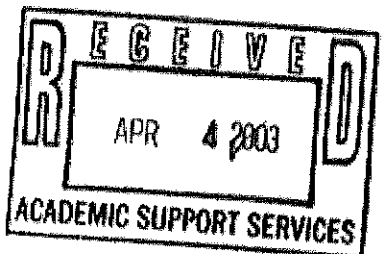


P3-343



# THE FACULTY SENATE

March 19, 2003

## MEMORANDUM

**TO:** Robert M. Gates  
President, Texas A&M University

**SUBJECT:** Approval of Certificate Program in Hispanic Bilingual Education (FS.20.100)

At its regular meeting on March 17, 2003, the Faculty Senate approved the following curriculum item from the Graduate Council and submits it for your approval. Attached is a copy of the material sent to our Senators.

**Proposal from Educational Psychology to offer a certificate program in Hispanic Bilingual Education under the Masters degree in Educational Psychology**

Thank you for your time and consideration. Please inform me of your action on this matter.

Robert H. Strawser  
Speaker, 2002-2003

*F + DB updated*

### Attachment

cc: David Prior  
Karan Watson  
Jane Conoley  
Rick Giardino  
Linda Lacey

Approved:

  
\_\_\_\_\_  
Robert M. Gates, President

*4-3-03*  
\_\_\_\_\_  
Date



TEXAS A&M UNIVERSITY  
College of Education  
804 Harrington Education Center

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Pres. App. APR 04 2003  
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**RECEIVED**  
FEB 06 2003  
**GRADUATE STUDIES**

Dean of Education

February 4, 2003

**MEMORANDUM**

**TO:** Dr. John R. Giardino  
Dean of Graduate Studies

**FROM:** Dr. Stephen Crouse  
Associate Dean for Graduate Studies

A handwritten signature in black ink, appearing to be "Stephen Crouse", written over the "FROM:" line.

**SUBJECT:** Certificate program in Hispanic Bilingual Education

Attached is a proposal from Educational Psychology to offer a certificate program in Hispanic Bilingual Education under the Masters degree in Educational Psychology. The CEHD-GIC unanimously approved this proposal in our April, 2001 meeting. We are requesting that this proposal be added to the agenda for the next GC meeting for a vote of approval. Please direct any questions or request for more information to either Carol Wagner in the department of EPSY or to me.

**NON-SUBSTANTIVE REQUEST FOR**

**A CERTIFICATE PROGRAM IN  
HISPANIC BILINGUAL EDUCATION  
OFFERED UNDER THE MASTERS DEGREE  
IN EDUCATIONAL PSYCHOLOGY  
(AVAILABLE THROUGH DISTANCE EDUCATION)**

**Department of Educational Psychology  
College of Education  
Texas A&M University  
November 2002**

**INTRODUCTION:** The Department of Educational Psychology at Texas A&M University requests permission to offer a fifteen hour certificate program in Hispanic Bilingual Education.

This certification would be offered under the Masters degree program in Educational Psychology. Also, the certification would be available via distance education. (NB: The Department of Educational Psychology has been approved to offer the Masters degree in Educational Psychology via distance education.)

**#1 Rationale for Request:**

Texas is the nation's second-fastest growing state. According to the 2000 census, most of this change is being generated by the rapidly growing Spanish-speaking population in the state (Eagle, 12/29/99). The number of Hispanics will more than double, from 4.9 million to approximately 10.3 million, making Hispanics the largest ethnic group in Texas. In the last decade, the Hispanic population grew from 25% to 32% (U.S. Census, 2000. Between 1990 and 2020, Texas will also add 2.2 million residents through net foreign immigration (Census Bureau Projections & Reports, 1994).

For the academic year 1999-2000, there were 498, 222 students in Texas classrooms designated as bilingual (students who also interact with school bilingual/ESL personnel who are not bilingual). ELL (English Language Learners) students in ESL programs totaled 193,113, along with parent denials for over 35, 500 more students who need services (Texas Education Agency, Fall 1999-2000 Pocket Edition Enrollment Data). Further, as the Hispanic population increases, the number of bilingual and ELL children requiring educational services increases, especially at the infancy through Grade 5 levels. National demographics place 40% of Hispanic children at the poverty level. As the most undereducated segment of the US population, many Hispanic children enter kindergarten seriously lacking in language skills necessary for school achievement. Further, the rapid increase in the number of ELL students compounds the impending problem of mainstreaming the ELL students without having teacher prepared to teach them.

Finally, school districts without trained personnel will inevitably impact the democratic or equal education of ELL children. This Hispanic Bilingual Education certificate program will address a major weakness in most teacher education programs by providing a systematic plan for addressing linguistic and cultural diversity in ways that lead to student academic success.

In 2000, school districts that would partner with this certificate program in Hispanic Bilingual Education were in need of 107 bilingual teachers. The projected need for bilingual teachers in these districts within five years is 322 teachers. The courses that would be incorporated in this Hispanic Bilingual Education certificate program are already being taught by the Department of Educational Psychology. In the 2000-2001 academic year five classes were taught with a total enrollment of 222 students (Note:

Students were registered in multiple classes). For the 2001-2002 academic year, six classes have been taught thus far with a total enrollment of 151. During the past ten years, TAMU has averaged approximately eight bilingual certifications a year. Students have accomplished this certification through a variety of course work that has enabled them to fulfill SBEC's requirements for such certification. However, this has not been through an organized program of study.

