BILINGUAL EDUCATION
PROGRAM EVALUATION
by
Svetlana Bernaldo de Kiros de Garay

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BILINGUAL EDUCATION PROGRAM EVALUATION

by

Svetlana Bernaldo de Kiros de Garay

Submitted to the Department of Urban Studies and Planning August 1978 in partial fulfillment of the requirements for the degree of Masters in City Planning.

ABSTRACT

The thesis is an evaluation of the Bilingual Teacher Training Program, functioning at the undergraduate and graduate levels, housed in School of Education at Boston University and funded under the Title VII educational grant. After a brief presentation of the program's history, the methodology applied in this study is described.

The unique characteristics of the student population, their backgrounds and their future plans, as well as the program's faculty and staff are discussed. The undergraduate and graduate students' opinions on the program are presented, along with their suggestions for program improvement.

The opinions on the program of those closely related to it as doctoral students, professors and alumni are followed by the opinions of outsiders who deal with the program.

In the conclusion, recommendations are made for the program's improvement and for next year's evaluation.

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BILINGUAL EDUCATION
PROGRAM EVALUATION

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Bilingual Training Program - Project #G007604774

Authorized by the Bilingual Education Act, Title VII of the Elementary and Secondary Act of 1965, as awarded by Public Law 93-380 Catalogue of Federal Domestic Assistance, Number 13,403.

Final Report - July 1978

Svetlana Garay (Program Evaluator)
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PART I - INTRODUCTION

The Bilingual Education Program at Boston University was established in the academic year of 1973-74 as a Teacher Training Program. This project was developed by the School of Education at Boston University in coordination with the Boston Public Schools to make available a field-based program for bilingual undergraduate and master candidates. These candidates were selected from applicants who had demonstrated high scholastic and professional competence to the Admission Committee, and who were committed to improving the instructional quality of existing bilingual programs.

The Bilingual Education Program was expanded through the creation of another program - The Doctoral Fellowship Program - during the academic year of 1975 - 76.

The present report surveys only the Bilingual Teacher Training Program, although opinions of some of the doctoral students are included.

This program is housed in the Reading and Language Department in the School of Education at Boston University. The following are some of the salient points of this program. The Bilingual Teacher Training Program seeks to train individuals who through past performance as teacher-aides in bilingual classrooms or through past service commitments to the bilingual communities have demonstrated an interest in bilingual education, and to enable them to address the special
curricular needs of schools serving students for whom Spanish, Portuguese, Haitian-French, Cape Verdean, Greek, Italian or Chinese is the dominant language. The program seeks to enable aides and teachers to respond to the demands placed upon them by improving their general bilingual competencies, developing skills in areas of special need, e.g., learning disabilities and special education, counseling, reading and language acquisition, and gaining bilingual certification while maintaining their employment status as provisional teachers or aides. At the same time the program seeks to provide opportunities for new bilingual personnel to enter the field.

Undergraduate trainees are expected to complete university-based courses which meet the general distribution requirements necessary to earn the bachelor's degree. They are expected to acquire competencies for elementary or secondary school teachers. Undergraduate trainees are expected to demonstrate, both in the field and on designated university courses and projects, general competencies common to bilingual education; including fluency in two languages; knowledge of language, methodology, and curriculum development; assessment of bilingual children; and awareness of culture and community relations. For further information on the bilingual course offerings the reader is referred to Appendix A.

For the Ed.M. Program, individuals are drawn primarily from the pool of professional and non-certified bilingual personnel already carrying out teaching functions in the schools.
Program offerings focus upon specific needs identified by the school systems for developing specialists in the area of bilingual education. A masters degree in Bilingual Education includes concentrations in: Special Education, Administration, Early Childhood Education, Reading, TESOL, and Elementary Education. For further information on distribution requirements in these areas, please see Appendix B. All graduate trainees are expected to complete a core of bilingual education courses and field supervised activities in the areas of methods, materials, curriculum development, assessment, linguistics, culture and community work. In addition, Master's students work on and present a project that addresses a specific area of bilingual need: curricular, institutional, instructional, or diagnostic.

Several bilingual education courses were developed to be offered during the Summer Session of 1978. A number of mini-courses were especially designed to complement the regular course offerings. For further information the reader is referred to Appendix C.

A. Methodology

The data collection constituting the base for this report was done following the methods proposed by Malcolm Parlett and David Hamilton in their "Evaluation as Illumination: A New Approach to the Study of Innovatory Programs". They believe that evaluation of educational innovative programs should be
more flexible; more attention should be paid to their unique features, and less emphasis should be placed on the traditional reliance on the comparative experimental design, quantitative methods and standardized tests.

Following the case study method in this report I have tried to portray the reality of the Bilingual Teacher Training Program as close to the truth as possible, so that the reader could get a clear picture of it.

I have tried as well as I could to withhold my personal opinions while writing the main body of this report. Nevertheless, I acknowledge my influence on the study, and especially during the process of giving the summary of the interviewees' suggestions, integrated with my own recommendations, for the improvement of this program in the conclusion of this study, "Recommendations".

This study had three main approaches for collecting data: a series of interviews; a review of the students' files and other program documents; and a number of visits to different meetings, including the faculty meetings, where bilingual personnel were involved.

This study was based on an in-depth semi-structural interview with the participants. The main questions asked were:

1. Please tell me about yourself; where you are from; where you studied and any other events in your life you would like to tell me about.

2. How did you learn about this program?
3. What are your plans for the future?

4. What can you tell me about the program? What do you like most or dislike most about this program?

Additional questions were adapted to the particular needs of each interview.

All of the interviews were conducted on an individual basis. I interviewed 37 undergraduate students from a total of 40, 34 graduate students from a total of 38, 2 persons who withdrew from the program, 2 students who are enrolled in the program but do not receive Title VII money, 5 alumnae, and 8 doctoral students. A total of 89 persons were interviewed from the student body. I spent approximately 48 hours conducting these interviews.

I also interviewed all the members of the program's faculty, the program's tutor and administrative assistant as well as one School of Education faculty member and three people in administrative positions inside and outside of Boston University. The total interview time for these participants was approximately 7 hours.

The total of 99 persons interviewed during approximately 55 interview-hours was supplemented by numerous informal conversations with students, faculty and administrators at Boston University.

The review of the students' files gave me additional information on their backgrounds and on their progress while under Title VII scholarships. The program documents allowed
me to reach a better understanding of the relationship between this program and all other entities the program has contact with.

I attended all but one faculty meeting and these gave me a wealth of information. Other types of meetings also proved to be very informative.

B. The Investigation

This evaluation is the third one done on the Bilingual Teacher Training Program. The two previous evaluations were conducted by two different investigators. Neither of them could reach a satisfactory relationship with the program's faculty. Before starting my job, I was warned that the faculty was negatively predisposed to an evaluator.

At the beginning of my work I was barred from faculty meetings. I was given the explanation, "All your note-taking made them too nervous". Since then I have talked to every member of the faculty and I believe that I have established very cordial and honest relationships with them. They gave me all the time I asked for; they allowed my presence at all of their meetings; and they gave me support in my work.

I have also established a trusting relationship with the student body. Finalizing each interview with a student, I would ask them to feel free to talk to me in the future on any matter on which they would like to comment and which escaped our attention during the interview.
Several students approached me on different occasions. They would show me the bills they had received, but which they should not have received at all. Others would complain about the functioning of the Reading and Language Department. Once a student in distress came to talk to me. She complained that she waited for a professor an hour and that the professor "again stood me up. Now that I told you this I feel much better".

On one occasion a group of students expressed their dissatisfaction with one of the courses required by the Department.
PART II -

A. Students

1. Undergraduate Students

   a. Student Population

   Students at the undergraduate level come from fourteen different countries: Argentina, Cape Verde, Chile, Colombia, Costa Rica, Cuba, Greece, Haiti, Hong Kong, Italy, Mexico, Portugal, Puerto Rico, and the United States. In addition to English, they speak at least one of the following languages: Cape-Verdian, Chinese, Greek, Haitian-French, Italian, Portuguese, or Spanish. The majority of these students immigrated to the United States within the past ten years, kept close contact with communities composed of people of their own background, and therefore maintained their own culture as well as their first language.

   b. Background

   The undergraduate population of this program can be divided into two categories: those who come to receive their bachelor's degrees after being out of school for a substantial amount of time during which they acquire some work experience; and those who recently have finished high school and haven't had any work experience.

   Only a few students fall into the latter category. For the most part, they came to Boston University immediately after completing their high school studies. Some of these students graduated from high schools in the United States.
Others recently immigrated with their parents to this country and had completed their studies in their native countries.

The rest of the undergraduate students compose the first category. They form a number of distinguishable groups. One of these groups consists of those students who came to the program from the Teacher Corps program. All of them are hoping to graduate during the next academic year. These students had less formal education prior to coming to Boston University than the rest of the students enrolled in the program. Most of them did not graduate from a high school, but qualified for the program by taking the equivalency exam. All of them are working either as teacher aides or as community coordinators.

Another group of students had studied at or graduated from community colleges. Most of them attended high schools in their countries, but immigrated to the United States before completing their studies. In the United States, they passed the equivalency exam in order to be accepted by a community college. Most of them are working as teacher aides.

The third group is composed of those who have had some studies at the university level prior to enrolling in this program. Some of these students attended a university before immigrating to the United States. In one case the student had to terminate her studies only a year before her graduation date.

Other students from this group had completed from one to
two years of college in this country. Some studied at Boston University before applying for this program. There are only three students in this group and they reported that they work as teachers. The rest of this group has a work history similar to that of the other students enrolled in this program.

c. Work History

The typical work history for the undergraduate students goes like this: "When I came to this country I started to work at a factory. Later I became a clerk, and now I am a teacher aide". In some cases, instead of a factory job there was a restaurant, laundry or a hotel job; instead of a clerical job, or second significant step in their job ladder, they worked as a secretary, interpreter, or community coordinator. At present more than half of all the students work as teacher aides. The remainder of the undergraduate student population have jobs as community coordinators or tutors, and those students without previous work experience have jobs unrelated to the field of education. These jobs include cosmetics salesperson, chambermaid, clerk and waiter.

2. Graduate Students

a. Student population

Students at the graduate level come from Argentina, Azores, Cape Verde, Colombia, England, Guatemala, Haiti, Italy,
Puerto Rico, and the United States. In addition to English, these students speak at least one of the following languages: Cape-Verdian, Haitian-French, Italian, Portuguese, or Spanish. Approximately half of these students were born in this country.

b. Background

The graduate population in this program falls into two categories: those who completed their college education in the United States, and those whose previous studies were done abroad. Only a few students are in the latter category. The majority of the students did most or all of their studies in this country. All of the students hold a college degree. Some of them received their degrees from Boston University. Two students said they received their B.S. from the same program. Four students said they already hold Master's degrees from other programs in Spanish, Bilingual and Bicultural Education, Latin American Studies, and Urban Planning. One of these students is attending two programs simultaneously at Boston University and at Boston State College each leading to an Ed.M. degree.

The academic backgrounds of the Master's degree students in this program are quite varied. They majored in such fields as sociology, Spanish, English, psycholinguistics, physics, business administration, international relations, and political sciences.
c. Work History

The majority of the graduate students hold jobs as teachers. The typical work-history for students who were born in foreign countries can be summarized as follows: first the student worked in a factory, then became a teacher aide, and currently is a teacher. A typical resume for those students who were born in the United States reads after earning their B.A.'s in the United States, they worked abroad, often in the Peace Corps, came back a few years ago and worked as substitute teachers. After starting this program they became full-time teachers. A few students work as teacher aides. Either they do not have much experience or they had teaching experience in their native countries which was not recognized in the United States.

The rest of the students occupy positions such as curriculum developers, tutors, social workers, coordinators of bilingual programs, and bilingual counselors.

3. How Students were Referred to This Program

At the undergraduate level, students learned about the existence of this program through a variety of sources: work, friends, relatives or counselors.

At the graduate level, students learned of the program's existence mainly from three sources: work, relatives and friends. At work they were informed either by their supervisors or by lectures given by Maria Brisk. Approximately
two thirds of the students have relatives and friends who, with a few exceptions, themselves attended or completed the same program. A few students became aware of the program during orientation day at B.U.

4. Future Plans of Undergraduate Students

The majority of students enrolled in the undergraduate program have well defined plans for the future immediately following their graduation. Based on their post-graduation plans, five categories of these students are distinguishable:

a. Those who plan to work as teachers.

b. Those who are going to study for an Ed.M. provided the program pays for it. If they cannot receive program money, they will work as teachers instead of studying.

c. Those who will study for the Ed.M. but not necessarily in this program or at B.U.

d. Those who plan to study not only for Ed.M. but for a Ph.D. as well.

e. Those who do not know what they are going to do.

A total of 90% of the students fall into the a, b, or c categories. The remaining 10% are distributed among the d and e categories, with 2 students in each of them.

Those students who are uncertain about their future plans were in the initial stage of their studies at Boston University. All of them were in their freshman year. Those students who have definite post-graduate plans either wish to work as
teachers or study at graduate schools.

Approximately two thirds of the undergraduate students are planning to begin teaching after receiving their B.S. degree. While some of them said that they wanted to work as teachers, others had already developed a fairly detailed blueprint of their future teaching jobs. They readily specified the subject, the grade, and the kind of students with whom they would like to work. Moreover, they selected desirable kinds of schools and their location. As one student explains:

"After I get my B.S. I would like to work as a teacher in Boston, not in suburbia, because in Boston there is a greater need for bilingual teachers".

The remaining students express the desire to continue their education at the graduate level. Some of them are planning to simultaneously work as teachers and study at a graduate school. Others hope to get enough financial aid in order to study full-time.

