

## Curriculum Vitae

(2003-2007)

Eliana D. Rojas, Ph.D.

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<http://www.education.uconn.edu/directory>

### Education

- 2000 Ph.D. in Education: The University of Connecticut, Storrs, CT, USA  
Dissertation: *NCTM Standards for School Mathematics and the School Reform in Chile: A Case on Secondary School*
- 1992 Master of Arts: Mathematics Education. The University of Connecticut, Storrs. Ct. USA
- 1982 BA in Mathematics. The University of Minnesota, MN, USA
- 1978 Pedagogía en Matemáticas. Universidad de Chile, Santiago, Chile

### Professional:

#### Higher Education

*Assistant Professor (Titular):* Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, Storrs, CT, USA.

*Adjunct Professor (Adjunto):* Mathematics Department, University of Connecticut, CT, USA.

*Grant Director: Bilingual/TESOL Graduate Program.* Department of Curriculum and Instruction, University of Connecticut, Storrs, CT, USA.

*Program Director: Bilingual/ Multicultural Education Graduate Program.* Department of Curriculum and Instruction: University of Connecticut. Storrs, CT. USA.

*Academics Coordinator: Bilingual/ Multicultural Education Graduate Program.* Department of Curriculum and Instruction: University of Connecticut, Storrs, CT, USA.

#### *Visiting Scholar:*

Nacka Municipality. Nacka. Sweden.

Center for Mathematics Education for Latinos/as. (CEMELA). University of Illinois at Chicago

Universidad Complutense. Madrid, Spain

Universidad de Puerto Rico. Río Piedras. San Juan Puerto Rico

Universidad Católica de Valparaíso, Chile

Universidad de Concepción. Concepción, Chile

Universidad Metropolitana de las Ciencias de la Educación. Santiago, Chile

#### *Seminar Lecturer*

Department of Mathematics. The University of Iowa, Iowa City, IA, USA.

Universidad Católica de Valparaíso.

### Teaching Secondary and Middle School.

K-12 Public, Voucher and Private Schools. (National and International)

*Hartford. Connecticut. US.*

*Saint Paul. Minneapolis, Minnesota. US.*

*Iowa. Iowa. US.*

*Puebla. Puebla. Méjico.*

*Santiago. Santiago, Chile.*

### International Professional:

*International Consultant: Teacher Education Programs.*

**AREAS:** *Teacher Education*  
*Evaluation and Accreditation.*  
*Building Learning Communities: Communities and School*  
*Multicultural education*  
*Mathematics Education-Ethnomathematics Programs.*  
*Technology in Education Programs.*  
*National Standards: Mathematics.*  
*Teaching in Higher Education. (Docencia Universitaria).*

**PLACES:**

*Nacka Municipality. Stockholm, Sweden*  
*Region Maya. Yucatan, Méjico*  
*Ministry of Education. Santiago, Chile.*  
*Ministry of Education. San Juan, Puerto Rico.*  
*Universidad La Frontera de Temuco. Temuco, Chile.*  
*Universidad de Concepción. Concepción, Chile.*  
*Universidad Diego Portales. Santiago, Chile.*  
*Pontificia Universidad Católica de Santiago. Santiago, Chile*  
*Universidad Metropolitana de Ciencias de la Educación (UMCE). Santiago, Chile*  
*Hungary: Budapest*  
*France: Paris*  
*British Royal School. Santiago, Chile*  
*Liceo Manuel de Salas. Santiago Chile*  
*Liceo de Niñas de Viña del Mar. Viña del Mar Chile*  
*Liceo Eduardo de La Barra. Valparaíso Chile.*  
*Saint George College. Santiago, Chile*

**Grants Awards:**

**Co-Principal investigator: US-Federal Grant.** (MA.TEACEP.) US \$ 1.5M (2003-2007)  
**Principal Investigator US Federal Grant.** (PhD TPP.).US \$ 2.6 M: USDE- Federal Grant. (MA. TPP.) US \$ 2.4M (1999-2004)  
**Principal Investigator: Project Director: Innovative Approaches to Secondary School** (2000)  
*Mathematics and Technology.* International Project. Professional Development for Secondary Mathematics School Teachers. Grant. Chile-World Bank. UCONN. US \$150,000  
**Chancellor Award: Course Development Grant.** President Office UCONN. US\$ 8, 000. May, 2005: A new Math 109G, will be taught in the Mathematics Department. Use of differentiated methods of instruction adapting the teaching pace to the students needs. Students Teaching Students. Use of “stories” to develop the language of mathematics in the contexts of the mathematics topics and concepts to be covered. Use of WEB CT and other TICS.

