



UNIVERSIDAD DE PUERTO RICO EN CAYEY

P.O. Box 372230 Cayey, PR 00737-2230

Senado Académico

2015-16

Certificación número 27

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 17 de diciembre de 2015, tuvo ante su consideración cuatro segundas concentraciones del Departamento de Inglés: Cultural Studies, Linguistics/Language, English Literature (U.S. & British) y Women & Gender Studies, revisadas conforme a la Certificación JS número 69 (2013-14).

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

CERTIFICACIÓN:

El Senado Académico aprobó las siguientes cuatro segundas concentraciones del Departamento de Inglés: Cultural Studies, Linguistics/Language, English Literature (U.S. & British) y Women & Gender Studies.

Los documentos aprobados se harán formar parte integrante de la presente Certificación.

Y, PARA QUE ASÍ CONSTE, expido la presente Certificación en Cayey, Puerto Rico, el día dieciocho de diciembre de dos mil quince.

Sylvia Tubéns Castillo
Secretaria Ejecutiva

Vo. Bo.

Mario Medina Cabán
Rector y Presidente
del Senado Académico



7

Assessment Plan for Second B.A.s, Double Majors, and Minors

Department of English

Vg. B.
K...
16/12/15

For the implementation of second baccalaureates, double majors, and minors the English department will conduct assessment of students who declare for any of the options, as well as program assessment for the different emphases. These will consist of initial entry assessments, mid-point assessment (via academic counseling), and outcomes assessment for students and the program *per se* (course/classroom assessments, academic counseling, program completion analysis, exit surveys and other assessment forms).

Course Assessment: Alternative assessment forms that include or emphasize both process and product, qualitative and quantitative methods, objective and subjective judgments, and/or others. Ideally, students should take initial assessment exercises for each course they enroll in within the option/emphases pursued and final course assessment (see example assessment forms included below), as well as other methods of assessment throughout each course. Assessment strategies and methods may also vary from professor to professor and from course to course depending on the type and nature of the course (lecture, survey, seminar...). Among various assessment techniques to use may include, diagnostic, pre- and post-tests, surveys, questionnaires, group and individual problem solving exercises, group projects requiring knowledge acquired in the course, or their application of concepts, written reflections (reaction/position papers, one-minute/ five-minute essay [timed-essay writing]), self-assessment, performance-based assessment, portfolios, journaling [e-journals, blogging...], conferencing, lead group discussions, oral group/individual presentations, video & audio source analysis, interview analysis, among others.

Program Assessment (For Student): Initial, Mid-point, Final orientation. Each student declaring for any of the options must undergo orientation with faculty to delineate the academic action plan to be followed (potential course options, sequence of courses, courses available in accordance to department's five-year rotation schedule). In addition to this orientation and assessment process, the student should develop a portfolio with the work conducted in courses in the program which at the end will be used to determine the level and qualitative degree of completion of the program pursued: minor or major; double degrees must participate in the Capstone course and presentation (see Portfolio contents in appendix). At the mid-point level assessment of the emphasis (6 crs. for minors; 9 crs. for double majors; 15 crs. for double degrees [B.A.s]) students should meet with advising faculty to follow-up on initial advising, and review of portfolio compliance and contents. Final orientation should be conducted during the semester before the student expects to complete the program (minor, major, B.A.). At this time student and faculty conduct the program analysis following the graduation analysis form supplied by the Registrar's Office (Hoja de Análisis de Graduación), and examine the portfolio for assuring compliance and quality is acceptable. Students requiring improvement of the

portfolio must subsequently present their portfolio before the final presentation. The final portfolio presentation will be conducted by a committee of three professors who certify student's fulfillment and compliance with the selected program. Students pursuing a minor will use the model submitted to the Academic Deanship/Senate for the Guide for Implementation of Second Baccalaureates, Double Majors, Minors...for their particular program option/emphasis (i.e., minor in Caribbean Lit, double major in Woman & Gender...). Once student's completed program is corroborated, or pending requirements identified, student will take the necessary actions to complete the requirements (request graduation, petition/pre-enroll in needed courses for upcoming semester...), and conduct exit surveys with these students to obtain input concerning the offerings, virtues, and shortcomings.

Program Assessment (For department): The English department will conduct assessment for the different options (minors, double majors...) to ascertain demand, compliance, and success rate. This would enable the department to monitor its offering and make any adjustments or revision to its courses in the different emphases. It would also provide the department with valuable information regarding further areas to develop within the various options (course development, scheduling, assessment strategies...). Demand rates would provide the department with key information concerning which emphases and options are more popular and successful, demographics as to what areas comprise students' primary major, potential career goals upon completing both our offering and their own majors, among others. Compliance would provide data for the department to enhance scheduling of courses to facilitate and accelerate probabilities for successfully completing the various emphases in the timeliest fashion. Success rate would measure not only academic success (grades and option/emphases completion), but would provide information to benefit the department as well as institutional data related to accreditation, mission, goals, and objectives.

Appendix

I. Portfolio Contents:

Student information

Entry Request Form for Double Degree, Double Majors and Minors

Academic Analysis Sheet

The portfolio should include the following:

- a. Courses enrolled in (& time period of enrollment) during participation of DD, DM, or minors
- b. List of Authors and works covered, recurring themes/issues in these courses contents
- c. Samples of written course assignments (assessment forms, quizzes, exams, essays, reaction papers, research assignments, monographs...)
- d. Samples of revised works to exhibit progress in program
- e. Reflexive essays on selected (designated) works or courses
- f. Overall reflexive essay at conclusion of program
- g. Committee recommendations and conclusion

II. Sample Courses Assessment forms and Exercises:

(Sample: Course Initial/Final Assessment: Cultural Studies & Literature)

University of Puerto Rico at Cayey

Department of English

English 3155: Immigrant Voices in London

Name _____

Date _____

Student # _____

Initial Assessment

Answer the following questions to your best ability and knowledge regarding the contents and nature of this course.

1. Why are London and other places in the U.K. a site of destination for the writers to be covered in the course? (5pts)

2. Writers included in this course's contents derive from _____, _____, and _____ among other countries. (3pts.)
3. Three of the recurring conflicts the writers in this course address are _____, _____, _____ . (3pts.)
4. Two of the essayists to be covered are _____ and _____ . (2pts)
5. Three poets that should be covered in this course are _____, _____, and _____. (3pts.)
6. Two novelists to be discussed during the course of the semester are _____ and _____ . (2pts)
7. Two writers that have had their works adapted to film and/or documentaries are _____ and _____. (2pts.)

(Sample Student /Course Assessment for Linguistics/Language Writing & rhetoric)

Freewriting Exercise Follow –up revision

How many questions were you required to answer in this exercise?

How many paragraphs does your essay contain?

Does your essay contain an introductory paragraph?

Does it include a concluding paragraph?

Can you identify your thesis statement within your essay or is it implied? If it is contained within your essay, double underline it.

Does each of your paragraphs contain a central idea (main idea)? If so, underline it.

How many supporting details (supporting sentences) does each of your paragraphs include?

Are all your paragraphs fully developed?

What recurrent rhetorical modes are present in your writing? Present specific examples.