5. Future Plans of Graduate Students

Most of the students enrolled in the graduate program began their studies with definite plans and did not change them during the course of their studies. A number of students plan to retain their present jobs; they usually work as teachers. Others expect to be promoted into an administrative position. A few, who began working in school administration before the requirements were upgraded, need the degree to retain
Among the Ed.M. students, there is a small group that plans to proceed toward the doctoral degree. The prevailing reason for doing this was their wish to teach at the college level or to do consulting work.

As in the B.S. program, there were several Master's students who said they did not know what their plans were for the future. All of them were at the beginning of their studies in the program.

There were a few students who have decided to get another Ed.M. with a different specialization, for example Ed.M. in counseling.

B. Faculty and Staff

The bilingual Teacher Training Program faculty for the academic year 1977-78 consists of six persons. The reader is referred to Appendix D for information about their educational backgrounds, research interests, and professional experience. The director carries administrative and developmental responsibilities as well as a teaching load. Of the remaining faculty members three occupy full-time teaching positions and two are part-time. The full-time faculty members have been working with this program for a longer period of time than the part-time ones.

1. Program's Faculty
   a. Faculty's Educational Background
Two of the full-time faculty members completed their undergraduate work in their native countries (Argentina and Puerto Rico). They received all of their graduate degrees (Master's and Ph.D.) in the United States. The other two full-time faculty members completed all of their degrees in the United States. One of the part-time instructors received his undergraduate and graduate degrees in Puerto Rico and is now in the process of completing his doctorate at Harvard's Graduate School of Education. Another part-time instructor completed his undergraduate work in Puerto Rico and received his graduate degree in the United States. Five of the faculty members are equally proficient in Spanish and English, and one professor is bilingual in Portuguese and English. Some of the faculty speak up to four languages.

The academic background of the faculty members, with the exception of an instructor who specialized in the field of law, is as follows. At the undergraduate level their interests were diverse, and they majored in languages, literature, psychology, and only two of them majored in education. At the graduate level four of them received degrees in the field of education, and one in Applied Linguistics. At the doctoral level all of the faculty members specialized in an area within the field of education.

b. Work History

The faculty members came to the program with varied
work experience. Two of the full-time faculty members have had all of their work experience in the United States. All others have had work experience in Puerto Rico and the United States. One faculty member had extensive work experience in the United States and in several Latin American countries.

All of the faculty members came with a teaching background. The fields of administration and research are two other areas found in the faculty's work experience. One of the part-time instructors has had extensive experience in administration and law. His teaching experience is limited to one semester in a college-level, part-time position.

He is an exception to the rest of the group since each of them have had extensive teaching experience which includes several years of full-time teaching.

2. Program's Staff

In addition to the faculty members, the program has an assistant to the director, a bilingual secretary and a typist.

The assistant has a double role, that of administrative assistant and of a tutor with responsibilities to the program's student body. The person currently occupying this position completed an intensive E.S.L. Teacher Training Program, earned the undergraduate degree from Northeastern Illinois University, and received the M.Ed. from Antioch Graduate Center - Institute of Open Education in Cambridge, Massachusetts. This person has had extensive experience in administrative positions,
guidance and counseling, and teaching. The secretary and the typist complete the supporting staff personnel.
PART III

A. Undergraduate Students' Opinions on the Program

In general, the undergraduate students believe that this program is a good one and is well-planned. This program, students said, through its friendly atmosphere, provides them with a new perspective on education.

There is disagreement among students on the utility of what the program offers to them. On the one hand, some students' comments were along the following lines:

"This program gives a practical education. Everything I'm learning in classes I'm using in practice".

"I like this program very much; it helped me a lot with my work".

"I could apply what I was learning".

(B.S. students).

On the other hand:

"The theory they teach here doesn't apply at all when one works as a teacher".

"I'm very disappointed with the program".

"I'm just wasting my time here."  

(B.S. students).

The majority of the students agree that the program was useful to them in one way or another. They said, the program helped them to become better teachers, they learned how to deal with different problems that their pupils present to them. Finally, the program gave them a good idea as to what teaching
is all about.

Approximately one half of those interviewed expressed a desire to have some kind of concentration or specialization on the undergraduate level which, the students said, does not exist at the present time.

One student summed up the general feeling, "I am trying to take math as a minor, so I can be a bilingual math teacher. Just to be a bilingual teacher doesn't mean much. To teach what?"

Those students who are trying to "create" their own specialization find that the required courses do not leave any time for courses in a particular area of interest. Their suggestions focused on a complete review of the requirements.

2. Courses

In general, students said they are satisfied with the course offerings. The courses are demanding and sometimes motivate them to go beyond the material presented. Many students have a favorite course among those required by this program. Students claim to have learned a great deal that will make them better bilingual teachers.

A considerable number of students believe that in general the courses on education at Boston University as well as in this program are too theoretical because they do not teach practical applications. The students would like more interaction between theory and practice. They want to learn how to deal with particular problems encountered daily in their
work. As one student put it:

"There should be a better link between the theory we learn in our courses and practice in the field. There should be more emphasis on the application of the theories we learn."

(B.S. Student).

A number of students raised several issues related to course offerings. They said that the courses repeat themselves: "We're going over the same material from one course to another." (B.S. Student.)

In their comments student agreed on one particular course. Everyone who took the course agreed that the course should be modified and improved. As one student expressed her feelings about it:

"The course on Community Organization is very bad. The professor should find placements for us. It's unfair to tell us to go and find a community to work with. I'm still looking for a community. It's awful". (B.S. Student)

Another concern is the student's capability to take courses in English. Some students avoid the required courses:

"A lot of students do not take a first level English course because they are afraid they would fail it." (B.S. Student)

To alleviate the problem, the students want some of the courses to be conducted in their first language. So far the students said that some of them are allowed to write papers in their languages, but there are others who cannot do this because there are no professors who would be able to read their papers.
3. Requirements

A number of students said they did not agree with the program's requirements. The usual complaint was that there are too many requirements to fulfill, therefore, the students don't have enough time to take desired electives.

"I'd like to skip some requirements and take math instead."

"The requirements are too demanding. Because of them I don't have time to take courses in the subject I'll be teaching in school."

(B.S. students)

Other students said that because of their particular situations, they should have to take fewer required courses than the rest of the Boston University students.

"They've too many requirements for people like us with families, children and work. They want me to prepare two papers for next week. It's just impossible."

(B.S. student)

One student said that she started to study in this program because she got a promise from one member of the faculty that her practical experience would reduce the number of credits she would have to complete. This promise was not fulfilled, and this student is very angry because she has to complete all of the credits required of any other undergraduate student. She said she would not have started the program if she knew this would happen.

There were students who believed that the requirements in certain cases are inadequate. As one student explains her viewpoint:
"To be a bilingual math teacher in a secondary school, I need to take only 5 courses in math. This isn't sufficient to know enough math to be a good teacher. I'm taking math as my major which means I have to take 10 math courses. But if I didn't do this I could get away with 5 and be a bad bilingual math teacher."

(B.S. student)

4. Schedules

Although the majority of the students did not comment on the schedules, some of the students said they would like to see the schedule be adjusted to their needs. There are courses which the students have to take from different departments. They would like to be able to take them after 4 P.M. instead of during the day in order to adjust their studies to their work schedules.

Another problem with scheduling is found within the program itself:

"This program isn't well-organized; all the courses I have to take are given at the same time. Therefore, I'll have to spend extra semesters at B.U. in order to graduate."

(B.S. student)

This student expects to have his scholarship extended for that extra semester.

5. Classes

Very often during the interviews with students the fact that the classes are shared by the students from different academic degrees would come up. In general, students did not mind having graduate students in their classes:
"I don't mind having graduate students in my classes."

"It's very uncomfortable to be in the same courses with Ed.M. and Ed.D. students, but it has opened up a new world for me."

(B.S. Student)

Some students dislike the presence of graduate students, because they say the professors see graduate students in a different light and give them preferential treatment, and because they are afraid to be criticized for their comments in class.

"In a class I am taking now, there are some Ed.M. and Ph.D. students. They have experience as teachers. I don't have any experience as a teacher so they do all the talking and I'm always quiet in the class."

(B.S. Student)

6. Students

When the undergraduate students were asked what the term 'bilingual' means to them there were several interesting explanations. One student said that one is bilingual if he speaks Portuguese; another said that one has to know another language besides English, and talking about the use of languages in the program's courses, one student said:

"Some of the students don't know enough English to take a course in English because they're bilingual students. Therefore, we should have courses offered in Spanish."

(B.S. Student)

Several students expressed concern about the preparation of the program's students in English as well as in their native language. Students suggested that special attention
should be paid to this problem from the moment the student is accepted into the program to the time of his graduation. As one student said:

"Student-candidates should be screened more carefully, because some of the students haven't mastered any language."

Other students' suggestions referred to the creation of special courses which would help to eradicate this problem. From the student's comments such as:

"Studying at B.U. is very difficult because I don't know enough English."

"I couldn't understand this course because it was only in English."

(B.S. Students)

the problem seems to be a very real one.

7. Professors

In general, the students at the undergraduate level said they have a very good relationship with all the faculty members except one part-time instructor, who, the students said, had some difficulties in teaching his course. While talking about their relationship with professors some students made a distinction between the program's faculty and the rest of the professors in the university, whom they called "American" professors.

"The rest of the professors are very good"

"Professors are helpful."

"I like the professors to promote a free and open relationship with students."
"I have a very good relationship with the program's faculty."

"American professors are also helpful."

"The American teachers are very considerate and when I say I don't know so much English they take this into account."

(B.S. students)

The students said that it is easy for them to communicate with their professors and that professors are easily accessible.

A number of the students said that in this program professors make them work very hard. Some of the students said they like this aspect of the program because in this way they learn; others said that the fact that they have families and are working while studying should be taken into consideration more than it is. The professors should lighten their work load in comparison to that of other students who have more time to devote to their studies.

8. Advising

Several students said that they have good advisors, willing to give all the help students need. For example, one of the professors spent a great deal of her time helping to transfer one student's credits from the Havana University to Boston University. But also, there were many complaints and suggestions for improvement. The main complaint refers to the professors' lack of time.
"The professors have too many meetings in other cities. They're traveling all the time. They don't have time for students."

(B.S. student)

The students said that some professors, not only do not give their time to the students, but do not have time to gather enough information to fit their roles as advisors. As one student said, "This professor is a problem. I did not have any problem with him but another woman did. He told her things about courses which were not true." (B.S. student).

Due to this kind of problem there are students who have taken courses they should not have enrolled in. Now they have all their credits for graduation but they do not have the necessary courses. "I took two courses I didn't need because my advisor wasn't careful in her job," one student complained.

The students would like to have better counseling services. They would like to get more information and orientation. "When I came here I spent a long time trying to find out how things worked," lamented one undergraduate student. The students would like to receive more personal attention from their advisors. Some students would like to hear suggestions on what they might do after graduation from college.

The undergraduate students think that there should be an orientation meeting for incoming students. One student said, "This year we had an orientation meeting but it was kind of late in the semester." Another student suggested more person-
alized advising procedures:

"When new students come to the program, the advisors should sit down with each one of them and explain how Boston University and the program work. I wasted two summers because I didn't get adequate advice."

(B.S. student)

During the interviews students often complained that they are not adequately informed on the financial aid:

"We, the Latin students, aren't familiar with this system and we don't know all things which exist and that could help us, especially the financial aid. Only a month ago I discovered that I am eligible for financial aid, but I've studied here for four years. How come this happened?"

(B.S. student)

9. Financial Aid

In general, students expressed their gratitude to the program for the financial aid it extends to them:

"This program is a great opportunity for me; otherwise I couldn't afford to study."

"Financially I couldn't complete my education without this program."

"I am very happy to have this opportunity to study. If it weren't for this program I wouldn't be able to study."

(B.S. students)

There are, however, a number of students who think the financial aid they receive is insufficient. One student said that she thinks she should receive more money so she could study during the daytime, and so she would not have to work.

There were several complaints concerning the amount of money students receive for books. They said that the amount which is allocated for books is approximately half of what is
really needed, and that it comes late in the semester, forcing the students to spend their own money on books. One student, saying that the amount of money for books is not enough, suggested taking this money, putting it together, and giving one more scholarship to someone else with it. She said she assumes that all students in this program can afford to pay for their books because they are working and can buy books before they receive book money.

10. Program's Influence on the Undergraduate Students

Judging by their responses during the interviews, the undergraduate students have been deeply, and in many different ways, affected by this program. Some said that they have learned how to "defend" the bilingual issues. In different terms, these students explained their use of the defense concept as the analytical process that contributes supporting evidence on matters involving bilingual issues.

Others said that taking part in this program was a good way of socializing, gaining self-confidence, and rediscovering themselves. As some student put it:

"I got to know people from different countries."

"The program made me more aware of other cultures."

"The program helped me relate to my own children. Now I am proud to be Spanish speaking. I understand my children much better."

(B.S. students)

Studying in this program for many undergraduate students was a "fantastic experience", as they put it.
11. Information exchange

The undergraduate students made several suggestions concerning what should be done in this program. One of the suggestions is based on the fact that many students feel lost and isolated. These students believe that they lack information which might help them to overcome more easily whatever problems they encounter on the path of their studies. A considerable number of these students said that they don't know more than one or two other students in the Bilingual program.* At the same time they feel that it is very difficult to establish an informal relationship (or even conversation) with the faculty members. These students said they would like to have "some kind of a club for everybody in bilingual education where we can interact more" (B.S. student). These students would like to have a place, perhaps a room for social gatherings, where they could drop in, talk to other students in the program, and where they would find information on the latest news in bilingual issues.

Another issue brought up by the students during the interview refers to the contacts between this program and other similar programs existing elsewhere, and the contacts between the program and practicing bilingual teachers. The students would like to explore the possibilities for collaboration with other bilingual teacher training programs. Some students think that the program should work with bilingual teachers at the

*The Bilingual program at Boston University is composed of three programs leading to a B.S., Ed.M., and Ed.D.
schools, which give them practicing information on the latest research findings in bilingual education.

