



2004-05
Certificación número 9

Yo, Sylvia Tubéns Castillo, Secretaria Ejecutiva del Senado Académico de la Universidad de Puerto Rico en Cayey, CERTIFICO:

Que el Senado Académico, en su reunión ordinaria del jueves 21 de septiembre de 2004, tuvo ante su consideración la **Propuesta para la revisión del Bachillerato del Departamento de Inglés**.

Luego de la exposición de rigor, el Senado aprobó por unanimidad la siguiente

CERTIFICACIÓN:

El Senado Académico aprobó la Propuesta para la revisión del Bachillerato del Departamento de Inglés y felicitó al Departamento por la extraordinaria labor realizada.

Y, PARA QUE ASÍ CONSTE, expido la presente Certificación en Cayey, Puerto Rico, el día veintidós de septiembre de dos mil cuatro.

Sylvia Tubéns Castillo
Sylvia Tubéns Castillo
Secretaria Ejecutiva

Vo. Bo.

Rafael Aragunde
Rafael Aragunde
Rector y Presidente
Senado Académico





UPR UNIVERSIDAD DE PUERTO RICO EN CAYEY
Cayey, Puerto Rico 00736

Decanato de Asuntos Académicos

30 de agosto de 2004

Prof. Waldo A. Torres
Decano

Aurora Rivera
Profa. Aurora Rivera
Coordinadora, Comité de Currículo de la Facultad

DOCUMENTOS

Adjunto copias de la Propuesta de la Revisión del Bachillerato del Departamento de Inglés acompañada de memo explicativo y copias de la Secuencia Curricular del Departamento de Estudios Hispánicos. Ambos documentos fueron aprobados por el Comité de Currículo de la Facultad en el segundo semestre académico 2003-2004.

También adjunto las solicitudes del 14 de octubre de 2003 y la de 13 de mayo de 2002 de la profesora Miranda, Coordinadora del Programa TAOF, sobre el curso TAOF 3019 y reclasificaciones respectivamente que usted había enviado al Comité para su consideración. Ambas solicitudes han sido aprobadas.

C: Sra. Slyvia Tubéns
Secretaria, Senado Académico

Anejos (4)

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TO: Senate, UPR Cayey
FROM: Department of English, UPR Cayey
DATE: 11 May 2004
SUBJECT: Resubmission of Proposal for the Revision of the Bachelor of Arts in English
(With changes made in response to Central Administration Review)

The proposal for the Revision of the Bachelor of Arts in English had been approved by all appropriate bodies on the UPR Cayey campus. After review by the Central Administration, however, the department has made substantial changes to certain sections of the proposal and is resubmitting those changes for approval.

- Requirements for the Major – by emphasis (pages 7-10).
The most substantial changes have been made in the major requirements for the degree (the General Education requirements have not been changed).
The requirements for the emphasis in Translation Theory and Practice had not been defined in the earlier document. The Central Administration review recommended that we specify the requirements of the program now, add other certificate programs that we consider appropriate, and identify a possible implementation schedule (assuming that we will not implement all the emphases immediately following approval).
While defining the requirements for the emphasis in Translation Theory and Practice, the department elected to give majors even more flexibility in designing their programs of study, and revised the requirements for all three emphases. It also strengthened the roles of a research methods course and the portfolio requirement for all majors.
- Related materials that have been substantially revised:
 - Introduction to the proposal (p. 1-2) – to reflect this emphasis on flexibility, etc.
 - Narrative overview of the Requirements for the Revised B.A. Program (p. 5-6)
 - Tabular format identifying requirements for all three emphases (See Addenda/ attachments at end of document)
 - Identification of another emphasis under development—in the Literature and Language of the Caribbean and its Diaspora (p. 13)
 - Revision of the Existing Minor to increase flexibility of options for Middle Level and/or Advanced Level courses (p. 13)
 - An Implementation Schedule (p. 14)
 - A revised program model (p. 15-16)
- Admission, Registration, and Graduation Requirements (p. 16-17)
 - Requirements for Admission – section C: procedures have been clarified
 - Projected Matriculation – historical numbers have been updated and the basis for projections has been revised (in the paragraph following the table with historical numbers)
 - Graduation Requirements – Minimum Academic indexes have been established for all emphases and are the same for all emphases.
 - The department eliminated the requirement that majors must take the Seminar in Research Methods, and pass it with a B or higher, before they can register for the department's area seminars.
 - The time limit for completion was increased from 5 to 6 years, to accord with University policy.
- Administration of the Program:
 - Section 3 on B.A. Coordination and Student Advising (p. 20-21) has been added, following the recommendations of the Central Administration review.

- Budget Impact (p. 22-23)
Has been updated to reflect more recent data.
- Goals and Objectives of the Proposed B.A. Program (p. 25)
Have been revised and streamlined, following the recommendations of the Central Administration review. They focus on a limited number of objectives that can be measured or observed and that form the basis for a revised assessment plan.
- Assessment Plan for the B.A. Program (p. 26-32):
Has been substantially revised, following the recommendations of the Central Administration review. The revised plan indicates what kinds of assessment will be performed, recommends a schedule for implementation, identifies the responsible parties, and indicates how the information will be collected and used to recommend changes, when needed.
- Additional Attachments:
Following recommendation of the Central Administration Review, the department has attached:
 - A profile of English Department Faculty, indicating their areas of preparation and expertise, and
 - Curriculum Vitae for current faculty (to be attached when the document is resubmitted to Central Administration).



**UNIVERSIDAD DE PUERTO RICO EN CAYEY
RECTORIA
OFICINA DE PRESUPUESTO**

BUDGET IMPACT BA ENGLISH

	COST FIRST YEAR	COST SECOND YEAR	COST THIRD YEAR	COST FOURTH YEAR	COST FIFTH YEAR
I. Personnel Services	\$ 85,719.50	\$ 85,719.50	\$ 85,719.50	\$ 85,719.50	\$ 85,719.50
A. Regular Appointments	61,044.67	61,044.67	61,044.67	61,044.67	61,044.67
1. Salaries	44,796.00	44,796.00	44,796.00	44,796.00	44,796.00
Assistant Prof. with Phd. and less than five year (\$3,733 x 12 x 1)	44,796.00	44,796.00	44,796.00	44,796.00	44,796.00
2. Employer Benefits (23.20%)	10,392.67	10,392.67	10,392.67	10,392.67	10,392.67
3. Fringe Benefits	5,856.00	5,856.00	5,856.00	5,856.00	5,856.00
Health Insurance (\$397 x 12 x 1)	4,764.00	4,764.00	4,764.00	4,764.00	4,764.00
Christmas Bonus (\$1,092 x 1)	1,092.00	1,092.00	1,092.00	1,092.00	1,092.00
B. Other Compensations	24,674.83	24,674.83	24,674.83	24,674.83	24,674.83
1. Additional Compensations with Ph.d	17,192.45	17,192.45	17,192.45	17,192.45	17,192.45
(8) Sections per year (8 x \$1,968 x 1)	15,744.00	15,744.00	15,744.00	15,744.00	15,744.00
Fringe Benefits (9.2%)	1,448.45	1,448.45	1,448.45	1,448.45	1,448.45
2. Release Time with MA	7,482.38	7,482.38	7,482.38	7,482.38	7,482.38
Two Sections per sem. (\$1,713 x 2 x 2)	6,852.00	6,852.00	6,852.00	6,852.00	6,852.00
Fringe Benefits (9.2%)	630.38	630.38	630.38	630.38	630.38
II. Operational Expenditures	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00
Growth Activities	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00
BUDGET IMPACT FOR PROPOSAL	\$ 90,219.50	\$ 90,219.50	\$ 90,219.50	\$ 90,219.50	\$ 90,219.50


Gonzalo Colón Román
Director de Presupuesto
26 de abril de 2004

**PROPOSAL FOR THE REVISION OF
THE BACHELOR OF ARTS IN ENGLISH***

DEPARTMENT OF ENGLISH
UNIVERSITY OF PUERTO RICO AT CAYEY
CAYEY, PUERTO RICO

* Document revised following review by UPR Central Administration.

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INTRODUCTION

The present program for the Bachelor of Arts in English at the University of Puerto Rico, Cayey began in 1969 when the Council on Higher Education approved a four-year baccalaureate program for the college (Certification #37, 1969-70). Because the college was founded with the formation of teachers as one of its principal objectives, the BA in English reflected that concern. However, while the main difference between a student preparing to teach English and an English major should be that the future teacher will take courses in pedagogy, the converse should not be true. The academic needs of future teachers should not shape the program of study for all students studying for a BA in English. The department, therefore, has produced this revision of the BA program which will promote the study of English as a way to prepare for a variety of professional careers while it incorporates important changes that have occurred in the profession over the past 20 to 30 years.

The field of English studies covers several academic disciplines, some clearly distinct, others which overlap each other. The BA program offered by the Department of English should reflect this diversity of disciplines. Today's department faculty represents a wide range of interests because the profession has undergone significant changes during the 24-year period since the department's founding. From cultural studies to translation, from gender studies to Caribbean literature, from applied to theoretical linguistics, the current faculty has been trained in and professionally responds to many of the central debates that have occurred in the study of language and culture. It is important, therefore, that the BA program in the department keep pace with these changes.

Furthermore, in an increasingly globalized economy, a BA program in English must offer the preparation necessary for a variety of professional fields, including diverse fields of graduate study. The study of English, a language widely used on the island and across the globe, opens up numerous possibilities for future career choices and further academic studies. In order to be competitive in today's job market, students need a well-rounded education, strong

communication skills, critical thinking skills, experience with new technologies, and a multi-cultural view of world events. Undoubtedly, the skills associated with the study of language, literature, and culture are those that the global marketplace demands.

In order to meet the demands of a changed job market and to account for significant changes in the professional fields of English studies, the revised BA in English program will offer three Areas of Emphasis: Literature and Language, Literature and Law, and Translation Theory and Practice. The revised BA program will give students the flexibility they need to design a program of study that is based on their future career goals and is also engaged with their everyday lives as members of contemporary Puerto Rican society.

PROPOSED CHANGES

1. Title of the Program

Remains the same: Bachelor of Arts in English.

2. Duration of the Program

Remains the same: four years.

3. Philosophy, Goals, and Objectives

See addenda.

4. Profile of the Graduate with a B.A. in English

We aspire to graduate well-rounded, independent thinkers who have strong communication skills and are able to work critically with a variety of texts—young men and women who are employable in a variety of professions and/or are prepared to enter graduate programs in their field. The revised B.A. program will prepare students for a wide range of opportunities even as it reaffirms our commitment to train future teachers of English.

