



CERTIFICACIÓN NÚMERO 21-42

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, 18 de mayo 2021, este organismo **APROBÓ** la **SECUENCIA CURRICULAR A NIVEL DE MAESTRÍA “TEACHERS OF ENGLISH AS A SECOND LANGUAGE (TESOL)”**.

Los cambios a la Secuencia Curricular en TESOL consisten en:

1. Eliminar los siguientes prerequisites de admisión a la certificación:
 - a. INGL 3227 – Fonética (Phonetics)
 - b. INGL 4206 – Estructura del Inglés (Structure of English)
 - c. INGL 4205 – Morfología y Sintaxis (Morphology and Syntax)
2. INGL 3225 - Introducción a Lingüística (Introduction to Linguistics) se mantiene como prerequisite
3. Número total de créditos requeridos en la certificación queda inalterado en 18 créditos.

La propuesta se hace formar 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 diecinueve días del mes de mayo del año dos mil veintiuno, en Mayagüez, Puerto Rico.


Jessica Pérez Crespo
Secretaria



BVM

Anejo

**Comité de Asuntos Curriculares del Senado Académico
Universidad de Puerto Rico en Mayagüez**

Propuesta al Senado Académico

10 de mayo de 2021

Miembros del Comité del Senado
Recinto Universitario de Mayagüez

Revisión Curricular – Secuencia Curricular a Nivel de Maestría “Teachers of English as a Second Language” (TESOL)

El Comité de Asuntos Curriculares recibió ante su consideración la propuesta de la para la revisión la Secuencia Curricular en TESOL. Los cambios a la Secuencia Curricular en TESOL consisten:

1. Eliminar todos los siguientes prerrequisitos de admisión a la certificación
 - a. INGL 3227 – Fonética (Phonetics)
 - b. INGL 4206 - Estructura del Inglés (Structure of English)
 - c. INGL 4205 – Morfología y Sintaxis (Morphology and Syntax)
2. INGL. 3225 -Introducción a Lingüística (Introduction to Linguistics) se mantiene como prerrequisito
3. Número total de créditos requeridos en la certificación queda inalterado en 18 créditos

Las justificaciones para los cambios y la comparación del currículo vigente y el currículo revisado aparecen abajo. Además la propuesta está anejada.

Luego de evaluar la solicitud, el Comité de Asuntos Curriculares del Senado Académico recomienda al Senado Académico la aprobación de dicha propuesta.



Luz I. Gracia Morales
Copresidenta,
Comité de Asuntos Curriculares



María Martínez Iñesta
Copresidenta,

Justificación cambio -Eliminar los prerrequisitos:

INGL 3227 – Fonética (Phonetics)

INGL 4206 - Estructura del Inglés (Structure of English)

INGL 4205 – Morfología y Sintaxis (Morphology and Syntax)

La Tabla abajo lista los prerrequisitos de la maestría y de la certificación.

1. Los estudiantes de la Secuencia Curricular en TESOL tienen que ser admitidos primero a la Maestría en Educación en inglés para poder solicitar y ser admitidos a la Secuencia Curricular en TESOL. Por lo tanto, los estudiantes de la Secuencia Curricular en TESOL cumplen con algunos de estos requisitos al ser admitidos al programa graduado.
2. La Facultad entiende que el curso INGL 3225 es un curso que cubre los fundamentos necesarios para la certificación y según el catálogo académico graduado 2013-2014 los estudiantes que entran a maestría pueden escoger entre los cursos INGL 3225 e INGL 3227 por lo que no necesariamente tienen ese curso al entrar a la maestría. Los catálogos subsiguientes dicen que el requisito es sólo INGL 3225 pero el comité no encontró la certificación original para determinar cuales eran los requisitos vigentes y la facultad insiste que los requisitos vigentes son INGL 3225 o INGL 3227.
3. Además la facultad entiende que en los cursos requisitos de la maestría profundizan en los fundamentos que necesitan para la certificación.
4. Ninguno de los cursos requisitos de la certificación (abajo) tiene estos cursos como pre-requisitos.

