

# Certificación Núm. 85

## Año Académico 2023-2024

UNIVERSIDAD DE PUERTO RICO  
RECINTO DE RÍO PIEDRAS



*Senado Académico*  
*Secretaría*

*Yo, Beatriz Rivera-Cruz*, Secretaria del Senado Académico del Recinto de Río Piedras, Universidad de Puerto Rico, **CERTIFICO QUE:**

En referendo electrónico celebrado del 23 al 28 de febrero de 2024, se aprobó por mayoría:

- La Propuesta **Post Baccalaureate Certificate in Bilingual Education Certificate Online**, del Departamento de Estudios Graduados, de la Facultad de Educación.
- La Propuesta aprobada forma parte de esta Certificación.

**Y para que así conste**, expido la presente Certificación bajo el sello de la Universidad de Puerto Rico, Recinto de Río Piedras, a los veintiocho días del mes de febrero del año dos mil veinticuatro.

  
Beatriz Rivera-Cruz, Ph.D.  
Secretaria del Senado

vvr

Certifico correcto:

  
Angélica Varela Llavona, Ph.D.  
Rectora

Anejo



**University of Puerto Rico  
Río Piedras Campus  
College of Education  
Department of Graduate Studies  
Teaching English as a Second Language**

**Post Baccalaureate Certificate in Bilingual Education  
Certificate Online**

**Approved by Department of Graduate Studies, College of Education  
May 12, 2021**

**Approved by Curriculum Committee, Graduate Studies Department  
April 22, 2021**

**Approved by *Consejo Asesor Estudios Graduados e Investigación*  
(CEGI) December 1, 2023 (Cert. 003, 2023-2024)**

**Endorsed by Academic Affairs Committee, Academic Senate  
February 6, 2024**

**Approved by Academic Senate via Referendum  
February 23 to 28, 2024**

**[Certification No. 85, Academic Year 2023-2024]**

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## **I. Introduction**

### **A. Program Name**

Post Baccalaureate Certificate in Bilingual Education Certificate, Online (BEC)  
Certificación Post Bachillerato en Educación Bilingüe

### **B. Program Description**

This 18-credit, Post Baccalaureate Certificate will allow participants to gain essential knowledge in the implementation of bilingual education in Puerto Rico and abroad. The BEC falls under the umbrella of the Area of Teaching English as a Second Language (TESL) in the Department of Graduate Studies of the College of Education. Upon completion, participants will receive a Post Baccalaureate certificate for the 18-credits of online courses they took related to Bilingual Education. The sequence of courses will provide participants with the historical, theoretical, and pedagogical background necessary to work in bilingual education programs in Puerto Rico and other geographical areas.

The BEC will be offered entirely online. Students will apply through the UPR / DEGI online application system. All courses associated with the proposed certificate exist as part of the current Master's in Education in TESL (herein MEd TESL) in the College of Education. It is anticipated that participation in the BEC will serve as a feeder to the already established MEd TESL program and will also serve as a useful marketing tactic to attract prospective students to the MEd TESL. All the courses associated with the BEC will be offered in the online modality and all courses have already been created, approved and offered in this modality in the past three years.

### **C. Modalities Offered**

With this proposal, the BEC will be offered 100% online. All courses outlined in this proposal have been approved to be offered in the online modality. All of the courses have already been offered online via a grant between Puerto Rico Department of Education (PRDE) and the DECEP Office (Bilingual Education Academy 2020-2021) and as part of PADE I which was another program between UPR Central Administration at PRDE (Academia Bilingüe 2022). Therefore, all of the courses have their respective modules created in Moodle.

### **D. Start Date**

The courses associated with this certificate are already being offered as part of the MEd TESL program in the College of Education. Therefore, immediately after this proposal is passed, we will start a process of accepting students who have already completed some of the components of the certificate and accepting admissions from prospective students. We anticipate starting admitting for the

first trimester of the 2024-25 academic year.

**E. Duration and maximum time for completion**

Students should be able to complete the 18-credit (6 course sequence) in 1 year by taking two course per trimester.

**II. Professional accreditation and requirements for professional practice**

Currently, in Puerto Rico, there is not a traditional Bilingual Education Certificate offered by Puerto Rico Department of Education (PRDE). The Endorsement (called a Certificate by PRDE) related to bilingual education offered by PRDE is what is called a supplementary certificate and must be added-on to an already existing certificate. Therefore, because participants will not be eligible to complete a traditional teaching certificate, the program does not fit under the eligible programs for accreditation according to the Council for Accreditation of Educator Preparation (CAEP) which currently oversees teacher preparation in the College of Education. Participants of the BEC who hold a traditional teaching certificate from PRDE, can apply for a bilingual education endorsement after completion of the BEC by submitting the required paperwork to the relevant offices in PRDE.

**III. Justification and relevance of the program**

**A. Evidence that the needs and opportunities are met with the proposal**

For over two decades, PRDE has wanted to increase the bilingual course offerings in public schools. However, due to funding shortages general lack of bilingually certified teachers, these efforts have largely been futile, perhaps with the exception of the extremely well-respected bilingual and language schools that fall under the umbrella of the Specialized School Unit in PRDE. As bilingual curricular offerings continue to grow throughout the island and even in the United States, which has seen an explosion in bilingual education programs in the past decade (Flores & García, 2017; Gándara & Escamilla, 2017), more graduate programs are needed to fill the demand for highly-trained bilingual educators.

This online BEC will allow us to capture educators from all over Puerto Rico as well as many parts of the US where bilingual education teachers are in high demand and there is a real need for credentials in this area. Therefore, this certificate program will work to fill that shortage, not just in the San Juan metropolitan area, but around Puerto Rico and potentially in sectors of the United States.

**B. Analysis and justification of the selection of modality or format**

The decision to offer the BEC online has come after a successful experience in

having run a similar 18-credit course sequence via the DECEP from October 2020 to July 2021, where 29 PRDE teachers participated. The effectiveness of this online “Academia en Educación Bilingüe” has given us the confidence and knowhow to implement a Bilingual Certificate online on a permanent basis. A second Academy was offered through the PADE Grant and an additional 25 teachers participated. Such an online offering will generate income for the College of Education and the DEG and provide a great service for the countless teachers working in Bilingual Schools around the island who do not have the means or time to travel to Río Piedras.

#### **IV. Relation between the proposal and UPR’s Strategic Plan and of the institutional unit**

As is stated in the current Work Plan of the University of Puerto Rico the BEC seeks to aid our institution’s mission in, “Desarrollar y ofrecer programas académicos, subgraduados, graduados y profesionales a distancia, que atiendan las necesidades y oportunidades educativas en Puerto Rico y a nivel internacional.” There is a need to expand the UPR curriculum through distance education, this proposal does just that. Furthermore, this will be the only offering of its kind with a focus on bilingual education in the entire UPR system. By harnessing existing resources and creating a program in a high need area, the creation of a 100% online certificate in bilingual education serves to expand UPR’s reach in the realm of language education, as well as other curricular subjects that are offered in a bilingual setting. Furthermore, the UPR’s strategic plan looks to expand UPR’s offerings to students outside of Puerto Rico. With dozens of school districts traveling to Puerto Rico every year to recruit bilingual teachers, the BEC would allow us to provide an alternative to districts by working with teachers in the US to prepare them in courses that are eligible for bilingual certification in different states. Thus, with the BEC we can expand our course offerings beyond the geographical limits of Puerto Rico.

#### **V. Conceptual Framework**

##### **A. Program Mission**

The mission of the BEC is to provide pre- and in-service K-12 teachers, across disciplines, with the theoretical and practical knowledge to succeed in promoting, instituting, and teaching in a bilingual curriculum. Our program seeks to not only create experts in bilingual education, but to also facilitate the creation and proliferation of bilingual programs in K-12 schools that are needed in Puerto Rico and other areas of the US that are experiencing demographic shifts resulting increased language contact between Spanish and English. Furthermore, increased mobility among Puerto Ricans has created an underserved population of children in Puerto Rico who received English-medium instruction in the United States and are now forced into Spanish-medium programs in Puerto Rico. This program will help to serve the teachers teaching this underserved population in preparing them to build the linguistic resources of their students.

## **B. Goals and Objectives**

G.1. Increase the number of qualified bilingual education experts on the island of Puerto Rico.

O.1.1 Integrate values for the awareness and sensitization of students regarding a new way of relating to bilingual education on the island.

O.1.2 Apply local and international resources and standards to ensure an effective practice of bilingual education

G.2. Provide meaningful bilingual education experiences for participants where they learn to see language as a resource and value students' linguistic repertoire.

O.2.1 Analyze the relationships between different teaching methods and practices that have been used in successful bilingual education programs.

O.2.2 Identify linguistic resources of students and the community in which one will work to develop a plan to build on those resources.