One student suggested that the program should have a bilingual education newspaper to inform students on the program's functionings, changes, and on bilingual issues in general. Also, a number of undergraduate students suggested that the program should take the responsibility of informing the pupils' parents about the benefits of bilingual education. The students believe that some of the parents do not know what a bilingual program is; others think that the bilingual programs are of a poor quality. Therefore, the students say, if only they could reach the parents and explain the advantages of bilingual education for their children, these parents would ask for bilingual programs in their schools. These would not only benefit the pupils, but also create new teaching positions for the students themselves.
B. Graduate Students' Opinions on the Program

1. Program's Structure

The students recognize the advantages of having specializations in their program in contrast to similar programs in other universities which do not have them. Nevertheless, they would like to see a more cohesive and better-structured program.

The program does attain its goal of training teachers, but students advocate either expanding the program or creating a distinctive component of the existing one which would offer specializations in bilingual special education, counseling, and administration. Students claim that it is virtually impossible to go into any of these fields:

"At B.U., one cannot work and study for counseling because the courses are during the day. In this program we are supposed to work and study, so there should be counseling classes during the evening for people like me."

(Ed.M. student)

At the same time one student said:

"I'm studying in this program not because of its bilingual aspect but because I can study special education."

(Ed.M. student)

2. Courses

In general students at the graduate level are satisfied with the program. They say that it is a good, practical one and it is handled with a professional attitude:

"I'm pleased with the courses."
"The program's courses are great."

"The courses are very well taught."

(Ed.M. students)

There are some students who are not completely satisfied, however, or are disappointed with it for a variety of reasons. One student said, "I'm not satisfied with this program because it is not oriented toward a master's in psychology." Another student said, "When I came here I was very excited. Now my excitement has evaporated. I'm very disappointed because the program's quality is so low." Yet another student said that he is disillusioned not only with this program, but with the courses in education in general. There is some degree of confusion as to what the program's orientation is. On the one hand some students demand more practical application of what they learn:

"In the courses, theory is being emphasized too much, we don't apply things enough."

"The Courses in this program are good but they (the faculty) should stress the applied aspects of bilingual education more."

"The things I learned here are hard to apply. There should be more application of theory than we got here."

(Ed.M. students)

Others feel that the program overemphasizes its practical aspect:

"The program places too much emphasis on training teachers as opposed to research."

"I think there should be more research; the courses are very practical."
Overall, the students are satisfied with the curriculum presented to them. They think that the courses are good and that they learned a lot from them, but several students expressed concern about the course content.

"The program has many courses which repeat themselves. We study the same material in different courses."

"I learned a lot from this program, but we have the same material in different courses."

The students agree that most of the courses are well taught and present valuable material, but introduction of some more critical reading would be welcomed. Also, students would like to be told where to find the available materials "so when I'm teaching and need certain materials I'll know where to find them." (Ed.M. student)

While the students like the course offerings, they see the need for introducing a series of new courses, seminars, and workshops. For example, they want to have more courses on cultural awareness, early childhood, and science for bilingual students. They want to have a good course in curriculum development and bilingual courses in reading. Students believe that there should be courses such as "Bilingual Education and Law" and "Historical Perspective in Bilingualism". Besides the introduction of these courses, Spanish speaking students think the program should offer some courses taught in Spanish, and Portuguese speaking want to have some courses in
3. Requirements

In general, students feel that they have too many requirements. Some of the required courses do not have any relationship to bilingualism. As one student explains:

"I feel that this program was placed in the Department of Reading and Language arbitrarily. It could have been placed in any other department. We, the students, have to comply with the departmental requirements. These requirements don't have much to do with bilingualism. So, we really shouldn't have to fulfill them at all."

(Ed.M. student)

Also, students think that the program places too much emphasis on linguistic requirements.

4. Scheduling

Some students find the schedule satisfactory while others would like it to be better adapted to their needs. They complain that the courses are given only three days a week instead of five, and that means that it is impossible to take many courses because they are offered at the same hour.

Also there were complaints about summer school scheduling. Some students said they would like to attend the summer school, but there is a two-week overlap between the Boston University summer school and the Boston Public Schools functionings, where they work.

5. Classes

Some students resent having classes with students from
different programs. They do not want to be in the same course with an Ed.D. candidate, because they feel it is unfair to them, but some admit having learned from those students at the doctoral level. Others feel it is unjust to have undergraduate students in the same classroom with graduates because:

"They don't know enough to be at our level. So everybody feels bad, and it's particularly hard on the professor."

(Ed.M. student)

The general consent among those complaining is that it is difficult for a graduate student to be in a class where some students are at the doctoral level and others are undergraduates.

6. Students

The students' opinions of themselves is varied:

"I'm impressed with the students, they're really interested in what they are doing; they have interesting backgrounds."

"We should have better student quality. To obtain this we should implement better screening techniques."

"The students in this program are of very different qualities, different backgrounds and capacities. This makes it very difficult to be in a class. Professors don't know what to do."

"Some of our graduate students shouldn't be in this program at all because:

a. they have language problems;
b. they can't make time for studies;
c. they don't have the capacity for graduate work."

(Ed.M. students)
The students think that one of the important aids in better student selection is implementation of the English language proficiency exam, which should be administered to undergraduate as well as to graduate candidates.

"Unfortunately, there are undergraduates in the class. There are 40-year old Hispanic women in the class. It's admirable that they're studying, but English in this class is at a level which I believe is completely over their heads."

(Ed.M. student)

7. Professors

Some students feel that their relationship with the program's faculty is good. Each student would name one or two favorite professors. These students characterized professors as helpful, friendly, open, willing to answer questions, sensitive to students' culture and values, competent, and sympathetic. They said that professors always make time to see them.

"The professors are very cooperative, they give you a lot of time."

(Ed.M. student)

Other students think that the professors are not taking their work seriously enough. These students resent professors frequent absences due to different conferences they attend. Students say that because of this traveling the professors neither have time to see students nor teach their courses. These students said they do not like to be taught by teaching assistants who substitute for professors.

Some students feel that professors should motivate them
more. They said that not much is done in the courses:

"This professor is very nice, but we don't do much in his class."

(Ed.M. student)

and that in general professors impose their own ideas on students too much.

Another concern that students voiced was the role professors take as advisors. Again, the students think that the professors do not have enough time to see them, and do not perform their jobs properly.

"I need more direction; there's nobody to advise me on course choice. The professors are very busy."

"There were courses which were given only once a year, but the advisor didn't tell me about them."

(Ed.M. students)

One student, planning to graduate in a few months, was not sure whether he had completed all the requirements because his advisor did not provide him with the information. The same student is writing his final project without knowing if the topic he chose is acceptable.

"It had better be good, because I can come to B.U. only on Thursdays and my advisor isn't on campus then. Eventually I'll catch him."

(Ed.M. student)

There were a number of students who did not know who their advisors were.

8. Organization and Communication

The students are inclined to think that the program is rather disorganized. One student complained that her appli-
cation was lost; other students said they keep receiving bills which they should not receive.

"There are some communication problems. I never received the letters they supposedly sent us. They had this symposium last week. I didn't go because I didn't receive the letter, and I found out about it too late."

(Ed.M. student)

The students would like to have a better communication with the faculty. As things are now: "The students don't make an effort to communicate, and the teachers don't have time." (Ed.M. student.) The students expressed a desire to have the faculty communicate with them about existing resources, current research, job openings, etc.

9. Fall River Group

The group of students who live in Fall River did not have much to say on the program due to lack of knowledge. All of them complained that it is very difficult for them to come to Boston to take classes. Because of the distance involved it is very difficult to participate in any extracurricular activities.

"The only inconvenience I have is the distance between Fall River and B.U. I can't get there to use the library, because I don't have time. I'm just exhausted."

(Ed.M. student)

This group of students said that they would like the program to offer some courses in Fall River.
10. Financial Aid

A number of students said that they appreciate the financial aid they get from the program. For some students, they say the program exclusively means money:

"It was a mistake that I enrolled in this program, I don't like education at all. I'm here for the same reasons as many other students in this program - the scholarships. I can use the degree."

(Ed.M. student)

Often, the comments such as:

"The funding is the best feature of this program; I really appreciate it."

(Ed.M. student)

would be followed by a wish to have even more financial aid.

One student said he thinks that the Spanish speaking students get preference for Title VII scholarships and that the representatives from all other ethnic groups have difficulty in securing financial aid.

The Portuguese-speaking students said that there are many potential students among Portuguese speakers for this program but they cannot get any scholarships.

The majority of the students said they are happy with the financial aid they receive. And if they did not receive these scholarships, they would not be able to continue their studies.

11. Students' Opinions on the Benefits Received From the Program.

It is possible to discern two separate groups when listening to the students speak about what they think they are getting from this program. First, there is a large group composed of
those who think they learned a great deal while studying here. They say that they utilize at work and especially in their classrooms methodologies, techniques and theories that they learned in this program. "This program made me a much better bilingual teacher," said one student. Students emphasize that the technical aspects of bilingual teaching offered by the program are very valuable to them. Other students claim they gained general knowledge about bilingual issues as well as about problems which children from different cultural groups face.

Another, a much smaller group consists of those students who think they did not get enough from the program:

"When I get my Ed.M., I won't be prepared as well as I would like to be."

"I'm disappointed with this program; I don't think I have been prepared to do what I want."

"I don't know how a degree in bilingual education will help me."

(Ed.M. students)

In general, these students either do not know what they would like to get from this program, or do not know what they would do if they were not studying here.

12. Program's Influence on the Graduate Students

The graduate students said they were influenced by this program in several ways: they feel that they became better qualified teachers because they learned different methods and techniques. They understand the issues in bilingual education
much better. They learned how to deal with people from different cultures, which helps them to function better in the classroom. Apparently this program was a positive experience for the graduate students. It helped them to reach a higher level of professional maturity.

13. Suggestions for the Program's Improvement

The graduate students in this program want to:

a. have a bilingual center;

b. be advised and orientated by the faculty;

c. participate more in the program's functionings.

The students want to have a central place where they can meet one another, exchange information, and give support to each other.

The same place could be used to conduct different social activities which the students would like to have as part of the program. Students would like to have some kind of workshops during which they would be informed on current bilingual issues, new laws, new programs, conferences, etc. They would like to know about functioning bilingual programs in other cities.

A number of students said that an orientation period for incoming students should be organized. During this orientation period the new students would be informed about:

a. the program's function,

b. the program's expectations of students,

c. where they will be at the end of their studies in the program.
The students suggested yet another kind of meeting to be held twice yearly. During these meetings they would like to evaluate the program and suggest improvements. They could talk about their professional needs in general and the kind of courses they want in particular.

Finally, students want to be made responsible for the functioning of the program. They suggested that they should be made responsible for attending conferences and meetings and for contributing time and energy to the program. As one of the students put it:

"We have to work with Anglo culture; to be effective we must follow their rules: to participate in meetings, to come on time, etc."

At the same time, there are students who say that they would like to participate in the program's activities, but working and studying leaves no free time to do so.
A. Alumni Opinions on the Program

The alumni from the Master's Degree program had the following comments and suggestions. The program itself is an excellent and stimulating one and the faculty members are knowledgeable. This program helped them to secure the work-positions they wanted to obtain, and it helped them to satisfactorily perform the duties required by their employers:

"This is very good for teachers because they usually know very little about bilingual education. This program gives a good idea of what bilingual education is: its curriculum, materials, methods and culture. It wakes up bicultural awareness."

"This program helped me to understand my kids better. I needed to have some theoretical explanation on what was happening in the classroom. Now I can say that this kid behaves in this way because of this..."

(B.S. Alumni)

One alumni suggested that the program should offer more areas of specialization.
B. Doctoral Students' Opinions on the Program

Some of the doctoral students in the Bilingual Education Program made comments and gave suggestions for the undergraduate and graduate levels of the program. Commenting on the students at these levels, the doctoral students said that many of these students "did not have the privilege of learning English" (Ed.D. student), but another student believes that the lack of knowledge of English language applies only to a particular group among the undergraduate students.

"The group of undergraduates who started with the Teacher Corps aren't able to function in English. But the new students are younger, are able to function in English, and in general they are the people who would ordinarily study at a university."

(Ed.D student)

In general, these students said that they would like to see better quality in the student body.

The students disagree about the quality of the program's faculty. The following are some of their comments:

"The faculty and staff are competent."

"Professors here are not competent. I like quality not mediocrity. I need to be challenged to explore all the possibilities. To do that, you need competent people. Some of the faculty don't even have Doctoral degrees, they feel frustrated because of this, and they mistreat people."

"The professors are inexperienced. You could tell that they are professionally inexperienced."

(Ed.D. students)

Some students said that the courses are of a high quality, and suggested the introduction of some new courses which would help to upgrade the program. One of the suggested courses
would be a review of all the bilingual education terminology in different languages. This course could be appropriately offered at the Ed.M. level. Another course would teach students how to write a composition in their first language.

"If one is Spanish speaking, this doesn't mean that this person can teach Spanish to others."

(Ed.D. student)
PART V

A. Professors' Opinions on the Program

Some faculty members commenting on the program itself had the following observations.

- Some programs are only language-oriented rather than language and discipline-oriented. This dual orientation is an asset for this program.
- At the graduate level the faculty members do not perceive this program as being minority-oriented, but as being discipline-oriented.
- The research component is rather weak.

Several faculty members believe that this program is one of the best in the United States.

The general consensus among the faculty members is that their relationship with the students is good. One of the faculty members would like to see a flow of information on the kind of research or work each one is currently engaged in - the students as well as the teaching staff. This could be accomplished by creating a list of the work and interests of the faculty members and another one of the students. This list should be periodically updated. Another suggestion was to establish some kind of conference where the students would report to other students and faculty on research they are performing. If the faculty members would report on their work, some students could find an opportunity to assist them in their research.
Another faculty member said that the only concern he has regarding the relationship with the students is that he does not have any time to see them. This happens because, he said, as the top bilingual specialists are doing administrative work, they have insufficient time to devote to teaching.