PRESENT PROGRAM
COMPONENTS OF THE PROGRAM – DISTRIBUTION OF COURSES BY AREA

GENERAL STUDIES

57 CREDITS (45%)

One of these courses from First Year English:

INGL 3101-3102

Basic English

INGL 3103-3104

Intermediate English

INGL 3011-3012

Honors English

Other General Education Requirements:

ESPA 3101-3102

Basic Spanish

ESPA 3211-3212

Intro. to the Lit. of Spain

CISO 3121-3122

Intro. to Social Sciences

HUMA 3101-3102

Western Culture I & II

HUMA 3201-3202

Western Culture III & IV

HIST 3245

History of Puerto Rico

MATE 3041-3042

Intro. to Mathematics I & II

CIBI 3001-3002

Fund. of Biology I & II

CIFI 3001-3002

Introduction to Physics I & II

DEPARTMENTAL REQUIREMENTS

9 CREDITS (7%)

ARTE 3155/3156

Classical/ Modern Art

MUSI 3225

History of the United States

REQUIREMENTS FOR THE MAJOR

30 CREDITS (23%)

INGL 3231-3232

Advanced Composition

INGL 3001-3002

Literature of England I & II

INGL 4011-4012

Phonetics & Oral Engl. I & II

INGL 3251-3252

Lit. of the U. S. I & II

2 Advanced Courses from the following:

INGL 4025

Seminar on Shakespeare

INGL 4016

Engl. Novel of the 19th C.

INGL 4017

Lit. of Engl./Romantic Period

INGL 4096

Contemporary Poetry

INGL 4205

Linguistic Theory

INGL 4238

The Novel in the 20th C.

INGL 4217

Contemporary Drama

INGL 4208

The History of English

GUIDED ELECTIVES IN ARTS

12 CREDITS (9%)

2 courses in Social Sciences

2 courses in a Modern Language

FREE ELECTIVES

20 CREDITS (16%)

TOTAL FOR THE DEGREE

128 CREDITS

PROPOSED PROGRAM

OVERVIEW OF REQUIREMENTS FOR THE PROPOSED B.A.

The revised B.A. in English allows students to focus on one of three areas of emphasis: Literature and Language, Literature and Law, or Translation Theory and Practice. Each area requires students to complete 129 credits: 54 in general studies courses, 12 in other departmentally directed courses, 36 in the major, and 27 in free electives.

The program of study for each student will be highly personalized. All requirements are designed to emphasize, simultaneously: flexibility and student choice, broad and diverse preparation in a number of areas, and in-depth focused preparation in areas selected by each student. The 27 credits of free electives, for example, give students the opportunity to graduate with a double major, to minor in another department or an interdisciplinary field, to complete two areas of emphasis within the department, to prepare themselves for certification as English teachers, or to pursue any area that interests them. The requirements for the major also follow these same principles.

There are very few required courses in the major. Indeed, there are no required courses for students who choose to concentrate in Literature and Language or Literature and Law. Those who concentrate in Translation Theory and Practice must take three required courses—a course in Contrastive Analysis, one in Translation Practice into English, and an Area Seminar in Translation—because these particular courses are fundamental to students who wish to continue in this field. Other requirements are defined in terms of “areas of study” and a minimum number of courses taken at an advanced level.

Each emphasis requires students to cover several areas of study to ensure broad as well as deep preparation. These areas of study emphasize such factors as region, period, canonical and emerging perspectives in literary or cultural studies, preparation in linguistics and language, critical theory, and/or specialized preparation in the areas of law or translation. While students will be able to focus in depth on areas that appeal to them most strongly, they must also design,

with advice from department faculty, a program that covers the required areas of study in at least three different courses.

Each emphasis requires a total of 30 credits of coursework in the major and a minimum number of advanced level credits: 12 for Literature and Language and for Literature and Law, and 15 for Translation Theory and Practice. Students may take the remaining (18 or 15) credits at either the middle or advanced level, but faculty advising will be crucial in ensuring that students select a logical sequence of courses that allows them to develop their skills at the same time as they follow their interests. In addition, students who focus broadly on literature or cultural studies rather than linguistics and language must take at least two courses in linguistics or language (and one must be an advanced level course), and vice versa.

Finally, all students will study research methods and complete a project of their choice and will also compile a reflective portfolio of work they produce throughout their course of study. This portfolio will be compiled on an ongoing basis, will be discussed or defended in interviews or conferences with faculty, and will be used to demonstrate that students—through their individualized courses of study—have fulfilled the area requirements, developed the skills identified in the University's *perfil del egresado*, and performed interdisciplinary work, among other achievements.

ADMISSION REQUIREMENTS

In order to be admitted to the program, students must obtain a score of 540 or higher on the English part of the CEEB. Other students may petition the department for admission (see proposed procedures following specification of Program Requirements).

**PROPOSED PROGRAM
BACHELOR OF ARTS IN ENGLISH**

GENERAL STUDIES: 54 CREDITS (42%)

6 credits	Ciencias Sociales
12 credits	Humanidades
6 credits	Ciencias Naturales
6 credits	Matemáticas
12 credits	Español:
6 credits	ESPA 3101-3102
6 credits	ESPA 2 nd Year Courses
12 credits	Inglés:
6 credits	INGL 3103-3104 (Intermediate English) or 2 nd Year Courses
3 credits	INGL 3231 or 3232 (Advanced Composition I or II)
3 credits	INGL 3360 (Video, Culture, and Literature)

DEPARTMENTAL REQUIREMENTS: 12 CREDITS (9%)

6 credits	Historia
6 credits	Artes/Musica/Teatro

REQUIREMENTS FOR THE MAJOR: 36 CREDITS (28%)

Area Requirements:

These vary by Chosen Emphasis—see following pages.

Middle and Upper Level Course Distribution Requirements: 30 credits (23%)

These vary by Chosen Emphasis—see following pages.

Other Degree Requirements—Research and Portfolio: 6 credits (5%)

3 credits Research Project and Research Methods

Majors will learn advanced research techniques by their third year in the program and will then conduct independent research on a chosen topic that results in a paper, translation, or creative project. The department is considering alternative models for organizing this seminar and will work with library personnel who may assist with the research workshops.

3 credits Portfolio

English majors must submit their portfolios of selected writings and other work produced (videotaped presentations may be included) during their tenure in the program. The portfolio should demonstrate that the student has accomplished the goals of the program and covered all required areas of study. Portfolio production will begin early in the student's program of study and the process will involve reflection, revision, and conferences. Students will complete 1 credit mid-career and 2 credits at the end of their program of study. To graduate, majors must receive an acceptable evaluation at each stage of this portfolio process from the Department.

FREE ELECTIVES: 27 CREDITS (21%)

Majors may use these credits to design a more personal program, to meet the requirements of two or more emphases within the Department, to double major, or to minor in another program.

TOTAL DEGREE REQUIREMENTS: 129 CREDITS

**PROPOSED PROGRAM
REQUIREMENTS FOR THE MAJOR — 30 CREDITS
BY CHOSEN EMPHASIS**

EMPHASIS IN LITERATURE AND LANGUAGE

AREA REQUIREMENTS:

Each student's program must cover the following areas of study, through courses taken to meet the course distribution requirements that are specified below. Students must take at least 3 different courses to satisfy these area requirements.

- Literature of the US or UK/Commonwealth
- Early Lit (Pre-1800 UK or Pre-1860 US)
- Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other)
- An Emergent Literature
- Linguistics/Language
- Critical Theory

COURSE DISTRIBUTION REQUIREMENTS:

Middle* And/Or Advanced Level Options: 18 Credits

Students choose any six Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.

*Middle level options exclude: English 3201, 3202, 3221, and 3222.

Advanced Level Options: 12 Credits

Students choose any four Advanced Level courses or Area Seminars. At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.

**PROPOSED PROGRAM
REQUIREMENTS FOR THE MAJOR — 30 CREDITS
BY CHOSEN EMPHASIS**

EMPHASIS IN LITERATURE AND LAW

AREA REQUIREMENTS:

Each student's program must cover the following areas of study, through courses taken to meet the course distribution requirements that are specified below. Students must take at least 3 different courses to satisfy these area requirements.

- Literature of the US or UK/Commonwealth
- Early Lit (Pre-1800 UK or Pre-1860 US) or Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other) or An Emergent Literature
- Linguistics/Language
- Critical Theory
- Literature and Law

COURSE DISTRIBUTION REQUIREMENTS:

Middle* And/Or Advanced Level Options: 18 Credits

Students choose any six Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 1 course must focus on Literature or Cultural Studies and at least 1 course must focus on public speaking.

*Middle level options exclude: English 3201, 3202, 3221, and 3222.

Advanced Level Options: 12 Credits

Students choose any four Advanced Level courses, Area Seminars, or Pre-Law Practicum (if the Practicum is available). At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies. Two of the Area Seminars must focus on Law (this requirement may be satisfied in conjunction with the requirement for linguistics/language and/or literature/cultural studies).

**PROPOSED PROGRAM
REQUIREMENTS FOR THE MAJOR — 30 CREDITS
BY CHOSEN EMPHASIS**

EMPHASIS IN TRANSLATION THEORY AND PRACTICE

AREA REQUIREMENTS:

Each student's program must cover the following areas of study, through courses taken to meet the course distribution requirements that are specified below. Students must take at least 3 different courses to satisfy these area requirements.

- Literature of the US or UK/Commonwealth
- Early Lit (Pre-1800 UK or Pre-1860 US) or Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other) or An Emergent Literature
- Linguistics/Language
- Translation Theory
- Translation Practice

COURSE DISTRIBUTION REQUIREMENTS:

Middle* And/Or Advanced Level Options: 15 Credits

Students choose any five Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 2 courses must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.

*Middle level options exclude: English 3201, 3202, 3221, and 3222.

Advanced Level Requirements/Options: 15 Credits

1. Required Courses at the Advanced Level: 9 credits

INGL 4245 Contrastive Analysis

INGL 4xx Translation Practice into English

INGL 4xx Area Seminar in Translation

2. Options at the Advanced Level: 6 credits

Students choose any two other Advanced Level courses, Area Seminars, or Translation Practicum. At least 1 Area Seminar must focus on Literature or Cultural Studies.

DEPARTMENTAL OFFERINGS FROM WHICH STUDENTS MAY CHOOSE
Courses Currently Offered by the Department—Organized by Category

Note: Whenever the department adds to or revises its offerings, students will be able to select any of the new courses, as long as their program of study meets the already stated category requirements.