(Sample for Cultural Studies: Course assessment [Group])

English 3360: Video, Culture & Literature (Tabulation)

Aug.-Dec. 2013

Name _____

Date August 12, 2013

Sec. _____

Initial Student Assessment Questionnaire & Survey

Answer the following questions (25pts) C-Correct I-Incorrect B-Blank

1. What do the following terms mean? (3)
 - a. Baby boomer C=11(33%) I=8 (24.2%) B=14 (42.2%)
 - b. Generation X C=3 (9%) I=4 (12%) B=26 (78.7%)
 - c. Millennials C=1(3%) I=4 (12%) B=28 (84.8%)
2. What do the following words mean? (5)
 - a. commodification C=0 I=2 (6%) B=31 (93.9%)
 - b. discourse C=0 I=9 (27.2%) B=24 (72.7%)
 - c. recontextualization C=2 (6%) I=2 (6%) B=29 (87.8%)
 - d. schadenfreude C=1(3%) I=0 B=32 (96.9%)
 - e. bricolage C=0 I=0 B=33 (100%)
3. Explain the following literary/critical theories (2):
 - a. Reader-response C=5 (15.1%) I=4 (12.1%) B=24 (72.7%)
 - b. Semiotics C=0 I=4 (12.1%) B=33 (100%)
4. Explain each of the terms below (2):
 - a. Pop culture C=3 (9%) I=11 (33.3%) B=19 (57.5%)
 - b. Folk culture C=5 I=7 (21.2%) B=21 (63.6%)
5. Rock music (especially heavy metal) is undifferentiated noise. True 7=(21.2%) False 23=(69.6%) B=3 (9%)
6. The roots of Rock music derived from and were influenced from C=6 (18.1%) I=15 (45.5%) B=12 (36.3%)
 - a. African-American music such as Rhythm & Blues, and other rhythms
 - b. European-influenced/traditions in music
 - c. Technology-based rhythms and instruments such as disco, pop, techno, and others
 - d. Soul, Funk, R&B, Rap, and hip-hop
 - e. Undifferentiated noise that developed into an entirely new musical form
7. The first real heavy metal band was C=6 (18.1%) I=12 (36.3%) B=16 (48.4%)
 - a. Black Sabbath
 - b. Led Zeppelin
 - c. Both a and b
 - d. Neither (if so, indicate the name here)
8. Does Pop culture affect language? Yes 19 (57.5%) No 4 (12.1%) B=10 (30.3%) If so, could you give two examples? (2)

9. Answer whether the statement is True or False in each of the following cases. (8)
Pop culture affects and is affected by:
 - a. Advertising C=20 (60.6%) I=6 (18.1%) B=7 (21.1%)
 - b. Fashion C=23 (69.6%) I=5 (15.1%) B=5 (15.1%)
 - c. Gender C=16 (48.4%) I=12 (36.3%) B=5 (15.1%)
 - d. History C=19 (57.5%) I=8 (24.2%) B=6 (18.1%)
 - e. Literature C=16 (48.4%) I=11 (33.3%) B=6 (18.15%)
 - f. Music C=23 (69.6%) I=6 (18.1%) B=4 (12.1%)
 - g. Sports C=4 (12.1%) I=20 (60.6%) B=9 (27.2%)
 - h. Technology C=17 (51.5%) I=10 (30.3%) B=6 (18.1%)

Score: 0=2 1=1 2=4 4=2 5=2 6=4 7=5 8=2 9=3 10=3 11=2 12=1 13=1 15=1 Total=33

High=15 Low=0 Avg. 6.7 Norm 7

Survey:

10. Gender: Feminine 23 (69.6%) Masculine 10 (30.3%)

11. Age: 17=1 (3%) 18=6 (18.1%) 19=22 (66.6%) 20=3 (9%) 21=0 22=0 23=0 +24=1 (3%)

12. Which of the following is most important to you?

a. Getting your own apartment=11 (33.3%) b. Having a car=13 (39.3%) c. I-pod=1 (3%)

d. Having an I-pad/Tablet=1 (3%) e. Having a smart phone= 3 (9%) B=4 (12.1%)

13. Do you watch TV? Yes=29 (87.8%) No=4 (12.1%) (If you answer no skip to item #20)

14. How many hours do you watch weekly?

1-2=4 (12.1%) 3-6=13 (39.3%) 7-10=6 (18.1%) 11-15=3 (9%) 16-20=3(9%) 21+=0

15. What are your current three favorite TV programs?

Grey's Anatomy=7 (21.2%) Twisted=5 (15.1%) Pretty Little Liars=3 (9%) 9 tied w/2 6%=Disc.
Ch/Hist.Ch/CSI/Bones/SunshineRemix/Glee/Drop Dead Diva/Breaking Bad/Walking Dead

16. Mention or describe a TV commercial you currently enjoy.

Coca-Cola=10 (30.3%) Sprite=3 (9%) M&Ms=2 (6%) Progressive (Flo), Dick's Sporting Goods, Messing w/Sasquatch Beef Jerky, Pepsi (Beyonce), Miller 64, Geico, State Farm, Burger King (breakfast), MCS (Bailalo...), Cars, Open English, Goya, Pampers, Singing cats (Meow Mix?)

17. Why do you like it?

Music, Humorous/funny, message, motivational, entertaining, colorful, scenery

18. Mention or describe a TV commercial you dislike.

Sprite, supermarkets, snuggle pets, Dewar's, Infomercials, Food commercials, skin products, DTV,
Toyota, car commercials, cigarettes,

19. Why do you dislike it?

Dumb, senseless, poor/bad jingles, messages, loud & boring, causes hunger/thirst, bad health, annoying

20. Do you play video games or participate in on-line gaming? Yes=12(36.3%) [F=7 M=5] No=21 (63.6%) [F-16 M-5] (If no, skip to item # 23)
21. What three games do/did you play currently/most recently?
Candy Crush, Bioshock, Call of Duty, Uncharted; Skyrim, Halo, Sniper elite, Ghost Recon, Mortal Combat, Tomb Raider, Walking Dead, Gran Turismo, Black ops (CoD?), Super Mario Bros, Battlefield, MLB, Solitaire, Grand Theft Auto IV, League of Legends, Silkroad, Jade Dynasty Solitaire, Sodoku
22. How many hours do you invest in playing per week (estimated)?
 1-2=7 (21.2%) 3-6=2 (6%) 7-10=1 (3%) 11-15=1 (3%) 16-20=1 (3%) +21
23. Do you participate in on-line social media? Yes=28 (84.8%) [F-20 M-8] No=5 (15.1%) [F-3 M-2] (If no, skip to item # 26)
24. What are these social media forms? Facebook-23, Twitter-16, Instagram-15, Vine-3, Pinterest-2, Snapchat-2, Youtube-2...
25. How many hours do you invest in on-line socializing per week (estimated)?
 1-2=4 (12.1%) 3-6=5 (15.1%) 7-10=7 (21.2%) 11-15=3 (9%) 16-20=2 (6%) +21=7 (21.2%)
26. What three magazines do you enjoy reading?
National Geographic-7 People/Vogue/Seventeen-3 3 tied w/2 Surf/Men's Health/Muy Interesante
27. Mention the titles of the last two books you read that were not related to a class assignment
Twilight-2 Hunger Games Saga-2
28. How many hours do you invest in reading per week (estimated)?
 1-2=0 3-6=7 (21.2%) 7-10=4 (12.1%) 11-15=5 (15.1%) 16-20=1 (3%) 21+=0
29. What is your favorite music genre?
 Pop=10 (30%) Varied=6 (18.1%) Ballads=4 (12.1%) Indie/Techno=3(9%)
30. What is your favorite music video currently? One Republic=3 Pink =2
31. Do you buy CDs? Yes=10 (9%) No=22 66.6%) (If no, skip to # 33) _____