Some of the faculty members commented on the quality of the student body. They said that the abilities of the students varies widely. The program has a group of students who do not have the necessary preparation, believes one of the faculty members. They have only a few grades of education from schools in Puerto Rico. They passed the equivalency test, and now they need a series of individual courses to remedy the deficiency of their education. The program has to respond to the basic necessities of these students.

Another faculty member said that, due to the low quality of some of the students in this program, it is very difficult for the professor to teach a course because these students need to be led by the hand whereas other students in the class are getting bored.

These professors believe that some of the students who finish this program are not capable of teaching. They advocate improving the situation by revising the existing admissions policy.

1. Future of the Program

The faculty members, during the interviews and the meetings, brought up several major issues related to this program.
One of these issues was the program's future existence.

The school of Education is planning a reorganization which is bitterly opposed by some of the university's faculty members. Nevertheless, realizing that the reorganization will occur in spite of their protests, some of the program's faculty members want to do everything possible to insure the best outcome for the program.

Everyone is quite apprehensive about their future. Apparently they feel they are in a vulnerable position. They see themselves as treated as second class citizens, not accepted by the rest of the school as professionals, who are referred to as people who know two languages, etc. Thus, they feel they could be first to suffer in this "shuffle" of people, departments and divisions. Because the program is not permanent, "a person is always afraid that the program will fold" (a faculty member). This lack of job security is a real obstacle to the program's establishment. One of the faculty members said that if a professor were planning to develop a long-term program component in his field, it would enrich the program and benefit all those involved with it. But, then this person would have to stay with the program to see the plans implemented. This becomes impossible because people are "looking for permanent positions somewhere else" (a faculty member). The faculty members think that the program should become permanent and that it should not depend entirely on short-term fundings from Washington.
2. Program's relationship with Boston University

Another major issue is the relationship between the program and the School of Education at Boston University. The faculty members feel that the School of Education treats them "as second class citizens" (a faculty member). This means that they are viewed not as specialists in particular areas of the field of education as they would like to be, but as bilingualists. The faculty members think that the members of the School of Education ignore them by never seeking their professional collaboration.

The faculty members think that the School of Education, instead of accepting this program for its contribution in the field of education, tolerates it because it is a source of Federal money. The School of Education does not have a long-term interest in this program.

The following is an example of a situation in which the program sometimes finds itself:

There was a course proposal before the Department of Counselor Education that involved bilingualism. The members of that Department were seeking candidates to fill the teaching position opened by the course. One member of this program's faculty wanted to know if the Bilingual Teacher Training Program had been consulted on this matter and found that it had not been. The program's teaching staff had mixed feelings about this lack of cooperation. They agreed that it was good that other departments were interested in bilingualism. In the
future the program's faculty would like to be consulted about any courses designed with a heavy emphasis on bilingualism.

B. Opinions of Outsiders to the Program

1. Reading and Language Department

At the Reading and Language Department where the program is housed, the Bilingual Teacher Training Program is considered as naturally belonging to this department more than to any other, because the purpose of this program, as one member of this department sees it, is to prepare teachers to work with bilingual youngsters, which makes it a language program.

The program's faculty is considered as part of the department, therefore they are invited to all departmental meetings. Only two members of this program attend these meetings. Others, the departmental faculty feel do not make an attempt to get to know people in the department.

Apparently the members of this department resent the way in which the program's faculty is chosen. When the program director was initially hired as a faculty member she went through the regular channels for a faculty member joining Boston University. The rest of the program's members did not go through the same interview procedure. The members of the department not involved in the program must be interviewed by all the people in the department. Apparently, the program's director knows the candidates for the program and makes recommendations to
hire them. They do have interviews with some people, but not in the department.

2. School of Education at Boston University

In the School of Education at Boston University the program is perceived in the following way.

The initial interest of Boston University in encouraging this kind of program was to have the institution focus on the needs of the City of Boston as opposed to those who respond mainly to the needs of the suburbs. The Bilingual Teacher Training Program makes it possible for the student body to be more representative of the kind of constituency that an urban university should serve. Along the same lines, by virtue of having the funding it was possible to attract faculty and associates who otherwise would not be attracted. It gives the School of Education a bigger, better faculty constituency in a budgetary constraint.

At the same time the program represented an opportunity to develop course offerings and to meet the needs of a particular population group which called for synthesizing both field and classroom experiences.

In regard to the perception of the bilingual faculty by the total faculty of the School of Education the following analysis was given to this evaluator.

The challenge of funding faculty in this program, like most externally funded programs, is one of transforming their
"status" as faculty members on a project to that of faculty members at the university. Therefore the distinction that he/she is a project-person or a regular faculty member would become meaningless. Consequently they would become part of the total faculty of the school. There has been a partial success. When Maria Brisk was initially appointed, she was looked upon as a puzzlement by the other faculty in the Department. They couldn't quite understand what bilingual meant; why she was there; and who she was. She was not really seen as an integral part of the departmental faculty. The fact that she got faculty and administration support which resulted in tenure is a rather significant criteria for determining institutionalization regarding Maria Brisk. On the other end of that scale, there are other individuals who still have their entire identity associated with the "project". Some of them could be very real contributors to the school, but for whatever reasons had chosen to be insulated in the program. The rest of the faculty members fall all along that continuum. Some of them became very active in the school's activities so that, in spite of the fact that they are totally supported on the program's money, they are perceived as regular faculty.

3. Bilingual Department of the Boston Public Schools

At the Bilingual Department in the Boston Public Schools which collaborates with the Bilingual Teacher Training Program, the program is perceived as follows.

One of the stipulations for a university applying for a
grant is that Boston University must have the support of a Local Education Agency (LEA). When the grant was first developed, Boston University came to the Bilingual Department in the Boston Public School (BPS) and asked if they would be a co-sponsor with them. The reason the regulations state that there should be a school system involved, is to insure that the program meets the needs of the students that the graduates will hopefully be servicing. So in that sense there has been a very close relationship with B.U.

The regulations state that a certain percentage of the BPS Title VII budget has to be allocated directly for teacher training. The BPS Title VII can use that money any way they choose, and they have chosen to use a majority of those monies to fund scholarships under the training program. What that means is that once the program is set up at Boston University in terms of expertise and staff, it can then open itself up to people who pay tuition or who want scholarship money from other sources. But by having BPS Title VII fund a percentage of that, the BPS Title VII is assured that the people from the BPS will be guaranteed scholarships. Therefore, The BPS Title VII office is directly involved in the part of the program to grant scholarships to people who were from the BPS as paraprofessionals or going for a B.A. degree, and professional people from the BPS who would like a Master's degree or certification.

The Director of Title VII of BPS said that the program itself is a very necessary one in the sense that bilingual
education is a new and growing field, and that it is very dif-
ficult to find people who are expert enough to teach the sub-
ject. Without this program, the people who receive the Title
VII scholarships could never afford to go to Boston University
as it is one of the most expensive schools and one of the best.
Because it is a university, as opposed to a teaching college,
it offers a lot more in terms of education resources of a
quality which they could not get elsewhere if they had to pay
their own tuition. "I think that the variety of courses is
good. Maria Brisk has met with us on many occasions to figure
out priorities. For example, over time there has been a great
need for reading and special education personnel. B.U. has
been very accommodating at that.

I also think that Maria Brisk and her staff have been ex-
tremely cooperative and innovative in terms of meetings, semin-
ars and included us wherever possible. We do have a good re-
lationship with Dr. Brisk. By working together we have been
able to put a number of qualified people in the system."
(Director of Title VII of BPS)
PART VI - RECOMMENDATIONS FOR THE NEXT YEAR'S EVALUATION

Next year's evaluation should give answers to the following items.

One of the readily identifiable effects of this program on its student body is related to the broadening of the students' personal and professional horizons. The usual comments heard during the interviews are well represented by the following:

"Before coming to B.U., I never thought I would study at a university; now I am confident I will get my B.S. degree."

"Before coming to B.U. I was only planning from day to day, now I plan years ahead."

They hypothesis that the program has increased the self-confidence level of the majority of the undergraduate students could be tested during next year's evaluation. One possible way of testing this hypothesis is by comparing the group of students accepted in the program and who did not start their first semester yet, with the group of those graduating from this program.

The course content should be reviewed in response to the students' claim that the course content is repeated in different courses. A complete course content analysis should be done on all the courses offered in this program as well as on those courses which are university wide degree requirements. If the course content indeed is repeated in different courses, the necessary steps toward the elimination of this problem would
bolster the students' enthusiasm for the program's functioning. It also might lead to the development of a better curriculum offered by this program, and to better prepared bilingual teachers.

The complete analysis of the requirements for both degrees offered by this program should be performed. Some students think there are too many requirements, others said the requirements are not extensive enough for them to achieve proficiency in the chosen subject. This issue should be submitted to an extensive study which could be a part of a larger project performed in order to define what constitutes an acceptable bilingual teacher, and therefore what is the appropriate curriculum.

The student's claim that the linguistic requirements are over emphasized should receive close attention. The question whether these linguistic requirements are a must or the students have to comply with them only because the program is placed in the Reading and Language Department should be resolved, and the answer should be given to the students.

A study of what constitutes a good bilingual teacher should be performed. Such a study could be performed by asking the parents, the students, the bilingual and non-bilingual teachers, and the school principals what they think the bilingual teacher should offer to the pupils. The questionnaires and interviews could be implemented for this study. This study would help to correctly modify the admissions policy as well as the program's curriculum and functioning if necessary.
The following are some observations and recommendations of this evaluator to the program's faculty and staff.

For some time, some of the most active faculty members were demanding more influence in the managerial decisions of the program. They did not feel comfortable with the idea that the program's director wanted to make all the decisions herself.

During the Spring Semester of this year, the program's director gradually increased the faculty's possibility of taking part in the decision-making process. This new situation makes everybody happier and is reflected during the weekly faculty meetings, which are now shorter and more productive.

At the present time the Ed.M. program has a final project. In order to further upgrade the program the faculty wants to eliminate the final project and require a thesis. By the University rules this means it has to have a thesis format, has to be placed in the library, and has to have thesis quality. The faculty has proposed the introduction of a thesis course. This proposed course would be taught by all the participating faculty. It is aimed at making Ed.M. students complete their degree requirements. One of the faculty members said that now the students complete their course work and do not do much on their project. In actuality, they get stuck with the project.
So this course is aimed at helping them overcome this difficulty. The introduction of this course was approved. Thus, one more step toward the program's improvement was accomplished.

The information on this program distributed via work, orientation day at Boston University and counselors should continue and be expanded. Other formal ways of dissemination of information on the program's existence should be implemented to insure the diversity and quality of prospective students at both undergraduate and graduate levels.

It should be made explicit to the student body if this program is theory or practice oriented. Thus, if the entering students were advised on this matter before beginning this program, the number of disillusioned students in the program could be reduced, facilitating a better functioning of this program.
Channels should be created for student feedback to the program. The students want to be able to communicate their opinions to the program on its functionings, what they want from their courses, what the focus of the courses should be, and what new courses they would like the program to offer. This could be done through the creation of a student newsletter, a part of which could be dedicated to the students' opinions on program improvement. This could be followed by an open meeting for faculty and students where more lengthy discussions could be held. Election of a student representative, which to my knowledge does not exist, for each of the B.S. and Ed.M. degrees, who would be invited to the faculty meetings could prove useful in the improvement of the program's functioning.

It is necessary to review the scheduling of courses required by this program. Some students claim that they have to stay for an extra semester because the required courses are given at the same time, and only on three days a week. Perhaps a discussion of this subject with the students could make it easier for the students to receive their degrees at an earlier date, and some of the program's funds would be saved.
The advising system within this program should be closely examined, and the necessary steps for its improvement taken. The program's faculty should devise an explicit advising policy. It must outline the faculty members' responsibilities as advisors. It must state clearly what the student body should expect from their faculty in relation to advising matters. Some of the students as well as some of the faculty claim that the faculty members do not have time to perform as advisors. This issue should be clarified and minimum responsibilities and expectations should be clearly defined and made known to all parties.

The possibility of creating a bilingual students' center should be examined. This matter could be discussed and the decisions on it could be made during a meeting for the bilingual students, faculty, and the university's administration.

The communication among the members of the bilingual faculty as well as between the bilingual faculty and the faculty of the School of Education at Boston University should be strengthened. Open channels of communications must be established. For example a monthly bulletin listing the research or activity in which every bilingual faculty member is currently involved should be created. This would make it possible for the faculty members to know what each of them is involved in,
and this might help graduate students find research topics.

The communication between the bilingual faculty and the Reading and Language Department faculty could be strengthened by an effort from the program's faculty to get to know the other faculty. One way of doing it is by attending the departmental meetings to which the bilingual faculty is invited.

Apparently the program's faculty members, except for the program's director and one member of the faculty, do not take full advantage of these invitations.

The following are the students and the faculty members' suggestions on the improvement of this program.

1. To develop a working relationship with the community the program's students are serving. The students could explain to the members of these communities the advantage for their children to receive a bilingual education; the students could find out what attitude prevails in these communities toward bilingual education and what are the concerns of the population involved. By working with the community, as one student pointed out, "We could make parents feel important and more in control of their children's education."

2. To develop contacts with similar programs existing elsewhere;
3. To develop working relations with bilingual teachers practicing in the Boston area. This would include this program's alumni and those who did not study in this program. This would enable us to discover how the program's curriculum should be restructured in order to produce better bilingual teachers. Also, by helping these teachers in their practice, the program would ultimately be serving the bilingual children with whom these teachers are working.

4. To develop instruments to make the students more responsible to the program. For example, the students should be made responsible for attending certain meetings, and they should be made responsible for answering the correspondence they receive from the program.

5. A number of workshops should be introduced and meetings held to inform students on the latest developments in the field of bilingualism.

6. An orientation period for incoming students should be developed during which the students would receive information on the program, on what to expect during their stay at Boston University, on what they can demand from the program and what their responsibilities are to the program.