LITERATURE, CULTURAL STUDIES, AND CRITICAL THEORY COURSES:

- 3001 British Literature I
- 3002 British Literature II
- 3055 Film and Literature
- 3155 Immigrant Voices in London
- 3229 The Caribbean Experience in Literature
- 3246 Modern Literature By and About Women
- 3251 U.S. Literature I
- 3252 U.S. Literature II
- 3335 Young Adult Literature
- 3360 Video, Culture, and Literature
- 3365 Literature of the Puerto Rican Experience in the U.S.
- 3367 The Vietnam War in U.S. Popular Culture
- 3375 Gay and Lesbian Narratives
- 3385 Mystery Fiction as Genre
- 3515 Special Topics in English (when taught with a Literature or Cultural Studies Focus)
- 3517 Special Topics in Early Literature
- 4326 Children's Literature

- 4185 Area Seminar in Cultural Studies**
- 4195 Area Seminar in Feminism, Gender, and Literature**
- 4275 Area Seminar in Literary History**
- 4370 Area Seminar in Area Seminar in Modes and Genres**
- 4375 Area Seminar in Race, Ethnicity, and Literature**
- 4380 Area Seminar in Critical Theory**

COMPOSITION, RHETORIC, AND SPECIALIZED WRITING COURSES:

- 3231 Advanced Composition I
- 3232 Advanced Composition II
- 3247 Legal Writing & Analysis

- 4295 Area Seminar in Rhetoric and Advanced Composition

COURSES WITH SIGNIFICANT PUBLIC SPEAKING COMPONENTS:

- 3295 Principles of Speech Communication
- INCO 4005 Business Oral Communication

LINGUISTICS AND LANGUAGE COURSES:

- 3205 Syntactical Characteristics of Modern English
- 3225 Introduction to Language
- 3265 The English Language Across Cultures
- 3295 Principles of Speech Communication
- 3370 He Said, She Said: Language and Gender
- 3515 Special Topics in English (when taught with a Linguistics of Language Focus)

- 4011 Phonetics and Phonology of English
- 4210 Discourse and Grammar
- 4245 Contrastive Analysis of English and Spanish
- 4335 Second Language Acquisition

- 4290 Area Seminar in Linguistics**

TRANSLATION COURSES:

- 3xxx Translation from English to Spanish*** (course to be designed)
- 4xxx Translation Practice into English*** (course to be designed)
- 4xxx Area Seminar in Translation** (course to be designed)

PRACTICA:

- 4xxx Pre-Law Practicum (course to be designed)
- 4xxx Translation Practicum (course to be designed)

** NOTE: The topics covered in Area Seminars vary from semester to semester. Whenever a seminar focuses on law or on translation, it will satisfy requirements for upper level courses focusing on law or translation, respectively. Other courses taught by the Department may also focus substantially on law or on translation studies in a given semester and, on a case by case basis, the Department may approve them as fulfilling area requirements for "literature and law" or "translation theory and practice," respectively.

*** NOTE: English 3248 (Basic Translation: Theory and Practice), as currently conceived, will be discontinued. Translation from Spanish to English will be covered with a new upper level course. A mid-level course will be created to focus on close reading of English texts as students translate from English to Spanish.

DEACTIVATED COURSES

The following courses, which were part of the "current" B.A., have been deactivated from the department's offerings. Their content may be offered in variant forms under the area seminars.

- 4016 English Novel of the 19th Century
- 4017 English Literature of the Romantic Period
- 4025 Shakespeare Seminar
- 4096 Modern Poetry
- 4217 Modern Drama
- 4238 Twentieth Century Novel

These courses are still active on other campuses in the UPR system.

UNDER DEVELOPMENT: EMPHASIS IN LITERATURE AND LANGUAGE OF THE CARIBBEAN AND ITS DIASPORA (TO BE COMPLEMENTED BY AN INTERDISCIPLINARY MINOR)

A fourth emphasis within the English B.A. program, in "Literature and Language of the Caribbean and its Diaspora," is in the initial stages of its development. A number of departmental faculty already have the training and expertise to design a program and teach in this area. In addition, several courses that could be part of this emphasis already exist, such as Ingl 3229 (The Caribbean Experience in Literature) and Ingl 3365 (Literaturé of the Puerto Rican Experience in the U.S.). The umbrella seminars and other middle level courses such as Ingl 3155 (Immigrant Voices in London), Ingl 3360 (Video, Culture, and Literature), and Ingl 3265 (English Language Across Cultures) could also be used to fulfill the major requirements for this emphasis, depending on the topics emphasized in any given semester.

The department believes that its emphasis on the Caribbean and its Diaspora, unlike the three emphases currently proposed, would also require majors to take courses that focus on Caribbean studies in other disciplines (such as Humanidades, Art, Music, Theater, History, Economics, Political Science, Spanish, and French, among others). It might also encourage comparative and multilingual study of the Caribbean; this multilingual study might complement the program of students interested in the Translation emphasis and provide the opportunity for a double emphasis within the department. Ideally, the English B.A. emphasis in the Caribbean and its Diaspora would be developed simultaneously with an interdisciplinary minor (or certificate) in Caribbean Studies. This certificate might be based on existing courses, on the creation of new disciplinary courses, and/or on the development of collaborative, interdisciplinary courses, for example as an interdisciplinary introduction to the field or as a capstone experience. The department is interested in collaborating in the development of this interdisciplinary certificate with faculty from other University departments. It is willing to coordinate such an effort, to serve as co-coordinators with other interested faculty, to provide a space for housing (without controlling) such a program, or to help design other structures to implement this interdisciplinary effort.

The significance of Caribbean studies is evident in an increasing emphasis on such programs in the U.S., other Caribbean locations, and the Americas generally, as well as in the U.K. and other European locations. In Puerto Rico, the establishment of a Ph.D. program in Caribbean Literature and Linguistics in the English Department at UPR Rio Piedras, as well as the contemplated development of similar programs in the Social Sciences and History on the same campus, also attest to this growing interest. The availability of undergraduate study of the Caribbean and its Diaspora at UPR Cayey would prepare our students to enter these graduate programs and to meet an anticipated demand among various kinds of employers for employees with knowledge and expertise in this field.

REVISION OF EXISTING MINOR IN ENGLISH

The course distribution requirements for the minor in English are modified to incorporate the same focus on flexibility and student choice that is emphasized in the design of the revised requirements for the major. Currently, students who wish to obtain a minor must complete 15 credits in English courses beyond those required by their major department: 9 credits in Middle Level courses and 6 credits in Advanced Level courses. Following the pattern set by the revised B.A., students who wish to obtain a minor will be required to complete 6 credits of Advanced Level courses and 9 additional credits of Middle and/or Advanced Level courses. The courses that qualify as options will be the same as the courses that qualify as options in the major, plus Advanced Composition I or II (English 3231 or 3232) and Video, Culture, and Literature (English 3360), which are designated as part of the General Education requirements for majors.

The department continues to recommend that students take courses in more than one area (Writing, Literature or Cultural Studies, and Linguistics or Language).

IMPLEMENTATION SCHEDULE

The emphasis in Literature and Language, as well as the change in the Minor, will be implemented immediately upon approval of the Revised BA in English Program. In order to implement the emphasis in Translation Theory and Practice the department will need to design and create a number of new courses. New courses will also need to be designed and created for the Literature and Law emphasis. There are faculty members in place to teach courses in these emphases, and within a year of approval the Translation Theory and Practice and Literature and Law emphases are expected to be implemented. The department is also developing an emphasis in Literature and Language of the Caribbean and its Diaspora. Faculty are also in place for that emphasis and it could be implemented within two years of the approval of the Revised BA in English program.

PROGRAM MODEL

The proposed program emphasizes flexibility and incorporates many free electives as well as a number of options for meeting most of the course distributions requirements. The design of each major's program of study will depend on each student's interests as well as what courses are available to satisfy various area requirements and will depend heavily on individual student advising. The proposed model, therefore, reflects only a very broad outline of possibilities and is not intended as a script to be followed; but it does indicate one way the program could be completed in four years.

	FIRST SEMESTER/CREDITS	SECOND SEMESTER/CREDITS
First Year	3 INGL 3103/2 nd year course 3 ESPA 3101 3 Humanidades 3 Ciencias Sociales 3 Matemáticas	3 INGL 3104/2 nd year course 3 ESPA 3102 3 Humanidades 3 Ciencias Sociales 3 Matemáticas
	15 Subtotal	15 Subtotal
Second Year	3 INGL 3231/3360 3 ESPA 2 nd year course 3 Humanidades 3 Ciencias Naturales 3 Arte/Musica/Teatro 3 Free Elective	3 INGL 3232/3360 3 ESPA 2 nd year course 3 Humanidades 3 Ciencias Naturales 3 Arte/Musica/Teatro 1 Portfolio/Mid-career conference
	18 Subtotal	16 Subtotal
Third Year	3 Historia 3 Middle/Advanced Level Option 1* 3 Middle/Advanced Level Option 2* 3 Advanced Level Option 1* 3 Research Project and Methods 3 Free Elective	3 Historia 3 Middle/Advanced Level Option 3* 3 Middle/Advanced Level Option 4* 3 Advanced Level Option 2* 3 Free Electives
	18 Subtotal	15 Subtotal
Fourth Year	3 Middle/Advanced Level Option 5* 3 Advanced Level Option 3* 9 Free Electives	3 Middle/Advanced Level Option 6* 3 Advanced Level Option 4* 9 Free Electives 2 Portfolio/Exit conference
	15 Subtotal	17 Subtotal
TOTAL	129 CREDITS	

* Majors who obtain an English B.A. with an emphasis in Translation Theory and Practice could make the following adjustments in the proposed program: English 4245 (Contrastive Analysis) in place of one of the six Middle/Advanced Level Option courses; 4xxx (Translation Practice into English) and 4xxx (Area Seminar in Translation) in place of two of the four Advanced Level Option courses.

The program model for the current program is attached as an appendix to this document.

ADMISSION, REGISTRATION, AND GRADUATION REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO PROPOSED PROGRAM

- A. 540 or higher on the English section of the CEEB. Presently, there is no such requirement. The Department has come to the realization that students entering the program must have at least an intermediate level of proficiency to adequately fulfill the demands of the program.
- B. Transfer students should have obtained 540 or higher on the English part of the CEEB plus a 3.0 average or higher in all English courses.
- C. In the case of a transfer student, or a student who did not score 540 on the CEEB exam (someone coming from Basic English, for instance), an interview is required in order for the Department to assess his/her basic language skills and general ability to handle the program's requirements. Besides evaluating the student's grades in English courses, the Department will also require recommendations from former teachers of English. Students who are admitted with scores below 540 on the CEEB will be required to complete the same number of credits in intermediate and advanced level English courses as students who enter with a score of 540 or higher.