G.3. Be a leading provider of bilingual education courses in Puerto Rico

O.3.1 Identify and implement the principles of different methods and theories of bilingual education that would best fit Puerto Rico's context and promote a healthy integration of multilingual language ideologies.

O.3.2 Identify different cases of bilingual education programs on the island while offering a critical vision and a capacity for providing efficient applications to help specific areas of each program.

G.4. Create leaders within the field of Bilingual Education in Puerto Rico across different content areas.

O.4.1 Integrate strategies and methods from other content areas, to address the relationship between language and education from a holistic and interdisciplinary approach

O.4.2 Develop competence in collaboration, dialogue, and cooperation both at the international level and between institutions and experts that offer diverse methods of bilingual education.

G. 5 Create consciousness and social responsibility in students and citizens in



general regarding the benefits of bilingualism and how to effectively build on speakers' linguistic resources

O.5.1 Design outreach strategies that add value and develop an awareness and appreciation for bilingual education and bilingualism in general.

O.5.2 Collaborate in initiatives to improve and support communities, through participatory projects, activities and forums that promote a greater appreciation and enhancement of bilingualism.

**C. Profile of Graduates**

Participants who complete the BEC will demonstrate the following characteristics:

- a) Will be teachers or aspiring teachers who will be knowledgeable in the history, theories, and practical application of bilingual education programs.
- b) Teachers or aspiring teachers of languages or content disciplines who understand how to identify where the students are in their acquisition of two or more languages, and develop resources to help those students attain more effective bilingualism.
- c) People who understand the value in bilingualism and how to build on students' linguistic repertoire in order to make their teaching comprehensible.
- d) Experts in the different bilingual education models and how different models can be beneficial or detrimental depending on the context in which they are implemented.

**D. Educational Philosophy**

The underlying philosophy of the BEC is that language, culture, and identity are meaningful in creating self-actualized individuals and communities. Given increased globalization, languages and the users of these languages are in constant contact with one another. This globalized world has required its citizens to be more understanding of one another, both linguistically and culturally. Thus, this program is grounded in a language-as-a-resource orientation (Ruiz, 1984) where participants will see the additive value of bilingualism, which goes far beyond its potential monetization. Through coursework, respect and admiration for the trials, tribulations, and successes of learning a second language will be championed and all courses will work to normalize bilingualism. Thus, students and professors will engage in a bi/multilingual community where they learn through experience how to foster and respect the linguistic repertoire of others.

**E. Coherence and adequacy**

The development of the conceptual framework for the proposed certification meets the necessary conditions to provide the structure and components necessary to define a curricular sequence aimed at forming future professionals who, through a continuous learning process, will be able to lead themselves to achieving personal and professional goals. The components of this program are ordered and structured in a logical and coherent way with the Campus' mission.

**VI. Curricular Sequence**

**A. Curricular Scope and Sequence**

The sequence of the BEC starts with the foundational theories and definitions of bilingualism and bilingual education and moves towards how these theories manifest themselves in the K-12 classroom through speaking, reading, writing, and listening. Of particular attention throughout the courses is how content language teachers as well as language teachers can foster bilingualism through different program models that their school or districts choose to implement. The final course in the BEC is a teaching methods course which forces participants to take practical and needed steps in the creation of a curriculum that builds on the linguistic repertoire of students or future students.

## B. Courses in the curricular sequence

Overview of curricular components including Code, Name and Credits

Current Curriculum – MEd TESL			Proposed Curriculum – BEC		
Course Code	Course Title	Credits	Course Code	Course Title	Credits
Core Courses		15	Core Courses		9
EING 6420	Advanced methods for TESOL	3	EING 6570	Bilingual Education	3
EING 6565	Advanced Seminar on the Principles of Learning and TESOL		EDUC 6516	Linguistics and the teaching of reading in English to bilingual and bicultural children	3
EING 6566	Seminar on Curriculum, Instruction and Evaluation in Secondary Schools: English Program	3	EING 6020	Teaching Methods for Bilingual Education	3
EDUC 6509	Research methods in education	3			
EING 6601	Seminario en investigación y creación en TESL	3			
Recommended Electives		9	Recommended Electives (9) Students need to approve 9 credits in courses related to bilingualism, language and culture, or teaching a second language*		9
EING 6570	Bilingual Education <b>OR</b>  Methods and Techniques for Teaching Modern English Grammar & Composition <b>OR</b>  Methodology for Teaching Contemporary English literature	6	EING 6565	Advanced Seminar: The Principles of Learning and Teaching English as a Second Language <b>OR</b>	6
EING 6575			EING 6575	Methods for Teaching Grammar and Composition in Modern English: Techniques and Materials <b>OR</b>	
EING 6577			EING 6420	Advanced methods for teaching Oral English to speakers of other languages <b>OR</b>	
			EDUC 6140	The role of historical experience and Puerto Rican culture in bilingual education	
EING/ INGL/ LING	Any courses with EING/INGL/LING Codes	3	*Other current or future courses related to bilingualism, applied linguistics and the teaching of a second language offered in other disciplines not mentioned above can be used to fulfill the 9 credits in Recommended electives with the expressed written consent of the Program Coordinator.		
Free Electives		6	Free Electives		0
Total Program Credits		30	Total Program Credits		18

<b>Course sequence – Full time Student (2 courses per trimester)</b>		
<b>Trimester</b>	<b>Course</b>	<b>Credit Hours</b>
<b>First Trimester</b>		
	EING 6570 (C) Bilingual Education: Theory and Practice in Bilingual Education	3
	EING 6565 (RE) Advanced Seminar: The Principles of Learning and Teaching English as a Second Language	3
<b>Subtotal</b>		6
<b>Second Trimester</b>		
	EDUC 6516 (C) Linguistics and the teaching of reading in English to bilingual and bicultural children	3
	EDUC 6140 (RE) The role of historical experience and Puerto Rican culture in bilingual education OR another Approved course	3
<b>Subtotal</b>		6
<b>Third Trimester</b>		
	EDUC 6020 (C) Teaching Methods for Bilingual Education	3
	EING 6575 (RE) Methods for Teaching Grammar and Composition in Modern English: Techniques and Materials OR another Approved course	3
<b>Subtotal</b>		6
<b>Total</b>		18
<p><b>(C)- denotes Required Course</b>  <b>(RE) – denotes recommended elective course</b></p> <p>Students who are working to complete the BEC will be able to take a maximum of two courses per trimester.</p> <p>These courses are already being offered annually as part of the Master's in TESL program and will be offered in the online modality</p> <p>The approval of courses not listed above for the 9 credits in recommended electives will be completed by the Coordinator of the BEC. In order for courses to be approved, they should be related to linguistics, applied linguistics or bilingualism/bilingual education. Having 9 credits in Recommended Electives allows program administrators the flexibility in the future to create courses specific to certification requirements in different states.</p>		

<b>Course sequence – Part-time Student (1 course per trimester)</b>		
<b>Trimester</b>	<b>Course</b>	<b>Credit Hours</b>
<b>1</b>	EING 6570 (C) Bilingual Education: Theory and Practice in Bilingual Education	3
<b>2</b>	EDUC 6516 (C) Linguistics and the teaching of reading in English to bilingual and bicultural children	3
<b>3</b>	EING 6565 (RE) Advanced Seminar: The Principles of Learning and Teaching English as a Second Language OR another Approved course	3
<b>4</b>	EDUC 6140 (RE) The role of historical experience and Puerto Rican culture in bilingual education OR another Approved course	3
<b>5</b>	EING 6575 (RE) Methods for Teaching Grammar and Composition in Modern English: Techniques and Materials OR another Approved course	3
<b>6</b>	EDUC 6020 (C) Teaching Methods for Bilingual Education	3
<b>Total</b>		18
<p><b>(C)- denotes Required Course</b>  <b>(RE) – denotes recommended elective course</b></p> <p>Students who are working to complete the BEC will be able to take a maximum of two courses per trimester. Students who would like to take fewer classes can elect to take 1 course per trimester which will result in the BEC taking a total of 6 trimesters, assuming the student does not take advantage of any of the summer offerings.</p> <p>These courses are already being offered annually as part of the Master's in TESL program.</p> <p>The approval of courses not listed above for the 9 credits in recommended electives will be completed by the Coordinator of the BEC. For courses to be approved, they should be related to linguistics, applied linguistics or bilingualism/bilingual education.</p>		

See Appendix A for a description of approved courses used in the Master's in TESL, already offered on a regular basis.