The faculty members suggested the preparation of a package of introductory material to Boston University facilities for the new faculty and staff.

Close consideration should be given to review of the admissions policy. It is necessary to review the standards for
admitting new students to this program, what these standards are, and what they should be. The complaint received by this evaluator was that the students in this program have a serious language deficiency. Information from different sources should be studied, and the admissions criterion should be changed, if necessary, in accordance with the results of the study.

It is necessary to decide if the introduction of some kind or concentration or specialization on the undergraduate level is needed. The possibility of opening new areas of specialization at the graduate level should also be examined.
B.S. in ELEMENTARY OR SECONDARY BILINGUAL EDUCATION
128 credits (32 courses)

The purpose of the undergraduate program is to train students in elementary or secondary bilingual education. The students will acquire fluency in English and another language. The students attend full-time, or part-time if they are working in a bilingual program. They must fulfill three types of requirements: (1) College of Liberal Arts (CLA); (2) Elementary or Secondary Education requirements and (3) Bilingual Education requirements. Each student will work out the program with his/her advisor (a member of the bilingual faculty) according to the following outline:

I. COLLEGE OF LIBERAL ARTS (10 courses)
   1. English Composition (1 course)
   2. Humanities (3 courses to be chosen from at least two different areas):
   3. Math and Natural Sciences (3 courses, 2 of which must have science lab, to be chosen from at least two of the following areas).
      Areas: Astronomy, Biology, Chemistry, Geography, Geology, Math.
   4. Social Science (3 courses to be chosen from at least two different areas).

II. EDUCATION REQUIREMENTS

Elementary                                                                                     Secondary

<table>
<thead>
<tr>
<th>Elementary Courses</th>
<th>Secondary Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 100 Philosophy of Ed</td>
<td>4 HB 100 Philosophy of Ed</td>
</tr>
<tr>
<td>HB 200 Psychology of Ed</td>
<td>4 HB 200 Psychology of Ed</td>
</tr>
<tr>
<td>SM 261 Math for Elementary School Teachers</td>
<td>In addition, candidates are to take a required number of credits in the area of specialization such as:</td>
</tr>
<tr>
<td>CH 300 The learner and His Environment</td>
<td>12 Languages &amp; Lit., Sec. Studies, Business Ed., etc.</td>
</tr>
</tbody>
</table>

III. MAJOR FIELD (BILINGUAL EDUCATION)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 311</td>
<td>Introduction to Bilingual Education</td>
</tr>
<tr>
<td>SO 525</td>
<td>Workship in Cultural Awareness</td>
</tr>
<tr>
<td>SM 501</td>
<td>Science/Math for Bilingual Speakers</td>
</tr>
<tr>
<td>RL 535</td>
<td>Teaching Reading to Bilingual Speakers</td>
</tr>
<tr>
<td>RL 538</td>
<td>Curriculum Development in Bilingual Education</td>
</tr>
<tr>
<td>SM 597/598</td>
<td>Science/Math Education Topics</td>
</tr>
<tr>
<td>UA 522</td>
<td>Urban Ethnic Groups: The Hispanic Experience</td>
</tr>
<tr>
<td>RL 504</td>
<td>Student Teaching (Bilingual)</td>
</tr>
</tbody>
</table>

IV. ELECTIVES (10-12 credits)

* Or an alternative course related to another culture.
The purpose of this Master's Program is to give students a complete background in Bilingual Education while they acquire expertise in one particular field of studies, such as Administration, Counseling, Curriculum, Early Childhood Education, Reading, Second Language Teaching or Special Education. The student entering this program should already be fluent in two languages. Any language training desired will be additional to this program. If the candidate has education training and wants to be certified as a bilingual teacher, but has not had teaching experience, s/he will have to take student teaching in addition to the program.

Each student will arrange her/his program with the advisor, selecting:

A. 5 or 6 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 620</td>
<td>Issues in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 602</td>
<td>Prosersinar in Language II</td>
<td>4</td>
</tr>
<tr>
<td>RL 513</td>
<td>Introduction to Community Organization</td>
<td>4</td>
</tr>
<tr>
<td>RL 514</td>
<td>Field Work in Community Organization</td>
<td>6</td>
</tr>
<tr>
<td>RL 515</td>
<td>Methods and Materials in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>SC 523</td>
<td>Workshop in Cultural Awareness</td>
<td>4</td>
</tr>
<tr>
<td>RL 530</td>
<td>Curriculum Development in Bilingual Education 1-12</td>
<td>4</td>
</tr>
<tr>
<td>RL 744</td>
<td>Diagnosing Abilities and Achievements of the Bilingual Child</td>
<td>4</td>
</tr>
<tr>
<td>RL 535</td>
<td>Teaching Reading of English to Bilingual Speakers</td>
<td>4</td>
</tr>
</tbody>
</table>

B. 2 or 3 courses in a specific field of interest

C. Final Project (1 credit)

All students will be required to complete a project in the area of language, language acquisition, curriculum, methods, materials, assessment, community work or reading. They will enroll in the course RL 643/444 Seminar in Reading & Language, working on an individual basis with one of the members of the bilingual faculty.
I. MASTER'S PROGRAMS

a. Bilingual Education  
b. Bilingual Ed./Elementary Certification  
c. Bilingual Ed./Administration  
d. Bilingual Ed./Early Childhood  
e. Bilingual Ed./Reading  
f. Bilingual Ed./Special Education  
g. Bilingual Ed./TESOL  

II. C.A.G.S. Program
The Master's Degree Program for Graduate students needing bilingual elementary teaching certification has been designed for individuals who have an undergraduate degree in a field other than bilingual or elementary education and are seeking to assume the role of classroom teacher of bilingual children. The students must be fluent in English and another language. Any further language training would be in addition to the requirements for the Ed.M.

I. ELEMENTARY EDUCATION REQUIREMENTS (12 Credits)

Choose 3 courses from among the following:

- CH 6331 Teaching Strategies in Childhood Education 4
- CH 6045 Teaching Strategies in Childhood Education 4
- CH 5954 Child Development in Education 4
- ED 7604 Mathematics for Teachers 4

II. BILINGUAL EDUCATION REQUIREMENTS (22 Credits)

- RL 523 Issues in Bilingual Education 4
- RL 515 Methods and Materials in Bilingual Education 4
- RL 534 Curriculum Development in Bilingual Education 4
- SO 525 Workshop in Cultural Awareness 4
- RL 504 Student Teaching 6

One course from among the following: (4 Credits)

- RL 535 Teaching Reading to Bilingual Speakers
- RL 744 Diagnosing Abilities and Achievements of the Bilingual Child 4
- RL 513 Introduction to Community Organization 4
- RL 602 Proseminar in Language II 4

III. FINAL PROJECT (4 Credits)

All students will be required to complete a project in the areas of language, language acquisition, curriculum, methods, materials, assessment, community work or reading. They will enroll in the course RL 523, Seminar in Reading and Language, working on an individual basis with one of the members of the bilingual faculty.
ED.M. IN BILINGUAL EDUCATION/ADMINISTRATION

Students will enroll in the Reading and Language Arts Department and will meet the requirements for the Ed.M. in Bilingual Education along with 4 courses in the Department of System Analysis and Adaptation. The requirements are as follows:

I. BILINGUAL EDUCATION

Choose 5 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 620</td>
<td>Issues in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 692</td>
<td>Preseminar in Language II</td>
<td>4</td>
</tr>
<tr>
<td>RL 515</td>
<td>Methods and Materials in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 513</td>
<td>Introduction to Community Organization</td>
<td>4</td>
</tr>
<tr>
<td>RL 514</td>
<td>Field Work in Community Organization</td>
<td>6</td>
</tr>
<tr>
<td>SO 525</td>
<td>Workshop in Cultural Awareness</td>
<td>4</td>
</tr>
<tr>
<td>RL 535</td>
<td>Curriculum Development in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 732</td>
<td>Diagnosing Abilities and Achievements of the Bilingual Child</td>
<td>4</td>
</tr>
<tr>
<td>RL 535</td>
<td>Teaching Reading English to Bilingual Speakers</td>
<td>4</td>
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</tbody>
</table>

II. SYSTEM DEVELOPMENT AND ADAPTATION

The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD 782</td>
<td>Educational Organizational Analysis</td>
<td>4</td>
</tr>
<tr>
<td>SD 794</td>
<td>Supervision of Educational Systems</td>
<td>4</td>
</tr>
<tr>
<td>SD 785</td>
<td>Planning: Concepts and Tools (or SD 788)</td>
<td>4</td>
</tr>
<tr>
<td>SD 800</td>
<td>Seminar on Citizen Participation (or SD 794)</td>
<td>4</td>
</tr>
</tbody>
</table>

III. FINAL PROJECT OR INTERNSHIP

RL 843 or 84A Seminar in Reading and Language

OR

SD 789 Internship (Students will have a choice of undertaking a thesis or an internship).

The minimum requirement for the Ed.M. in Bilingual Education with concentration in administration is 9 courses and a thesis or internship. The primary advisor will be in the Bilingual Education Program; a System Development and Adaptation faculty member will be assigned as a second advisor.

Students who complete the above program will be eligible for Massachusetts' present certification requirements in educational administration, if they already hold a valid Teaching Certificate.
Masters in Bilingual Education with Concentration in Early Childhood Education (36 credits)

This program is to specialize teachers with certification in elementary education to teach in bilingual kindergartens and day care centers. The candidates should be bilingual. Any language courses needed would be in addition to the following:

I. BILINGUAL EDUCATION (20 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RL 620 Issues in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 515 Methods and Materials in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 533 Curriculum Development in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 744 Diagnosing Abilities and Achievements of the Bilingual Child</td>
<td>4</td>
</tr>
<tr>
<td>SE 521 or 522 Language Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

II. EARLY CHILDHOOD EDUCATION (12 to 16 credits)

Select 3 or 4 of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 505 Childhood Development in Education</td>
<td></td>
</tr>
<tr>
<td>CH 506 Social Issues</td>
<td>4</td>
</tr>
<tr>
<td>CH 507 The Role of Play</td>
<td>4</td>
</tr>
<tr>
<td>CH 509 Parent Involvement in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>CH 781 Pre-School Education</td>
<td>4</td>
</tr>
</tbody>
</table>

III. FINAL PROJECT (4 credits)

All students will be required to complete a project in the areas of language, language acquisition, curriculum, methods, materials, assessment, community work or reading. They will enroll in the course RL 643, 344 Seminar in Reading and Language, working on an individual basis with one of the members of the bilingual faculty.

NOTE: In addition, candidates who have not had the experience teaching in a bilingual K-2 classroom will take: CH 632 Practicum in Early Childhood Education (section for bilingual candidates).
Students enrolling in this program, will fulfill the following requirements:

I. GENERAL BILINGUAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 620</td>
<td>Issues in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 515</td>
<td>Methods and Materials in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 602</td>
<td>Proseminar in Language II</td>
<td>4</td>
</tr>
<tr>
<td>RL 750</td>
<td>Diagnosing Abilities and Achievements of the Bilingual Child</td>
<td>4</td>
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</table>

II. READING REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 535</td>
<td>Reading English for Bilingual Speakers</td>
<td>4</td>
</tr>
<tr>
<td>RL 731</td>
<td>Improvement of Reading I (Elementary)</td>
<td>4</td>
</tr>
<tr>
<td>RL 736</td>
<td>Improvement of Reading II (Secondary)</td>
<td>4</td>
</tr>
<tr>
<td>RL 733</td>
<td>Remedial Reading</td>
<td>4</td>
</tr>
</tbody>
</table>

III. ELECTIVES

The student will take one elective course in the field of bilingual education or reading, such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 732</td>
<td>Physical Factors Related to Reading</td>
<td>4</td>
</tr>
<tr>
<td>RL 901</td>
<td>Leadership in Reading and Language</td>
<td>4</td>
</tr>
</tbody>
</table>

IV. READING LABORATORY

After completing the reading requirements, students will enroll in:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 738</td>
<td>Bilingual Education Reading Laboratory</td>
<td>6</td>
</tr>
</tbody>
</table>

The work in the laboratory will be followed by:

RL 951 or 952 Independent Study, to complete research related to the work in the laboratory.
MASTER'S IN BILINGUAL EDUCATION WITH CONCENTRATION
IN SPECIAL EDUCATION
42 Credits + Thesis

This program combines the concentrations of Bilingual Education and Special Education. Students entering the program should be bilingual; any further language instruction would be in addition to this program.

I. BILINGUAL EDUCATION REQUIREMENTS (16 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RL 620 Issues in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 515 Methods and Materials in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 744 Diagnosing Abilities and Achievements of the Bilingual Child</td>
<td>4</td>
</tr>
<tr>
<td>SO 525 Workshop in Cultural Awareness</td>
<td>4</td>
</tr>
</tbody>
</table>

II. SPECIAL EDUCATION REQUIREMENTS (26 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 756 Special Needs: Disabilities of Growth and Learning</td>
<td>4</td>
</tr>
<tr>
<td>SE 523 Language and Communication</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>4</td>
</tr>
<tr>
<td>SE 521 Language Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>4</td>
</tr>
<tr>
<td>SE 502 Disability: Behavioral and Emotional</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>4</td>
</tr>
<tr>
<td>SE 741 Emotional Disturbance and Group Process</td>
<td>4</td>
</tr>
<tr>
<td>SE 807 Advanced Strategies and Practicum</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>4</td>
</tr>
<tr>
<td>SE 508 (If not certified in Elementary Education)</td>
<td>6</td>
</tr>
<tr>
<td>1 Research course: SE 515 or SE 751 or HR 456</td>
<td>4</td>
</tr>
</tbody>
</table>

III. All students will enroll in RL 343 or 444 to write a thesis. 4
This program combines the concentrations of Bilingual Education and TESOL. Students entering the program should be bilingual, any further language instruction would be in addition to this program.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 602</td>
<td>Proseminar in Language or EN 511 Introduction to Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>RL 620</td>
<td>Issues in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>EN 513</td>
<td>Modern English Grammar</td>
<td>4</td>
</tr>
<tr>
<td>SE 521-522</td>
<td>Language Acquisition or SE 723 Second Language Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>RL 509</td>
<td>Methods of Teaching English as a Second Language</td>
<td>4</td>
</tr>
<tr>
<td>SO 525</td>
<td>Workshop in Cultural Awareness</td>
<td>4</td>
</tr>
<tr>
<td>*RL 535</td>
<td>Teaching Reading English to Bilingual Speakers</td>
<td>4</td>
</tr>
<tr>
<td>*RL 612</td>
<td>Student Teaching TESOL (the candidates will be placed in a bilingual classroom)</td>
<td>6</td>
</tr>
<tr>
<td>RL 835</td>
<td>Research Seminar in TESOL</td>
<td>4</td>
</tr>
</tbody>
</table>

Students should carefully plan their programs with their advisor, since the sequence of course offerings has a distinct bearing on the time required to complete the program. Candidates are also required to complete a project in research or curriculum design.