32. If you purchase CDs, what were the last three you purchased?
Tommy Torres=3 (9%) Zion-Hillsong=2 (6%)
33. Do you download music? Yes=31 (93.9%) No=2 (6%) (If no, skip to # 35)
34. What were the last three songs you downloaded?
Safe & Sound"-3 (9%) "Mirrors"-3 (9%)
35. How do you rate the importance of music in your life?
 a. Very important=16 (48.4%) b. Important=11 (33.3%) c. Average=4 (12.1%)
 d. Not important=1(3%) B=1
36. What were the last three movies you watched at the theater (this summer)?
Despicable Me 2=12 (36.3%) Grown Ups 2=11(33.3%) Monsters U=6 (18.1%)
The Heat=5 (15.1%) The Conjuring=4 (12.1%)
37. What criteria do you use when selecting a movie to watch?
Comedy-14 (42.4%) Actor-8 (24.2%) Plot-8 (24.2%) Action-6 (18.1%) Ratings/Reviews-5 (15.1%)
Interesting-5 (15.1%) Trailer-4 (12.1%) Romantic-3 (9%) Director-3 (9%)
38. Who are the three most popular icons (TV, movies, news, advertising) currently?
Beyonce=4(12.1%) Justin Bieber/Johnny Depp/Rihanna=3(9%)Miley Cyrus/Robert Downey Jr.=2(6%)
B=14
39. What were the last three places you went shopping?
Plaza Las Americas=12 (36.3%) Catalinas=10 (30.3%) Marshalls=7 (21.2%) Forever21/Walmart=4 (12.1%)
40. What brands were the last three items of clothing/apparel you bought?
Adidas/Forever 21/Aeropostale/Abercrombie & Fitch/American Eagle/Roxy=3 (9%)
Old Navy/Quiksilver=2 (6%)
41. Do you participate in any sports? Yes=14 (42.4%) [F-7 M-7] No=19 (57.5%) [F-16 M-3] (If no skip to #43)
42. Which one(s)? Soccer/Volleyball=4 (12.1%) Basketball=3 (9%) Baseball=2 (6%) Running=1 (3%)
43. Do you watch sports? Yes=20 (60.6%) [F-12 M-8] No=13 (F-11 M-2) (If no skip to # 47)
44. Which one(s)? Basketball=11(33.3%) Soccer/Baseball=8 (24.2%) Volleyball=5 (15.1%)
Tennis=3(9%) Swimming=2 (6%) Football=2 (6%)
45. Mention the last sports event you attended.
Baseball=6 (18.1%) Volleyball=4 (12.1%) Soccer=3 (9%)

46. Mention the last three sports events you watched at home.
Baseball=11 (33.3%) Basketball=6 (18.1%) Soccer=5 (15.1%)
47. Who are the three most prominent sports icons currently?
LeBron James=10 (30.3%) Kobe Bryant=4 (12.1%) Lionel Messi=3 (9%)
48. What were the last three cultural events you attended?
Jazz Festival/Festival de las Flores/Fiestas Patronales=2 (6%)

Examine your answers from item #10 to 48. What does this say about you in terms of your tastes in TV/ movie viewing, music, entertainment, social, and cultural interests, reading interests, consumerism, fashion trends, and lifestyle? How do you expect this course will affect or alter (or not) your current approaches towards popular culture and/or literature?

III. Sample Orientation & Assessment

(Sample: Mid-point Assessment)

Table 2. Minor in English (Emphasis Linguistics/Language)

Student 804-15-XXXX

Department of English Bachelor of Arts in English	
Curricular Sequence	Credits
General Education Courses	48
Non-Medular Courses	33**
Core-courses for the Major (Specialization)	27
Free Electives	20
Total Credits	128

** Students in the BA are required to comply with the three transition stages orientation throughout their BA in order to develop their electronic portfolio. Students must coordinate meetings with their advisors.

Courses Taken	Description	Credits	Grade	Hnr. Pts	Comments
INGL3225	Introduction to Language	3	A	12	

INGL 3001 ¹	British Literature I	3	C	6	Should repeat or take another Lit. course to enhance outcome in minor.
INGL 4xxx (Advanced level linguistics/ language seminar; literature, Cultural Studies, Gender Studies course is optional) ²	Various courses could be taken: Upcoming courses in rotation include (next semester): 4290 Sem. In Ling., 4295 Sem. In Gram. & Rhet., 4275-sem. Lit. Hist.	3 pending for Sem. B-62			4290 will focus on Great vowel shift (incl. lit. covered in 3001); 4275 topic: lit. of the Elizabethan Drama (incl. lit. covered in 3001)

mGPA:
3.00

Total: 6 / 9

(Sample Mid-point Assessment)

Table 3. Double Major in English (Emphasis Linguistics/Language)

Course Taken	Description	Credits	Grade	Hnr Pts.	Comments
INGL 3225	Introduction to Language	3	A	12	Introductory level linguistics, good foundation for other ling. /Lg. courses.
INGL4011, 4245 ³	Phonetics Contrastive Analysis Various courses could be taken: Upcoming courses in rotation include (next sem.): 4290 Sem. In Ling., 4295	3 3 3 pending	A B	12 9	Pending one more advanced ling. course. To be offered next sem.: 4290 will focus on Great Vowel Shift; 4295 would complement 4245 and 4011;

¹ Mid-level literature include: INGL 3001-02-British Literature I-II, INGL 3055- Film & Literature, INGL 3155- Immigrant Voices in London, INGL 3229-Caribbean Experience in Literature, [INGL 3xxx-Caribbean Soundscapes, Poetry, INGL 3xxx-Caribbean Drama and Performance, courses pending coding from Central Adm.], INGL 3246- Literature By/About Women, INGL 3251-52-U.S. Literature I-II, INGL 3360-Video, Culture & Literature, INGL 3365-P.R. Experience in Literature, INGL 3367-Vietnam War & Pop Culture/Literature, INGL 3385-Mystery Fiction, INGL 3515-Special Topics in English, INGL 3517-Special Topics in Early British Literature

² Advanced level literature/cultural/gender studies courses include: [INGL 4049-Special Topics in Caribbean Literature and Cultures, proposed new seminar for Caribbean emphasis], INGL 4185-Cultural Studies Seminar, INGL 4195-Seminar in Feminism, Gender and Literature, INGL 4275-Seminar in Literary History, INGL 4370-Seminar in Modes and Genres, INGL 4375-Seminar in Race, Ethnicity and Literature, INGL 4380-Seminar in Critical and Literary Theory

³ Advanced level linguistics/language courses include: INGL 4011-Phonetics, INGL 4210-Discourse and Grammar, INGL 4245-Contrastive Analysis, INGL 4290-Seminar in Linguistics, INGL 4295-Rhetoric and Composition, INGL 4335-Second Language Acquisition, or INGL 4380-Critical and Literary Theory.