### C. Coherence and curricular adequacy

Program goals	Graduate Profile	Course Code	Course title
G.1. Increase the number of qualified bilingual education experts on the island of Puerto Rico.	Will be teachers or aspiring teachers who will be knowledgeable in the history, theories, and practical application of bilingual education programs.	EING 6570 3 credits  EDUC 6140 3 credits	Bilingual Education: Theory and Practice in Bilingual Education  The role of historical experience and Puerto Rican culture in bilingual education
G.2. Provide meaningful bilingual education experiences for participants where they learn to see language as a resource and value students linguistic repertoire.	Teachers or aspiring teachers of languages or content disciplines who understand how to identify where the students are in their acquisition of two or more languages and develop resources to help those students attain more effective bilingualism.	EDUC 6516 3 credits  EING 6575 3 credits  EDUC 6020 3 credits	Linguistics and the teaching of reading in English to bilingual and bicultural children  Methods for Teaching Grammar and Composition in Modern English: Techniques and Materials  Teaching Methods for Bilingual Education
G.3. Be a leading provider of bilingual education courses in Puerto Rico	Experts in the different bilingual education models and how different models can be beneficial or detrimental depending on the context in which they are implemented.	EING 6565 3 credits  EING 6570 3 credits	Advanced Seminar: The Principles of Learning and Teaching English as a Second Language  Bilingual Education: Theory and Practice in Bilingual Education
G.4. Create leaders within the field of Bilingual Education in Puerto Rico across different content areas.	People who understand the value in bilingualism and how to build on students' linguistic repertoire to make their teaching comprehensible.	EDUC 6020 3 credits	Teaching Methods for Bilingual Education
G. 5 Create consciousness and social responsibility in students and citizens in general regarding the benefits of bilingualism and how to effectively build on speakers' linguistic resources	People who understand the value in bilingualism and how to build on students' linguistic repertoire to make their teaching comprehensible.	EING 6570 3 credits  EDUC 6140 3 credits	Bilingual Education: Theory and Practice in Bilingual Education  The role of historical experience and Puerto Rican culture in bilingual education

#### **D. Educational Methodologies**

There are four educational methodologies and techniques to be used: conference, discussion, seminar, and research. Conferences are useful in deploying theoretical as well as conceptual frameworks, in particular with all the definitions and terms associated with second language acquisition, bilingualism, bilingual education and program models and will be used across all of the courses, particularly at the beginning of the courses to set the historical and theoretical foundations for the course. Professors will also employ both discussions particularly in relation to participants' own experiences learning and acquiring a second language. These discussions will take place in synchronic meetings online. The third educational methodology that many of the courses will implement is a seminar-type structure where participants are more responsible for disseminating assigned content and making connections to other course content that has been discovered. Furthermore, as these are graduate courses, all of the courses have a research component and thus, throughout their various courses, students will engage in aspects of the research process.

### **VII. Admission, enrollment, and graduation requirements**

#### **A. Admission requirements**

- A minimum of a 3.0 GPA at the undergraduate level or in applicant's recent degree
- Proficiency in English and Spanish in oral and written form
- Complete application on the DEGI Website.

#### **B. Enrollment requirements**

##### **Students currently enrolled in programs in the Department of Graduate studies (DEG), College of Education - UPRRP:**

Current students who have an academic index of 3.0 may apply via the application portal and must include an official transcript with their request.

##### **Graduates of programs who may have partially completed requirements for the BEC**

Former graduates containing evidence of relevant coursework will need to complete an application on the DEGI website which will be evaluated by the Program Coordinator. Graduates are required to have an academic index of 3.0, submit official transcripts, have mastery of English and Spanish languages and complete a statement of purpose in English.

**Students applying to complete only the Certificate** - In this case, the admission process will require complementing the application via the DEGI Website. This should include the student's academic transcript evidencing a minimum of a bachelor's degree (or equivalent) with a minimum of a 3.0 GPA. Students must also submit with their application a 400–500-word Statement of Purpose as to why they would like to pursue this Certificate in Bilingual Education as well as a current resume or CV.

Students must demonstrate Spanish/English bilingualism to be admitted into the program. To assess said bilingualism, the coordinator will conduct a holistic assessment of the applicant's courses taken at the university level, their Statement of Purpose, previous work experience, results on previously taken standardized exams (when available) and an interview with the coordinator (when necessary).

**C. Graduation requirements**

- Complete 9 credits of core courses as well as 9 credits of approved Recommended Electives with a minimum of a 3.0 GPA and apply for graduation

**D. Projected enrollment**

20 per year (1 cohort)

**E. Analysis of projected registration in terms of current course offerings and the characteristics of the potentially impacted audience**

We will accept 20 students. Admissions for this online BEC will be processed one time per academic year. There is great interest from teachers in both the public and private schools around the island who want to add a bilingual education certificate to their existing teaching licensure. Completing this 18-credit BEC will allow participants to petition Puerto Rico's Department of Education for their bilingual endorsement. Recently, through an agreement between the UPR-RP DECEP, PRDE and the MEd TESL program, there were 29 teachers enrolled in a similar, 18-credit Bilingual Education course sequence. Furthermore, given conversations we have had with current and former directors of the Bilingual Education program within PRDE, we are confident that the demand will outpace our space in the program. We currently project having a limit of 20 students per cohort in the proposed online BEC. Current graduate students in face-to-face programs on campus will not be eligible unless they plan to complete 100% of the BEC in the online format.

## **VIII. Faculty Profile**

The MEd in TESL Program has only one full-time, tenured professor and relies on four adjunct professors who teach one or two graduate courses per trimester. All of the adjuncts, as well as the tenured professor, have doctoral degrees in fields related to Applied Linguistics, Teaching English as a Second Language, Curriculum and Instruction or related field. All the professors have spent time teaching in K-12 contexts or teaching in them extensively and they all have experience in teacher preparation as well as teaching the courses that are part of this certificate.



**Table 1: Capacity and experience of teaching faculty**

Name	Academic Background, Specialty Area, Institution, Year the academic degree was conferred	Rank	Type of position – Full-time (TC) or Contract (C)	Main Institutional Unit or Department Affiliation	Years of Experience in the Institution	Title of the courses offered or that will be offered	Academic Load	Num. of course preparations	Publications Last five years
Kevin S. Carroll	2009, PhD Language, Reading and Culture, University of Arizona  2005, MA English Education University of Puerto Rico, Mayagüez  2003, BA Secondary English Education Inter American University of Puerto Rico	Full Prof.	TC	Departamento de Estudios Graduados, Facultad de Educación, UPRRP	12	EING 6570 Bilingual Education: Theory and Practice in Bilingual Education	12	1	17
Anibal Muñoz Claudio	2011, EdD Curriculum & Instruction TESL UPR-RP  2008, MA, Translation, UPRRP  1991 BA, Teaching English to Spanish Speakers, UPR-RP	Full Prof.	(C)	Department of Education, UPR Humacao	10	EING 6565 Advanced Seminar: The Principles of Learning and Teaching English as a Second Language	15	2	3
Elenita Irizarry Ramos	2019, EdD Curriculum & Instruction TESL UPR-RP  2015 MA, English Education UPR Mayagüez  BS. Biology, UPR Mayagüez	Assistant Professor	(C)	MEd TESL Program	4	EING 6575 Methods for Teaching Grammar and Composition in Modern English: Techniques and Materials	3	1	4
Zaira Arvelo	2015, PhD, Curriculum and Instruction: Literacy and Language Education, Purdue University  2009, MA, English Education UPR Mayagüez  2006 BA, Secondary English Education, UPR Aguadilla	Assistant Professor	(C)	MEd TESL Program	4	EDUC 6516 Linguistics and the teaching of reading in English to bilingual and bicultural children	3	1	9
Marisol Pérez Casas	2008, PhD, Spanish Linguistics, Georgetown University  2005, MS, Linguistics,	Assistant Professor	(C)	MEd TESL Program	4	EING 6420 Advanced methods for teaching Oral English to speakers of other languages	3	1	1

	Georgetown University  2001, MA, Translation, UPR-RP  1996, BA, Communications, UPR-RP								
Katherine Morales Lugo	2019, PhD, Sociolinguistics, Trinity College Dublin, Ireland  2012, MS, Applied Linguistics, The University of Edinburgh, Scotland  2011, BA, English Linguistics, UPR Mayagüez	Assistant Professor	(C)	Columbia Teacher's College	2	EDUC 6140 The role of historical experience and Puerto Rican culture in bilingual education	3	1	8
Vanessa Mari Acevedo	2017, PhD Language, Literacy & Culture, University of Texas – San Antonio  2013, MA English Education University of Puerto Rico, Mayagüez  2011, BA English Literature, UPR Mayagüez	Assistant Professor	(C)	Faculty of Education, Nevada State College	2	EING 6020 Teaching Methods for Bilingual Education	3	1	9

### A. Impact on current faculty

The current coordinator of the MEd TESL will receive a 1-credit per trimester course release. Given his past and current course load, this will likely push him over the 12 credits per trimester and will likely be paid out as extra compensation. The additional courses will be offered by adjunct professors who are currently working or have worked in the past teaching in the MEd TESL program but who are not fully employed by the Río Piedras campus. Given that only two courses will be offered online per trimester, we can offer these courses in conjunction with the MEd TESL, meaning that students from both programs will be enrolled in the courses online. The MEd TESL program will continue to be offered face-to-face with 60% of its courses being offered in a face-to-face modality.

