CERTIFICACION NUMERO 17-04
ENMENDADA

La que suscribe, Secretaria del Senado Académico del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, **CERTIFICA** que en la reunión ordinaria celebrada en la sesión del martes, 31 de enero de 2017, este organismo **APROBÓ la PROPUESTA PARA LA CREACIÓN DE UNA SECUENCIA CURRICULAR A NIVEL DE MAESTRÍA, PARA EL PROGRAMA DE "TEACHING OF ENGLISH AS A SECOND LANGUAGE" (TESOL).**

Actualmente el Departamento de Inglés ofrece una Maestría en Artes en Educación en Inglés. En su currículo, los estudiantes tienen la opción de tomar cursos en temas que pueden servir para completar lo que serían los requisitos para una secuencia curricular en TESOL, pero no reciben un reconocimiento formal al respecto.

La Secuencia Curricular propuesta pretende complementar y expandir la educación de los estudiantes graduados, proveyéndoles las destrezas y capacitación para la enseñanza de inglés como segundo idioma. Al completar el currículo se otorgará un certificado como evidencia del cumplimiento formal para la enseñanza en TESOL.
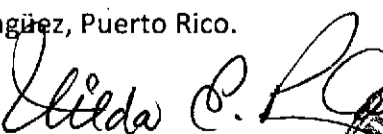
El currículo propuesto requiere de 18 créditos distribuidos entre cuatro dominios de aprendizaje:

- Language as a system (6)
- Instruction and language acquisition (3)
- Asssessment (3)
- Culture (3) and Professionalism (3)

Nueve de los créditos corresponden a cursos que ya son requisitos en el programa.

La secuencia curricular forma parte de la certificación.

Y para que así conste expido y remito la presente certificación a las autoridades universitarias correspondientes, bajo el Sello de la Universidad de Puerto Rico a los cinco días del mes de septiembre del año dos mil dieciocho, en Mayagüez, Puerto Rico.

Nilda E. Pérez Collazo
Secretaria Interina

LPM

17 de enero 2017

Miembros del Senado Académico
Recinto Universitario de Mayagüez

David Sotomayor Ramírez
Presidente, Comité Asuntos Curriculares

Aprobado
31 / de enero / 2017

Propuesta: Creación de Secuencia Curricular: TESOL Certificate Master's Level

El Comité de Asuntos Curriculares recibió la propuesta para la creación de una Secuencia Curricular a nivel de Maestría, para el programa de "Teachers of English as a Second Language" (TESOL). Actualmente el Departamento de Inglés ofrece una Maestría en Artes en Educación en Inglés. En su currículo, los estudiantes tienen la opción de tomar cursos en temas que pueden servir para completar lo que serían los requisitos para una secuencia curricular en TESOL, pero no reciben un reconocimiento formal al respecto.

La Secuencia Curricular propuesta pretende complementar y expandir la educación de los estudiantes graduados, proveyéndoles las destrezas y capacitación para la enseñanza de inglés como segundo idioma. Al completar el currículo se otorgará un certificado como evidencia de cumplimiento formal para la enseñanza en TESOL.

El currículo propuesto requiere de 18 créditos distribuidos entre cuatro dominios de aprendizaje:

- *Language as a system* (6)
- *Instruction and language acquisition* (3)
- *Assessment* (3)
- *Culture* (3) and *Professionalism* (3)

Nueve de los créditos corresponden a cursos que ya son requisitos en el programa.

El comité entiende que la propuesta cumple con todos los elementos estipulados en la Certificación SA 15-07, por lo que recomienda al Senado Académico la creación de la Secuencia Curricular de Maestría en TESOL.

Anejo
Propuesta Secuencia Curricular en TESOL.

DEPARTMENT OF ENGLISH		DEPARTAMENTO DE INGLES
Faculty of Arts and Sciences		Facultad de Artes y Ciencias
University of Puerto Rico		Universidad de Puerto Rico
Mayagüez Campus		Recinto Universitario de Mayagüez
PO Box 9000		Apartado Postal 9000
Mayagüez, Puerto Rico 00681-9000		Mayagüez, Puerto Rico 00681-9000
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Curricular Sequence in TESOL at the
Master's Level

1. Introduction

In accordance with SA Certification 15-07 approved by the Academic Senate on February 17, 2015, the English as a Second Language, ESL Sector of the Department of English proposes a Graduate Curricular Sequence in Teaching English to Speakers of Other Language (TESOL).