Codificación	Curso	Crs.	MAEE	TESOL
INGL 3225	Introducción a la Lingüística (Introduction to Linguistics)	3	X or	X
INGL 3227	Phonetics	3	X	X
INGL 3351 or	Literatura Americana hasta 1860 (American Literature to 1860)	3	X or	
INGL 3352	Literatura Americana 1860 al periodo moderno (American Literature 1860 to modern period) .	3	X	
INGL 3321	Literatura Inglesa hasta 1798 (English Literature to 1798)	3	X or	
INGL 3322	Literatura Inglesa English desde 1798 hasta el periodo moderno (Literature 1798 to modern period).	3	X	
INGL 4205	Morfología y Sintaxis (Morphology and Syntax)	3	X or	X
INGL 4206	Structure of English	3	X	X
Total			12	12

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	Bilingualism and Language Contact (3)	6	Language as a system
INGL 6016	Topics in Sociolinguistics (3)		
INGL 6018	Topics in Psycholinguistics (3)		
INGL 6028	Psycholinguistics and the Reading Process (3)		
INGL 6030	Theory and Practice of Composition (3)		
INGL 6040	Practice in the Teaching of Composition (3)		
INGL 5019	Pragmatics (3)		
INGL 5025	Topics in Linguistics (3)	3	Instruction Language Acquisition
INGL 5010	Perspectives on Teaching English as a Second Language (3)		
INGL 6020*	Second Language Acquisition (3)	3	Assessment
INGL 6010*	ESL Materials and Testing (3)	3	Culture
EING 6005*	Foundations of English Education (3)	3	Professionalism
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	

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

Curricular Sequence in TESOL Curricular Revision

1. Introduction

In accordance with SA Certification 17-04 approved by the Academic Senate on January 31st, 2017, the Department of English started offering the Graduate Curricular Sequence in Teaching English to Speakers of Other Language (TESOL). This curricular sequence is conditioned to admission to the Masters in English Education offered by the Department of English.

This curricular sequence complements and expands 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 serves as evidence of meeting the jobs requirement for teaching English in a global society. It expands their options to teach both overseas and across the U.S. 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. Required Courses and Options for Students (18 credits) (no changes were recommended for required courses)

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	Bilingualism and Language Contact (3)	6	Language as a system
INGL 6016	Topics in Sociolinguistics (3)		
INGL 6018	Topics in Psycholinguistics (3)		
INGL 6028	Psycholinguistics and the Reading Process (3)		
INGL 6030	Theory and Practice of Composition (3)		
INGL 6040	Practice in the Teaching of Composition (3)		
INGL 5019	Pragmatics (3)		
INGL 5025	Topics in Linguistics (3)		
INGL 5010	Perspectives on Teaching English as a Second Language (3)	3	Instruction Language Acquisition
INGL 6020*	Second Language Acquisition (3)		
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

Para ser admitidos a la secuencia, los siguientes cursos son pre-requisitos:

4. Current Pre-requisites

INGL 3225 Introduction to Linguistics

INGL 3227 Phonetics

INGL 4206 Structure of English

INGL 4208 Morphology and Syntax

5. Proposed Revisions to Pre-requisites

In 2019, the English Department Graduate Committee worked on a curricular revision of the TESOL Certificate and revised the pre-requisites for the sequence. The reason for this curricular revision is that students had to meet the same pre-requisites to be admitted to the graduate program. Also, after working on this revision, the graduate committee realized that the objectives of the pre-requisite courses are also discussed and knowledge in the areas of phonetics and structure on English is essential components of the core courses in TESOL required in our graduate program. Therefore, the graduate courses they take in the area of TESOL and linguistics also include knowledge of pre-requisites. The committee decided to recommend a motion based on this revision. The following motion was presented by the Graduate Committee and approved by the English Department faculty in March 21, 2019 (please enclosed minutes from the English Department, March 21, 2019 minutes).