## IX. Program Administration

### A. Profile of the Administrator

Kevin S. Carroll holds a PhD in Language, Reading and Culture from the College of Education at the University of Arizona as well as an MA in English Education from the University of Puerto Rico, Mayagüez and a BA in Secondary English Education from Inter American University, San Germán Campus. Dr. Carroll is a widely published scholar in the area of bilingual education and translanguaging. He was also the author of a recently received grant to provide an 18-credit course

sequence in bilingual education to Puerto Rican Department of Education teachers in order to increase the amount of bilingual education programs on the island.

**B. Evidence and analysis of experience and capacity of the Administrator**

Dr. Kevin S. Carroll has been the coordinator of the Master's in Education in Teaching English as a second language program as well as coordinator of the TESL sub-specialty in the doctoral program in Curriculum and Instruction, both programs in the College of Education since he was hired to the Río Piedras campus in August of 2016. Before coming to Río Piedras, Dr. Carroll held a variety of administrative positions at the UPR-Mayagüez campus where he was the coordinator of the English Writing Center for three years as well as director of the English Department for three years.

**C. Impact the program will have on current academic and administrative offerings**

The popularity of the BEC will potentially make the class sizes of the MEd TESL program larger as more students from other programs choose to take their electives in the BEC program.

It should be noted that the increased number of students will indeed be a strain on an already taxed administrative team, which due to budget cuts and retirements is already overworked. Administrative personnel in the DEG will be tasked with managing all of the new applications. Furthermore, the Department counselor will have a whole new set of students, which will require some adjusting to.

**D. Impact on academic and administrative functions of the Department of Graduate Studies, College of Education, and the Río Piedras Campus**

The administrative staff, in support to the program coordinator, includes the personnel currently assigned to the MEd TESL. This consists of an Administrative Officer II, Academic Affairs Officer II, Professional Counselor, Associate Director of Academic Affairs, and the Director of the Department of Graduate Studies. The Academic Affairs Officer II has the experience and expertise to carry out the most pressing tasks for the Certificate, in particular, the application process and communications with the Registrar. The Administrative Officer II has years of experience in her current position and will be instrumental in the hiring of paperwork and procedures related to professor compensation when applicable. It is not contemplated that this implies a significant increase in the tasks of any of the administrators. The Associate Director of Academic Affairs will have among its tasks to support the academic administrator of the certificate in the recruitment of students by integrating materials and orientations to the initiatives carried out for the master's degree, such as open houses, graduate fairs, and social media and online advertising. Likewise, the Officer will offer support in the enrollment and graduation procedures of the Certificate participants.

**E. Evidence that the certificate offerings do not run counter to the effectivity and excellence of current academic offerings.**

The offering of this certificate will only complement current course offerings by allowing us to offer courses with more regularity and to a wider population. It is not anticipated that we will have to offer any additional sections that would run at a loss to sustain this program.

**D. List of responsibilities for the coordinator of the Academic Certificate**

1. Coordinate and facilitate the procedures that guide the BEC.
2. Coordinate the curricular evaluation and revision of the BEC.
3. Coordinate with the Director for student enrichment activities.
4. Coordinate with the Director, the Associate Director of Academic Affairs and the Associate Director of Student Affairs the processes of admission, counseling, administration and retention of students.
5. Assume other tasks related to the coordination of the BEC.
6. Undertake tasks related to the BEC program's self-study

**X. Information Resources**

**A. Library resources**

The Gerardo Sellés Solá Education Library has been able to meet the information needs of the existing subspecialty. To accomplish this, the library has databases, e-books, interlibrary loan system (which includes electronic information resource formats) and virtual reference services. Presently, the arrangement meets the needs of the students. It is expected, therefore, that library services will meet the needs of the new program and meet the particular information needs of the new students.

Course syllabi have been updated with information resources that are accessible from the library all within the past two academic years. Likewise, new resources are being acquired with the use of open access information, all this with the coordination of the faculty and professional staff of the library.

**B. Providing adequate resources to students particularly in the online modality**

To support Distance Education programs, the Library System has a technological infrastructure that includes virtual services. Consultation with a librarian is offered through the Libapps platform in synchronous (chat service) and asynchronous modalities: Virtual reference - Ask the librarian, through <https://uprrp.libanswers.com/index.php>. This platform also allows the creation of thematic guides to direct students towards information resources specific to a topic or course. The purpose of the Interlibrary Loan Service is to obtain, as a loan or document delivery, the information resources that are not available in the Library System, but that are available in other institutions in Puerto Rico or outside of Puerto Rico.

The Library System provides educational services that are mainly aimed at developing information management skills in the students of the Río Piedras Campus. These educational services are channeled through the Information Competencies Integration Program to the curriculum or PICIC (<http://uprrp.libguides.com/PICIC-SB>).

For the identification of printed and digital resources that make up the heritage of the different libraries and collections, the online catalog is available. The Library System maintains subscriptions to about 178 database (s). The interdisciplinary nature of the proposed program allows related topics to be represented in many of these databases. The complete list of databases is available at <https://uprrp.libguides.com/az.php?a=all>. Some providers of the subscribed databases authorize remote access to its contents (that is, from computers that are not connected to the Campus network). To obtain remote access, users must be registered as students or active employees of the Río Piedras Campus. Users having trouble accessing remote access can find technical support at <https://www.upr.edu/library-rrp/sb-access-bases/>.

**ELECTRONIC BOOKS:** Access to electronic books is provided through subscriptions with perpetual access and through the contents of the databases.

Ebook Central - ProQuest eBook platform that includes books purchased by the SB.

Ebooks can also be accessed from the ProQuest platform and the SB Online Catalog.

EBSCOhost eBook Collection - EBSCO's eBook platform that includes books purchased

by the SB. Ebooks can also be accessed from the EBSCOhost platform and through the SB Online Catalog.

#### **RESEARCH:**

Dissertations and Theses Global - Includes indexing, summaries and full text of theses and dissertations in multiple disciplines from different academic institutions. Includes” Dissertations from the University of Puerto Rico.

SAGE Research Methods - Contains reference resources, journal articles, and videos on research methods. It covers different thematic areas such as science, technology, medicine, humanities, and social sciences.

Statista - Provides access to statistics, reports, demographic and government data from various public and private source.

### **XI. Infrastructure for teaching, researching and services provided**

The professors teaching in the BEC will use the Moodle Platform, or whatever Learning Management System is designated by the Río Piedras campus at the time the course is offered. In addition to the use of Moodle or the like, professors

will use virtual meeting programs like Zoom, Google Meet or Microsoft Teams depending on their own familiarity and access to these programs. Students will be required to participate in the courses in both synchronous and asynchronous manners. All professors who will be assigned to teach these courses will be responsible for having their own technology (computers, microphones, cameras, high speed internet, etc.) as well as the knowledge in how to operate such technology, in order to effectively teach the course content.

In addition, all participants in the program will require their own personal computer with word processing software and high-speed internet, camera and mic. Unlike some other programs, the BEC does not require fixed practice centers. Any field experiences required in courses will be the responsibility of each student.

## **XII. Student Services**

Student services provided by the institution (admissions, registration, financial assistance, medical services, collections, payment, professional counseling and psychological services, student attorney, library services, co-curricular activities, other academic supports and administrative) will continue to be available. They will be oriented to all of the services that the DECEP offers students.

The current student services and support system meets the needs of the BEC. Given that this is not the first program being offered online on the Río Piedras campus, all the necessary infrastructure for services is already in place.

Students enrolled in the BEC alone (without being enrolled in any other program at the UPRRP campus) will not be eligible for loans and grants that are common among graduate students (subsidized and unsubsidized loans; Graduate Assistantships etc).

Students who are enrolled in an academic program at the UPRRP campus and who are enrolled in the BEC will continue to be eligible for such financial aid.

## **XIII. Catalogue and Dissemination**

The BEC will be included in the Campus' catalog of graduate programs and offerings. The text included in the catalog and online portal will be provided, as well as the text to be used for the promotion of the program, this includes: 1. Description of the program, the profile of the graduate and curricular sequence; 2. Employment opportunities and further studies; 3. Admission and graduation requirements; 4. Special quotas; 5. Financial aid available; 6. Main administrators and contact person(s); 7. Faculty, academic degrees and institutions where the degree was obtained; 8. Main services; 9. Non-discrimination policy.