	Sem. In Gram. & Rhet.,				
Any one of the following: INGL 3001, 3002; or other mid-level lit. ⁴ ; or INGL4xxx (Advanced level lit. Cultural & Gender Studies) ⁵	Any one of the following to be offered next sem.: British Literature II; 3517Special Topics in Early Brit. Lit. <i>Beowulf</i> & Chaucer's <i>Canturbury Tales</i> ; or Advanced level seminars. 4275-sem. Lit. Hist. (Topic Lit. of Elizabethan Drama)	3 pending		MGPA: 3.33	3517 covers lit. that captures Great Vowel Shift in Lit. production of the times; 4275 covers lit. of Early Mod. English w/ remnants from the GVS. Both courses are good options to complement ling. taken. 3002 covers 19 th and contemp. Brit. Lit. completes cycle of dev. Of English

Total: 9 / 18

⁴ Mid-level literature include: INGL 3001-02-British Literature I-II, INGL 3055- Film & Literature, INGL 3155- Immigrant Voices in London, INGL 3229-Caribbean Experience in Literature, [INGL 3xxx-Caribbean Soundscapes, Poetry, INGL 3xxx-Caribbean Drama and Performance, courses pending coding from Central Adm.], INGL 3246- Literature By/About Women, INGL 3251-52-U.S. Literature I-II, INGL 3360-Video, Culture & Literature, INGL 3365-P.R. Experience in Literature, INGL 3367-Vietnam War & Pop Culture/Literature, INGL 3385-Mystery Fiction, INGL 3515-Special Topics in English, INGL 3517-Special Topics in Early British Literature

⁵ Advanced level literature/cultural/gender studies courses include: [INGL 4049-Special Topics in Caribbean Literature and Cultures, proposed new seminar for Caribbean emphasis], INGL 4185-Cultural Studies Seminar, INGL 4195-Seminar in Feminism, Gender and Literature, INGL 4275-Seminar in Literary History, INGL 4370-Seminar in Modes and Genres, INGL 4375-Seminar in Race, Ethnicity and Literature, INGL 4380-Seminar in Critical and Literary Theory

DECANATO DE ASUNTOS ACADÉMICOS
UNIVERSIDAD DE PUERTO RICO EN CAYEY

**FORMULARIO PARA LA PRESENTACIÓN DE PROPUESTAS PARA CREAR SEGUNDAS
CONCENTRACIONES, CERTIFICACIONES PROFESIONALES Y CONCENTRACIONES
MENORES**

Departamento Académico: English

Programa de estudio del Registro de la Oferta Académica de la UPR en Cayey bajo el cual se presenta la propuesta:

B.A. English Arts

Tipo de Secuencia Curricular a Propuesto:

- Concentración Menor
 Segunda Concentración
 Certificación Profesional

Título de la Concentración Menor, Segunda Concentración o Certificación Profesional:

Double Major in English- Cultural Studies

Resumen de la justificación para el ofrecimiento:

The English Department's diverse and dynamic academic offering has truly benefitted our English majors, English Education majors as well, and students from other programs of study who have taken some of our courses in the various emphases. In lieu of that, the English Department strongly desires to extend these same opportunities and benefits to as many students as possible who choose to enhance their academic experience and professional development for a better future. Taking this into account, it is the department's goal to develop and offer second B.A.s, Double Majors, Minors, and Professional Certificates. Such an offering not only strengthens the department's curriculum, provides opportunities to further expand the curriculum into other areas, but also benefits the students, faculty, other programs, the entire university, and our society as a whole.

The BA in English has kept pace with ongoing topics, teaching strategies and methods, assessment techniques, technology and research integrating courses that elicit the areas of cultural studies, gender studies, Caribbean literature, and applied linguistics in order to accomplish the goals, objectives and student outcomes of the program. As such, the program prepares students for a variety of professions in diverse fields of study, such as: Law, Communications, Journalism, Editing, Public Relations, Translation, Teaching, Writing, among others. It also

offers them the content they need to continue onto their graduate studies understanding that the skills associated with the study of language, literature and culture are those that the global job-market demands today. Moreover, the program is designed to prepare students to be independent thinkers with an interdisciplinary perspective and a sense of social responsibility, and students who have strong communication, technological, and research skills, as well as the ability to work critically with a wide range of texts.

Objetivos del ofrecimiento:

The Double Major in English requires students to take and approve a minimum of eighteen (18) credits in English, beyond the General Education requirements in English (12 credits); the first two years of English requirements in all programs. The main objectives of the double major in English are likewise those required of all students in the major, and are those contained in the institution's and department's missions and goals :

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 Cayey a source of academic and cultural activity; and to promote student sense of social responsibility.

GENERAL OBJECTIVES:

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.

Among the Specific Student Outcome Objectives students who request the double major in English 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 of current theories and concepts associated with literary studies and linguistics, including interdisciplinary approaches to the study of English.
4. demonstrate their knowledge of historical traditions of literatures and cultures in English, as well as more contemporary and emergent movements
5. demonstrate their knowledge of the socializing force of language and the uses of literature and language in a variety of English-speaking communities
6. conduct research, using a variety of appropriate information technologies; and produce work that demonstrates an awareness of social responsibility.

Students double majoring in English will strengthen their abilities in the English language, literacy, and critical thinking and analytical skills, which will prepare them with additional tools and skills to better perform their tasks in their other selected major field of studies, professional career field, but will also enable them to pursue endeavors within the field of English or related fields eventually. Students who double major may then expand their options to pursue graduate studies in areas within the field of English, or enhance their performance in their other major area of studies. It would also allow them to seek employment in career fields where English is a mandatory requirement.

Students must comply with the standards and requirements for the Double Major in English in accordance to Cert. 69, 2013-2014 (Sec. I. B., J.1-2., Sec. II. A., B.1-4., & C.; Sec. IV., and Sec. VI. A-F.). Students will take a minimum of eighteen (18) credits covering various required areas and levels within the English curriculum; at least twelve credits must be at the advanced level stage (INGL 4xxx).

Resumen de la evidencia que se somete como anejo para la evaluación y aprobación:

Policy for Second Baccalaureate, Double Majors, Minors, and Professional
Certificates in English at the University of Puerto Rico at Cayey
(In Accordance With JG Certification 69, 2013-2014)
Certification 69 2013-2014

Secuencia de cursos que constituyen la oferta:

Código	Título	Créditos	Pre-Requisitos
Any one of the following courses:			
INGL 3360	Video, Culture & Literature,	3	INGL 3103-04, or 641-800 CEEB, or 4-5 AP INGL 3104; 4/5
INGL 3365	Literature of the Puerto Rican Experience in the U.S.		
INGL 3367	Viet Nam War & U.S. Popular Culture		
INGL 3155	Immigrant Voices in London		
INGL 3265	English Language Across Cultures		
INGL 3515	Special Topics in English (Cultural Studies emphasis)		
Any one of the following courses:			
INGL 4011	Phonetics & Phonology of English	3	INGL 3103-04, or 641-800 CEEB, or 4-5 AP INGL 3104; 4/5
INGL 3021-3022	Oral and Written English I-II		
INGL 3205	Syntax & Grammar		
INGL 3370	Language & Gender		
INGL 4210	Discourse & Grammar		
INGL 4245	Contrastive Analysis		
INGL 4290	Seminar in Linguistics		
INGL 4295	Grammar and Rhetoric		
Any four of the following courses:			
INGL 4185	Seminar in Cultural Studies	12	12 credits in English; English honors' students classified in their second year.
INGL 4275	Literary History (Cultural Studies emphasis)		
INGL 4370	Modes & Genres (Cultural Studies emphasis)		
INGL 4375	Race, Ethnicity & Literature (Cultural Studies emphasis)		
INGL 4380	Critical and Literary Theory (Cultural Studies emphasis)		
TOTAL DE CRÉDITOS PARA LA SECUENCIA:		18	

Pre-Requisitos de admisión al programa:

Cursos Requeridos:			
Código	Título	Créditos	Nota Mínima
INGL3103-04	Inglés Intermedio I & II*	6*	B
INGL 3231-32	OR Composición Avanzada I & II: Introducción a la Retórica y Composición		
INGL 3XXX	OR 2nd Year Gen. Ed. English*		
Promedio General Mínimo:		2.50	
Otros Requisitos de Admisión:			
<p>3.00 Avg. In INGL courses. *Students with CEEB score 641-800 in English must take 12 credits of 2nd year Gen. Ed. English courses (INGL 3055, 3221-22, 3225, 3231-32, 3360**, 3367**, 3385, 3515). Students who took INGL 3101-02 and 3201-02 must undergo department Screening Process (oral interview and written assessment) before acceptance in the Double Major. ** Not applicable towards/ as Minor in Cultural Studies requirements.</p>			

Requisitos para Completar el Programa (adicionales a completar los cursos):

Promedio General Mínimo:	3.00	
Otros Requisitos para Completar:		

Facultad del Departamento para ofrecer los cursos de la Concentración o certificación profesional:

Total a Tiempo Completo con Nombramiento Regular:	4	
Total de Contratos a Tiempo Completo:	2	
Total de Contratos a Tiempo Parcial:	-	
Observaciones o anotaciones sobre Facultad para la Oferta:		


Firma del Director

12/15/15
Fecha

Vu. Bu 

16/dic.15

<i>Para Uso Interno en el Decanato de Asuntos Académicos:</i>	
<u>Cronología del trámite de la propuesta para el ofrecimiento:</u>	
Fecha aprobado por departamento:	12/02/2014
Fecha tramitado al Decanato Académico:	12/11/2014; 08/26/2015; 12/10/2015
Fecha presentado al Senado Académico:	
Fecha aprobado por Senado Académico:	
Fecha tramitado a la Vice Presidencia para Asuntos Académicos:	
Fecha aprobación para inclusión en el <i>Registro de la Oferta Académica</i> :	

1. Junto a este documento debe anejar todos los documentos que sean de relevancia para la aprobación de la propuesta para ofrecer Segundas Concentraciones, Certificaciones Profesionales y Concentraciones Menores, incluyendo:
 - a. Objetivos específicos del ofrecimiento.
 - b. Plan de avalúo del ofrecimiento.
 - c. Evidencia de su cumplimiento con los estándares y requerimientos de la acreditación profesional cuando aplique.
 - d. Requisitos generales y específicos para los estudiantes declarar su intención de participar del ofrecimiento.
 - e. Los criterios de cumplimiento satisfactorio con los requisitos del ofrecimiento.
2. En el caso de Certificaciones Profesionales deberá proveer evidencia de cumplimiento con las regulaciones para la práctica profesional.

DECANATO DE ASUNTOS ACADÉMICOS
UNIVERSIDAD DE PUERTO RICO EN CAYEY

**FORMULARIO PARA LA PRESENTACIÓN DE PROPUESTAS PARA CREAR SEGUNDAS
CONCENTRACIONES, CERTIFICACIONES PROFESIONALES Y CONCENTRACIONES
MENORES**

Departamento Académico: English

Programa de estudio del Registro de la Oferta Académica de la UPR en Cayey bajo el cual se presenta la propuesta:

B.A. English Arts

Tipo de Secuencia Curricular a Propuesto:

- Concentración Menor
 Segunda Concentración
 Certificación Profesional

Título de la Concentración Menor, Segunda Concentración o Certificación Profesional:

Double Major in English- Linguistics/Language

Resumen de la justificación para el ofrecimiento:

The English Department's diverse and dynamic academic offering has truly benefitted our English majors, English Education majors as well, and students from other programs of study who have taken some of our courses in the various emphases. In lieu of that, the English Department strongly desires to extend these same opportunities and benefits to as many students as possible who choose to enhance their academic experience and professional development for a better future. Taking this into account, it is the department's goal to develop and offer second B.A.s, Double Majors, Minors, and Professional Certificates. Such an offering not only strengthens the department's curriculum, provides opportunities to further expand the curriculum into other areas, but also benefits the students, faculty, other programs, the entire university, and our society as a whole.

The BA in English has kept pace with ongoing topics, teaching strategies and methods, assessment techniques, technology and research integrating courses that elicit the areas of cultural studies, gender studies, Caribbean literature, and applied linguistics in order to accomplish the goals, objectives and student outcomes of the program. As such, the program prepares students for a variety of professions in diverse fields of study, such as: Law, Communications, Journalism, Editing, Public Relations, Translation, Teaching, Writing, among others. It also

offers them the content they need to continue onto their graduate studies understanding that the skills associated with the study of language, literature and culture are those that the global job-market demands today. Moreover, the program is designed to prepare students to be independent thinkers with an interdisciplinary perspective and a sense of social responsibility, and students who have strong communication, technological, and research skills, as well as the ability to work critically with a wide range of texts.

Objetivos del ofrecimiento:

The Double Major in English requires students to take and approve a minimum of eighteen (18) credits in English, beyond the General Education requirements in English (12 credits); the first two years of English requirements in all programs. The main objectives of the double major in English are likewise those required of all students in the major, and are those contained in the institution's and department's missions and goals :

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 Cayey a source of academic and cultural activity; and to promote student sense of social responsibility.

GENERAL OBJECTIVES:

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.

Among the Specific Student Outcome Objectives students who request the double major in English 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 of current theories and concepts associated with literary studies and linguistics, including interdisciplinary approaches to the study of English.
4. demonstrate their knowledge of historical traditions of literatures and cultures in English, as well as more contemporary and emergent movements
5. demonstrate their knowledge of the socializing force of language and the uses of literature and language in a variety of English-speaking communities
6. conduct research, using a variety of appropriate information technologies; and produce work that demonstrates an awareness of social responsibility.

Students double majoring in English will strengthen their abilities in the English language, literacy, and critical thinking and analytical skills, which will prepare them with additional tools and skills to better perform their tasks in their other selected major field of studies, professional career field, but will also enable them to pursue endeavors within the field of English or related fields eventually. Students who double major may then expand their options to pursue graduate studies in areas within the field of English, or enhance their performance in their other major area of studies. It would also allow them to seek employment in career fields where English is a mandatory requirement.

Students must comply with the standards and requirements for the Double Major in English in accordance to Cert. 69, 2013-2014 (Sec. I. B., J.1-2., Sec. II. A., B.1-4., & C.; Sec. IV., and Sec. VI. A-F.). Students will take a minimum of eighteen (18) credits covering various required areas and levels within the English curriculum; at least twelve credits must be at the advanced level stage (INGL 4xxx).