PROJECTED MATRICULATION FOR THE FIRST FIVE YEARS

The Department of English has registered the following numbers for Matriculation and Graduates for the most recent five-year period:

Academic Year	Students Classified as English Majors	Graduating Majors,
1999-2000	22	4
2000-2001	16	3
2001-2002	39	4
2002-2003	31	3
2003-2004	27	---
Average	27	3.5

Since the new program and curriculum are designed to accommodate a wider range of career interests, we expect a gradual increase in our admissions and matriculation over the first five years. We estimate to increase admissions by 50% (an average of two additional students per year) by more aggressive recruitment of new students through a faculty outreach program to area high schools. An increase in transferals to the program is also expected, since the program's flexibility, as well as the breadth of interests to which it is designed to appeal, should make it attractive to a wider range of students.

We anticipate that the real change will come in the number of graduates. This number should increase dramatically, not only because of the students staying in the program but also because built into the program are several structural components that have made the curriculum more flexible (such as required areas and not courses, few prerequisites). These changes will allow the major to graduate in the required four years. Another feature of our program that should help to substantially increase the number of graduates is the counseling

program. Each student will be assigned one faculty advisor who has expertise in the student's area of interest. This advisor will be with the student for the entire duration of the program so that he or she will know the student and his or her needs and career plans.

REQUIREMENTS FOR GRADUATION

1. Credit hours for degree: changes from 128 to 129.
2. Minimum academic indexes

	Minimum Academic Indexes	
	Overall GPA	GPA in Major
PRESENT PROGRAM	2.0	2.0
PROPOSED PROGRAM (all emphases)	2.0	2.5

3. Total number of transfer credits accepted: this remains the same.
4. Other requirements for graduation:
In the last semester before graduation the major must submit a portfolio containing written work covering his/her full tenure in the program. The portfolio must meet all the expected requirements for acceptability as specified by the Department. A student whose portfolio does not meet these expectations will have the opportunity to re-submit it.
5. Time limit for the completion of the degree: The program may be completed within 4 years; it is expected that all majors will complete the requirements for the degree by their 6th year.

IMPACT OF THE REVISION ON SPECIFIC AREAS

THE FACULTY

1. Professors in the Department would have to take on new responsibilities and demands. The department will need to devote resources to faculty development. Professors must be given time to prepare themselves for the responsibility of demands of the new Bachelor's Program:
2. Some faculty will have to teach three preparations to enable the department to offer the courses required for the major.
3. The faculty will have to counsel students on program planning and career goals and will sometimes serve as portfolio readers.
4. The Department will need a faculty that can cover both major areas of literature and emergent literatures.
5. The Department will need a faculty who can teach students to view literary studies from a multi-disciplinary perspective.
6. The program will provide co-curricular activities with professors expected to participate.
7. The faculty needs to become familiar with new trends in cultural studies.
8. The faculty must become better acquainted with computers, new media, and technologies and their use in the classroom.

LEARNING RESOURCES

1. The proposed program will require more acquisition of films, videos, and other popular cultural materials (music cd's, magazines, etc.) to accommodate the new emphasis on cultural studies.
2. The Department will have to purchase software that students can use for writing and research with the technology available in the library.
3. The Department needs to continue improving its library holdings in developing areas such as Cultural Studies and non-traditional literatures besides the more traditional ones that have not received enough priority in the past. The revised BA will place additional responsibilities on library personnel.
4. Appropriate journals and periodicals should be acquired and materials indispensable for research, such as the MLA index, must be updated.
5. The Department must update all syllabi with pertinent WWW addresses that will help incorporate the Internet into the curriculum as a learning, teaching and research tool.

PHYSICAL FACILITIES AND EQUIPMENT

1. The advanced courses will be run as seminars so we need more rooms that can accommodate this type of class.
2. Students will need more computers, not only for composing but, down the line, for proposed activities such as producing a student publication.
3. The existing audiovisual equipment for video production and screening requires expansion and continual improvement.
4. The Department must define how the audio and computer laboratories will fit into the needs of the new program.
5. We need more modern audio equipment for the playing of recordings.

ADMINISTRATION OF THE PROGRAM

1. NEW AREAS

A program as ambitious as the one proposed here necessitates a better defined division of duties. Three areas become important under the new proposal and must be supervised and coordinated:

- a) Recruitment and Outreach
- b) Career Planning
- c) Co-Curricular Activities

OBJECTIVES WITHIN EACH AREA

a) Recruitment and Outreach

- I. Coordinate activities such as the Open House to recruit students within the college.
- II. Design and supervise an outreach program in selected high schools to give serious information about our program and encourage them to apply.
- III. Oversee publicity for the program and the Department.
- IV. Develop, support and promote an English majors network.
- V. Assess Faculty and Student opinion towards program.

b) Career Planning

- I. Coordinate activities such as the Forum on Careers in English that orient students to the employment opportunities available to English majors.
- II. Offer students orientation for graduate studies.

- III. Serve as a liaison to the Office of Orientation.
- IV. Oversee counseling.
- V. Work with Recruitment and Outreach on Alumni Network.
- VI. Assess Employer Opinion of Graduates.
- VII. Assess Graduates' Post-program success.

c) Co-Curricular Activities

- I. Organize lecture series.
- II. Advise English Club.
- III. Oversee publication for majors.
- IV. Organize and schedule conferences and guest speakers.
- V. Organize special academic events.

2. COMMITTEES

The present committees—Curriculum, Personnel, Learning Resources, and Professional Growth—all have essential functions and require no major changes. However, the Department needs to re-evaluate the duties and responsibilities of these committees in light of the new program and to create guidelines to make their operations more efficient and productive. The Department needs new committees to cover the areas mentioned above and any other area deemed essential to the running of the program.

3. PROGRAM COORDINATION AND STUDENT ADVISING

Implementation of the revised B.A. will require the work of a B.A. Coordinator as well as significantly increased work for the department's academic advisors.

B.A. COORDINATION

The B.A. Coordinator is a new position in the department. The Coordinator will work with Department Faculty and Committees to develop all procedures and materials needed for program implementation, such as: development of the portfolio and portfolio conference requirements; development of the research project and methods course as well as other new courses; development and review of program assessment materials (including Student Assessment Profiles, Course Portfolios, and Focus Groups, among others). The Coordinator will also meet formally (on a semester or annual basis) and informally (as needed) with faculty advisors to coordinate the advising functions of the new program. In addition, he or she will coordinate the implementation of faculty committees that assess student portfolios. The work of the coordinator will be compensated with a one-course *descarga* each semester.

ACADEMIC ADVISING

Current Program. The academic advising process begins at the Registrar's office. They send the English Department a printout that reflects all the courses the students have passed and those they failed or withdrew from in previous semesters. The English Department prepares a student folder that includes the printout, a course selection sheet, and a form that has all of the courses necessary to complete a bachelor's degree in English.

The students make an appointment with their academic advisor to select courses for the next academic semester. Together they decide on a tentative program of courses and sign the academic counseling form which is given to the English Department chairperson who enters the courses in the computerized system to reserve a space in each course. If sections are already closed, the chair has the option of selecting from the alternative courses that both student and academic counselor agreed upon in case of course unavailability. Once the courses are reserved the process ends and the student waits to register and his or her fees during matriculation week.

Revised Program. Academic advisors under the new program will have a number of responsibilities that go beyond helping students register for courses. Advisors will help students design an individual program of study and monitor their progress toward meeting the objectives of the program; they will review the Student Assessment Profiles placed in the major's file by course instructors and use these SAPs to counsel their advisees. At least once a year, advisors will work with majors to assure that each student's individualized program of study is able to meet the requirements of the program; the analysis will emphasize the extent to which courses selected by each student make it possible for majors to cover the areas required for a degree in the program as well as the third student outcome objective (knowledge of theories, concepts, traditions, emergent movements, as well as socializing and cultural aspects of language and literature); they will submit an inventory of courses taken by their advisees to the Coordinator of the B.A. program. Advisors will also work with advisees as the students work on their portfolios; and they will play a prominent role in their advisees' mid-career portfolio conferences (the portfolio assessment activities are described in more detail in the section on Assessment of the B.A. Program).

Majors will be encouraged to select their own faculty advisors. Because of the time involved in fulfilling these responsibilities, however, faculty members will generally be limited to five advisees each.

4. FACULTY DEVELOPMENT

The new bachelor's program creates additional responsibilities for its faculty. It is essential that Administration provide the time and resources necessary on a continual basis to insure the success of the program. Furthermore, for the department to meet the demands of the new bachelor's program, it is highly recommended that additional tenure-track lines be obtained.

NARRATIVE FOR THE BUDGET IMPACT

BUDGET

The following page presents the budget impact the revision of the BA program will have on the English Department over a five-year period, based on estimates of personnel services and operational expenditures prepared by the Oficina de Presupuesto at the University of Puerto Rico in Cayey.

The total cost for personnel services is \$89,719.50 per year and includes: one (1) line for an Assistant Professor with a Ph.D.; part-time services by professors with a Ph.D. to cover 8 sections per year; plus part-time services by professors with an M.A. to cover 2 sections per semester in order to compensate for the release time needed for coordination and administration of the program. These services will allow the department to meet the curricular and advising demands of the revised BA program, to provide the kind of learning experience that demands labor intensive work on the part of the faculty, and to open up professional development opportunities for faculty.

Operational expenditures to cover growth activities total \$4,500.00 per year. These expenditures will allow the department to develop resources and activities such as: computer and media technologies; software programs, films, and other videos; books, journals, and periodicals; outreach, publicity, and co-curricular activities.