The promotion of the BEC will be carried out primarily in Puerto Rico and the United States through contacts, entities and participation in events that bring together individuals interested in bilingual education, particularly in environments that cater to English-Spanish bilingualism. The MEd TESL program will use various promotional and outreach strategies that include methods such as digital advertising, brochures, flyers, and deadline announcements that will be published in print and digital versions and kiosks at graduate study fairs among others. In addition, the official social networks of the MEd TESL program such as Facebook and Twitter will be included on the institutional website. We will request to include announcements through professional organizations' mailing lists related to Bilingual Education and Teaching English as a Second Language. The faculty will promote the Certificate in conferences, symposiums, and activities abroad in hopes to attract students with an international profile.

#### **XIV. Proposed Budget**

As has been discussed throughout this proposal, in the BEC, all the courses proposed are being offered as part of the MEd TESL program, albeit as recommended electives and free electives. Thus, this program would bare no additional costs other than a 1-credit administrative cost per trimester for program coordination (\$679 per academic year).

For the courses that are offered online, as part of the BEC we will shift the administration and contracting duties to the DECEP and payment for these courses will be based on the payment agreed upon for online classes with the DECEP. Thus, we are proposing a fee structure of approximately 14% more than the normal cost per credit of \$205 to defray the administrative costs associated with the BEC. That will put the cost per credit hour of this online BEC at \$233.70 or \$701.10 for a three-credit course, plus campus fees. To keep the excellent faculty that we have working as adjuncts in the program, we have decided to pay the professors \$4,500 per course offered online, via the DECEP. Therefore, the breakeven point for the online cohort is 7.5 students enrolled. Given that current courses are not offered with less than 10 students, and we expect that the online courses are in great demand, it is safe to expect that the university will be generating revenue as soon as the first trimester the program is offered. Furthermore, given that these courses will be offered online, and currently the DECEP office on the Río Piedras campus oversees online courses, they will ensure that these courses at least break even or generate revenue for the campus. See Table 1 for an overview of the proposed budget of this online BEC. Also, see Appendix D for the budget narrative and Appendix F for a multiyear budget.

The offering of courses associated with the BEC will only strengthen the name, recognition and reach of the Río Piedras campus and the MEd in TESL in particular. Opening up the possibilities for online education will allow us to potentially expand the number of cohorts that we offer from one to two or three per year in the future. This expansion will undoubtedly generate additional income for the campus. Furthermore, such offerings will allow the adjunct professors more possibilities in generating additional income for themselves throughout the academic year.





**Table 2: Proposed Budget – Trimester**

<b>Online Cohort 1 (Full Time) Students:</b>	<b>1<sup>st</sup> Trimester</b>	<b>2<sup>nd</sup> Trimester</b>	<b>3<sup>rd</sup> Trimester</b>	<b>Totals</b>
<b>All numbers based on 15 Students</b>	2 Courses	2 Courses	2 Courses	6
# of Credits	6	6	6	18
C. Maintenance fee	\$50 <b>Maint. Income \$750</b>	\$50 <b>Maint. Income \$750</b>	\$50 <b>Maint. Income \$750</b>	\$2,250
C. Technology fee	\$25 <b>Tech Income \$375</b>	\$25 <b>Tech Income \$375</b>	\$25 <b>Tech Income \$375</b>	\$1,125
C. Cost per credit \$233.7 (14.2% above regular cost of credit (\$175))	\$233.7 x 6 = \$1,402.2 <b>Matricula income = \$21,033</b>	\$233.7 x 6 = \$1,402.2 <b>Matricula income = \$21,033</b>	\$233.7 x 6 = \$1,402.2 <b>Matricula income = \$21,033</b>	\$63,099
<b>Total Income</b>	<b>\$22,158</b>	<b>\$22,158</b>	<b>\$22,158</b>	<b>\$66,474</b>
Gasto Comp Profesores	-\$4,500 por curso (\$9,000)	-\$4,500 por curso (\$9,000)	-\$4,500 por curso (\$9,000)	\$(27,000)
Gasto Comp Coord – (1 credit extra comp per trimester)	(\$679.3)	(\$679.3)	(\$679.3)	\$(2,038)
<b>Total Gastos</b>	<b>(\$9,629.30)</b>	<b>(\$9,629.30)</b>	<b>(\$9,629.30)</b>	<b>\$ (28,887.90)</b>
<b>Profit</b>	<b>\$12,662.30</b>	<b>\$12,662.30</b>	<b>\$12,662.30</b>	<b>\$37,986.90</b>
<b>Gan. DEG / Facultad Educ 60%</b>	\$ 7,597.38	\$ 7,597.38	\$ 7,597.38	\$ 22,792.14
<b>Gan DECEP 40%</b>	\$ 5,064.92	\$ 5,064.92	\$ 5,064.92	\$ 15,194.76

## **XV. Assessment and Evaluation Plan**

The Program Learning Assessment System is part of the evaluation plan of the Department of Graduate Studies. The Coordinator of the BEC will collaborate with the Academic Programs Evaluation Committee, to gather all the necessary data and processes to ensure on-going quality assessment and evaluation.

The Program Learning Assessment System can be visualized in the following manner:

<b>Phase</b>	<b>Type of data collected</b>
Post admission	Initial Survey
Student Progress	Course grades Annual student surveys Student evaluations of Professors
Graduation	Exit survey Alumni survey

### **A. Additional Information (if needed)**

The programs associated with teacher licensure that are offered in The College of Education at the University of Puerto Rico – Río Piedras Campus are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Given that Puerto Rico Department of Education does not offer initial certifications solely in Bilingual Education but offers an endorsement or what is called an add-on certificate to a teaching certificate that the participant already has, this program would not be required to seek accreditation from CAEP. However, if PRDE, changes their policy to allow initial certification in Bilingual Education, the Certificate Program in Bilingual Education would be required to seek CAEP accreditation. Given the proposed certificate would make some students eligible for teaching certification from the Puerto Rico Department of Education, it is our intention, to participate in the next round of CAEP accreditation.

## **XVI. Development Plan**

As with the MEd in TESL, the BEC will continually be assessed through periodic reviews and outreach to students. Every five years, a more exhaustive, self-study will be completed. Given the new cycle for the MEd TESL started in the 2020-2021 academic year, the first official analysis of the development of the program will be completed in the 2024-25 academic year. As is standard in the current self-study, the BEC will undergo a rigorous SWOT analysis to identify its strengths, weaknesses, opportunities and threats. In addition to the analysis of the curricular aspects of the program, consultations will be made with department director of the Department of Graduate Studies as well as the Director of the DECEP who both will play an integral role in

the administrative side of the program's implementation.

## **XVII. References**

- Flores, N., & García, O. (2017). A Critical Review of Bilingual Education in the United States: From Basements and Pride to Boutiques and Profit. *Annual Review of Applied Linguistics*, 37, 14-29. doi:10.1017/S0267190517000162
- Gándara, P., & Escamilla, K. (2017). Bilingual Education in the United States. In O. García, A. M. Y. Lin & S. May (Eds.), *Bilingual and Multilingual Education* (3rd ed.). New York: Springer.
- Ruiz, R. (1984). Orientations in language planning. *NABE Journal*, 8(2), 15–34.

## **XVIII. Appendices**

- Appendix A: Course descriptions
- Appendix B: Curricula Vitae of teaching faculty
- Appendix C: Current Catalog, Master's Promotion, and Future Bilingual Education Brochure
- Appendix D: Budget Narrative
- Appendix E: Multiyear Budget

## **Appendix A: Course descriptions (all courses already approved)**

### **Core Courses (9 Credits)**

#### **EING 6570 Bilingual Education: Theory and Practice in Bilingual Education – 3 Credits**

Introduction to bilingualism, bilingual education, and the nature and needs of students in bilingual programs. Emphasis is given to the theories and methods of bilingual and English language development instruction. ESL and bilingual program models, methods, materials, and assessment are critically examined. Historical, legal, and theoretical bases of bilingual approaches are studied. General bilingual education issues and political and multicultural perspectives are critically examined. Analysis of the linguistic, psychological, sociological, and instructional implications of bilingualism, with emphasis on Puerto Rico. Research on issues related to bilingual education is required. This course will be offered in face-to-face, hybrid, and online formats.

#### **EDUC 6516 Linguistics and the teaching of reading in English to bilingual and bicultural children – 3 Credits**

Linguistics and the teaching of (bi)literacy in English to Spanish-dominant children. Three credits. Three hours of lecture per week. Analysis of the elements of language; examination of teaching and learning in the development of bi(literacy); oral and written expression in English with an emphasis on building on students' cultural and linguistic resources; comparative linguistic analysis of Spanish and English. This course will be offered in face-to-face, hybrid, and online formats.

