

DEPARTMENT OF ENGLISH

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**DEPARTAMENTO DE INGLES**

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Curricular Sequence TESOL Certificate Master's Level

1. Introduction

In accordance with certification 15.7 approved by the Academic Senate on February 17, 2015 and certification 69 approved by the Administrative Board on February 18, 2014, the English as a Second Language, ESL Sector of the Department of English proposes a 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 which will allow them to become qualified 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 Teaching Certificate 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**

- 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 TESOL Certificate.

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 a certificate 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 certificate for these graduate students. Thus this information certifying the graduates of our program as TESL 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 certificate 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	6	Language as a system
INGL 6016	Topics in Sociolinguistics		Specialized area of Language as a System
INGL 6018	Topics in Psycholinguistics		
INGL 6028	Psycholinguistics and the Reading Process		
INGL 6030	Theory and Practice of Composition		
INGL 6040	Practice in the Teaching of Composition		
INGL 5019 INGL 5025	Pragmatics Topics in Linguistics		
INGL 5010 or	Perspectives on Teaching English as a Second Language	3	Instruction Language Acquisition
INGL 6020	Second Language Acquisition		
INGL 6010	ESL Materials and Testing	3	Assessment
EING 6005	Foundations of English Education	3	Culture
INGL 6996	UTD- University Teaching Development (Teaching practicum from an accredited institution or a one-year documented teaching experience in an ESL or EFL Context)	3	Professionalism

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. Have a bachelor's degree from an accredited institution.
- 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 are prerequisites for admission to the sequence:
 - 6.4.1. INGL 3225 Introduction to Linguistics
 - 6.4.2. INGL 3227 Phonetics
 - 6.4.3. INGL 4206 Structure of English
 - 6.4.4. INGL 4208 Morphology and Syntax

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

- 7.1. Approve all 18 credits in the sequence as specified in the course offerings for the curricular sequence in Section 5 of this proposal with a GPA of 3.00 or higher
- 7.2. Students must earn a B or higher grade in each course in the Curricular Sequence

8. Student Profile

Students who apply for a TESOL Certificate 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.

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.

9. Assessment Plan

9.1. 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

9.2. Academic Assessment Plan

9.2.1. The Certificate 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

10. 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.

11. 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
Kevin Carroll, PhD	Education, Language, Culture, and Society
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