UNIVERSIDAD DE PUERTO RICO EN CAYEY
RECTORIA
OFICINA DE PRESUPUESTO

BUDGET IMPACT BA ENGLISH

	COST FIRST YEAR	COST SECOND YEAR	COST THIRD YEAR	COST FOURTH YEAR	COST FIFTH YEAR
I. Personnel Services	\$ 85,719.50	\$ 85,719.50	\$ 85,719.50	\$ 85,719.50	\$ 85,719.50
A. Regular Appointments	61,044.67	61,044.67	61,044.67	61,044.67	61,044.67
1. Salaries	44,796.00	44,796.00	44,796.00	44,796.00	44,796.00
Assistant Prof. with Phd. and less than five year (\$3,733 x 12 x 1)	44,796.00	44,796.00	44,796.00	44,796.00	44,796.00
2. Employer Benefits (23.20%)	10,392.67	10,392.67	10,392.67	10,392.67	10,392.67
3. Fringe Benefits	5,856.00	5,856.00	5,856.00	5,856.00	5,856.00
Health Insurance (\$397 x 12 x 1)	4,764.00	4,764.00	4,764.00	4,764.00	4,764.00
Christmas Bonus (\$1,092 x 1)	1,092.00	1,092.00	1,092.00	1,092.00	1,092.00
B. Other Compensations	24,674.83	24,674.83	24,674.83	24,674.83	24,674.83
1. Additional Compensations with Ph.d	17,192.45	17,192.45	17,192.45	17,192.45	17,192.45
(8) Sections per year (8 x \$1,968 x 1)	15,744.00	15,744.00	15,744.00	15,744.00	15,744.00
Fringe Benefits (9.2%)	1,448.45	1,448.45	1,448.45	1,448.45	1,448.45
2. Release Time with MA	7,482.38	7,482.38	7,482.38	7,482.38	7,482.38
Two Sections per sem. (\$1,713 x 2 x 2)	6,852.00	6,852.00	6,852.00	6,852.00	6,852.00
Fringe Benefits (9.2%)	630.38	630.38	630.38	630.38	630.38
II. Operational Expenditures	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00
Growth Activities	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00
BUDGET IMPACT FOR PROPOSAL	\$ 90,219.50	\$ 90,219.50	\$ 90,219.50	\$ 90,219.50	\$ 90,219.50

Gonzalo Colón Román
Director de Presupuesto
26 de abril de 2004

PHILOSOPHY OF THE DEPARTMENT GOALS AND OBJECTIVES OF THE PROPOSED B.A. PROGRAM

PHILOSOPHY

Culturally, socially, and linguistically, all languages have value. Mastery of one's own language produces a feeling of identity and offers a powerful medium of communication. But in our multi-cultural world, learning other languages and knowing their cultural dimensions is valuable for all human beings and indispensable for university students. In particular, the demands of communication in a global economy require the knowledge of specific international languages that are accepted as the primary form of dialogue. Undisputedly, historical events have made English the foremost and preferred international medium for transaction in business, medicine, and science, among other fields. Thus, proficiency, if not fluency, in all facets of English has become a requisite, an essential tool, for competitiveness in today's main economic arenas.

A language, though, is not learned in a vacuum. A human being is socialized in and through his or her language, so that language represents more than grammatical structures. A particular variety of English, like any other language, responds to the complex interplay between ideology, history, politics, and economics that comes head in the term "culture." The Department views these ideas to be important in teaching the language. It attempts to introduce the student to those elements that the focused variety of English comprises. Our goal is to open windows to the worlds constructed by the language's various cultural forms. We therefore perceive as our intellectual domain all the varieties of English and the cultural texts they may produce, ranging from the canonical literary such as Shakespeare to the contemporary visual like music videos.

The Department applies the above precepts to the organization, administration, and evaluation of the proposed B.A. in Arts program as well as its other programs.

GOALS OF THE DEPARTMENT:

To support the Mission and Goals of the University of Puerto Rico at Cayey, the Department of English has established the following as its main goals:

1. to offer excellent undergraduate education in the study of English language, literature, and culture;
2. to maintain a sound, efficient, and supportive administration of the Department;
3. to make the Department of English at CUC a source of academic and cultural activity; and
4. to promote student sense of social responsibility.

GENERAL OBJECTIVE OF THE ENGLISH B.A. PROGRAM:

To fulfill these goals within the major, the Department will offer a bachelor's program through which students will:

- a. become conversant in diverse and current areas of English studies;
- b. develop essential speaking, writing, critical, and analytical abilities for success in their field, their future professions, and their lives;
- c. use the language and their learning both within and beyond the university classroom; and
- d. enhance their sense of social responsibility.

SPECIFIC STUDENT OUTCOME OBJECTIVES:

Majors who complete the program will:

1. be able to read, interpret, and critically analyze a broad range of texts;
2. be able to express themselves effectively in reflective, persuasive, and analytical modes of speaking and writing;
3. demonstrate their knowledge:
 - a. current theories and concepts associated with literary studies and linguistics, including interdisciplinary approaches to the study of English;
 - b. historical traditions of literatures and cultures in English, as well as more contemporary and emergent movements;
 - c. the socializing force of language and the uses of literature and language in a variety of English-speaking communities;
4. conduct research, using a variety of appropriate information technologies; and
5. produce work that demonstrates an awareness of social responsibility.

SPECIFIC DEPARTMENT OFFERING AND ACTIVITY OBJECTIVES:

1. The B. A. program will include a variety of courses that, collectively:
 - a. allow students to obtain a B.A. in English with a choice of several emphases (these are currently proposed to include Literature and Language; Literature and Law; and Translation Theory and Practice);
 - b. give students the tools and the opportunity to fulfill their specific learning objectives;
 - c. support current and future institutional curricular revisions in ways appropriate to the field; and
 - d. encourage students to learn in a variety of ways.
2. In support of the B.A. program, the Department will:
 - a. provide a range of artistic and professional activities;
 - b. promote intellectual, cultural, and academic exchanges; and
 - c. encourage participation in community-service.
3. The Department will facilitate the success of the program by:
 - a. advising and mentoring students about the program and their professional development;
 - b. maintaining a faculty that is able to cover the areas included in the B.A.; and
 - c. supporting faculty development.

ASSESSMENT PLAN FOR THE B.A. PROGRAM

The department is developing a flexible and comprehensive assessment plan, which will be implemented on an incremental basis. The plan pays primary attention to student outcomes, but gives equal attention to the experiences that lead to those outcomes (also identified as "Program Review").¹ The components of the assessment plan will themselves be subject to assessment and revision on a regular basis.

Assessment will be performed by individual classroom instructors, student advisors, the department chair, and appropriate departmental committees. When the revised B.A. is first implemented, one faculty member will act as the program coordinator and will coordinate both the advising and assessing activities of the program. The assessment work and its findings will be reviewed by the department on an annual basis and, when appropriate, revisions will be recommended.

The table on the following page identifies the kinds of assessment activity that will be used to evaluate accomplishment of the objectives of the B.A. program (identified in the previous section). It is followed by a narrative section that organizes the plan according to the kinds of assessment activity that will be performed. The narrative provides a detailed description of each activity—identifying, among other things: the purpose of the activity, the objectives that will be measured, the measures or instruments that might be used, the individuals or committees that are responsible for the particular kind of assessment, a schedule of when the assessment will be performed, how the information gathered will be compiled and/or made available, and how the results may be used for program change. The plan concludes with a final table that shows at a glance how frequently and by whom each activity will be performed.

¹ This focus on student outcomes as well as the experiences that enable those outcomes accords with the principles of outcomes assessment that have been defined by the American Association of Higher Education.

ASSESSMENT STRATEGIES FOR THE B.A. PROGRAM

Overview of Assessment Activities and Their Relationship to Specific Program Objectives (Student Outcome and Department Activity).

ASSESSMENT ACTIVITIES FOR THE B.A. PROGRAM	STUDENT OUTCOME OBJECTIVES*					DEPARTMENT ACTIVITY OBJECTIVES*		
	1. Reading	2. Speaking and Writing	3. Content Coverage	4. Research	5. Social Awareness	1. Course Offerings	2. Co-Curricular & Professional Activities	3. Facilitating
A. Course-Level Assessment	X	X	X	X	X			
B. Student Portfolio and Assessment Conferences	X	X	X	X	X	X	X	X
C. Inventory: Courses Taken by Majors and Majors' Programs of Study			X					
D. Inventory: Courses Offered and Syllabi Content						X		
E. Inventory: Co-Curricular Activities								X
F. Faculty Profile							X	X
G. Analysis of Annual Reports							X	X
H. Student and/or Faculty Focus Group(s)	X	X	X	X	X	X	X	X

* Please refer to the previous section, which identifies the Philosophy, Goals, and Objectives of the Program, in order to see a more complete description of each of these objectives.

ASSESSMENT OF STUDENT OUTCOME OBJECTIVES

All student outcome objectives will be monitored in three kinds of assessment activity:

- A. course-level assessment (including a Student Assessment Profile, or SAP),
- B. student portfolio and portfolio assessment conferences, and
- C. assessment of the student's program of study.

Student advising is an important component of all three kinds of assessment.

A. COURSE-LEVEL ASSESSMENT (INCLUDING A STUDENT ASSESSMENT PROFILE)

Individual faculty will select a variety of assessment tools to evaluate the achievement of student outcome objectives by majors on a course by course basis. In most courses, faculty will measure the ability of students to read texts and to express themselves effectively. When appropriate to the course, faculty will also evaluate student research ability, awareness of social responsibility, and knowledge of theories, concepts, traditions, emergent movements, and the socializing and cultural aspects of language and literature. In order to evaluate student performance with regard to these specific outcome objectives, faculty may design various rubrics to identify the criteria for successful achievement of or progress toward those objectives. Faculty may measure accomplishment of these objectives through any kinds of assignments or tools they deem appropriate—including: tests, critical or reflective essays, creative writing, journals, course portfolios, research assignments, case studies, oral presentations, individual or small group conferences, video projects, and/or dramatic presentations, among other options.

While student research skills may be a component in any course, evaluation of the major's ability to conduct research, using appropriate technologies, will be strongly emphasized in a three-credit research methods course that all majors will take.

The department will also design a flexible and easy-to-use, but comprehensive assessment form that individual faculty will fill out for all majors in any course that they teach. This *Student Assessment Profile (SAP)* will include an easy-to-use checking system to evaluate the student in the objectives related to the program. The form will also include space to write a narrative of the student's general performance in the course or to record other comments about their performance and abilities.

These forms will be included in the major's departmental file. Individual forms will be reviewed by the major's advisor and used to counsel students on an ongoing basis.

The forms will also be analyzed collectively by an oversight committee, to obtain a global picture of the program's success in fulfilling its objectives and, if necessary, to formulate any recommendations for adjustments to the program. This collective review will be done annually for the first two years and then periodically.