**Recent Conferences-Seminar-Workshops:**

*Panel Chair:*

**Construyendo Caminos de Colaboración Entre Naciones Responsables: LA Educación Matemáticas en USA y Latinoamérica –USA, ¿Encuentro de Culturas?** XII Conferencia Interamericana de Educación Matemática (XII CIAEM). Méjico, Jul. 2007 (Incoming Summer)

**Multiple Perspectives for Latino-American Leadership Development in a Research University:** Shaping the Future—*Formando el Futuro: Focus on Solutions, Develop the Talent.* American Association of Hispanic in Higher Education (AAHHE) National Conference. Costa Mesa, CA. (March, 2007)

***Based Study Abroad Experiences: Effectiveness of Guided-Meaningful Practices:***

Association of Academic Programs in Latin America and the Caribbean (AAPLAC) 8h Annual International Conference. Yale University. New Haven, CT. (February, 2007)

***Integrating Study Abroad into Teacher Training: Reflections from Mathematics Chilean***

***Teachers in US-Chile Exchanges.*** 17<sup>th</sup> Annual Conference. Association of Academic Programs in Latin America and the Caribbean (AAPLAC). Puebla, Méjico (April, 2006)

***Teachers for a New Era (TNE) ELD 2006 Conference—Strengthening Teacher***

***Preparation to Better Serve English Learners.*** November 5-7. University of Texas at El Paso (UTEP)

***Conference- Papers Accepted-Presented:***

*Mathematics as an Equalizer for Teaching Gifted Culturally and Linguistically*

*Diverse (GCLD) Learners: The Case of Latino Gifted Students.* National Association of Bilingual Education (NABE), International Conference. San Jose, CA. (2007)

*Transitioning from Marginalization to Leadership: Mathematics as a Catalyst.* American Association of Hispanic in Higher Education (AAHHE) National Conference. Costa Mesa, CA. (2007)

*A Study of Ancient Maya History, Culture and Its Mathematics: A Field Study Experience.* Association of Academic Programs in Latin America and the Caribbean (AAPLAC) 8h Annual Conference. Yale University. New Haven, CT. (2007)

*The relationship between parent involvement with homework and mathematics achievement of Hispanic English language learners.* American Education Research Association (AERA) Annual Meeting. Special Sessions: *International Network of Scholars (INET)*. San Francisco, CA. (2006)

*Teacher/Student Exchanges: Strategies for In-depth Experiences in Educational Settings and Communities.* AAPLAC. Tzinacapan, Puebla Méjico. (2006)

*Mathematics and Science Learning for Emigrant Children: The Ecology of Classroom Discourse.* International Society of Language Studies. (ISLS). International Conference. Montreal, Canada. (2005)

*Las Matemáticas Como Lenguaje de Comunicación y Expresión de Conocimiento: Un Principio Socio-Constructivista.* Conferencia Nacional de Educación Matemáticas. Valparaiso, Chile. (2004)

*Effective Pedagogy: Use of Spanish in Mathematics Content Teaching for ELL's Successful Learning.* American Association of Teachers of Spanish and Portuguese (AATSP). Yale University (2004)

*Linguistics Human Rights: Is Spanish the Language in Question?* AATSP, American Association of Teachers of Spanish and Portuguese. Yale University. New Haven, (2004)

*La Educación y la Globalización: Transferencia de experiencias Internacionales y su Impacto en América Latina.* Lectura: Primera Conferencia Nacional de Chilenos Profesionales en el Exterior: Educación. Ministry of the Exterior-CEPAL (DICOEX) Santiago Chile (2004)

*Las Matemáticas Como Lenguaje de Comunicación y Expresión de Conocimiento: Un Principio Socio-Constructivista.* AMCE Santiago, Chile (2004)

*Linguistics Human Rights: Is Spanish the Language in Question?* AATSP, American Association of Teachers of Spanish and Portuguese. Yale University. New Haven, (2004)