Resumen de la evidencia que se somete como anejo para la evaluación y aprobación:

Policy for Second Baccalaureate, Double Majors, Minors, and Professional Certificates in English at the University of Puerto Rico at Cayey
(In Accordance With JG Certification 69, 2013-2014)

Certification 69 2013-2014

Secuencia de cursos que constituyen la oferta:

Código	Título	Créditos	Pre-Requisitos
Any one of the following courses:			
INGL 3021- INGL 3022	Oral and Written English I-II	3	INGL 3103-04, or 641-800 CEEB, or 4-5 AP INGL 3104; 4/5
INGL 3205	Syntax and Grammar		
INGL 3225	Introduction to Language		
INGL 3265	English Language Across Cultures		
INGL 3370	Language and Gender		
INGL 3515	Special Topics in English (Linguistics emphasis)		
Any one of the following courses:			
INGL3001	British Literature up to Neoclassicism	3	INGL 3103-04, or 641-800 CEEB, or 4-5 AP INGL 3104; 4/5
INGL3002	British Literature From Romanticism to the Present		
INGL3251	American Literature I		
INGL3252 or Other Mid/Adv. Level Literature	American Literature II or Advanced level literature, cultural studies, or Woman & Genders course ranging from INGL3001-3517), or Advanced Level Seminars (INGL 4XXX)		
Any four of the following courses:			
INGL 4011	Phonetics (preferred) and/or any other advanced level linguistics course:	12	12 credits in English; English honors' students classified in their second year.
INGL 4210	Discourse and Grammar		
INGL 4245	Contrastive Analysis		
INGL 4335	Second Language Acquisition		
INGL 4290	Seminar in Linguistics		
INGL 4295	Seminar in Rhetoric and Advanced Composition		
INGL 4380	Seminar in Critical Theory w/ Linguistics emphases		
TOTAL DE CRÉDITOS PARA LA SECUENCIA:		18	

Pre-Requisitos de admisión al programa:

Cursos Requeridos:			
Código	Título	Créditos	Nota Mínima
INGL3103-04	Inglés Intermedio I & II*	6*	B
INGL 3231-32	OR Composición Avanzada I & II: Introducción a la Retórica y Composición		
INGL 3XXX	OR 2 nd Year Gen. Ed. English*		
Promedio General Mínimo:		2.50	
Otros Requisitos de Admisión:			
<p>3.00 Avg. In INGL courses. *Students with CEEB score 641-800 in English must take 12 credits of 2nd year Gen. Ed. English courses (INGL 3055, 3221-22, 3225, 3231-32, 3360**, 3367**, 3385, 3515). Students who took INGL 3101-02 and 3201-02 must undergo department Screening Process (oral interview and written assessment) before acceptance in the Double Major.</p> <p>** Not applicable towards/ as Minor in Cultural Studies requirements.</p>			

Requisitos para Completar el Programa (adicionales a completar los cursos):

Promedio General Mínimo:	3.00	
Otros Requisitos para Completar:		

Facultad del Departamento para ofrecer los cursos de la Concentración o certificación profesional:

Total a Tiempo Completo con Nombramiento Regular:	3	
Total de Contratos a Tiempo Completo:	5	
Total de Contratos a Tiempo Parcial:	-	
Observaciones o anotaciones sobre Facultad para la Oferta:		


 Firma del Director

12/15/15
 Fecha

Vu. So.  16 dic 15

<i>Para Uso Interno en el Decanato de Asuntos Académicos:</i>	
Cronología del trámite de la propuesta para el ofrecimiento:	
Fecha aprobado por departamento:	12/02/2014
Fecha tramitado al Decanato Académico:	12/11/2014; 08/26/2015; 12/10/2015
Fecha presentado al Senado Académico:	
Fecha aprobado por Senado Académico:	
Fecha tramitado a la Vice Presidencia para Asuntos Académicos:	
Fecha aprobación para inclusión en el <i>Registro de la Oferta Académica</i> :	

1. Junto a este documento debe anejar todos los documentos que sean de relevancia para la aprobación de la propuesta para ofrecer Segundas Concentraciones, Certificaciones Profesionales y Concentraciones Menores, incluyendo:
 - a. Objetivos específicos del ofrecimiento.
 - b. Plan de avalúo del ofrecimiento.
 - c. Evidencia de su cumplimiento con los estándares y requerimientos de la acreditación profesional cuando aplique.
 - d. Requisitos generales y específicos para los estudiantes declarar su intención de participar del ofrecimiento.
 - e. Los criterios de cumplimiento satisfactorio con los requisitos del ofrecimiento.
2. En el caso de Certificaciones Profesionales deberá proveer evidencia de cumplimiento con las regulaciones para la práctica profesional.

DECANATO DE ASUNTOS ACADÉMICOS
UNIVERSIDAD DE PUERTO RICO EN CAYEY

**FORMULARIO PARA LA PRESENTACIÓN DE PROPUESTAS PARA CREAR SEGUNDAS
CONCENTRACIONES, CERTIFICACIONES PROFESIONALES Y CONCENTRACIONES
MENORES**

Departamento Académico: English

Programa de estudio del Registro de la Oferta Académica de la UPR en Cayey bajo el cual se presenta la propuesta:

B.A. English Arts

Tipo de Secuencia Curricular a Propuesto:

- Concentración Menor
 Segunda Concentración
 Certificación Profesional

Título de la Concentración Menor, Segunda Concentración o Certificación Profesional:

Double Major in English- Literature (U.S. & British)

Resumen de la justificación para el ofrecimiento:

The English Department's diverse and dynamic academic offering has truly benefitted our English majors, English Education majors as well, and students from other programs of study who have taken some of our courses in the various emphases. In lieu of that, the English Department strongly desires to extend these same opportunities and benefits to as many students as possible who choose to enhance their academic experience and professional development for a better future. Taking this into account, it is the department's goal to develop and offer second B.A.s, Double Majors, Minors, and Professional Certificates. Such an offering not only strengthens the department's curriculum, provides opportunities to further expand the curriculum into other areas, but also benefits the students, faculty, other programs, the entire university, and our society as a whole.

The BA in English has kept pace with ongoing topics, teaching strategies and methods, assessment techniques, technology and research integrating courses that elicit the areas of cultural studies, gender studies, Caribbean literature, and applied linguistics in order to accomplish the goals, objectives and student outcomes of the program. As such, the program prepares students for a variety of professions in diverse fields of study, such as: Law, Communications, Journalism, Editing, Public Relations, Translation, Teaching, Writing, among others. It also

offers them the content they need to continue onto their graduate studies understanding that the skills associated with the study of language, literature and culture are those that the global job-market demands today. Moreover, the program is designed to prepare students to be independent thinkers with an interdisciplinary perspective and a sense of social responsibility, and students who have strong communication, technological, and research skills, as well as the ability to work critically with a wide range of texts.

Objetivos del ofrecimiento:

The Double Major in English requires students to take and approve a minimum of eighteen (18) credits in English, beyond the General Education requirements in English (12 credits); the first two years of English requirements in all programs. The main objectives of the double major in English are likewise those required of all students in the major, and are those contained in the institution's and department's missions and goals :

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 Cayey a source of academic and cultural activity; and to promote student sense of social responsibility.

GENERAL OBJECTIVES:

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.

Among the Specific Student Outcome Objectives students who request the double major in English 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 of current theories and concepts associated with literary studies and linguistics, including interdisciplinary approaches to the study of English.
4. demonstrate their knowledge of historical traditions of literatures and cultures in English, as well as more contemporary and emergent movements
5. demonstrate their knowledge of the socializing force of language and the uses of literature and language in a variety of English-speaking communities
6. conduct research, using a variety of appropriate information technologies; and produce work that demonstrates an awareness of social responsibility.

Students double majoring in English will strengthen their abilities in the English language, literacy, and critical thinking and analytical skills, which will prepare them with additional tools and skills to better perform their tasks in their other selected major field of studies, professional career field, but will also enable them to pursue endeavors within the field of English or related fields eventually. Students who double major may then expand their options to pursue graduate studies in areas within the field of English, or enhance their performance in their other major area of studies. It would also allow them to seek employment in career fields where English is a mandatory requirement.

Students must comply with the standards and requirements for the Double Major in English in accordance to Cert. 69, 2013-2014 (Sec. I. B., J.1-2., Sec. II. A., B.1-4., & C.; Sec. IV., and Sec. VI. A-F.). Students will take a minimum of eighteen (18) credits covering various required areas and levels within the English curriculum; at least twelve credits must be at the advanced level stage (INGL 4xxx).