B. STUDENT PORTFOLIO AND PORTFOLIO ASSESSMENT CONFERENCES

For the most part, overall achievement of the program's objectives cannot be measured or observed in individual courses. For this kind of more comprehensive assessment, the department will rely heavily on the major's portfolio and on portfolio assessment conferences to evaluate student achievement and the fulfillment of the program's objectives.

PORTFOLIOS. Each major will compile a systematic, purposeful selection of writings and other work produced (videotaped recordings may be included) during their tenure in the program.

For the three credits that are designated for the portfolio, majors will also produce material outside the classroom setting. Majors will be asked to revise and/or expand some of the work produced during their tenure in order to demonstrate the extent to which they have strengthened and expanded their abilities to produce high quality work. They will also include reflective writing that is produced specifically for the portfolio in order to explain how the work included in the portfolio demonstrates accomplishment of the student outcome objectives. The department will experiment with the requirements for these reflective essays. Initially, they could include one-page statements that explain the reasons for selecting each work as well as a conversational introduction that reflects on their intellectual history, their experience as a learner, and their portfolio as a whole.

During the tenure of the first graduating class (which could be up to six years), the department may experiment with other kinds of materials to be included—for example, syllabi of courses, exams, other materials produced outside the classroom, etc.

As with the Student Assessment Profile (SAP) that is filled out by faculty for each major taking an English class, the department may experiment with the design of an easy-to-use checklist format that will allow majors to indicate how each included selection relates to the objectives of the program.

ADVISING AND CONFERENCES. Majors will begin identifying work that might be included in their portfolios and drafting reflective statements to accompany these materials during their first year in the program. At this point and throughout their career, students will confer informally with individual faculty advisors who will help them formulate their programs of study, evaluate the work they have accomplished, and select strategies for accomplishing individual and program objectives. In addition, majors will be required to complete two formal conferences—one mid-career and one at the completion of all other program requirements.

During the first formal, mid-career assessment conference, students, in consultation with a committee composed of their advisor and two other department faculty, will assess their progress toward fulfilling the program's objectives: they may review materials for inclusion in their portfolio, refine their programs of study if necessary, identify the kinds of work they need to produce in the courses they take in order to fulfill remaining objectives, etc. These conferences may also be used to give the department feedback on ways in which it can facilitate student performance in the program.

Majors will meet with a committee of three departmental faculty in a formal "exit" conference, during which they present and defend their portfolio. Student reflection will be geared to demonstrating that they have fulfilled all program objectives. In order for the student to graduate, the committee must assign a passing grade to the portfolio (on a pass/fail basis). If a portfolio does not receive a passing grade, students may repeat the process. The department will experiment with establishing separate committees for each of the program's emphases.

USE OF PORTFOLIOS FOR ASSESSING THE PROGRAM. Portfolios and portfolio conferences will be used to assess both student achievement and the program itself. An appropriate departmental committee will review the portfolios produced by all graduating majors in order to identify strengths of the program and areas for improvement. This comprehensive review will be conducted bi-annually and will begin with the first set of portfolios submitted as a graduation requirement (approximately 4 or 5 years after the program is first implemented).

C. ASSESSMENT OF THE STUDENT'S PROGRAM OF STUDY, INCLUDING INVENTORY OF COURSES TAKEN

At least once a year, advisors will work with majors to assure that each student's individualized program of study is able to meet the requirements of the program; the analysis will emphasize the extent to which courses selected by each student make it possible for majors to cover the areas required for a degree in the program as well as the third student outcome objective (knowledge of theories, concepts, traditions, emergent movements, as well as socializing and cultural aspects of language and literature).

Advisors will also submit an inventory of courses taken by their advisees to the Coordinator of the B.A. program. The Coordinator, or an appropriate committee, will review the courses taken by all majors and include its findings and recommendations about course offerings and course rotation in a bi-annual report to departmental faculty.

ASSESSMENT OF DEPARTMENT ACTIVITY OBJECTIVES (program review)

To ensure that the program is being implemented in a manner that allows students to achieve the student outcome objectives, the department will also review the program on a regular basis. Department activity objectives will be monitored in four kinds of assessment activities:

- D. an inventory of courses offered, syllabi content, and use of classroom assessment,
- E. an inventory of co-curricular activities,
- F. maintenance of a faculty profile, and
- G. an analysis of annual reports.

D. INVENTORY OF COURSES OFFERED, SYLLABI CONTENT, AND USE OF COURSE-LEVEL ASSESSMENT

Once a year, an appropriate committee will inventory the courses offered during the year and review syllabi content to monitor the extent to which the department has been able to offer the range of materials (e.g., historical foci, emergent movements, current theories, interdisciplinary approaches, etc.) necessary for a well-rounded program.

To facilitate the work of this committee, the department may experiment with the concept of a teaching portfolio and/or the preparation of an easy-to-use checking system in which faculty teaching any course taken by majors will identify which student outcome objectives were covered in the course and how. This work would be completed at the same time as the Student Assessment Profiles (SAPs).

The committee will report periodically to department faculty (the first reports will be bi-annual). In this report, the committee will evaluate the extent to which departmental offerings, considered collectively, are covering the range of skills and materials consistent with the requirements of the program. If adjustments are necessary, the committee will also make recommendations to the department: for example, in scheduling, modification of syllabi, additions to or redefinitions of courses offered, etc. These analyses will be especially critical for ensuring that seminars offered under the "umbrella" system allow majors to complete their requirements in a timely fashion.

Individual faculty are responsible for summarizing the data they collect in their course-level assessments of majors and then using the results of these classroom evaluations to assess and, when appropriate, revise the design of the courses they teach as well as the teaching strategies they use so that classroom experiences can better lead to desired student outcomes for the B.A. In addition, from time to time, the department will sponsor activities such as "swap shops" in which individual faculty can demonstrate how they use particular teaching and/or

assessment strategies and reflect on their effectiveness for promoting, observing, and/or measuring desired student outcomes for the B.A.

E. INVENTORY OF CO-CURRICULAR ACTIVITIES

Once a year, the professional development committee will inventory relevant co-curricular activities that 1) have been sponsored by the department, either alone or in participation with other units, or 2) have been made available to the university community by other entities. It will evaluate the extent to which these activities provide opportunities for students to accomplish program objectives outside the classroom. It will also attempt to assess student attendance at or participation in these activities. It will use these findings to make recommendations about co-curricular activities and student participation.

F. MAINTENANCE OF A FACULTY PROFILE

The curriculum committee will update the faculty profile of the department annually, to record any changes in areas of faculty development and to ensure that the faculty has the flexibility and the expertise to teach the wide range of studies required by the program. It may use the form already established by the department (see attachment) or may adapt that form if areas of emphasis change. It will use these findings to make recommendations to the personnel committee if areas need to be covered.

G. ANALYSIS OF ANNUAL REPORTS

Each year the chair collects annual reports submitted by department faculty and committees to prepare a department report. The chair will review these reports to assess the department's fiscal and physical resources and any other areas pertinent to implementation of the B.A. The chair will recommend needed changes to department faculty or appropriate department committees, and/or will request needed resources from the appropriate university bodies.

ASSESSMENT OF STUDENT AND FACULTY ATTITUDES: FOCUS GROUPS

The assessment activities identified so far will help the department evaluate how well it is accomplishing the program's objectives. These forms of assessment, however, are not sufficient for identifying why certain objectives are or are not being met; this kind of explanatory information is vital in order to make appropriate recommendations for change. In order to collect this kind of information, the department will rely on the periodic use of focus groups. It will experiment with various focus groups composed of majors during their course of study, majors who are completing the program, and groups composed of department faculty.

The first focus groups will be conducted two to three years after first implementation and again when the first group of majors in the revised program is ready to graduate. Other focus groups will be formed periodically, so that all majors may participate.

The department will experiment with selecting appropriate facilitators for the focus group discussions. The oversight committee will be responsible for identifying appropriate questions, analyzing the results, and making recommendations for program refinements.

ASSESSMENT OF ASSESSMENT PLAN

In the course of implementation, the assessment plan may be adjusted on an ongoing basis. Once the first set of majors have graduated from the program, the coordinator and an oversight committee will formally review the assessment program to evaluate the extent to which various assessment activities have been doable as well as helpful and to make recommended changes, if necessary. Formal evaluations will then made every five years.

ASSESSMENT OF THE B.A. PROGRAM ASSIGNMENT OF RESPONSIBILITIES AND SCHEDULE OF ACTIVITES

	Classroom Faculty	Advisors	Portfolio Conference Committee	B.A. Coordinator or Oversight Committee	Curriculum Committee	Professional Growth Committee	Chair
EACH SEMESTER:							
Course-Level Assessment	X						
Student Assessment Profile (SAP)	X						
Teaching Portfolio/Use of Course-Level Assessment Results	X						
ANNUAL:							
Inventory: Courses Taken by Majors		X					
Inventory: Courses Offered					X		
Inventory/Evaluate: Co-Curricular Activities						X	
Analysis of Annual Reports							X
Update/Review Faculty Profile					X		
BI-ANNUAL:							
Analysis of Courses Taken				X			
Analysis of Course Syllabi/Teaching Portfolios				X			
OTHER:							
Student Portfolio & Assessment Conferences							
Informal: ongoing		X					
Formal: mid-career and exit		X	X				
Collective Analysis, SAPs -- periodic				X			
Focus Groups -- periodic (every 2 to 3 years)				X			
Assessment of Assessment Activities (every five years)				X			

**ADDENDUM
PRESENT PROGRAM:
DEPARTMENT'S PHILOSOPHY, GOALS, AND OBJECTIVES**

DEFINICIÓN DEL DEPARTAMENTO

El Departamento de Inglés del Colegio Universitario de Cayey ofrece un programa de lengua y literatura de cuatro años que conduce a un Bachillerato en Artes con concentración en inglés. Brinda, además, a los estudiantes de Pedagogía los cursos de especialidad en inglés y a los estudiantes de distintos departamentos una preparación general en lengua y literatura con el propósito de familiarizarlos con los escritores mas sobresalientes del habla inglesa tanto como con las estructuras gramaticales de dicha lengua.

El Departamento se empeña en proveer un currículo balanceado. Sus normas son exigentes en cuanto a la organización de cursos, competencia profesional y labor estudiantil. Con este fin el Departamento se autoevalúa continuamente, respondiendo a nuevos desarrollos y posibilidades en el campo del inglés.

FILOSOFÍA

Cultural, social y lingüísticamente todos los idiomas son útiles. El dominio del vernáculo produce un sentido de identidad y ofrece un medio poderoso de comunicación. Pero en nuestro mundo multi-cultural, aprender otros idiomas y conocer los aspectos culturales de los mismos es de gran valor para todos los seres humanos e indispensable para estudiantes universitarios. Uno de esos idiomas es el inglés.