#### **EING 6020 Teaching Methods for Bilingual Education – 3 Credits**

This course is designed to provide teachers with various different approaches and teaching methodologies to make their content area classroom one that fosters bilingualism. Reviews of historical approaches to bilingual education and theories of second language acquisition will be covered. The course emphasizes the relationship between planning, teaching, evaluation, and student motivation in the implementation of Content and Language Integrated Learning (CLIL) and Sheltered Content Instruction. This course can be offered in face-to-face, hybrid or online formats.

### **Recommended Electives (Students complete any combination of 6 Credits)**

Students will pick two courses from a pre-approved list of courses. Below are three of the possible courses, which are associated with the Master's in Education in TESL that are currently being offered and are approved in all teaching modalities. A more complete list of potential alternatives can be found on page 4 of the proposal.

#### **EING 6565 Advanced Seminar: The Principles of Learning and Teaching English as a Second Language – 3 Credits**

Overview of the historical perspective of teaching English in Puerto Rico. In-depth study of the theoretical foundations of second language learning and teaching. Critical examination of the trends and methods in second language instruction to explore how theories of second language acquisition and learning relate to the practice of teaching in formal contexts.

Discussion and analysis of the English as a second language methodology currently used in the public schools of the Island from the perspective of current trends and the socio-linguistic needs of Puerto Rican students. Research on issues related to second language teaching and learning is required. This course will be offered in face-to-face, hybrid, and online formats.

**EING 6575 Methods for Teaching Grammar and Composition in Modern English: Techniques and Materials – 3 Credits**

Examination and discussion of the various theoretical orientations in teaching grammar and writing and their practical application to the teaching of English as a second language. Overview of linguistic theories, discussion of schools of thought in second language acquisition and learning, and analysis of issues concerning the teaching of grammar and composition. Form-focused instruction, the reading-writing relationship, the writing process, peer revision, the use of technology in writing instruction and in composing, and issues in ESL writing assessment are studied. Emphasis on the demonstration of teaching techniques, experiences in microteaching, and the application of metacognitive skills to improve writing. Research on issues related to teaching grammar and composition is required. This course will be offered in face-to-face, hybrid, and online formats.

**EING 6420 Advanced methods for teaching Oral English to speakers of other languages – 3 Credits**

Critical analysis and discussion of the basic principles involved in teaching English oral communication skills to speakers of other languages and of the methodology that encourages productive use of the target language for communication and socialization. Emphasis is placed on creating interactive classes that integrate listening comprehension and speaking skills. Idiosyncrasies of spoken language that make listening difficult and microskills of listening comprehension and oral communication are studied. Emphasis on the demonstrations of teaching techniques, experiences in teaching, and the application of metacognitive skills to improve oral communication. Research on issues related to teaching oral communication is required. Course offered face-to-face, online and hybrid.

**EDUC 6140 The role of historical experience and Puerto Rican culture in bilingual education – 3 Credits**

Role of the Puerto Rican cultural and historical experience in the bilingual bicultural education. Three credits. Three hours of lecture per week. Designed to provide background, awareness, and sensitivity to the cultural and historical heritage of Puerto Rican children and its role in the bilingual bicultural learning process, and curriculum development; relationship of this heritage to schools in transition; field excursions maybe included role of ethnic studies. This course will be offered in face-to-face, hybrid, and online formats.

## **Appendix B: Curricula Vitarum**

## **Appendix C: Current Catalog, Master's Promotion, and Future Bilingual Education Brochure**

Universidad de Puerto Rico

Recinto de Río Piedras  
Decanato de Estudios Graduado e Investigación

**Catálogo Graduado  
2022-2023**



**Facultad de Educación**  
**Departamento de Estudios Graduados**  
Maestría en Educación con especialidad en Enseñanza del Inglés como Segundo Idioma

**FACULTAD DE EDUCACIÓN**

**Decana:** Dra. Mayra Charriez Cordero

**Director del Departamento:** Dr. José Soto Sonera

**Coordinador Área TESL:** Dr. Kevin S. Carroll



**Dirección postal:** 8 Ave Universidad Ste 801 San Juan PR 00925-2528

**Teléfono y extensiones:** (787) 764-0000, ext. 89205, 89196, 89203, 89253

Portal: [ege.uprrp.edu](http://ege.uprrp.edu)

**Grado: Maestría en Educación con especialidad en Enseñanza del Inglés como Segundo Idioma**

## PERSONAL DOCENTE

### Área de Enseñanza de Inglés como Segundo Idioma

**Kevin S. Carroll, PhD**, University of Arizona, 2009. Catedrático  
Language planning and policy, translanguaging, bilingual education, and *teaching English to speakers of other languages*.

**Elenita Irizarry, EdD**, Universidad de Puerto Rico. 2019. Adjunta.  
*Resilience in the aftermath of natural disasters; Writing and Composition, ESL Teacher preparation*.

**Aníbal Muñoz Claudio, EdD**, Universidad de Puerto Rico. 2011. Catedrático.  
*Culturally Relevant Literature for PR public & private school systems; ESL planning and curriculum on the Island, and ESL Teacher preparation*.

**Marisol Pérez Casas, PhD**, Georgetown University. 2008. Adjunta.  
*Bilingualism, sociolinguistics and language socialization, codeswitching and identity*.

## REQUISITOS DE ADMISIÓN

- Completar una solicitud de admisión, incluyendo un statement of purpose escrito en inglés, en la siguiente dirección de internet: [http:// graduados.uprrp.edu/admisiones/solicitud\\_admision.htm](http://graduados.uprrp.edu/admisiones/solicitud_admision.htm)
- Tener un índice académico no menor de 3.00 en una escala de 4.00 en los estudios de Bachillerato .
- Dominio de inglés y español.
- Presentar una transcripción oficial de la terminación del grado de Bachillerato (o su equivalente).
- Haber aprobado 6 créditos en cursos en lingüística o lingüística aplicada, o en su lugar tener 2 años de experiencia en la enseñanza de inglés.
- *Someter una declaración de propósito en inglés*

## **REQUISITOS DE GRADUACIÓN**

- Cumplir con los requisitos de graduación del Recinto de Río Piedras.
- Aprobar los cursos con una calificación no menor de “C”.
- Tener un índice académico de 3.00 en los cursos que se consideren para graduación.
- Completar los requisitos dentro de un período de cuatro (4) años para estudiantes a tiempo completo y de cinco (5) años para estudiantes a tiempo parcial a partir de la fecha de comienzo de los estudios.
- Aprobar no menos de 24 créditos, del total requerido, tomados en la Universidad de Puerto Rico.

## PROGRAMA DE ESTUDIOS

Requisitos del Programa	Créditos
<b>Cursos Componente Profesional/Medular</b>	<b>12</b>
<b>EING 6565:</b> Seminario Avanzado: Los Principios de la Enseñanza y Aprendizaje de Inglés como Segundo Idioma	3
<b>EING 6566:</b> Seminario: Currículo, Instrucción y Evaluación de Programas de Inglés	3
<b>EING 6420:</b> Métodos Avanzados de la Enseñanza de Inglés Oral a Parlantes de Otros Idiomas	3
<b>EDUC 6509:</b> Métodos de Investigación en la Educación	3
<b>Cursos Componente Profesional Dirigido</b>	<b>9</b>
<b>Seleccionan 2 cursos de:</b> <b>EING 6570:</b> Educación Bilingüe, o	6
<b>EING 6575:</b> Metodología de la Enseñanza de la Gramática y la Composición Escrita en el Inglés Moderno: Técnicas y Materiales, o	
<b>EING 6577:</b> La Metodología de la Enseñanza de Literatura a Estudiantes de Inglés como Segundo Idioma	
Curso en lingüística aplicada, lingüística, literatura inglesa, educación bilingüe u otra acerca de área de investigación del estudiante (Escogido con la ayuda del coordinador del programa)	3
<b>Cursos electivos</b>	<b>6</b>
<b>Seminario de Investigación</b>	<b>3</b>
EING 6601 Seminario de Investigación y Creación en TESL	3
<b>Total de Créditos</b>	<b>30</b>

Información detallada en: [http://ege.uprrp.edu/?page\\_id=2843](http://ege.uprrp.edu/?page_id=2843)

## DESCRIPCIÓN DE LOS CURSOS

### **EING 6020 Métodos de enseñanza en educación bilingüe**

Créditos: 3

This course is designed to provide teachers with various different approaches and teaching methodologies to make their content area classroom one that fosters bilingualism. Reviews of historical approaches to bilingual education and theories of second language acquisition will be covered. The course emphasizes the relationship between planning, teaching, evaluation, and student motivation in the implementation of Content and Language Integrated Learning (CLIL) and Sheltered Content Instruction. This course can be offered in face-to-face, hybrid or online formats.