For further information about the program, write to:

Dr. Maria Estela Brisk  
Director Bilingual Education Program  
School of Education  
Boston University  
765 Commonwealth Ave.  
Boston, MA 02215  
Tel.: (617) 353-3260

OR Dr. Steven Holinsky  
Director TESOL Program  
School of Education  
Boston University  
765 Commonwealth Ave.  
Boston, MA 02215  
Tel.: (617) 353-3233

*NOTE:* Students who want certification in Bilingual Education should take RL 515 Methods and Materials in Bilingual Education and RL 50? Student Teaching (Bilingual).
The purpose of this program is to give students who have a Master's degree a thorough knowledge of the field of bilingual education. The students entering this program should already be fluent in English and another language.

Each student will arrange her/his program with the advisor selecting from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 620 Issues in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 621 Applied Issues in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 602 Proseminar in Language II</td>
<td>4</td>
</tr>
<tr>
<td>RL 513 Introduction to Community Organization</td>
<td>4</td>
</tr>
<tr>
<td>RL 514 Field Work in Community Organization</td>
<td>4</td>
</tr>
<tr>
<td>SL 525 Workshop in Cultural Awareness</td>
<td>4</td>
</tr>
<tr>
<td>RL 515 Methods and Materials in Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td>RL 533 Field Experience in Bilingual Curriculum &amp; Development</td>
<td>4</td>
</tr>
<tr>
<td>RL 744 Diagnosing Abilities &amp; Achievements of the Bilingual Child</td>
<td>4</td>
</tr>
<tr>
<td>RL 535 Teaching Reading to Bilingual Speakers</td>
<td>4</td>
</tr>
<tr>
<td>RL 749 Bilingual Education Reading Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>SE 729 Second Language Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>RL 509 Methods of Teaching English as a Second Language</td>
<td>4</td>
</tr>
<tr>
<td>Linguistics course</td>
<td>4</td>
</tr>
<tr>
<td>Research Methods course</td>
<td>4</td>
</tr>
</tbody>
</table>
SUMMER SESSION I

Registration: May 1-22, Mon-Fri, 9:00 a.m. - 4:30 p.m.; May 23, 9:00 a.m. - 7:00 p.m.

Classes Start: May 23 - July 1

BILINGUAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>COURSES</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 515</td>
<td>Methods and Materials in Bilingual Education. Observations of classes and analysis of classroom techniques and practices and problems as they relate to the bilingual child and bilingual schooling. First Semester. Tues-Thurs, 4:00-7:30 p.m. Instructor: Iargarita Perez-Jones</td>
</tr>
<tr>
<td>RL 542 A1</td>
<td>Workshop in Reading: Teaching Reading Spanish. Specific techniques for teaching reading in Spanish to native speakers. Review of existing studies. Materials presently used will be evaluated, and strategies for adapting them will be discussed. Instructor: Edwin Blanco 2 cr. Time: 12-4:30 p.m.</td>
</tr>
<tr>
<td>June 26-30</td>
<td>Workshop in Reading: Teaching Reading Chinese. Review of existing studies on teaching reading in Chinese. Materials presently used will be evaluated and strategies for adapting them to the bilingual classroom will be discussed. Instructor: Mae Chu Chang 2 cr. Time: 12-4:30 p.m.</td>
</tr>
<tr>
<td>RL 542 A3</td>
<td>Workshop in Reading: Teaching Reading Italian. Specific techniques for teaching reading in Italian to native speakers. Materials presently used will be evaluated and strategies for adapting them to the bilingual classroom will be discussed. Instructor: Marie Lombardo 2 cr. Time: 12-4:30 p.m.</td>
</tr>
</tbody>
</table>

SCHOLARSHIPS: There will be a limited number of scholarships for bilingual teachers interested in these workshops. Request an application form by calling or writing to the Bilingual Education Program office, School of Education, Rm. 1315, Boston University, 765 Commonwealth Avenue, Boston, MA 02215 Tel.: 353-3260.

OTHER COURSES

<table>
<thead>
<tr>
<th>COURSES</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 509</td>
<td>Teaching English as a Foreign Language. Current theories of language teaching and the application of techniques of teaching, listening, speaking, reading, and writing for those preparing to teach English to those whose native language is not English. Associate Professor Volinsky. 4 cr. Time: 4:00 - 7:30 p.m., Tues., Thurs</td>
</tr>
</tbody>
</table>
Other Courses (cont)

RL 602  Proseminar in Language, II. Introduces in broad perspective the basic language theory underlying curricular and methodological concerns common to reading, language arts, English, and second-language learning. Required of all master's students. Associate Professors Polinsky and Smith. First Session 4 cr. Time: Wed. 4:00 - 7:30 p.m.

LS 350  Reading and Analysis of Contemporary Spanish Literature. Prereq.: CLA LS 215, CEEB Spanish score of 540 or equivalent. Development of techniques for reading evaluation and appreciation of literature of twentieth-century Spain and Spanish America; special attention to study of lyric poetry, drama, and fictional narrative as genres. Consideration of those qualities which may be identified as specifically "Hispanic" in works read as well as themes and forms of universal interest. Instructor Hupperman First Session 4 cr. Time: 1:00 - 3:00 p.m.

LS 463  Culture of the Caribbean. Prereq.: CLA 352 or consent of instructor. Fictional prose, painting, architecture, and music of the countries and territories of the Caribbean world of today. Study of aesthetic expression in connection with historical, social, and linguistic background. First Session 4 cr. Time: Mon., Wed., Thurs. 3:30 - 6:00 p.m. Instructor Hupperman
SUMMER SESSION II

Registration: June 5-30, 9:00 a.m. - 4:30 p.m.; July 5, 9:00 a.m. - 7:00 p.m.

Classes Start: July 5 - August 12

BILINGUAL EDUCATION COURSES

COURSES                  DESCRIPTION

RL 500 P1  Bilingual Education: Spanish. Technical language needed in the elementary classroom and in the understanding of educational literature. Glossaries of terminology useful for the bilingual teacher developed. Taught in Spanish.
July 10-14    1 credit    Time: 9:30 a.m. - 12:00 noon

B2  Bilingual Education: Portuguese. Technical language needed in the classroom and in the understanding of educational literature. Glossaries of terminology useful for the bilingual teacher will be developed. Taught in Portuguese.
July 10-14    1 credit    Time: 9:30 a.m. - 12:00 noon

INSTITUTE IN HISPANIC STUDIES

The institute, designed to meet the special needs of secondary-school and junior college teachers of Spanish, provides an intensive six-week exposure to the Spanish language and to Hispanic culture and civilization through a coordinated program of courses, workshops, and cultural events. The courses aim at the improvement of language competence, understanding of Hispanic culture from an anthropological perspective, and the use of literature in the classroom. Cultural activities, free to institute participants, include a weekly Spanish-language film and a series of lectures in Spanish on various facets of Hispanic life. All courses and workshops (except SUM LS 002) are conducted entirely in Spanish. Institute participants take two courses each and may enroll in either or both of the workshops at no extra charge. Those wishing to reside on campus may take advantage of relatively inexpensive University-owned housing accommodation.

LS 001 M  Conversational Practice
LS 002 M  Media-use in Foreign Language Teaching
LS 303 B1 Self Expression, I: Spanish
LS 700 B1 Spanish: Applied Linguistics
LS 740 B1 Contemporary Spanish-American Culture
LS 750 B1 Methods of Literary Analysis

*** For description and schedule see Summer Catalogue page 44.

OTHER COURSES

EN 103  Freshman English for Bilingual Students. Reinforces the basic skills in reading and writing necessary for all college work for bilingual students. Extensive practice in the fundamentals of reading, writing, and critical thinking in the English language. Frequent papers and exercises. Individual conference. Required for the degree except for students exempted by the Department of English. Enrollment limited. 4 cr.
Time: 9:30 - 11:00 a.m.
Lucy T. Briggs, Ph.D.  Assistant Professor and Reading and Language Field Application Specialist

Year of appointment to Boston University: 1977

Teaching, Supervisory and Administrative Appointments

A. Semester II, 1976-77

Administrative assignment as Field Application Specialist, Bilingual Resource and Training Center (see below)

B. Semester I, 1977-78

Administrative assignment: Field Application Specialist, Bilingual Resource and Training Center

C. Semester II, 1977-78

Administrative assignment: Field Application Specialist, Bilingual Resource and Training Center

Teaching assignment:

RL 726, Development of Skills in Language Analysis

Duties as Field Application Specialist

a) Develops minicourses and workshops for teachers in bilingual education.

1977-78 - Module, Understanding the Role of Language in Bilingual Education Workshop on bilingual materials development, Massachusetts Teachers' Association (Worcester) Workshop/Minicourse, The Sounds of English and Spanish (With Mae Chu-Chang), six workshops on Language and Culture, Brookline High School

b) Serves on Ph.D. committees of doctoral students in Bilingual Education.

1977-78 - Donaldo Macedo

c) Plans and supervises workshops and minicourses for western and southeastern Massachusetts, focusing on Title 7 programs in Holyoke and Fall River.

Workshops for elementary bilingual and ESL teachers, Holyoke, fall 1977. (Joel Walters)

Minicourse for secondary bilingual and ESL teachers, Holyoke, spring 1978. (Nancy Backman)

Minicourse, Teaching Reading in Portuguese (RL 542X), Fall River, summer 1978. (Donaldo Macedo)

d) As a field linguist, provides
1) Assistance to B.U. Bilingual Program in developing minicourses on Spanish and Portuguese educational terminology, to be given summer 1978.

2) Consultation to LEA's and SEA's (bilingual program directors and teachers) on language-related matters affecting curriculum and method.

3) Consultation with Wabnaki Bilingual Education Program (Passamaquoddy, Title 7), Indian Township, Maine.

4) Consultation with Boston Indian Council re development of Micmac language program.

e) Provides editorial assistance to preparation of BUBRTC publications (newsletters, modules, letters).

f) Represents BUBRTC at meetings of other elements of Title 7 Bilingual Network and other agencies involved in bilingual education.

Research

Presented a paper, "Current Research on the Aymara Language" in Houston, December 1977, at a symposium on South American indigenous languages at the 76th Annual Meeting of the American Anthropological Association. A longer version of this paper, entitled "A Critical Survey of the Literature on the Aymara Language" is now being submitted for publication.

Beginning research into variation in the Spanish language in Massachusetts, and into methods of teaching the standard varieties of the language to speakers of non-standard varieties.

With Mae Chu-Chang, contrastive studies of Mandarin Chinese and English.

Lucy T. Briggs, Ph.D.
March 22, 1978
MARIA ESTELA ALLENDE BRISK

PERSONAL

Born: September 22, 1940. Cordoba, Argentina.
Citizenship: Nationalized U.S.
Address: 140 Chestnut Hill Road, Chestnut Hill, MA 02167
Telephone: (617) 566-7089
Husband: William J. Brisk (U.S. citizen)
Children: Angelica Allende Brisk (U.S. citizen)

EDUCATION


University of Michigan (1962). Diploma of proficiency in English.


PROFESSIONAL EXPERIENCE

Associate Professor, School of Education, Boston University (Sept., 1974 to present).

1. Administration and Development - developed the present Bilingual Education Program at Boston University. This included designing the curriculum (B.S., ED.M. and ED.D.), writing proposals to secure federal funding, hiring the faculty, selecting students, establishing liason with LEA's and developing a network within the university.

Administrator of the Teacher Training and Doctoral Fellowship Programs with a total of 200 students, speakers of seven different languages.

Associate Professor, Language Department, Roxbury Community College, Boston, Ma. (Sept., 1973 - Jan., 1975).

Developed the program for the Spanish-speaking students in language and content areas and specific degree programs. Developed a two-year transfer program for Bilingual Teacher Training.

Taught courses in Spanish language, grammar, composition and Introduction to Bilingual Education.


Developed the Bilingual Education Program of the center as it relates to the United States. Established contacts throughout the country and with the federal government. Did a bilingual education survey of the entire country and partially of Latin America, as the initial stage for an informational system.

Profesora, Catholic University, Quito, Ecuador (October, 1970 - Jan., 1971)

Taught courses in linguistics and bilingualism in the Department of Languages and Linguistics.

Instructor, Modern Language Department, University of New Mexico, Albuquerque, New Mexico (1968 - 1970).

Taught courses in Spanish language. Assisted in the development of an entrance exam to separate native speakers vs. non-native speakers of Spanish.

Assistant Professor, Linguistics and Language Department, Inter-American University, San German, Puerto Rico (1967 - 1968).

Taught courses in Spanish and English language and Introduction to Linguistics.


Summer intensive program for teachers of English. Taught English language, linguistics and methodology of language teaching.

Translator

(2) Dr. Carlos Monge, Lima, Peru (October - December, 1966).
(3) USAID/Peru, Columbia Teachers College Mission (December, 1966).