En su aspecto cultural, el inglés ofrece la oportunidad de conocer en el original obras maestras y autores famosos. Además, el mundo actual exige el dominio del idioma en todos sus aspectos para poder subsistir en un ambiente sumamente competitivo.

Por lo tanto, el Departamento de Inglés se propone preparar al estudiante de tal manera que pueda enfrentarse a la vida presente, atender a las preocupaciones que tiene como persona e integrarse satisfactoriamente a su comunidad.

OBJETIVOS

Para apoyar los proósitos de la Universidad y el Colegio Universitario y satisfacer la necesidad elaborada anteriormente del conocimiento de inglés, el Departamento de Inglés intenta desarrollar:

1. destrezas comunicativas en inglés;
2. entendimiento de métodos lingüísticos que aplican al inglés;
3. entendimiento y apreciación de la literatura en inglés.

OBJETIVOS ESPECIFICOS

El programa del Departamento de Inglés tiene los siguientes objetivos:

1. proveer instrucción básica en hablar, escuchar, leer y escribir inglés, para que los estudiantes puedan lograr sus metas personales y vocacionales;
2. ofrecer a aquellos quienes desean un conocimiento profundo del inglés, la oportunidad de lograr mayor fluidez en la lengua y mayor apreciación y entendimiento de la literatura en inglés.
3. conseguir que los estudiantes adquieran la base apropiada en el idioma inglés y el dominio de éste para completar sus programas en otros departamentos.
4. proveer aquellas experiencias en el idioma inglés que sirvan como base para estudios adicionales para el desarrollo intelectual de los estudiantes.
5. desarrollar las actitudes sociales que faciliten y estimulen al estudiante a cumplir sus responsabilidades, ciudadanas y profesionales, a orientarse hacia la sociedad, hacia su comunidad, y hacia la prestación de servicios a esa sociedad.

CURRENT PROGRAM MODEL

	FIRST SEMESTER/CREDITS	SECOND SEMESTER/CREDITS
First Year	3 INGL 3101/3103/3011 3 ESPA 3101 3 HUMA 3101 3 CISO 3121 3 MATE 3041	3 INGL 3102/3104/3012 3 ESPA 3102 3 HUMA 3102 3 CISO 3122 3 MATE 3042
	15 Subtotal	15 Subtotal
Second Year	3 INGL 3231 3 ESPA 3211 3 HUMA 3201 3 CIBI 3001 3 CISO elective 3 Free Elective	3 INGL 3232 3 ESPA 3212 3 HUMA 3202 3 CIBI 3002 3 CISO elective 3 Free Elective
	18 Subtotal	18 Subtotal
Third Year	3 CIFI 3001 3 INGL 3001 3 INGL 4011 3 Modern Language 3 Free Elective	3 CIFI 3002 3 INGL 3002 3 INGL 4012 3 Modern Language 5 Free Electives
	15 Subtotal	17 Subtotal
Fourth Year	3 HIST 3115 3 MUSI 3225 3 INGL 3251 3 Advanced Level Option 1 3 Free Elective	3 HISTO 3245 3 ARTE 3155 or 3156 3 INGL 3252 3 Advanced Level Option 2 3 Free Elective
	15 Subtotal	15 Subtotal
TOTAL	128 CREDITS	

EL COLEGIO UNIVERSITARIO DE CAYEY MISIÓN, METAS, Y OBJETIVOS GENERALES

MISIÓN

El Colegio Universitario de Cayey es una institución comprometida con la educación integral de excelencia mediante programas subgraduados en la preparación de maestros y en las disciplinas de las Ciencias Naturales y Sociales, las Humanidades y la Administración de Empresas. Entendemos la educación general y la especialización profesional como experiencias complementarias de la formación del ser humano. Creemos en ofrecer una educación interdisciplinaria e innovadora, que integre temas y vivencias de diversos campos del saber, manteniendo en perspectiva el valor de la especialización. Educamos con perspectiva global que a su vez reconoce la ubicación del ser humano en su comunidad, con su sentido histórico y visión de futuro.

Estamos comprometidos con el desarrollo del ser humano integral, autónomo, crítico, sensible, que crea en la excelencia como norma de vida, y que esté preparado para ubicarse creadoramente en la sociedad y en el mundo del trabajo. Ser alguien que descubra en sí mismo los recursos y estímulos para el aprendizaje, que haya aprendido a buscar y a gestar los saberes para una vida plena, y que mantenga un compromiso de por vida con el estudio.

Trabajamos para lograr un Colegio integrado entre sus componentes, sustentado en el compromiso que compartimos con la educación como modo de vida. Reconocemos que todos los integrantes de la comunidad universitaria son, en sentido esencial, estudiantes, y que todos podemos ser maestros.

Creemos, como nos enseñó Hostos, que el bien vivir está íntimamente ligado al bien hacer. Afirmamos que la universidad tiene la responsabilidad de vincular su decir con su hacer. El proyecto académico del Colegio Universitario de Cayey requiere una universidad alerta a los temas de nuestro tiempo, como el mejoramiento del ambiente natural y social y la promoción de la paz, y comprometida con la superación razonada de los prejuicios y el respeto a la disidencia. Queremos educar para la vida.

METAS Y OBJETIVOS GENERALES

1. Proveer una educación subgraduada de excelencia.
 - Mantener programas variados y actualizados que incluyan las Ciencias Naturales y Sociales, las Humanidades, la Educación y la Administración de Empresas.
 - Ofrecer un currículo diverso, innovador y a la altura de los avances tecnológicos, de pertinencia social, perspectiva internacional e interdisciplinaria, que brinde al estudiante un fundamento sólido de conocimientos y destrezas desde los cuales pueda ampliar su capacitación en cualquier campo del saber y del desempeño profesional.
 - Desarrollar programas, actividades y experiencias cocurriculares de estudio, investigación, intercambio, creación adiestramiento, práctica profesional y servicio que sean pertinentes e innovadores.
 - Fomentar la síntesis y la continuidad en la organización del conocimiento, así como en las experiencias de aprendizaje.

- Proveer al estudiante una visión de la interrelación entre la educación general, los conocimientos propios de la especialidad y su entorno vital.
 - Formar maestros con una visión cultural amplia, integradora, dinámica e innovadora del conocimiento, del ser humano y del proceso de enseñanza-aprendizaje.
 - Capacitar al estudiantado para desenvolverse en un mundo multicultural, internacional e interdependiente.
 - Fortalecer el desarrollo del pensamiento complejo, que favorezca el aprendizaje independiente, el discernimiento crítico, la generación de nuevos conocimientos y una actitud creadora.
 - Ampliar en los estudiantes la capacidad para comunicarse.
 - Capacitar al estudiante en la utilización de fuentes diversas de información y en la investigación.
 - Sensibilizar a los estudiantes hacia diversas formas de la expresión artística y corporal a través de experiencias formativas y participativas dentro y fuera del salón de clases.
 - Cultivar en el estudiante la autoestima y la confianza en si mismo, la iniciativa y el liderazgo, la independencia de criterio y la prudencia en la toma de decisiones, capacitándolo para hacer juicios éticos, anticipar problemas, percibir oportunidades y proponer cambios constructivos, propiciando así el desarrollo integral y equilibrado de la persona.
2. Cultivar en todos los sectores de la comunidad universitaria el compromiso con la ejecutoria de excelencia acorde con el proyecto académico que propicia la unidad de propósito institucional.
- Propiciar el continuado readiestramiento de todos los integrantes de la comunidad universitaria: alumnos, profesores y personal de apoyo a la docencia.
 - Proveer servicios de apoyo al estudiante para facilitar su integración a la vida universitaria.
 - Apoyar a la facultad en el enriquecimiento de una formación cultural amplia, la puesta al día de los saberes de su especialidad y el mejoramiento de sus capacidades docentes.
 - Reconocer el mérito en las ejecutorias universitarias.
 - Promover la evaluación y revisión de los esquemas académicos y administrativos, de modo que éstos respondan de manera ágil y flexible al proyecto académico que da sentido a nuestra existencia.
 - Adecuar la distribución presupuestaria al plan de trabajo que reconozca las prioridades institucionales.

3. Hacer del Colegio Universitario de Cayey uno de los principales centros de actividad académica y cultural de Puerto Rico.
 - Propiciar un clima de encuentro e intercambio entre estudiosos, investigadores y creadores del país y del mundo, así como el dialogo entre las disciplinas académicas y entre los diversos sectores de la comunidad.
 - Ofrecer educación continua a personas que aspiren a superarse profesionalmente, cambiar de carrera o enriquecer su calidad de vida.
 - Fortalecer los vínculos con instituciones académicas y culturales dentro y fuera de Puerto Rico.
 - Mantener un amplio programa de actividades artísticas, científicas, profesionales y atléticas que complemente los programas académicos y sirva a la comunidad.
 - Difundir en la comunidad los avances en las Ciencias y las Artes.
 - Enriquecer y difundir los valores de la cultura puertorriqueña.

4. Propiciar el desarrollo de un sentido de responsabilidad social basado en el respeto de los seres humanos y su entorno natural.
 - Capacitar a los estudiantes con los conocimientos y destrezas necesarias para comprender fenómenos sociales, culturales, económicos, políticos y ambientales en Puerto Rico y el mundo.
 - Promover actitudes que lleven al respeto, a la diversidad y a la superación de los prejuicios que atenten contra la dignidad humana.
 - Fomentar el compromiso con la justicia y la búsqueda de soluciones pacíficas a problemas comunes.
 - Promover el interés por la preservación y el mejoramiento del ambiente.
 - Mantener un ambiente en el campus que garantice el respeto a opiniones disidentes y a los derechos del prójimo.
 - Afirmar la autonomía universitaria.

La misión de la Universidad de Puerto Rico comprendida en el Artículo 2 de la Ley de la Universidad del 20 de enero de 1966, se cita en la primera parte de este Catálogo.

La Declaración de Misión, Metas, Objetivos Generales del Colegio Universitario de Cayey, gestada con el más amplio concurso de todos los sectores de la comunidad académica, cristaliza el sentir de esta comunidad académica sobre lo que es y lo que debe ser el Colegio Universitario de Cayey. Aprobada unánimemente por la Junta Académica el 5 de marzo de 1993, fue endosada por el Consejo de Educación Superior, que, mediante la Certificación 94-002, derogó la pasada misión, emitida antes de concederle autonomía a Cayey y recogida en su Certificación 57 serie 1979-80. El 23 de febrero de 1994 obtuvo el respaldo unánime de la Junta Universitaria, presidida por el Dr. Norman Maldonado.