*Teaching Mathematics to ELL Secondary Students: Strengthening the Content through Valid Practices.* National Association of Bilingual Education (NABE). Atlanta, US. (2004)

*Effective Pedagogy: Use of Spanish for ELL's Successful Mathematics Content Learning.* AATSP, American Association of Teachers of Spanish and Portuguese. Yale University. N. H., CT. (2004)

*La Actividad de Enseñanza de las Matemáticas: El Desafío está en La Práctica Pertinente.* RELME 18. Chiapas. México. (2004)

*La Evaluación y Formación Profesional Docente: Las Dimensiones de tres Continentes, Criterios Comparados. Seminar.* Universidad Complutense. Madrid. España. (2004)

*Improving School Life for Immigrant Children: Identifying Best Practices: Escuela de Educación.* Pontificia Universidad Católica de Santiago, Chile. Neag School of Education, University of Connecticut. Connecticut. USA. (2004)

*Leadership Training to Prepare a New Bread of School Leaders to Fundamentally Restructure Schools.* SREB Leadership Initiative. Mason, Atlanta, US. (2003)

*Educación Matemática en Latinoamérica y las Necesidades de Estudiantes Latinos en EEUU: Una Responsabilidad por Compartir.* RELME 17. Santiago Chile. (2003)

*Enseñando a Aprender Matemáticas: Reforzando el Contenido a través de Prácticas Validas.* RELME 17. Santiago, Chile. (2003).

*The SIOP Model, a Natural Approach to Teaching Mathematics to the Needs of Every Student.* Seminar, Pontificia Universidad Católica de Chile. Santiago, Chile (2003)

*Effective Mathematics Teaching: Aren't We All Created Equal?* Seminar, Pontificia Universidad Católica de Chile Santiago, Chile (2003)

Strengthening Your Spanish While Using Your Mathematics Knowledge: The Power of Academic Language". Seminar at Bay Path College in Longmeadow, MA. US. (2003)

*El Intercambio Docente Como Pedagogía Crítica.* Conferencia Internacional de Comunicación y Procesos a Considerar en la Creación de Planes y Programas Nacionales: Enseñando Matemáticas en Los Estados Unidos. Universidad de Lima, Peru. (2003)

***Professional Development for National and International Education ORG. (PDE):***

*Magíster en Educación Matemática: Universidad La Frontera de Temuco, Temuco Chile. (2005-2007).* This collaborative Interactive International Research Graduate Project was awarded to the "Facultad de Ingeniería y Matemática de la Universidad la Frontera de Temuco, Temuco Chile" Focusing in the multi-realities of the community. (Semi-presencial e-learning, trilingüe +). Integrando a la Comunidad Mapuche y sectores de alta necesidad (bajo SES). . <http://dme.ufro.cl/mem/>

Co-Chair: "Hijos Del Exilio" International Project. Joint project with Canada, Sweden, Spain, Chile, Mexico, Australia and Puerto Rico. Improving School Life for Immigrant Children: Identifying Best Practices (2004-2010) <http://hijosdelexilio.uconn.edu/>

*Teaching Mathematics to a Culturally –Linguistically and Socially Diverse Community of Learners: The Power of Fractions.* Six Grade Mathematics Teachers Hartford Schools District, Hartford, CT. (2006)

*Interkulturelit – Interculturalidad-Multiculturalidad-: Enseñando en Un Mundo-Global.* Nacka Municipality. Sweden, Nacka- Stockholm (2006-2008)

*Effects of a MA Degree on ELL' Teachers Professional Grow and Commitment: Follow up to 30 Ell's Teachers.* Connecticut Schools. CT. (2003 – 2007)

*Effective Mathematics Teaching Practices in ELL High School Students Classrooms. What Matter Most: Mathematician Observations.* CT. Schools Bilingual Programs. (2003-2005).

## **Publications**

Rojas, Eliana D (In Press). *Mathematics as an Equalizer for Latino Diverse Gifted Learners.* Chapter in “A Kaleidoscope of Special Populations in Gifted Education: Considerations, Connections, and Meeting the Needs of Our Most Able Students” a three volume. Corwin Press.