This curricular sequence will complement and expand graduate students' education by providing them not only with the skills to teach English as a Second or Foreign Language, but also with a certificate that will serve as proof of evidence as meeting the requirement for teaching jobs in a global society. It expands their options to teach both overseas and across the U.S. as well. The objectives of this curricular sequence support and align with our institution's general education philosophy. This Curricular Sequence is also aligned with the curriculum for the English Department Masters in English Education (MAEE) Program at UPRM.

2. Curricular Sequence Title

Graduate Curricular Sequence in Teaching English to Speakers of Other Languages TESOL

3. Objectives

Students will be able to:

3.1. Understand current research issues and concerns in Second and Foreign Language Teaching

3.2. Design a range of curriculum units, lesson plans, pedagogical materials and assessment tools to meet a range of second and foreign language learners needs

3.3. Evaluate and critique syllabuses, curricula and pedagogical materials for second and foreign language learners

3.4. Analyze samples of language use from second language learners using phonological, lexical, and discourse approaches

3.5. Devise and implement appropriate strategies for their own ongoing professional development

3.6. Understand the role of the learners' context in second and foreign language learning

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4. Justification

This proposal falls under Category IV of the Curricular Sequence type.

4.1. Relationship of the curricular sequence to the mission and objectives of the University and the Department:

As stated in Strategic Plan of the English Department:

Goal #3. To ensure that the students in the MAEE graduate program achieve their goals in pursuing an MA in English Education (the second point)

   Objective 2. Develop and implement a graduate Curricular Sequence in TESOL.

As stated in the goals of the Faculty of Arts and Sciences and the Office of Graduate Studies:

   Objective #1. Be at the Forefront of Higher Education in Puerto Rico ensuring that our students receive the best education.
   Objective #5. Increase revenue sources.

As stated in the goals of UPRM Institutional Plan:

   Objective #2: To lead higher education throughout Puerto Rico guaranteeing the best education for our students.

4.2. Academic reasons for the establishment of the curricular sequence:

The Department of English offers a Masters of Arts in English Education. This degree includes three major components: Second Language Acquisition, Applied Linguistics, and Pedagogy. It also offers courses in other areas of language and literacy and a required Teaching Development course for those who are granted assistantships as Teaching Assistants in our program. These students are immersed in a second language acquisition context and take all the courses necessary to meet the requirements of the Curricular Sequence in TESOL, yet they do not receive any recognition for taking these courses in TESOL.

4.3. Professional reasons:

In a global society, our graduate students often go on to work as teachers of English as a second or foreign language not only in Puerto Rico and the U.S., but also overseas in places such as Korea, China, Argentina, Brazil, among others. The Department of English has been writing letters required by these and other potential employers stating and certifying these students meet the requirements to teach English as a Second Language because they meet the theoretical and practical criteria necessary to teach in these contexts. The MAEE does not have a mechanism at this point to certify students in this area in the form of a curricular sequence for these graduate students. Thus this information certifying the graduates of our program as TESOL qualified does not appear

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in their official transcripts. This hinders in many cases their abilities to compete with other professionals who possess the same training and a certification. Our context provides them with the opportunity to compete for these jobs in a global and local market. This curricular sequence will guarantee the recognition of the skills required specifically by this job market.

5. Curricular Sequence Options

The Curricular Sequence option requires 18 credits in the following domains: language as a system (6), instruction and language acquisition (3), assessment (3), culture (3) and professionalism (3).