### **EING 6420 Métodos Avanzados de la Enseñanza de Inglés Oral a Parlantes de Otros Idiomas**

Créditos: 3

Examen crítico y discusión de los principios básicos relacionados con la enseñanza de las destrezas de comunicación oral en inglés a parlantes de otros idiomas y de la metodología de enseñanza que fomenta el uso productivo del segundo idioma para la comunicación y la socialización. Se hace énfasis en el desarrollo de clases interactivas que integran las destrezas de comunicación oral y comprensión auditiva. Se estudian las idiosincrasias del lenguaje oral que dificultan la comprensión auditiva y micro-destrezas de comprensión auditiva y comunicación oral. Énfasis en la demostración de técnicas de enseñanza, experiencias de enseñanza y la aplicación de destrezas metacognitivas para mejorar las destrezas de comunicación oral. Se requiere investigación sobre asuntos relacionados con la comunicación oral. Curso presencial, en línea e híbrido.

### **EING 6565 Seminario Avanzado: Los Principios de la Enseñanza y Aprendizaje de Inglés como Segundo Idioma**

Créditos: 3

Resumen de la perspectiva histórica de la enseñanza del inglés en Puerto Rico. Estudio en profundidad de los fundamentos teóricos del aprendizaje y la enseñanza de un segundo idioma. Examen crítico de las tendencias y los métodos en la enseñanza de un segundo idioma para explorar cómo las teorías de adquisición y aprendizaje del segundo idioma se relacionan con la práctica de la enseñanza en contextos formales. Discusión y análisis de la metodología del inglés como segunda lengua utilizada actualmente en las escuelas públicas de la isla desde la perspectiva de las tendencias actuales y las necesidades socio-lingüísticas de los estudiantes puertorriqueños. Se requiere investigación sobre temas relacionados con la enseñanza y el aprendizaje de segundas lenguas. Este curso se ofrecerá en formatos presencial, híbridos y en línea.

### **EING 6566 Seminario: Currículo, Instrucción y Evaluación de Programas de Inglés**

Créditos: 3

Resumen de la perspectiva histórica de la enseñanza del inglés en Puerto Rico. Estudio en profundidad de los fundamentos teóricos del aprendizaje y la enseñanza de un segundo idioma. Examen crítico de las tendencias y los métodos en la enseñanza de un segundo idioma para explorar cómo las teorías de adquisición y aprendizaje del segundo idioma se relacionan con la práctica de la enseñanza en contextos formales. Discusión y análisis de la metodología del inglés

como segunda lengua utilizada actualmente en las escuelas públicas de la isla desde la perspectiva de las tendencias actuales y las necesidades socio-lingüísticas de los estudiantes puertorriqueños. Se requiere investigación sobre temas relacionados con la enseñanza y el aprendizaje de segundas lenguas. Este curso se ofrecerá en formatos presencial, híbridos y en línea.

### **EING 6570 Educación bilingüe: Teoría y práctica en educación bilingüe**

Créditos: 3

Introducción al bilingüismo, la educación bilingüe y la naturaleza y necesidades de los estudiantes en programas bilingües. Se da énfasis a las teorías y al desarrollo de los métodos de instrucción bilingüe y de enseñanza de inglés. Se examinan críticamente los modelos, los métodos, los materiales y el “assessment” de programas bilingües y de enseñanza de inglés como segundo idioma. Se estudian las bases históricas, legales y teóricas de los enfoques bilingües. Se examinan críticamente los temas generales las perspectivas políticas y multiculturales de la educación bilingüe. Análisis de las implicaciones lingüísticas, psicológicas, sociológicas e instructivas del bilingüismo, con énfasis en Puerto Rico. Se requiere investigación sobre temas relacionados con la educación bilingüe. Este curso se ofrecerá en formatos presencial, híbridos y en línea.

### **EING 6575 Metodología de la Enseñanza de la Gramática y la Composición Escrita en el Inglés Moderno: Técnicas y Materiales**

Créditos: 3

Análisis crítico de las teorías que fundamentan la enseñanza de la gramática y de la composición y discusión de su aplicación práctica en la enseñanza de inglés como segundo idioma. Discusión de las principales teorías y escuelas lingüísticas, así como el análisis de asuntos relacionados con la enseñanza de la gramática y la composición. Se estudia la instrucción centrada en las formas gramaticales, la relación entre la lectura y la escritura, el proceso de componer, la revisión entre pares, el uso de la tecnología en la enseñanza de la redacción y en el proceso de componer y el “assessment” de la redacción. Se da énfasis en la demostración de técnicas de enseñanza, experiencias de microenseñanza y la aplicación de destrezas metacognitivas para mejorar las destrezas de escritura. Se requiere investigación sobre asuntos relacionados con la enseñanza de la gramática y la composición. Este curso se ofrecerá bajo las modalidades presencial, híbrida y a distancia.

### **EING 6577 La Metodología de la Enseñanza de Literatura a Estudiantes de Inglés como Segundo Idioma**

Créditos: 3

Se examina el propósito, contenido y estrategias para la enseñanza de la literatura a estudiantes de inglés como segundo idioma y se analiza cómo los lectores interactúan con textos literarios. Se estudian los criterios para la selección de obras literarias, programas curriculares innovadores, actividades centradas en el estudiante, y estrategias alternativas para el “assessment.” Se hace énfasis en el disfrute de la lectura y el desarrollo de destrezas para la transformación de los estudiantes en lectores para toda la vida. Se requiere lectura y análisis de obras literarias (cuentos, poesías, novelas, obras de teatro y ensayos) de autores reconocidos. Los textos comprenden desde libros de dibujos hasta literatura para adolescentes. Se requiere investigación sobre asuntos relacionados con la enseñanza de la literatura a estudiantes de inglés como segundo idioma. Curso presencial, en línea e híbrido.

### **EING 6601 Seminario para investigación y proyectos de TESL**

Créditos: 3

Estudio de los fundamentos teóricos y métodos de investigación en el campo de la enseñanza del inglés como segundo idioma. Los estudiantes completarán una investigación en su área de interés en el campo de TESL. El trabajo que realicen equivale a ejercicio de culminación de MEd TESL y el curso es conducente a carga académica completa para el estudiante.

### **EDUC 6140 El Rol de la Experiencia Histórica y Cultural Puertorriqueña en la Educación Bilingüe y Bicultural**

Créditos: 3

Rol de la experiencia histórica y cultural puertorriqueña en la educación Bilingüe y bicultural. Tres créditos. Tres horas de conferencia a la semana curso diseñado para proveer conocimiento sobre la herencia cultural e histórica del niño puertorriqueño; el papel de ésta en el proceso de aprender del niño bilingüe y bicultural y en el desarrollo del currículo-relación de esta herencia en escuelas de transición; excursiones al campo podrá ser incluido, rol de los estudios étnicos. Este curso se ofrecerá bajo las modalidades presencial, híbrida y a distancia.

### **EDUC 6509 Métodos de Investigación en la Educación**

Créditos: 3

Estudio de la naturaleza y alcance de la investigación en la educación, sus diversos métodos y técnicas cualitativas y cuantitativas, así como el uso de la tecnología computadorizada. Énfasis en la planificación, realización y evaluación de diversos tipos de investigaciones.

### **EDUC 6516 Lingüística y la Enseñanza de la Lectura en Inglés a Niños Bilingües y Biculturales**

Créditos: 3

Lingüística y la enseñanza de (bi)lectoescritura en inglés a niños de habla hispana. Tres Créditos. Tres horas de conferencia a la semana. Análisis de los elementos del lenguaje; examinación de enseñanza-aprendizaje en el desarrollo de (bi)lectoescritura; expresión oral y escrita en inglés con énfasis en la capitalización de los recursos lingüísticos y culturales de estudiantes; análisis lingüístico comparativo del español y el inglés. Este curso se ofrecerá bajo las modalidades presencial, híbrida y a distancia.

### **EDUC 6250 Cultura y Racismo: Su Efecto en el Ambiente Educativo Bilingüe y Bicultural**

Créditos: 3

Análisis de la relación entre cultura, idioma, identidad y racismo, sus implicaciones en las experiencias educativas de niños bilingües y biculturales y en la preparación de maestros, relación entre el estilo cognoscitivo y el contenido cultural análisis del estigma e identidad minoritaria en términos de probabilidades de éxito y fracaso en la escuela; el ajuste social y psicológico al ambiente escolar.

## Current Master's in TESL Flyers



UNIVERSITY OF PUERTO RICO  
RÍO PIEDRAS CAMPUS

# Master's in Teaching English as a Second Language

Head on over to <http://ege.uprrp.edu/>  
for more information!

Application Deadline

month. date. year.

**MASTER'S IN**  
**Teaching English**  
**as a Second**  
**Language**

Head on over to  
<http://ege.uprrp.edu/>  
for more information!

Application Deadline

month. date. year.