Rojas, Eliana D. (In press). *The SIOP Model: Teaching Pre Calculus to Latino Diverse Learners.* Journal for Research in Bilingual Education. Journal for Latinos in Education

The Reagan, Timothy & Rojas, Eliana D, (In Press) *Metaphorical Discourse and Foreign Language Learning Theories.* Boletín de Investigación Educacional. Coordinación de Investigación y Publicaciones de la Facultad de Educación de la Pontificia Universidad Católica de Chile. Santiago, Chile

Rojas, Eliana D. (In Press). Los TICS, *La Educación y la Globalización: Transferencia de experiencias Internacionales y su Impacto en América Latina.*

Rojas Eliana D. (2007) *Mathematics as an Equalizer for Teaching Talented Culturally and Linguistically Diverse (TCLD) Learners: The Case of Latino Gifted Learners.* Paper presented at National Education for Bilingual Education (NABE)

Rojas, Eliana D (2006) *Identifying Best Practices for Best Competencies when working with CLDCL, from the perspective of pre-service teachers, regular mainstream service teachers and bilingual teachers. A Comparative Approach.* Paper Presented in Nacka, Sweden. [www.hijosdelexilio.uconn.edu](http://www.hijosdelexilio.uconn.edu)

Rojas, Eliana D. & Hartsock Ximena (2006). The relationship between parent Involvement with Homework and Mathematics Achievement of Hispanic Linguistically and Socially Diverse Learners. *Boletín de Investigación Educacional. Coordinación de Investigación y Publicaciones de la Facultad de Educación de la Pontificia Universidad Católica de Chile.* Santiago, Chile.

Rojas, Eliana D. (2006) *La Educación y la Globalización: Transferencia de experiencias Internacionales y su Impacto en América Latina.* Paper presented at the International Education: Educational Reform in Latin America Seminar. University of Connecticut. CT. USA.

Rojas, Eliana D. (2005) *Mathematics and Science Learning for Emigrant Children: The Ecology of Classroom Discourse.* Paper presented at the International Society of Language Studies Conference. Montreal, Canada

Rojas, Eliana D. (2004). *Effective Pedagogy: Use of Spanish in Mathematics Content Teaching for ELL's Successful Learning.* Paper Presented at the American Association of Teachers of Spanish and Portuguese (AATSP). Yale University.

Rojas, Eliana D. (2004) *Teaching Mathematics Content: Assessment and Instruction. The Challenge of Valid Practices.* Paper Presented at “XIV World Congress for Educational Sciences”. World Association for Educational Research. WAER. Santiago. Chile.

Rojas, Eliana D. (2004) *Las Matemáticas Como Lenguaje de Comunicación y Expresión de Conocimiento: Un Principio Socio-Constructivita.* *Revista Latinoamericana de Investigación en Matemática Educativa.* Comité Latinoamericano de Matemática Educativa. Thomson Editores, A.S.A. de C.V. México.

Rojas, Eliana D. (2004). *Teacher Evaluation, Professional Development, School Improvement and Student Learning: Focusing in What is Most Important*. Pensamiento Educativo. Coordinación de Investigación y Publicaciones de la Facultad de Educación de la Pontificia Universidad Católica de Chile. Santiago, Chile.

Rojas, Eliana D. & Reagan, Timothy (2003). *Linguistic Human Rights: A New Perspective on Bilingual Education*. Educational Foundations. Marquette University. Milwaukee, WI.

Rojas Eliana D.(2003). *La Reflexión y La Auto Evaluación: Indicadores Guía en Criterios de Desarrollo y Acreditación de Programas de Formación del Docente* Contextos No. 10. Revista Internacional de Humanidades y Ciencias Sociales. U.M.C.E. Santiago. Chile.

Reyes, Xae A. & Rojas, Eliana D. (2003). *An Innovative Approach to Teacher Education: The Neag Model*. International Council for Teacher Education. Year Book. Chicago, U.S.A.

### **Research Projects: On Going.**

Effective Mathematics Teaching Practices in ELL High School Students Classrooms. What Matter Most: Mathematician Observations. CT. Inner-City Schools Bilingual Programs. (2003-2005).

Effects of a MA Degree on ELL' Teachers Professional Growth and Commitment: Follow up to 30 Ell's Teachers. Connecticut Schools. CT. (2004– 2007)

Identifying *Best Practices* for *Best Competencies* when working with CLDCL, from the perspective of pre-service teachers, regular mainstream service teachers and bilingual teachers. A comparative approach, (2003-2007)

Effective Mathematics Teaching Practices in Culturally, Linguistically, and Socially Diverse (CLSD) K-12 classrooms. What Matter Most: Mathematician Observations. Connecticut. Schools. USA. (2003-2006).