Code	Title	Credits	Domain
INGL 6008 INGL 6016 INGL 6018 INGL 6028 INGL 6030 INGL 6040 INGL 5025 INGL 5010	Bilingualism and Language Contact (3)** Topics in Sociolinguistics (3) Topics in Psycholinguistics (3) Psycholinguistics and the Reading Process (3) Theory and Practice of Composition (3) Practice in the Teaching of Composition (3) Topics in Linguistics (3) Perspectives on Teaching English as a Second Language (3)	6	Language as a system
INGL 6020*	Second Language Acquisition (3)	3	Instruction Language Acquisition
INGL 6010*	ESL Materials and Testing (3)	3	Assessment
EING 6005*	Foundations of English Education (3)	3	Culture
INGL 6996	UTD- University Teaching Development (3) (Teaching practicum from an accredited institution or a one-year documented teaching experience in an ESL or EFL Context)	3	Professionalism

* These three courses are also required in order to earn an MAEE
** Course credits in parenthesis

6. Admissions requirements

Students interested in pursuing and applying for the Curricular Sequence in TESOL need to meet the following requirements

6.1. Be admitted to the MAEE Graduate Program offered by the Department of English at the University of Puerto Rico in Mayaguez.

6.2. Officially apply to the Curricular Sequence in TESOL: "Solicitud de Ingreso a la Secuencia Curricular en TESOL".

6.3. Apply within the first year in the MAEE Program.

6.4. The following courses or their corresponding equivalent courses are prerequisites for admission to the sequence:

INGL 3225	Introduction to Linguistics
INGL 3227	Phonetics
INGL 4206	Structure of English
INGL 4208	Morphology and Syntax

7. Requirements for sequence to be approved satisfactorily and registered in the student academic record

7.1. Complete the primary degree at the Master's level and approve all 18 credits in the Curricular Sequence with a GPA of 3.00 or higher.

8. Student Profile

Students who apply for a Curricular Sequence in TESOL at the Master's level are graduate students in an MAEE graduate program. Students who successfully complete the graduate program are prepared to begin or continue their careers as teachers of English to speakers of other languages at the K-12 and postsecondary level. Students will possess the pedagogical and content knowledge necessary to successfully teach English language learners.

9. Program Administration

The program will be coordinated and supervised by the English as a Second Language (ESL) Sector of the Department of English. The chair of the Sector will be also the Coordinator of the program and will be responsible for reviewing applications and consulting cases with the Sector in order to admit students to the sequence. The coordinator will also be responsible for discussing cases with the ESL Sector and advising students regarding elective courses that will allow them to complete the Curricular Sequence. The Coordinator will be annually selected by the members of the ESL Sector of the Department of English. Members of the ESL Sector will also be responsible for advising students. The Coordinator will also be invited to Graduate Committee meetings to report on any issues related to the TESOL Certificate.

10. Assessment Plan

10.1.   Program Assessment Plan
The Program Implementation will be assessed as follows: General objectives

Objective	Method	Success Rate and Measure	Assessment Schedule
Recruit 15 students per year.	Brochures, Department and University electronic media Promotion among orientation throughout the university	100% Success rate. Measured by registration and application to sequence.	Annually
Retain 100% of Students Registered in the Program.	Progress Report and Grades Satisfaction Survey for Students registered in the Program	100% Success rate. Measured by registration and Satisfaction Survey for students registered in the Program.	Annually
Graduate 100% of Students Registered in the Program.	Schedule courses at times that are accessible and convenient to students in the program. Provide opportunities for students to complete 45 hours of teaching practicum.	100% success rate. Measured by registration, course completion and teaching practicum completion.	Annually

10.2.   Academic Assessment Plan

10.2.1. The Curricular Objectives will be assessed as follows:

Objective	Acceptable Evidence for Meeting the Objective	Success Rate	Personnel	Assessment Schedule
Understand current research issues and concerns in Second and Foreign Language Teaching	Research, Papers, Theses	90% measured by course grades and evaluations	Director/Associate Director/ESL Coordinator and ESL Sector	Annually
Design a range of curriculum modules, lesson plans, pedagogical materials and assessment tools to meet a range of second and foreign language learners needs	Teaching Experience: UTD, Supervision, Evaluations	90% measured by course grades and evaluations	Director/Associate Director/ESL Coordinator and ESL Sector	Annually
Evaluate and critique syllabuses, curricula and pedagogical materials for second and foreign language learners	ESL materials and Testing Course/UTD, Supervision, Evaluations	90% measured by course grades and evaluations	Director/Associate Director/ESL Coordinator and ESL Sector	Annually
Analyze samples of language from first and second language users using phonological, lexical and discourse approaches	Course evaluations	90% measured by course grades and evaluations	Director/Associate Director/ESL Coordinator and ESL Sector	Annually
Devise and implement appropriate strategies for self-learning and ongoing professional development.	Conventions Conferences Workshops CEP credits	90% measured by record of participation in professional development activities.	Director/Associate Director/ESL Coordinator and ESL Sector	Annually
Understand the role of the learners' context in second and foreign language learning	Teaching Experience	90% measured by teaching practicum evaluation	Director/Associate Director/ESL Coordinator and ESL Sector	Annually

