifying ways to enhance their own teaching, whether it be in Alberta, other Canadian provinces, or in International contexts.

COURSES

Summer
EDU 595 Literacies: Old, New and Emerging

Fall
EDU 595 Literacies: Theory and Practice

Winter
EDU 595 Contemporary Approaches to Understanding and Addressing Reading and Writing Difficulties

Spring
EDU 595 Contemporary Perspectives and Approaches to Cultural and Linguistic Diversity in the Classroom

The Graduate Certificate may be laddered into some M.Ed. Programs (see reverse).

ADMISSION REQUIREMENTS

• Four-year baccalaureate degree (or equivalent) from a recognized academic institution with a minimum grade point average (GPA) of 3.0

• Two years of teaching experience

• English Language Proficiency (more information on website)

APPLICATIONS OPEN:

November 1 - April 30
(Start in summer term)

For more information:
ub.ca/gces
gcesinfo@ualberta.ca

The GCES - Contemporary Literacy Education: K-9 is designed to meet the needs of educators.

Program Goals:

• Provide practical links between theory and teaching in order to develop deep understandings about effective teaching of reading and writing in K-middle years education.

• Explore contemporary challenges in literacy teaching, including cultural and linguistic diversity in the classroom, meeting the needs of struggling readers and writers, and the role of digital and multimodal literacies in learning and teaching.

• Consider research and theories connected to literacy practices in homes and communities, including digital and multimodal communication, and ways that these can inform teaching.

• Provide a professional community of practice where teachers across different locations can connect with others to explore current issues and literature in the field.