## **#2 Program Description:**

### **Certificate Program in Hispanic Bilingual Education**

The certificate program in Hispanic Bilingual Education will consist of five graduate level courses. They are:

BPSY 613	Biliteracy for Hispanic Bilingual Students (3 hrs)
BPSY 616	Bilingual and Dual Language Classrooms for Hispanic Students (3 hrs)
EPSY 610	Hispanic Bilingual Assessment & Monitoring (3 hrs)
EPSY 611	Dual Language Programs Methodologies (3 hrs)
EPSY 612	Content Area Instruction for Hispanic Bilingual Programs (3 hrs)

## **#3 Relationship to Existing Authorized Programs**

The Department of Educational Psychology will administer the certificate program in Hispanic Bilingual Education. Administratively it will be a part of the Special Education, At-Risk, and Bilingual Education (SABE) unit. SABE is one of five units within the department, with the others being Counseling Psychology, School Psychology, Educational Technology, and Educational Psychology Foundations.

## **#4 Expected Enrollment**

**Certification:** It is anticipated that approximately 15 In-Service Hispanic Bilingual ESL teachers will be enrolled each year. They will complete the 15 hours required for Bilingual certification. A student would be able to complete this certification in three semesters of part-time study.

## **#5 Resources**

### **A. Courses**

Two new approved courses have been added to the Department of Educational Psychology and will be part of the certificate program in Hispanic Bilingual Education. They are:

EPSY 613 – Biliteracy for Hispanic Bilingual Students: Socio-linguistic characteristics of second language learners, acquiring literacy skills; reading and literature instruction for second language learners; reading and writing process across the curriculum for Hispanic second language.

EPSY 616 – Bilingual & Dual Language Classrooms for Hispanic Students: Understanding of dual language programs, literacy instruction through Spanish, socio-linguistic perspectives on literacy competence and effective instructional practices.

In addition, three classes have been cross-listed with courses currently on the course listing for the Department of Teaching, Learning and Culture. They are:

EPSY 610 – Hispanic Bilingual Assessment and Monitoring (cross-listed with EDCI 610)

EPSY 611 – Dual Language Program Methodologies (cross-listed with EDCI 611)

EPSY 612 – Content Area Instruction for Hispanic Bilingual Students (cross-listed with EDCI 612)

No additional courses are anticipated at this time.

## **B. Program Faculty and Areas of Interest**

**Rafael Lara-Alecio, Ph.D.**, Associate Professor, Bilingual Program Coordinator. (University of Utah – Salt Lake City, 1991). Hispanic Bilingual Education coordinator. Development, Assessment, and Evaluation, Bilingual Classroom Pedagogy, Bilingual Content Area Instruction, Hispanic Parental Involvement, Hispanic Gifted Identification, International Education.

**Patricia S. Lynch, Ph.D.**, Clinical Associate Professor, Program Coordinator for Special, At-Risk and Bilingual Education (SABE). (Texas A&M University, 1992) Secondary Special Education, Family Involvement in Education, School University Collaboration, Teacher Training, Inclusion Education.

**Salvador Hector Ochoa, Ph.D.**, Associate Professor. (Texas A&M University, 1989). Peer Relations, Bilingual Psychoeducational Assessment, Psychosocial Variables.

**Douglas J. Palmer, Ph.D.**, Professor, Department Head. (University of California – Los Angeles, 1977). Special Education, Motivation and Cognition, Minority At-Risk and Disabled Youth.

**Richard Parker, Ph.D.**, Associate Professor. (University of Oregon, 1990).  
Program Evaluation, Classroom Observation and Alternative Assessment,  
International Education.

**Laura Stough, Ph.D.**, Assistant Professor. (University of Texas – Austin, 1993).  
Effective Instruction, Behavior Management, Teacher Cognition, International  
Education, Autism, Moderate/Severe Disabilities.

**Martha Galloway, Ph.D. candidate (ABD)**, Assistant Clinical Professor. (Texas  
A&M University – 2003 anticipated). Undergraduate Advisor. Bilingual Classroom  
Pedagogy, Biliteracy, Technology, Two-Way/ Dual Language Instruction, Family  
Involvement, Teacher Education, Teacher Recruitment and Retention Issues

At this time, Dr. Lara-Alecio is teaching the courses that would be part of the  
certificate program in Hispanic Bilingual Education.

### **C. Equipment**

Since September 2000, approximately \$64, 550 have been expended for  
equipment and resources to support development activities for this certificate  
program in Hispanic Bilingual Education. A grant from the United States  
Department of Education is supporting the development of graduate work in  
Hispanic Bilingual Education at Texas A&M University. This amount includes  
expenditures in the following categories:

+/- \$30, 000	Computers
+/- 5, 000	Books and Resource Materials
+/- 5, 000	Computer software
+/- 2, 500	Printers
+/- 5, 000	Furniture
+/- 15, 000	Video conferencing equipment
+/- 7, 000	Office Supplies

### **D. Facilities**

To support the distance offerings in the Hispanic Bilingual Education area,  
previously mentioned grant funds have also been utilized to purchase video-  
conferencing equipment. At the same time, the College of Education has  
allocated a classroom, which has been refitted with this equipment.

Due to the grant activity associated with this area, the College of Education has  
made office space available to it. This includes office and conference space.  
Some monies have been expended to refurbish this area.

**E. Library Resources:**

The state-wide Vocational Special Needs Library is housed within the Department of Educational Psychology and has a variety of resources applicable for Hispanic Bilingual Teachers. In addition, resource materials will be available through the program. Finally, the Sterling Evans Library, housed on the TAMU main campus, has extensive Hispanic Bilingual Education resources. It is anticipated that this combination will readily meet the requirements of those enrolled in the program.