11. Budget

This curricular sequence will not impact the English Department budget because the department already has the human and technological resources to begin and sustain the sequence. Students in the MAEE Program take these courses, therefore, this will not alter the need for faculty members or the schedule of courses. The Department will assess this aspect cyclically after implementation of the sequence at least every three years.

Objectives	Method	Measure	Assessment schedule
Assess budget impact of the curricular sequence	Evaluate number of students in the sequence Evaluate impact of curricular sequence on number of course sections	Statistics/Number of Students graduating from the sequence Number of sections and students registered in sections for sequence courses	The Department will assess this aspect cyclically after implementation of the sequence at least every three years.

12. Qualified Personnel with Degrees in Educations, Applied Linguistics, and/or SLA/ESL

Name	Degree and Additional Qualifications
Rosita L. Rivera, PhD	Certified ESL Specialist, Curriculum development and assessment, Certified ESL Specialist, ESL teacher education, Pragmatics, and discourse analysis, sociocultural aspects of ESL teaching and learning
Rosa I. Roman Perez, PhD	Critical Discourse Analysis; Critical Pedagogy and Teacher Education in Secondary Schools; Developmental Education and Student Retention; Media Literacy; ESL Writing, Disability Studies and Reading. NCATE/NCTE/CAEP Accreditations
Catherine Mazak, PhD	ESL Teaching and Teacher Training, Second Language Literacy, and Language Policy
Nancy Vanessa Vicente, PhD	Certified ESL Specialist, Decolonizing Methodologies: Narrative Inquiry, Testimony, Auto-ethnography, Performance Studies, Latina/o Cultural Studies, Women's Studies, Popular Culture, Young Adult and Children's Literature, Fantasy and Science Fiction
Sandra Soto, PhD	Super diversity, Migration, Language Learning And Use, Teacher Education
Elizabeth Dayton, PhD	Linguistics, Second Language Acquisition, sociolinguistics, phonetics
Ellen Pratt, PhD	Writing Center Pedagogy, Writing in the Disciplines, Writing Theory and Pedagogy, ESL Writing
Nevin Leder, PhD	Linguistics, Syntax, Phonetics, ESL methods, literacy, Sense and Reference (Semantics), Literacy, Second Language Acquisition, Dialect Variation.
Catherine Fleck, PhD	Linguistics and Applied Linguistics, Bilingualism, Language Contact, Sociolinguistics, and Perceptual Dialectology
Mary Sefranek, EdD	Feminist And Poststructuralist Perspectives On Qualitative Narrative Inquiry, Multiliteracies And Multimodality Theorizing And Practice In English Classrooms, Latin@ Studies And Texts In English Education, Bilingual/Bicultural Education
Myrna Rivera, MAEE	English Education and ESL, NCATE/NCTE Accreditations
Iris Toro, MAEE	English Education, ESL Student Attitudes, Motivation, and Listening Comprehension
Betsy Morales-Caro, PhD	Second Culture Studies; Bilingual Education; ESL; Writing in the Disciplines; English Education in Puerto Rico; Pedagogy
Gayle Griggs, Ed.D.	Instructional Technology; Distance Education; Assessment; Graduate TA Pedagogy; Education; Writing and Communication; Instructional Media; Research Integrity
Gregory Stephens, Ph.D.	Curriculum design, cultural studies, ethnographic methods, creative nonfiction
Billy Woodall, Ph.D.	Education, focused on Second Language Acquisition, Language and Literacy Education, Language Instruction