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

Attachment

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

Approved:

Robert M. Gates, President

Date 4-3-03
February 4, 2003

MEMORANDUM

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

FROM: Dr. Stephen Crouse
      Associate Dean for Graduate Studies

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.


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


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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Computers</td>
<td>+/- $30,000</td>
</tr>
<tr>
<td>Books and Resource Materials</td>
<td>+/- 5,000</td>
</tr>
<tr>
<td>Computer software</td>
<td>+/- 5,000</td>
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<tr>
<td>Printers</td>
<td>+/- 2,500</td>
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<tr>
<td>Furniture</td>
<td>+/- 5,000</td>
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<tr>
<td>Video conferencing equipment</td>
<td>+/- 15,000</td>
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<tr>
<td>Office Supplies</td>
<td>+/- 7,000</td>
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</tbody>
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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.