LIST OF ADDITIONAL ATTACHMENTS

B.A. in English: Requirements for the Major (36 credits)

Tabular format identifying requirements for all three emphases

Profile of English Department Faculty

Tabular format identifying areas of preparation, expertise, and research interests

Curriculum Vitae for English Department Faculty

Brief format

B. A. IN ENGLISH WITH AN EMPHASIS IN:			
	LITERATURE & LANGUAGE	LITERATURE & LAW	TRANSLATION THEORY & PRACTICE
<p>AREA REQUIREMENTS: Each student's program must cover these areas of study, through courses taken to meet the course distribution requirements that are specified below (students must take at least 3 different courses to satisfy these area requirements).</p>	<p>Literature of the US or UK/Commonwealth Early Lit (Pre-1800 UK or Pre-1860 US) Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other) An Emergent Literature Linguistics/Language Critical Theory</p>	<p>Literature of the US or UK/Commonwealth Early Lit (Pre-1800 UK or Pre-1860 US) or Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other) or An Emergent Literature Linguistics/Language Critical Theory Literature & Law</p>	<p>Literature of the US or UK/Commonwealth Early Lit (Pre-1800 UK or Pre-1860 US) or Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other) or An Emergent Literature Linguistics/Language Translation Theory Translation Practice</p>
<p>COURSE DISTRIBUTION REQUIREMENTS: MIDDLE* and/or ADVANCED LEVEL: (*options exclude 3201, 3202, 3221, and 3222)</p>	<p>NO REQUIRED MIDDLE LEVEL COURSES 16 credits – MIDDLE and/or ADVANCED LEVEL OPTIONS: Students choose any six Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.</p>	<p>NO REQUIRED MIDDLE LEVEL COURSES 18 credits – MIDDLE and/or ADVANCED LEVEL OPTIONS: Students choose any six Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 1 course must focus on Literature or Cultural Studies and at least one course must focus on public speaking.</p>	<p>NO REQUIRED MIDDLE LEVEL COURSES 15 credits – MIDDLE and/or ADVANCED LEVEL OPTIONS: Students choose any five Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 2 courses must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.</p>
<p>COURSE DISTRIBUTION REQUIREMENTS: ADVANCED LEVEL:</p>	<p>NO REQUIRED ADVANCED LEVEL COURSES 12 credits – ADVANCED LEVEL OPTIONS: Students choose any four Advanced level courses or Area Seminars. At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.</p>	<p>NO REQUIRED ADVANCED LEVEL COURSES 12 credits – ADVANCED LEVEL OPTIONS: Students choose any four Advanced level courses, Area Seminars, or Pre-Law Practicum (if the Practicum is available). At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies. Two of the Area Seminars must focus on Law (this requirement may be satisfied in conjunction with the requirement for linguistics/language and/or literature/cultural studies).</p>	<p>9 credits – REQUIRED ADVANCED LEVEL COURSES: 4245 Contrastive Analysis 4xxx Translation Practice into English 4xxx Area Seminar in Translation 6 credits – ADVANCED LEVEL OPTIONS: Students choose two other Advanced level courses, Area Seminars, or Translation Practicum. At least 1 Area Seminar must focus on Literature or Cultural Studies.</p>
<p>Subtotal – Course Requirements</p>	<p>30 CREDITS</p>		
<p>OTHER DEGREE REQUIREMENTS:</p>	<p>3 credits – RESEARCH PROJECT and RESEARCH METHODS Majors will learn advanced research techniques by their third year in the program and will then conduct independent research on a chosen topic that results in a paper, translation, or creative project. The department is considering alternative models for organizing this seminar and will work with library personnel who may assist with the research workshops. 3 credits – PORTFOLIO English majors must submit their portfolio of selected writings and other work produced (videotaped presentations may be included) during their tenure in the program. The portfolio should demonstrate that the student has accomplished the goals of the program and covered all required areas of study. Portfolio production will begin early in the student's program of study and the process will involve reflective review, and conferences. Students will complete 1 credit mid-career and 2 credits at the end of their program of study. To graduate, majors must receive an acceptable evaluation of each part of this portfolio process from the Department.</p>		
<p>Total Major Requirements</p>	<p>33 CREDIT</p>		

FACULTY PROFILE, 2004: Professors with Contracts

	LANGUAGE/LINGUISTICS				TRANSLATION	WRITING/ COMPOSITION	CURRICULUM/ INSTRUCTION	OTHER INTEREST/ EXPERTISE
	ESL	Linguistics/Language (Courses)	Theoretical	Special Interest				
Custodio					X (Comp Lit)	Legal writing Business writing Essay Writing		
Vasquez Perez					(interest in)			

	CRITICAL THEORY	LITERATURE BY PERIOD				AREA STUDIES	LITERARY GENRE	OTHER LITERARY/ CULTURAL STUDIES	OTHER SPECIAL INTEREST
		EARLY	18 TH CENTURY	19 TH CENTURY	20 TH CENTURY +				
Custodio		Renaissance & The Baroque					Metatheater Confessions The picaresque Renaissance novella Short story Romance Novel	Writing by and About Women	Law Mythology H. James, V. Woolf
Vasquez Perez		Shakespearean Drama	British Novel			Anglo-Caribbean			

B. A. IN ENGLISH WITH AN EMPHASIS IN:			
	LITERATURE & LANGUAGE	LITERATURE & LAW	TRANSLATION THEORY & PRACTICE
<p>AREA REQUIREMENTS: Each student's program must cover these areas of study, through courses taken to meet the course distribution requirements that are specified below (students must take at least 3 different courses to satisfy these area requirements).</p>	<p>Literature of the US or UK/Commonwealth Early Lit (Pre-1800 UK or Pre-1860 US) Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other) An Emergent Literature Linguistics/Language Critical Theory</p>	<p>Literature of the US or UK/Commonwealth Early Lit (Pre-1800 UK or Pre-1860 US) or Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other) or An Emergent Literature Linguistics/Language Critical Theory Literature & Law</p>	<p>Literature of the US or UK/Commonwealth Early Lit (Pre-1800 UK or Pre-1860 US) or Recent Lit (Post-1800 UK, Post-1860 US, or Post-1900 Other) or An Emergent Literature Linguistics/Language Translation Theory Translation Practice</p>
<p>COURSE DISTRIBUTION REQUIREMENTS: MIDDLE* and/or ADVANCED LEVEL: (*options exclude 3201, 3202, 3221, and 3222)</p>	<p>NO REQUIRED MIDDLE LEVEL COURSES 18 credits – MIDDLE and/or ADVANCED LEVEL OPTIONS: Students choose any six Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.</p>	<p>NO REQUIRED MIDDLE LEVEL COURSES 18 credits – MIDDLE and/or ADVANCED LEVEL OPTIONS: Students choose any six Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 1 course must focus on Literature or Cultural Studies and at least one course must focus on public speaking.</p>	<p>NO REQUIRED MIDDLE LEVEL COURSES 15 credits – MIDDLE and/or ADVANCED LEVEL OPTIONS: Students choose any five Middle or Advanced level courses or seminars that they did not take to meet their "Advanced Level" Requirements (specified below). At least 2 courses must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.</p>
<p>COURSE DISTRIBUTION REQUIREMENTS: ADVANCED LEVEL:</p>	<p>NO REQUIRED ADVANCED LEVEL COURSES 12 credits – ADVANCED LEVEL OPTIONS: Students choose any four Advanced level courses or Area Seminars. At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies.</p>	<p>NO REQUIRED ADVANCED LEVEL COURSES 12 credits – ADVANCED LEVEL OPTIONS: Students choose any four Advanced level courses, Area Seminars, or Pre-Law Practicum (if the Practicum is available). At least 1 course must focus on Linguistics/Language and at least 1 course must focus on Literature or Cultural Studies. Two of the Area Seminars must focus on Law (this requirement may be satisfied in conjunction with the requirement for linguistics/language and/or literature/cultural studies).</p>	<p>9 credits – REQUIRED ADVANCED LEVEL COURSES: 4245 Contrastive Analysis 4xxx Translation Practice into English 4xxx Area Seminar in Translation 6 credits – ADVANCED LEVEL OPTIONS: Students choose two other advanced level courses, Area Seminars, or Translation Practicum. At least 1 Area Seminar must focus on Literature or Cultural Studies.</p>
<p>Subtotal – Course Requirements</p>	<p>30 CREDITS</p>		
<p>OTHER DEGREE REQUIREMENTS:</p>	<p>3 credits – RESEARCH PROJECT and RESEARCH METHODS Majors will learn advanced research techniques by their third year in the program and will then conduct independent research on a chosen topic that results in a paper, translation, or creative project. The department is considering alternative models for organizing this seminar and will work with library personnel who may assist with the research workshops.</p> <p>3 credits – PORTFOLIO English majors must submit their portfolio of selected writings and other work produced (videotaped presentations may be included) during their tenure in the program. The portfolio should demonstrate that the student has accomplished the goals of the program and covered all required areas of study. Portfolio production will begin early in the student's program of study and the process will involve reflection, revision, and conferences. Students will complete 1 credit mid-career and 2 credits at the end of their program of study. To graduate, majors must receive a "satisfactory" evaluation of each stage of this portfolio process from the Department.</p>		
<p>Total Major Requirements</p>	<p>33 CREDIT</p>		

FACULTY PROFILE, 2004: Professors with Contracts

	LANGUAGE/LINGUISTCS				TRANSLATION	WRITING/ COMPOSITION	CURRICULUM/ INSTRUCTION	OTHER INTEREST/ EXPERTISE
	ESL	Linguistics/Language (Courses)	Theoretical	Special Interest				
Custodio					X (Comp Lit)	Legal writing Business writing Essay Writing		
Vasquez Perez					(interest in)			

	CRITICAL THEORY	LITERATURE BY PERIOD				AREA STUDIES	LITERARY GENRE	OTHER LITERARY/ CULTURAL STUDIES	OTHER SPECIAL INTEREST
		EARLY	18 TH CENTURY	19 TH CENTURY	20 TH CENTURY +				
Custodio		Renaissance & The Baroque					Metatheater Confessions The picaresque Renaissance novella Short story Romance Novel	Writing by and About Women	Law Mythology H. James, V. Woolf
Vasquez Perez		Shakespearean Drama	British Novel			Anglo-Caribbean			