Collaborating Units, the University Schools and Parents Community: Professional Development for All and Its Impact on Children Performance. (2006-2008)

Reflective practices and meaningful involvement of Higher Education Professionals and the effect on successful commitment of teachers in their own professional growth. (2004-2008)

Effects of a MA Degree on ELL Teachers Professional Grow and Commitment: Follow up to 30 Ell's Teachers. Connecticut Schools. CT. (2004 – 2007)

Discourse in Mathematics and Science Classroom: Becoming Mathematically Literate. Connecticut Schools. USA (2005-2007)

Comprehensive Professional Development: Collaborations from Within - Teacher Education - Pupil Service Personnel. University of Connecticut/Hartford High Schools. Connecticut, USA. (2005-2007)

### **Related Professional Experiences:**

Invited Panelist: Special Session. *Building Bridges for collaborations: Latino America – USA*. Annual ASCD Conference. Orlando Florida. (2005)

Plenary Lecture: National Conference. Mathematics Education–Valparaiso Chile (2004)

*Improving School Life for Immigrant Children: Identifying Best Practices*: Escuela de Educación. Universidad Católica de Santiago, Chile. Neag School of Education, University of Connecticut. Connecticut. USA.

### **Courses Taught**

Undergraduate (100 – 300)

## Mathematics

Numerical Analysis  
Pre-calculus, Calculus I – II (Regular-Honors)  
Lineal Algebra  
Euclidean Geometry  
Problem Solving  
Algebra and Geometry for Teachers  
Computer Science – Educational Technology (for Teachers )

## Graduate (200 +)

### Education

EDCI 307: Curricular Issues: Design and Implementation

EDCI 309: Special Topics: “Methods of Teaching Mathematics: Emphasizing Culturally, Linguistically and Socially Diverse Learning Communities. (CLSD)”

EDCI 309: Special Topics: “The SIOP model: Teaching Content to Culturally, Linguistically and Socially Diverse Learners (CLSDL)”

EDCI 397: “Sheltered English Instruction Approaches for English Language Learners”.

EDCI 430: International Education: Educational reform in Latin America. A comparative approach to Teacher Education

EDCI 300: Independent Studies Seminars:

- Teacher Education and Meaningful Professional Development Practices.
- Teacher Education: International Standards a Comparative Approach
- New Teachers: First Year Experience. Critical aspects in Mentoring and Induction of New Teachers
- Teaching Mathematics: Methods for Learning in Diverse Environments
- In-service Teachers: Critical aspects in mentoring In-service Teachers
- Small Learning Communities: Creating a Community within community of Learners.
- Literacy of Mathematics: Higher Level Mathematics Methods
- Teaching and Learning in Higher Education Institutions: A model for building Collaborations between Liberal Arts and Sciences and the School of Education.

### **Thesis Advisor**

#### Latest Master Thesis-Exam

(Sample from thirty graduated master students).

Taran Gruber: “*Differentiated instruction in an Inclusive Classroom: A nuisance contradiction?*”

Celine Hines: “*Teach First: Model for professional development that increases the skill set of K-5 mainstream teachers in Inner City Schools*”

Lori Ann Hickey: “*A New Look on Improving Successful Teaching for At Risk & Diverse Students*”

Mary E. Vendetti: “*The Approaches of the SIOP MODEL: defining a new legacy in mentoring*”

### Latest Doctoral Dissertations

Wong, Chun. University of Connecticut (2007): “*Error Correction and its Effect on Student Learning*”

Clarisse, Lima. University of Connecticut (2006): “*It’s Not All About Access: A Comparative Study of Global Citizenship and ICT use Between Brazilian and American Students Utilizing a Social Inclusion Framework*”

Torres, Nivea. University of Connecticut (2006): “*Study of Teacher Evaluation Rubrics: Reform and Shelter Instruction Organizational Protocol-SIOP*”

De Wet, Catherine (2006). University of Connecticut: “*Teachers’ Beliefs About Culturally, Linguistically, and Economically Diverse Gifted Students and their implication for placement*”

French, James Joss (2006). University of Connecticut: “*Culturally Responsive Pre-Service Teacher Development: A Case Study of the Impact of Community and School Field Work*”

Hartsock, Ximena (2005) George Washington University: “*Parent involvement with homework and mathematics achievement of Hispanic English language learners*”

Golden, Judith Ann. (2005) University of Connecticut: “*The Extend to Which Connecticut Elementary School Principals are Implementing Best Practices in the Teacher Induction Process, as Perceived by Beginning Teachers, Mentors and Principals*”.