The following motion was approved on March 21, 2019:

Graduate Committee. TESOL Certificate prerequisites consideration

Motion to call the vote. [PASSED with 13 in favor, 5 against and 2 abstentions]

Motion to have INGL 3225 (Introduction to Linguistics) as the only prerequisite for the TESOL Certificate. [PASSED with 11 in favor, 3 against and 4 abstentions]

6. Revised Justification

Justification for the Proposed Revision:

In order to be admitted to the Curricular Sequence in TESOL, students need to meet the M.A.E.E. pre-requisites. These pre-requisites include INGL 4206 and INGL 4208. INGL 4206 includes advanced knowledge of the structure of English and this includes phonetics. Students also review and expand on this knowledge through the courses in graduate program (M.A.E.E.).

Justificación para Solicitar el Cambio:

Los estudiantes de la Secuencia Curricular en TESOL tienen que ser admitidos primero a la Maestría en Educación en Inglés para poder solicitar y ser admitidos a la Secuencia Curricular en TESOL. Por lo tanto, los estudiantes de la Secuencia Curricular en TESOL cumplen con estos requisitos al ser admitidos al programa graduado, por lo que no es necesario incluir estos pre-requisitos en el certificado.

7. Tabla comparativa que explique los requisitos vigentes, los cambios propuestos y una tercera columna donde se explique la justificación al cambio.

Current pre-requisites	Proposed pre-requisites	Justification
The following courses are prerequisites for admission to the sequence:	The following courses are prerequisites for admission to the sequence:	
<ol style="list-style-type: none"> 1. INGL 3225 Introduction to Linguistics. 2. INGL 3227 Phonetics. 3. INGL 4206 Structure of English. 4. INGL 4208 Morphology and Syntax. 	<ol style="list-style-type: none"> 1. INGL 3225 Introduction to Linguistics 	In order to be admitted to the Curricular Sequence in TESOL, students need to meet the M.A.E.E. pre-requisites. These pre-requisites include INGL 4206 and INGL 4208. INGL 4206 includes advanced knowledge of the structure of English and this includes phonetics. Students also review and expand on this knowledge through the courses in graduate program (M.A.E.E.).

8. Course Requisites

Proposed Changes

18 credits in the following domains: language as a system (6), instruction and language acquisition (3), assessment (3), culture (3) and professionalism (3).	No changes	No changes
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Additional documents provided to support this revision:

1. Certification 17-04 of the Academic Senate approving the Curricular Sequence in TESOL
2. Minutes English Department Meeting with motion approving proposed revision in March 21, 2019
3. Original Proposal approved by the Senate on January 31st, 2017



**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.

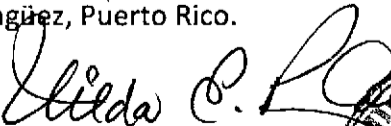
El currículo propuesto requiere de 18 créditos distribuidos entre cuatro dominios de aprendizaje:

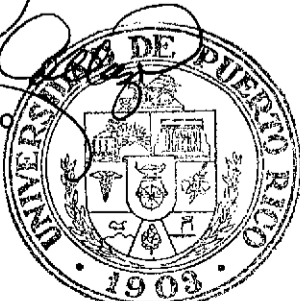
- Language as a system (6)
- Instruction and language acquisition (3)
- Assessment (3)
- Culture (3) and Professionalism (3)

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





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

Faculty of Arts and Sciences
University of Puerto Rico
Mayagüez Campus
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**DEPARTAMENTO DE INGLES**

Facultad de Artes y Ciencias
Universidad de Puerto Rico
Recinto Universitario de Mayagüez
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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

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

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	Bilingualism and Language Contact (3)**	6	Language as a system
INGL 6016	Topics in Sociolinguistics (3)		
INGL 6018	Topics in Psycholinguistics (3)		
INGL 6028	Psycholinguistics and the Reading Process (3)		
INGL 6030	Theory and Practice of Composition (3)		
INGL 6040	Practice in the Teaching of Composition (3)		
INGL 5025	Topics in Linguistics (3)		
INGL 5010	Perspectives on Teaching English as a Second Language (3)		
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 ₅	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