Resumen de la evidencia que se somete como anejo para la evaluación y aprobación:
 Policy for Second Baccalaureate, Double Majors, Minors, and Professional
 Certificates in English at the University of Puerto Rico at Cayey
 (In Accordance With JG Certification 69, 2013-2014)

Certification 69 2013-2014

Secuencia de cursos que constituyen la oferta:

Código	Título	Créditos	Pre-Requisitos
INGL3001 OR INGL3002 OR INGL3251 OR INGL3252 or Other Mid/Adv. Level Literature	Literatura Inglesa hasta el Neoclasicismo OR Literatura Inglesa del Romanticismo al Presente OR Literatura Americana I OR Literatura Americana II	3	3104, 3012, 4/5 Prueba Avanzada en Inglés, o permiso del Dept. de Inglés. INGL 3104; 4/5 Prueba Avanzada en Inglés, Estudiante de honor 3103, 3104; 4/5 Prueba Avanzada de Inglés. 6 crds. en inglés; 4/5 Prueba Avanzada de Inglés.
INGL 4011 or other mid- /Adv. level linguistics	Fonética y Fonología del Inglés (preferred) or any other mid or advanced level linguistics course	3	INGL 3103-04, or 641-800 CEEB, or 4-5 AP
Any 4 of the following: INGL 4185 INGL 4195 INGL 4275* INGL 4370 INGL 4375 INGL 4380	Various courses could be taken within the department's offering Seminario en Estudios Culturales OR Seminario en Feminismo, Género y Literatura OR *Anteriormente INGL4365 - Seminario en la Historia de la Literatura OR Seminario de Modos y Géneros OR Seminario en Raza, Etnicidad y Literatura OR Seminario en Teoría Crítica	12	12 créditos en inglés; Estudiantes de inglés de honor de segundo año.
TOTAL DE CRÉDITOS PARA LA SECUENCIA:		18	

Pre-Requisitos de admisión al programa:

Cursos Requeridos:			
Código	Título	Créditos	Nota Mínima
INGL3103-04	Inglés Intermedio I & II*	6*	B
INGL 3231-32	OR Composición Avanzada I & II: Introducción a la Retórica y Composición		
INGL 3XXX	OR 2 nd Year Gen. Ed. English*		
Promedio General Mínimo:		2.50	
Otros Requisitos de Admisión:			
<p>3.00 Avg. In INGL courses. *Students with CEEB score 641-800 in English must take 12 credits of 2nd year Gen. Ed. English courses (INGL 3055, 3221-22, 3225, 3231-32, 3360**, 3367**, 3385, 3515). Students who took INGL 3101-02 and 3201-02 must undergo department Screening Process (oral interview and written assessment) before acceptance in the Double Major.</p> <p>** Not applicable towards/ as Minor in Cultural Studies requirements.</p>			

Requisitos para Completar el Programa (adicionales a completar los cursos):

Promedio General Mínimo:	3.00	
Otros Requisitos para Completar:		

Facultad del Departamento para ofrecer los cursos de la Concentración o certificación profesional:

Total a Tiempo Completo con Nombramiento Regular:	5	
Total de Contratos a Tiempo Completo:	2	
Total de Contratos a Tiempo Parcial:	-	
Observaciones o anotaciones sobre Facultad para la Oferta:		


Firma del Director

12/15/15
Fecha

Vc. Bc 

14/dic/15

Para Uso Interno en el Decanato de Asuntos Académicos:	
Cronología del trámite de la propuesta para el ofrecimiento:	
Fecha aprobado por departamento:	12/02/2014
Fecha tramitado al Decanato Académico:	12/11/2014; 08/26/2015; 12/10/2015
Fecha presentado al Senado Académico:	
Fecha aprobado por Senado Académico:	
Fecha tramitado a la Vice Presidencia para Asuntos Académicos:	
Fecha aprobación para inclusión en el <i>Registro de la Oferta Académica</i> :	

1. Junto a este documento debe anejar todos los documentos que sean de relevancia para la aprobación de la propuesta para ofrecer Segundas Concentraciones, Certificaciones Profesionales y Concentraciones Menores, incluyendo:
 - a. Objetivos específicos del ofrecimiento.
 - b. Plan de avalúo del ofrecimiento.
 - c. Evidencia de su cumplimiento con los estándares y requerimientos de la acreditación profesional cuando aplique.
 - d. Requisitos generales y específicos para los estudiantes declarar su intención de participar del ofrecimiento.
 - e. Los criterios de cumplimiento satisfactorio con los requisitos del ofrecimiento.
2. En el caso de Certificaciones Profesionales deberá proveer evidencia de cumplimiento con las regulaciones para la práctica profesional.

DECANATO DE ASUNTOS ACADÉMICOS
UNIVERSIDAD DE PUERTO RICO EN CAYEY

**FORMULARIO PARA LA PRESENTACIÓN DE PROPUESTAS PARA CREAR SEGUNDAS
CONCENTRACIONES, CERTIFICACIONES PROFESIONALES Y CONCENTRACIONES
MENORES**

Departamento Académico: English

Programa de estudio del Registro de la Oferta Académica de la UPR en Cayey bajo el cual se presenta la propuesta:

B.A. English Arts

Tipo de Secuencia Curricular a Propuesto:

- Concentración Menor
 Segunda Concentración
 Certificación Profesional

Título de la Concentración Menor, Segunda Concentración o Certificación Profesional:

Double Major in English- Women & Gender Studies

Resumen de la justificación para el ofrecimiento:

The English Department's diverse and dynamic academic offering has truly benefitted our English majors, English Education majors as well, and students from other programs of study who have taken some of our courses in the various emphases. In lieu of that, the English Department strongly desires to extend these same opportunities and benefits to as many students as possible who choose to enhance their academic experience and professional development for a better future. Taking this into account, it is the department's goal to develop and offer second B.A.s, Double Majors, Minors, and Professional Certificates. Such an offering not only strengthens the department's curriculum, provides opportunities to further expand the curriculum into other areas, but also benefits the students, faculty, other programs, the entire university, and our society as a whole.

The BA in English has kept pace with ongoing topics, teaching strategies and methods, assessment techniques, technology and research integrating courses that elicit the areas of cultural studies, gender studies, Caribbean literature, and applied linguistics in order to accomplish the goals, objectives and student outcomes of the program. As such, the program prepares students for a variety of professions in diverse fields of study, such as: Law, Communications, Journalism, Editing, Public Relations, Translation, Teaching, Writing, among others. It also

offers them the content they need to continue onto their graduate studies understanding that the skills associated with the study of language, literature and culture are those that the global job-market demands today. Moreover, the program is designed to prepare students to be independent thinkers with an interdisciplinary perspective and a sense of social responsibility, and students who have strong communication, technological, and research skills, as well as the ability to work critically with a wide range of texts.

Objetivos del ofrecimiento:

The Double Major in English requires students to take and approve a minimum of eighteen (18) credits in English, beyond the General Education requirements in English (12 credits); the first two years of English requirements in all programs. The main objectives of the double major in English are likewise those required of all students in the major, and are those contained in the institution's and department's missions and goals :

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 Cayey a source of academic and cultural activity; and to promote student sense of social responsibility.

GENERAL OBJECTIVES:

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.