### **External Evaluator-Project Reviewer-Journal-Magazine.**

#### Institutional Projects

National Fund for Scientific and Technological Development FONDECYT, Chile

Pontificia Universidad Católica de Chile, Chile Boletín de Investigación Educacional. Coordinación de Investigación y Publicaciones de la Facultad de Educación de la Pontificia Universidad Católica de Chile. Santiago, Chile

Universidad Metropolitana de las Ciencias de la Educación. UMCE, Chile.

Universidad de La Frontera de Temuco, Chile

Universidad Técnica Federico Santa Maria, Chile

Reunión Latino Americana de Matemática Educativa, RELME

Ministry of Education. Chile (MESESUP). Ministry of Education, Chile.

Fondo Internacional de Desarrollo (FID), Chile

Maya Exploration Center: Ancient Maya Mathematics and Culture in the Yucatán Peninsula, Mexico.

<http://www.mayaexploration.org/index.php>

### **Project Director**

International Exchange Programs: Experiences in Teacher Education.

Universidad de Concepción Chile.

Universidad Metropolitana de las Ciencias de la Educación.

Universidad de Puerto Rico, Río Piedras;

Ministerio de Educación de Puerto Rico

Neag School of Education. Universidad de Connecticut, Storrs CT.

### **Annual Conferences: Chair**

**April 2007** Keynote speaker: James Crawford (Incoming: Three Seminars)

First Conference: “*Getting Accountability Right: High Stakes for English Language Learners*”

Second Conference: “*Language Diversity and Education Policy*”  
Third Conference: “*No Child Left Behind: Implication for Bilingual Education*”  
<http://www.education.uconn.edu/departments/edci/BLBC>

**2006-2007.** Keynote speaker: Dr Diana Veneros Ruiz-Tagle. Univ. Diego Portales. Santiago, Chile.  
*The Impossible Possible a Women in the Chilean Presidency. Allende to Bachelet: an Analysis of Chilean Leadership.*

**2005- 2006.** *Establishing Collaborative Leadership in Multilingual/Multicultural Learning Communities:*  
Keynote speakers: Christian Faltis and Maria E. Brisk.  
<http://faculty.education.uconn.edu/edci/mgort/bilingualconference.html>

**November 2004.** *Effective Leadership for a Multilingual Community of Leaders: No English Language Learner Left Behind*” Keynote speaker: Virginia Collier, George Mason University.

**Founder: Editor**

**News Letter:** Bilingual Focus: University of Connecticut Neag School of Education.  
<http://bilingual.education.uconn.edu>

**Videoconferencia:** “La formación docente y la investigación pedagógica en la Universidad de Connecticut-Universidad Católica de Chile: Articulación entre pre-grado y postgrado”. *Teacher Education, pedagogy and research at the University of Connecticut. It was held at the Neag School of Education, December 30, 2004.*

**Visiting Scholars:**

*Xuesong Wang, MA.* Faculty from Hebei University of Business and Economics, Hebei China.  
International Education: Teaching and Learning in Higher Education. Practices for Teaching English as a Second Language. (2007-2009).

*Maria Del Valle, EdD.* Vice-Dean of Education. Universidad De Concepción. Concepción, Chile.  
Mathematics Education. . (2004)

**National /International Associations Membership:**

*AERA:* American Education Research Association  
*NCTM:* National Council of Teachers of Mathematics  
*SOCHIEM:* Sociedad Chilena de Educación Matemática  
*ASCD:* Association for Supervision and Curriculum Development  
*NABE:* National Association of Bilingual Education  
*AAHHE:* American Association of Hispanics in Higher Education  
*ALFAS:* Association of Latinas/Latino University Faculty and Staff  
*AAPLAC:* American Academic Programs in Latin America and the Caribbean