English Teacher

(1) IICANA, Cordoba, Argentina (American Bi-National Center), (1963-64).
Cultura Britanica, Cordoba, Argentina (British Bi-National Center), (1963-64).
Instituto de Lenguas Modernas, Cordoba, Argentina (1963-64).

Simultaneous Interpreter


CONSULTATION

In Legal Matters - for the past three years, I have been consulting with several communities in the country as a bilingual education "expert" in relation to involvement of bilingual communities in desegregation or other court cases. The work has included working in the process of the organization of the community, development of plans, testimony in the courts, formal presentations in School Boards, and advising of the lawyers working the particular case. In all of the cases, I work with them as the need arises and I continue to be consulted by the lawyers as long as the case is open.


Other


2. Education Research Corporation, Watertown, Ma. (1975). To assist in the development of proposals related to bilingual education, especially the proposal for the National Dissemination and Assessment Center now located in Cambridge, Ma.


Workshops

1. Language Education Workshop, Fall River Public Schools, Fall River, Ma. (May, 1976).


PRESENTATIONS


"Acquisition of Negation", paper presented at American Research Association Meeting, New York, April 7, 1977 (with Dr. Celeste Freytes-Dieppa).


Panel participant NIE Bilingual Clearinghouse Conference, November 6, 1976.

"Bilingual Language Acquisition", paper presented at Indiana University, Bloomington, Indiana, April, 1976.


Panel participant, National Conference on Chicano Sociolinguistics, Las Cruces, New Mexico, November, 1974.

PUBLICATIONS


"A Program for Teaching English as a Foreign Language," report for the WIN Project ISRAD, University of New Mexico, Albuquerque, New Mexico, August, 1969.


MEMBERSHIPS

National Association for Bilingual Education
The American Association for Teachers of Spanish and Portuguese
Massachusetts Association for Bilingual Education
Asociacion Argentina de Profesores de Ingles
Modern Language Association
American Educational Research Association
American Association of Colleges for Teacher Education

UNIVERSITY COMMITTEES

Clinical Research Review Committee
Graduate Student Committee
Faculty Recruitment Committee

LANGUAGE PROFICIENCY

Spanish, English, French, German
TRAVEL

September, 1969 - January, 1970: ECUADOR
August, 1967 - August, 1968: PUERTO RICO
October, 1966 - June, 1967: PERU
September, 1966: COLUMBIA, ECUADOR
August, 1965: VENEZUELA, BRAZIL
April - June, 1958: CHILE, U.S.A.
July - October, 1955: DENMARK, SWEDEN, NORWAY, GERMANY, FRANCE, ITALY, & SPAIN

REFERENCES

Available upon request.
Summary of Qualifications:
Over twenty years of professional experience which includes:
- Planning and Organizing
- Legal Training
- Sensitivity to Needs
- Leadership
- Human Relations
- Salesmanship

Education:
- J.D., Boston College Law School (1972)
- B.A., Suma Cum Laude, Inter American University of Puerto Rico, San German, Puerto Rico (1967)
- Graduate Studies, Northeastern University, School of Political Science, Boston, Ma. (1968)

Experience:
- Private practice of Law, Massachusetts. (1976- present)
- Affirmative Action and Community-Based Program Specialist, Massachusetts Committee on Criminal Justice, Boston, Ma.
- Supervisor of the Equal Employment Opportunity Program implemented by the recipients of funds from the Committee.
- Supervisor of the program studying the utilization of paraprofessionals, ex-offenders, and volunteers in the criminal justice system. (1974-76)
- Assistant Professor (Part Time) Boston State College, Graduate Program of Public Management, School of Continuing Education. (1974)
- Executive Director - Concilio Hispano de Massachusetts Inc., Boston, Ma.
- Designed structure, planned programs, negotiated funding and organized two offices (Boston and Springfield). Hired, trained and supervised staff of twelve. (1973)
- Special Assistant to the Governor of Massachusetts
- Advised the Governor in minority affairs. Represented the Governor in public acts, intervened in crisis situations in which minority groups were involved and drafted proposed legislation on behalf of minority groups. (1971-73)
- Consultant - Governor's Committee on Law Enforcement and Administration of Justice, Boston, Ma.
- While at law school, planned and organized a special security program for the Riverview Public Housing Project, Springfield, Ma.
Social Planner - Action for Boston Community Development
Boston, Ma.
Planned and evaluated social programs for the main
organization and its affiliates. (1969-70)

Area Coordinator - Department of Community Affairs,
Migrant Education Program, Boston, Ma.
Coordinated an educational and recreational program
for migrant farm workers. Supervised 13 Teachers plus
office staff. (1968 - Spring)

Insurance and Real Estate Broker - Ponce, Puerto Rico
Worked all lines of insurance and real estate as an
independent broker. (1956-67)

Distributor - United States Rubber Company, Ponce, P.R.
Sales and service of tires, batteries, and industrial
products.

License:
Insurance, Commonwealth of P.R., Massachusetts Bar,
Federal District Court.

Personal:
Health - Excellent
Veteran U.S. Army

Organizations
and Agencies
Emergency Tenants Council Development Corp., President
of the Board
Concilio Human Services Inc., President of the Board
United Way of Massachusetts Bay, member of the Board
YMCA Metropolitan Boston, member of the Board
Massachusetts Law Reform Institute, Trustee
CURRICULUM VITAE - General Outline

NAME: Celeste Freyles de Dieppa

ADDRESS: #23 Eastwood Circuit
          West Roxbury, Mass. 02132

I. Academic Vitae

A. Undergraduate Degree

University Attended: Universidad de Puerto Rico
Dates: August 1967 - August 1971
Degree: B.A.
  Major: Psychology
  Minor: Mental Retardation

B. Graduate Degree

University Attended: University of Missouri
Dates: August 1971 - August 1972
Degree: M.A.
  Major: Special Education
  Minor: Learning Disabilities

C. Post-graduate Degree

University Attended: Boston University
Dates: September 1973 - in progress
Degree: Ed D
  Major: Special Education

II. Working Background

A. Student-teaching at the University of Puerto Rico, in the area of Mental Retardation.

Student-teaching at the University of Missouri in the area of Learning Disabilities.

B. Full-time Instructor at the University of Puerto Rico

1. Taught the course ED 301 - Psychology of the Exceptional Child
2. In charge of pilot project whose objective was to screen a school population (low socio-economic level) to determine those children with special needs and help regular classroom teachers establish a remediation program for them.
3. As supervisor of student-teachers who were working at the
elementary level in a regular classroom setting.

4. Research-assistant in a follow up study at the University of Puerto Rico. The objective was to evaluate the program of Mental Retardation at the School of Education.

C. Boston University-Part-time Instructor

1. Courses taught:
   
   SED SE 501 - Developmental and Disability (Undergraduates)
   SED RL 744 - Assessment of Bilingual Child with Learning Problems (Graduates)

2. Supervisor of student-teachers at League School, working with children who exhibited severe behavioral & academic problems.

3. Pilot-project with 31 Spanish-speaking children at the Edison School who exhibit academic failure in both languages (e.g., Working from 4 to 5 years below grade level).

D. Lectures and Workshops

1. Lecture to students at "Universidad Interamericana" on the Intellectually Gifted Child.

2. Lecture to teachers at an elementary level on Assessment of Children with Learning Problems (Antonio Pedeire School)

3. Directed a one month workshop with regular classroom teachers on Assessment and Remediation of Children with Learning Disabilities.

4. Lecture to teachers at an elementary level, working in a regular classroom setting on Assessment of Children with Learning Problems. (Munoz Rivera School)

5. Lecture to teachers at an elementary level on Assessment of Children with Learning Problems.

6. Lecture to graduate students on Assessment of the Bilingual (Spanish-speaking) Child with Learning Problems. (Special Education Department).

7. Conducted a one day workshop for the Leadership Training Institute at Hartford University-Hartford, Connecticut.

8. Guest lecturer at Emmanuel College. For four weeks conducted two courses.
   
   E-232 Curriculum Instruction (undergraduates)
   E-451 Assessing Needs of Children in Special Education (graduates)


I am qualified to administer and interpret the following tests:

1. **PHYSICAL SENSING**
   - Haush and Lemp Orthoscope
   - Beltone Audiometer

2. **INTELLIGENCE**
   - Stanford-Binet (1960 revision, Form L & M)
   - Wechsler Intelligence Scale for Children (WISC)
   - Wechsler Adult Intelligence Scale (WAIS)
   - Peabody Picture Vocabulary Test (PPVT)
   - Slosson Intelligence Test (SIT)
   - Harris Draw-a-Man Intelligence Test
   - Raven's Progressive Matrices
   - Detroit Test of Learning Aptitude

3. **ACADEMICS**
   - Subjective Reading Inventory
   - Durrell Analysis of Reading Difficulty
   - Gates McMillan Reading Diagnostic Tests
   - Cray Oral Reading Tests
   - Metropolitan Reading Readiness Test
   - Metropolitan Readiness Test
   - Silvaroli Sight Vocabulary
   - Word Recognition Test
   - Betts Spelling Inventory
   - Keyston Diagnostic Tests

4. **CORRELATES**
   - Frostig Developmental Test of Visual Perception (DTVP)
   - Beery Visual Motor Integration Test (VMI)
   - Benton Visual Retention Test
   - Bender-Gestalt
   - Wepman Auditory Discrimination Test
   - Goldman-Fristoe Auditory Discrimination Test
   - Boehm Test of Basic Competence
   - Preference Test
   - Illinois Test of Psycholinguistic Abilities (ITPA)

5. **MODALITY TESTS** (mini-lessons)
   - Fernald VAKT (visual, auditory, tactile & kinesthetic)
   - Van-Wagenen Word Learning Test (visual modality)
   - Language Experience Test
   - Sound Blending (auditory modality)

6. **SOCIAL-FACTUAL**
   - Client Interview
   - Parent Interview
   - Gallian Incomplete Sentences
   - Vineland Social Maturity Scale
   - Devereux Child Behavior Rating Scale (DCB)
   - Devereux Elementary School Behavior Rating Scale
   - Sorting Test-Rosenberg
7. GENERAL SCREENING.
Slinger Land Identifying Children with Language Disability
Denver Developmental Screening Test
Iowa Test of Basic Skills

LANGUAGE:
I am equally fluently in Spanish and English.

REFERENCES
1. Dr. Roberto Moran, Director Department of Mental Retardation
   School of Education
   University of Puerto Rico
   Rio Piedras, P.R. 00931

2. Dr. Veralee Hardin, Director Child Study Clinic
   609 Maryland
   University of Missouri
   Columbia, Missouri 65201

3. Dr. Israel Ramos, Director Department of Educational Research
   School of Education
   University of Puerto Rico
   Rio Piedras, P.R. 00931

4. Dr. Sue Warren, Chairwoman, Department of Special Education
   765 Commonwealth Avenue
   School of Education
   Boston University
   Boston, Massachusetts 02115

COMMITTEES
Have also participated in
1) Mass. Advisory Board - Assessment of minority group children
2) Simmons - Jamaica

SCHOLARSHIPS
1) 3 yr. scholarship from Department of Mental Retardation, University of Puerto Rico
2) 2 year Fellowship from Department of Special Education, Boston University
CURRICULUM VITAE

VICTOR E. LOPEZ-TOSADO
Paseo Borinquén #604
Boston, MA 02118 Tel. 617/353-1595

Department of Science Education
Harvard Graduate School of Education
321 Longfellow Hall
Cambridge, MA 02138 Tel. 617/495-3461

OBJECTIVES:
1. Work as a curriculum development and evaluation specialist in science at all levels of instruction.
2. Teaching at the college level in any one of the following areas: biology, science teaching methods, science curriculum development and evaluation, and the social issues of science.
3. Work in the planning and implementation of in-service programs for teachers at all levels dealing with:
   -- science teaching methods
   -- curriculum development
4. Supervision of student-teachers in the sciences at all levels of instruction.

RELATED QUALIFICATIONS:
1. Teaching in the elementary school (5 years); master teacher in science and math.
3. Science coordinator in a school district (K-12); and, later in an Educational Region which comprise 13 school districts.
4. Scientific research in environmental problems (pesticides).
5. Clinical supervision of science teachers, levels K to 12.
6. College biology teacher (4 years) and in education (evaluation and measurement).

EDUCATION:
1. University of Puerto Rico
   -- Normal Diploma (Elementary Educ.), 1962
   -- B.A. Secondary Education (Biology and Math), 1968
   -- M.A. Secondary Education (Biology Teaching), 1971
2. Inter-American University of Puerto Rico
   -- Courses in: Psychological Testing, Supervision
3. Harvard Graduate School of Education
   -- Doctorate Candidate in Science Education (4th. year)
CERTIFICATES:
1. Biology Science Teacher, Commonwealth of Puerto Rico
2. Elementary School Principal, Commonwealth of P.R.
3. Secondary School Principal, Commonwealth of P.R.

PROFESSIONAL ASSOCIATIONS:
1. Massachusetts Teachers Association, Community Colleges Council
2. National Science Teachers Association
3. Fellow of the Ford Foundation

PUBLICATIONS:

OTHER MEMBERSHIPS:
1. "La Organización": A Puerto Rican student organization at Harvard University.
2. "La Virazón": A Spanish Theater Collective of Boston

PERSONAL DATA:
--Born in Camuy, Puerto Rico, Dec. 6, 1942.
--S.S. #583-30-7064
--Wight:145; Height: 5' 8"
--Status: Single

REFERENCES: Available upon request
Past professional experience:


1968-69 1 yr. Biology Teacher, Ramón Power High School, San Juan School District, San Juan, P.R.

1969-70 1 yr. Introduction to Physics and Intr. to Chemistry teacher, 8th. and 9th. grades, respectively. José Julian Acosta Junior High School; Camuy School District, Camuy, P.R.