Among the Specific Student Outcome Objectives students who request the double major in English 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 of current theories and concepts associated with literary studies and linguistics, including interdisciplinary approaches to the study of English.
4. demonstrate their knowledge of historical traditions of literatures and cultures in English, as well as more contemporary and emergent movements
5. demonstrate their knowledge of the socializing force of language and the uses of literature and language in a variety of English-speaking communities
6. conduct research, using a variety of appropriate information technologies; and produce work that demonstrates an awareness of social responsibility.

Students double majoring in English will strengthen their abilities in the English language, literacy, and critical thinking and analytical skills, which will prepare them with additional tools and skills to better perform their tasks in their other selected major field of studies, professional career field, but will also enable them to pursue endeavors within the field of English or related fields eventually. Students who double major may then expand their options to pursue graduate studies in areas within the field of English, or enhance their performance in their other major area of studies. It would also allow them to seek employment in career fields where English is a mandatory requirement.

Students must comply with the standards and requirements for the Double Major in English in accordance to Cert. 69, 2013-2014 (Sec. I. B., J.1-2., Sec. II. A., B.1-4., & C.; Sec. IV., and Sec. VI. A-F.). Students will take a minimum of eighteen (18) credits covering various required areas and levels within the English curriculum; at least twelve credits must be at the advanced level stage (INGL 4xxx).

Resumen de la evidencia que se somete como anejo para la evaluación y aprobación:

Policy for Second Baccalaureate, Double Majors, Minors, and Professional

Certificates in English at the University of Puerto Rico at Cayey

(In Accordance With JG Certification 69, 2013-2014)

Certification 69 2013-2014

DECANATO DE ASUNTOS ACADÉMICOS
UNIVERSIDAD DE PUERTO RICO EN CAYEY

Secuencia de cursos que constituyen la oferta:

Código	Título	Créditos	Pre-Requisitos
Any one of the following courses:			
INGL 3246 INGL 3335 INGL 3370 INGL 3375 INGL 3515, INGL 3517	Literature By and About Women Young Adult Literature She Said, He Said: Language and Gender Gay and Lesbian Narratives Special Topics in English (Woman and Gender emphasis) Special Topics in British Literature Before 1800 - Woman & Gender emphasis	3	INGL 3103-04, or 641-800 CEEB, or 4-5 AP INGL 3104; 4/5
Any one of the following courses:			
INGL 4011 or other Advanced level linguistics	Phonetics (preferred) and/or any other mid or advanced level linguistics course	3	INGL 3103-04, or 641-800 CEEB, or 4-5 AP INGL 3104; 4/5
Any four of the following advanced level seminars:			
INGL 4185 4195 4275 4370 4375 INGL 4380	Seminar in Cultural Studies (emphasis in Woman & Gender) Seminar in Feminism, Gender & Literature Literary History (Woman & Gender emphasis) Modes & Genres (Woman & Gender emphasis) Race, Ethnicity & Literature (Woman & Gender emphasis) Seminar in Critical and Literary Theory w/ Woman & Gender emphasis)	12	12 credits in English; English honors' students classified in their second year.
TOTAL DE CRÉDITOS PARA LA SECUENCIA:		18	

Pre-Requisitos de admisión al programa:

Cursos Requeridos:			
Código	Título	Créditos	Nota Mínima
INGL3103-04	Inglés Intermedio I & II*	6*	B
INGL 3231-32	OR Composición Avanzada I & II: Introducción a la Retórica y Composición		
INGL 3XXX	OR 2 nd Year Gen. Ed. English*		
Promedio General Mínimo:		2.50	
Otros Requisitos de Admisión:			
<p>3.00 Avg. In INGL courses. *Students with CEEB score 641-800 in English must take 12 credits of 2nd year Gen. Ed. English courses (INGL 3055, 3221-22, 3225, 3231-32, 3360**, 3367**, 3385, 3515). Students who took INGL 3101-02 and 3201-02 must undergo department Screening Process (oral interview and written assessment) before acceptance in the Double Major. ** Not applicable towards/ as Minor in Cultural Studies requirements.</p>			

Requisitos para Completar el Programa (adicionales a completar los cursos):

Promedio General Mínimo:	3.00	
Otros Requisitos para Completar:		

Facultad del Departamento para ofrecer los cursos de la Concentración o certificación profesional:

Total a Tiempo Completo con Nombramiento Regular:	4	[REDACTED]
Total de Contratos a Tiempo Completo:	3	
Total de Contratos a Tiempo Parcial:	-	
Observaciones o anotaciones sobre Facultad para la Oferta:		
[Empty space for observations]		


Firma del Director

12/15/15
Fecha

Vc. Br. 

16/Dic./15

<i>Para Uso Interno en el Decanato de Asuntos Académicos:</i>	
Cronología del trámite de la propuesta para el ofrecimiento:	
Fecha aprobado por departamento:	12/02/2014
Fecha tramitado al Decanato Académico:	12/11/2014; 08/26/2015; 12/10/2015
Fecha presentado al Senado Académico:	
Fecha aprobado por Senado Académico:	
Fecha tramitado a la Vice Presidencia para Asuntos Académicos:	
Fecha aprobación para inclusión en el <i>Registro de la Oferta Académica</i> :	

1. Junto a este documento debe anejar todos los documentos que sean de relevancia para la aprobación de la propuesta para ofrecer Segundas Concentraciones, Certificaciones Profesionales y Concentraciones Menores, incluyendo:
 - a. Objetivos específicos del ofrecimiento.
 - b. Plan de avalúo del ofrecimiento.
 - c. Evidencia de su cumplimiento con los estándares y requerimientos de la acreditación profesional cuando aplique.
 - d. Requisitos generales y específicos para los estudiantes declarar su intención de participar del ofrecimiento.
 - e. Los criterios de cumplimiento satisfactorio con los requisitos del ofrecimiento.
2. En el caso de Certificaciones Profesionales deberá proveer evidencia de cumplimiento con las regulaciones para la práctica profesional.

2016-17
Certificación número 75

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 13 de julio de 2017, tuvo ante su consideración una solicitud del Decano de Asuntos Académicos, Sen. Raúl J. Castro, para **derogar la Certificación 27 (2015-16)**. Mediante esta certificación se aprobaron cuatro segundas concentraciones del Departamento de Inglés: Cultural Studies, Linguistics/Language, English Literature (U.S. & British) y Women & Gender Studies, revisadas conforme a la Certificación JS 69 (2013-14).


Explicó el decano Castro que estas segundas concentraciones no fueron aprobadas por la Vicepresidencia de Asuntos Académicos debido a que sólo se pueden ofrecer segundas concentraciones en los programas autorizados por licencia del Consejo de Educación de Puerto Rico (CEPR). Indicó que nuestra licencia está basada en un Bachillerato en Artes con concentración en Inglés, por lo tanto sólo se podría ofrecer una segunda concentración bajo ese nombre.

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

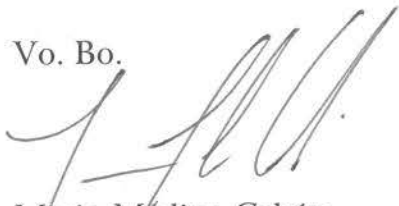
CERTIFICACIÓN:

El Senado Académico derogó su Certificación 27 (2015-16).

Y, PARA QUE ASÍ CONSTE, expido la presente Certificación en Cayey, Puerto Rico, el día catorce de julio de dos mil diecisiete.


Sylvia Tubéns Castillo
Secretaria Ejecutiva

Vo. Bo.


Mario Medina Cabán
Rector y Presidente
del Senado Académico