**DEGI**  
DECANATO DE ESTUDIOS GRADUADOS E INVESTIGACIÓN

## Future Bilingual Education Certificate Brochure



### CAREER PROSPECTS

- Bilingual Public School teacher
- Bilingual Private School teacher
- Spanish & English teachers in dual language programs in the U.S.
- Coordinators and Directors of Educational Programs
- Education Consultants

### Program Highlights

- Only 18 Credits!
- After completion, certified PRDE teachers are eligible to apply for PRDE's bilingual education endorsement
- 6 credits in recommended electives
- Professors who are leaders in Bilingual Education on the island and abroad
- Research based, practical application
- Full time students should finish in 1 year
- Part-time students should finish in 2 years.
- No Comprehensive Exam

### FACULTY

**Dr. Kevin S. Carroll**  
**Program Coordinator**  
**[Kevin.carroll@upr.edu](mailto:Kevin.carroll@upr.edu)**

Areas of Specialization: Bilingual education, Translanguaging, Sheltered English Immersion

PhD in Language, Reading and Culture, University of Arizona  
MAEE in English Education  
University of Puerto Rico Mayagüez  
BA Secondary English Education  
Inter American University of Puerto Rico, San Germán

### Professors teaching in the program:

Dr. Anibal Muñoz Claudio  
Dra. Elenita Irizarry Ramos  
Dra. Zaira Arvelo  
Dra. Marisol Pérez Casas  
Dra. Katherine Morales Lugo  
Dra. Vanessa Mari Acevedo

**FOR ADDITIONAL INFORMATION,**  
**PLEASE VISIT OUR WEBSITE**  
**[www.EGE.uprrp.edu](http://www.EGE.uprrp.edu)**  
**Or email:**  
**[Kevin.carroll@upr.edu](mailto:Kevin.carroll@upr.edu)**



## Bilingual Education Certificate

**Universidad de Puerto Rico**  
**Recinto de Río Piedras**  
**Facultad de Educación**  
**Departamento de Estudios Graduados**



## COURSEWORK REQUIREMENTS

Course Distribution	Credits
Required Courses	12
Recommended Electives	6
<b>TOTAL</b>	<b>18</b>

### REQUIRED TESL AND RESEARCH COURSES

**ING6570** Bilingual education

**ING6565** Advanced Seminar: The Principles of Learning and Teaching English as a Second Language

**EDUC 6516** Linguistics and the teaching of reading in English to bilingual and bicultural children

**ING 6020** Teaching Methods for Bilingual Education

### RECOMMENDED ELECTIVES

**ING6420** Advanced Methods for the Teaching of Oral English to Speakers of Other Languages

**ING6575** Methods for Teaching Grammar and Composition in Modern English: Techniques and Materials

**EDUC 6140** The role of historical experience and Puerto Rican culture in bilingual education

**ENGL 6045** Language and Culture

**ENGL 6106** Applied Linguistics

**ENGL 6466** Studies in Bilingualism

**ENGL 6507** The Acquisition of English

Other current or future courses related to bilingualism, applied linguistics and the teaching of a second language offered in other disciplines not mentioned above can be used to fulfill the 6 credits in Recommended electives with the expressed written consent of the Program Coordinator.

## APPLICATION AND ADMISSION REQUIREMENTS

1. Complete an application for admission at the following internet address: [http://graduados.uprrp.edu/admisiones/solicitud\\_admision.htm](http://graduados.uprrp.edu/admisiones/solicitud_admision.htm).
2. Have an academic grade point average (GPA) of no less than 3.00 on a scale of 4.00 in your undergraduate studies.
3. Mastery of English and Spanish
4. Submit 2 official transcripts of completion of a bachelor's degree. Transcripts should be mailed to:  
Sra. Wanda Rosario  
[Depto de Estudios Graduados](#)  
[Facultad de Educación](#)  
8 AVE UNIVERSIDAD STE 801  
SAN JUAN PR 00925-2528
5. Submit with your Application a Statement of Purpose written in English (via Apply Yourself)
6. Complete an interview, either in person or via electronic means, with a member of the TESL faculty (after submitting the application you will be contacted to set up the interview).

## Appendix D: Budget Narrative

UNIVERSIDAD DE PUERTO RICO

UNIDAD: DEPARTAMENTO DE ESTUDIOS GRADUADOS, FACULTAD DE EDUCACION

PROPUESTA: CERTIFICADO ACADÉMICO POST-BACHILLERATO DE EDUCACION BILINGUE

AÑO FISCAL: 2021-2022

### JUSTIFICACIÓN Y EXPLICACIÓN GENERAL DEL PRESUPUESTO ESTIMADO - NUEVOS PROGRAMAS JUSTIFICACIÓN Y EXPLICACIÓN POR AÑOS

#### CONCEPTOS

#### DETALLES

Servicios  
personales

De los 7 profesores que serán afiliados con el CBE, todos trabajarán por contrato / servicios profesionales menos el Dr. Kevin Carroll quien podrá en la mayoría de sus trimestres incorporar un crédito adicional en coordinación dentro de su tarea regular. Los de más profesores se pagarán lo establecido para su preparación académica.

Aportaciones  
patronales  
beneficios  
empleados

Esta propuesta no contempla aportaciones patronales adicionales de lo que paga ahora al los profesores permanente

Materiales uso  
educativo y de  
oficina

El impacto en uso de materiales educativos y de oficina no será significativo. La MEd TESL tiene la capacidad de absorber al menos un 20% y un máximo de 30% de aumento en estudiantado.

Equipo  
educación y  
otros

No se vislumbra la compra de equipo nuevo.

Mantenimiento de equipos	El equipo para el certificado es el mismo que de la MEd TESL, el cual se incluye en el presupuesto de la MEd TESL. No se vislumbra un aumento.
Mejoramiento profesional	El mejoramiento profesional se subvencionará con fondos externos cuando estén disponibles de proyectos de investigación como parte del trabajo del docente en la MEd TESL, para los de plantilla regular.
Recursos bibliográficos	Las actualizaciones del material bibliográfico disponible en la Biblioteca de la Facultad de Educación se harán junto al de la maestría. La Biblioteca hace compras regularmente de libros con sus recursos.
Tecnología educativa	Se utilizan los recursos de MEd TESL los cuales tienen capacidad de absorber mayor demanda.
Gastos de acreditación	Hasta ahora, el Departamento de Educación de Puerto Rico no reconoce un certificado en Educación Bilingüe como un “stand-alone certificate.” CAEP la agencia acreditadora de programas de preparación de maestros solo acredita programas que llevan a participantes a una licencia de maestro ( <i>teaching licensure</i> ). Por lo tanto, el CEP no será elegible para la acreditación de CAEP hasta que PRDE cambia su procedimientos para certificarse como maestro de educación bilingüe de un <i>endorsement</i> a un <i>licensure</i> .

## Appendix E: Multiyear Budget - Trimester

Universidad de Puerto Rico												
Recinto de Río Piedras												
Estimated Costs of the Bilingual Education Certificate												
College of Education												
Department of Graduate Studies												
TESL Area												
											Estimado Costo	
Renglones presupuestarios		Año 1, Tri. 1	Año 1, Tri 2	Año 1, Tri 3	Año 2, Tri 1	Año 2, Tri 2	Año 2, Tri 3	Año 3, Tri 1	Año 3, Tri 2	Año 3, Tri 3	Costo Recurrente	Costo No Recurrente
Cursos por compensación		\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 63,000.00	\$ -
Cursos en Tarea Regular		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Compensación Coordinar Programa		\$681	\$681	\$681	\$681	\$681	\$681	\$681	\$681	\$681	\$5,448	\$ -
Nómina Subtotales		\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 77,448.00	\$ -
Materiales		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Reposición Equipos		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Mejoramiento Profesional		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Otros Gastos Sub totales		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Total Annual		\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 9,681.00	\$ 77,448.00	
										Costo Total	\$ 77,448.00	
Estimado de estudiantes nuevos que solo matricularán en BEC		Primer año	Segundo año	Tercer Año	Total admitido solo para el Certificado	Matricula pagado por los 18 Créditos	Ingresos de matricula por crédito - BEC Precencial		\$205	INGRESOS MATRICULA ESTIMADOS (3 Años)	\$ 245,111.94	
	(aparte de los estudiantes matriculado en MEd TESL)	5	5	5	15	\$ 55,350.00	Ingresos de matricula por crédito - BEC EN LINEA (14% mas alto por ofrecerse por el DECEP)		\$234	Total de Ingresos por Cuotas	\$ 6,000.00	
	En linea	15	15	15	45	\$ 189,761.94	Ingresos de Cuotas - Mantenimiento \$75 y Tecnología \$25		\$100	Total de Ingresos	\$ 251,111.94	
	Total Projected Enrollement	20	20	20	60	\$ 245,111.94				Total Estimated Profit after 3 years	\$ 173,663.94	