1970-71 1 yr. While finishing my requirements for my M. Ed. degree I was a teaching fellow at the Biology Department of the University of Puerto Rico. I taught the Laboratory on General Zoology and Anatomy and Physiology.

Summer: Assistant to the Director, National Science Foundation Summer Institute in Tropical Biology for Continental U.S. college professors. I also was in charge of the field trips lectures on the island's ecology along with being the animal taxonomist.

1971-72 1 yr. First semester: Biology Teacher, Camuy High School, Camuy School District, Camuy, P.R.

Second semester: Science Program Coordinator, Camuy School District.

Orientation and Supervision of science teachers, working with them in the development of curriculum materials. Planning and development of in-service training, primarily for the implementation of Science - A Process Approach in the elementary school. Director of the local Science Fair.

Lecturer on Education (Educational Measurement) at the Inter-American University of Puerto Rico, Arecibo Campus, Arecibo, P.R.

1972-73 1 yr. First Semester: Science Program Coordinator, Camuy School District.

Second semester: Regional Science Program Coordinator, Arecibo Educational Region of the Department of Education, Commonwealth of Puerto Rico. (The Arecibo Educational Region comprise 13 educational districts.)

Supervision and orientation of teachers within the region. Coordination, with district science coordinators, of in-service training, science fair activities and the development of curriculum materials.

Lectures on Education (Educational Measurement) at the Inter-American University, Arecibo Campus, Arecibo, P.R.

Summer: Lecturer on Zoology, Inter-American University, Arecibo Campus.
Curriculum Vitae...Cont.
VICTOR E. LOPEZ-TOSADO

1973-74 (1 yr.) Assistant Research, Office for the Development of Scientific Programs; Office of the President, Univ. of Puerto Rico.

Planning and implementation of research programs. Work on a study of pesticide pollution of waters and agricultural lands in Puerto Rico sponsored by EPA. Taxonomist of freshwater organisms: fishes and invertebrates. Development of the collection of Puerto Rican freshwater organisms of the Puerto Rican Natural Resources Department.

1974-77 (3 yrs) Assistant Professor of Biology, Roxbury Community College, Boston, Mass.


Doctoral candidate in Science Education at the Harvard Graduate School of Education.
MARGARITA PEREZ JONES
19 Worcester Square Apt. 3
Boston, Massachusetts 02118
(617) 247-3704

Marital Status: Married
Spouse: Laurence C. Jones III
Birth Date: June 5, 1947
Social Security Number: 054-40-4276

Education:

Teachers College - Columbia University, New York City
1976 Ph.D. Early-Childhood/Language Development
1973 Ed.M. Early Childhood Education
1972 M.A. Early Childhood Education
Mount Holyoke College, South Hadley, Massachusetts
1969 B.A. Spanish Literature

Work Experience:

September 1973-present
Gates-McGinitie Reading Test Revision
Teachers College - Columbia University, New York City
New York City
Bilingual-Bicultural consultant assessing test items to
eliminate confusion for second language learners and correcting
cultural bias in specific test items.

February 1974-July 1974
Teaching and Learning Research Corporation
91-31 Queens Boulevard
Elmhurst, Queens, New York
Consultant and Evaluator of Bilingual Programs in District No. 1
Manhattan.

September 1972-June 1974
New York City Infant Day Care Study
40 North Street Room 714
New York City
Research Assistant involved in the translation and administration of the
Bailey Infant Scales of Development.

June 1973-August 1973
Bilingual-Bicultural Early Childhood Program
Queens College Graduate School of Education
Queens, New York
Teaching Adjunct providing instruction to graduate students in the
development and evaluation of materials for bilingual-bicultural early childhood
classrooms.
October 1970-October 1971
P.S. 84 Manhattan
District No. 3 New York City
Bilingual open-classroom teacher for a non graded K-1 class.
Providing academic and skill instruction in Spanish for Spanish dominant pupils and academic and skill instruction in English for English dominant pupils. The second language was taught in enrichment activities initially and later for review of topics taught in the first language.

September 1969-June 1970
Horace Day School
New Haven, Connecticut
Second grade classroom teacher and bilingual community liaison.

June 1969-August 1969
Union Settlement
New York City
Assistant teacher providing Spanish speaking high school students instruction in English language skills.

Part time Jobs and Volunteer Work:

June 1974-present
Institute for Urban and Minority Education
Teachers College - Columbia University
New York City
Research consultant on issues relating to Spanish speaking communities and the educational needs of the Spanish speaker.

August 1972-June 1973
Puerto Rican Education Task Force
New York City
Research assistant in the assessment of New York State educational facilities, pre Kindergarden to College level, for the non-English speaker.

October 1971-June 1972
District No. 3 Manhattan
New York City
Bilingual consultant to open classroom elementary school teachers providing information, curriculum materials and demonstration lessons.

June 1968-September 1968 and
June 1969-September 1969
Union Settlement
New York City
Assistant teacher for the 4 year old group in the day care program.
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Page 109
September 1967-June 1969
Mount Holyoke Tutorial Program
Founded and directed Bilingual Tutorial Program for Holyoke
elementary schools.

Research, Evaluations and Pilot Studies

1974-(in progress) Bilingual Diary Study
Diary study of one child to record and interpret development of a
second language (English) in the pre-school years.

1974 Bilingual Program Evaluations
Standardized group testing classroom observations and written evaluations
of a bilingual-bicultural elementary program of a bilingual elementary program
and of a secondary bilingual program. The three programs (Spanish-English)
were conducted in School District No. 1 Manhattan.

1973 Bilingual Pilot Study
The Development of Word Meaning for Chinese Bilinguals
Word association tasks were given to Chinese dominant bilingual and
English monolingual second grade readers. Results of the task were evaluated
using a factor analysis technique to determine group differences in performance.

1972 Diary Study in Language Acquisition
The Emergence of language in a trilingual setting. The language of
an 18 month infant was recorded for 10 months to analyze underlying-
grammatical structures, transfer strategies and language dominance. The
three languages were Spanish, Greek and English.

Teacher Certification:

Connecticut Provisional Certificate, Grades 1-8
Commonwealth of Massachusetts Teachers Certificate for Elementary
School (no. 124311)
New York City License for Teacher of Bilingual Common Branches
(Spanish) in Day Elementary Schools, Grades 1-6
New York State Permanent Certificate in Nursery, Kindergarten and
Grades 1-6 (no. 054404276)

Fellowships, Scholarships and Grants:

Ford Foundation Graduate Fellowship for Puerto Ricans 1974-1975, 1973-1974,
and 1972-1973
Mount Holyoke College Scholarship 1965-1969

Graduate Course Work:

**Developmental Psychology:**
- Childlore
- Research Project in Childlore
- Language Development
- Independent Work in Early Language Acquisition

**Linguistics**
- Psychology of Language
- Psycholinguistics
- Seminar in Bilingualism
- Advance Seminar in Theoretical Issues in Bilingualism

**Statistics**
- Introduction to Statistics
- Probability and Correlation Analysis
- Analysis of Variance and Analysis of Covariance
- Non-Parametric Statistics

**Research Design and Tests and Measurements**
- Research Design in Early Childhood Education
- Pilot Research in Early Childhood Education
- Tests and Measurement
- Assessment in Early Childhood Education
- Educational Evidence

**Educational Psychology and Anthropology**
- Psychological Anthropology
- Socio-cultural Aspects of Psychological Development
Antonio Simoes, Jr.
50 Waban Hill Road - North
Chestnut Hill, Ma. 02167
Tel: (617) 964-0549

Boston University
School of Education
765 Commonwealth Ave.
Boston, Ma. 02134
Tel: (617) 353-3199

PERSONAL DATA:

Born: February 11, 1940
Place: Somerville, Massachusetts
Marital Status: Married - Two Children

EDUCATION:

Ed.D. Teachers College, Columbia University, 1971
Major: Curriculum & Teaching - Older Children

M.A. Teachers College, Columbia University, 1968
Major: Curriculum & Teaching - Older Children

B.S. Boston College, 1967
Major: Education

Diploma University of Coimbra, Portugal, 1960
Major: Portuguese

PROFESSIONAL EXPERIENCE:

Associate Professor of Education, Boston University School of Education: 1976 - present

Assistant Dean, Hunter College of the City University of New York, School of General Studies: 1973 - 1976

Assistant Professor of Education, Hunter College of the City University of New York: 1971 - 1976

Coordinating Professor for the TTT Program, Training Tomorrow's Teachers. An experimental program involving 350 students, mostly Black and Puerto Rican. This program won the "Distinguished Achievement Award" granted by the American Association of Colleges for Teacher Education, 1973

Instructor, Notre Dame College of Staten Island: 1970 - 1971
Ed.D. candidate at Teachers College, Columbia University.
Dissertation Sponsor: Professor Bruce R. Joyce. 1968 - 1971


PUBLICATION AND PROFESSIONAL ACTIVITIES:

The Bilingual Child - Research and Analysis of Existing Education Themes: (Editor), Academic Press, (In Press).


"The Advantages of Bilingual Education" Reading Improvement: Spring, 1975.


"Urban Problems and Adult Education" workshop at Rhode Island College: August, 1974.

"A Study on Culture - When Do Primary Values Take Effect in Children?" Magnemedia (Tape), presented at the Third International Bilingual-Bicultural Conference May, 1974. This study was cited as one of the highlights of the conference in the Bilingual Review: May 30, 1974.


"Competency Based Education - Where Do We Go From Here?" presented at the Hunter Teacher Education Conference: 1973.


Cum Laude, Boston College: 1967.

PROFESSIONAL ORGANIZATIONS:

ACTFL (American Council on the Teaching of Foreign Languages)
AERA (American Educational Research Association)
ASCD (Association for Supervision and Curriculum Development)
Luso-American Cultural Society
NCSS (National Council for Social Studies)
Phi Delta Kappa
Karen M. Sultzman

10 Allston St. Apt. 3
Allston, Mass. 02134
(617) 254-1732

Date of birth: July 7, 1950
Place of birth: Chicago, Illinois

Professional Experience

Assistant to the Director of the Bilingual Education Program
Boston University
Bilingual Education Program
765 Commonwealth Ave.
Boston, Mass. 02215
(1976 to present)

- Provide individual and small group tutoring and counseling for undergraduates in the program which includes skills development based on content from the students' university courses;
- Supervise undergraduates in Bilingual Field Work course which is offered for three credits to students enrolled in teaching-methods courses;
- Assist in organization and supervision of Bilingual Student Teaching;
- Perform administrative duties for program including processing registrations and tuition payments, and assisting in design of administrative processes in conjunction with the B.U. offices of financial aides, records and comptroller.

Workshop Leader
Bilingual Resource and Training Center
Boston University
Boston, Mass. 02215
(Aug. 22-26, 1977)

- Led intensive training workshop for bilingual teacher's aides employed by the Lawrence, Mass. Public Schools. Topics included: the role of the T.A. in the schools, the teacher-teacher aide team relationship, lesson planning, use of materials and bilingual education legislation in Mass.

Director of Adult E.S.L.
Program
Community Center of South Middlesex
82 Irving St.
Wramingham, Mass. 01701
(1974 to 1976)

- Head teacher and administrator of intensive English as a Second Language program to Spanish, Portuguese and Vietnamese speaking adults;
- Supervised staff of three: teacher, teacher's aide and job developer;
- Developed materials and curriculum for beginning and intermediate level students with emphasis on survival skills in the local area;
- Designed method of using video-tape in the adult classroom;
- Community liason for recruitment and public relations purposes;
- Counseling on personal, professional and survival issues both in individual sessions and in the classroom;
- Evaluated program goals and individual student progress;
- Wrote proposal for second year of E.S.L. program.
Coordinator of Children's Puppet Workshop
Community Center of South Middlesex 82 Irving St.
Framingham, Mass. 01701
(Part-time, summer 1975)
-Developed Saturday program of puppet making and shows for children 5 to 10 years old;
-Directed and produced puppet shows for Framingham community.

Elementary Teacher
Lakeview Community School Sheffield St.
Chicago, Illinois 60637
(1973 to 1974)
-Developed program in conjunction with parent board to establish a bilingual, open-classroom, elementary school;
-Taught full-time;
-Designed curriculum for K-6 program for use in the open-classroom;
-Established peer tutoring method;
-Participated in student planning and counseling sessions for student decision making body;
-Designed classroom space, built furniture and made materials for use in the classroom.

Teacher- High School level
Aspira, Inc. of Illinois Chicago, Illinois 60622
(summer 1972, 1973)
-Developed curriculum and taught E.S.L. and Freshman English to Hispanic youth in Upward Bound type program;
-Researcher in evaluation of summer program which included making tapes, interviews, questionnaires and observations.

Assistant in Guidance and Counseling
Senn High School- Chicago Board of Ed.
Chicago, Illinois
(1972)
-Interviewed students on personal and career issues;
-Attended group interviews with head counselor on discipline issues and on career and college counseling;
-Responsible for record keeping and referrals of all students leaving the school.

Administrative Assistant and English Teacher
Aspira, Inc. of Illinois Chicago, Illinois 60622
(1970-71 and summer 1969)
-Taught E.S.L., G.E.D. and study skills in alternative high school program;
-Coordinated tutoring program for high school youth using resources of local colleges and universities;
-Administered payroll and bills.

Education
Antioch Graduate Center- Institute of Open Education, Cambridge, Mass.
Received M.Ed. in August, 1976.
Received B.A. in August, 1974.
University of Illinois- Urbana and Chicago Circle Campus. Part-time studies towards B.A.
Received intensive training in E.S.L. philosophy, methods, materials and curriculum design. Feb. through April, 1971.
BIBLIOGRAPHY


Cronback, Lee J., "Course Improvement through Evaluation," Teachers College Record, 64, 8, 1963, pp. 672-683.


Evans, John, "Evaluating Education Programs..." AERA Educational Researcher, September 1974.


Larsen, Judith, and Darly Nichols, "If Nobody Knows You've Done It, Have You...?" Evaluation, 1, 39-44 (#1, 1972).


