

**AY-2016: 18 Characteristics of Texas Public Doctoral Programs
Bilingual Education Doctoral Program**

**Department of Teacher and Bilingual Education
College of Education and Human Performance
Texas A&M University – Kingsville**

1. Number of Degrees per Year:

	AY12	AY13	AY14	AY15	AY16	5Y AVG
Number of Degrees	6	9	2	3	5	5

2. Graduation Rate:

	AY12	AY13	AY14	AY15	AY16	5Y AVG
Graduation Rates	15.0%	28.1%	4.5%	16%	10.5	14.82%

3. Average Time to Degree:

	AY12	AY13	AY14	AY15	AY16	5Y AVG
Average Time to Degree	4.28%	4.25%	4.32%	5.7%	5.6%	4.814%

4. Employment Profile:

- a. Nearly 100% are employed in K-12 school districts or higher education institutions in the U.S., Mexico, and Taiwan.

5. Admissions Criteria:

- a. Score of 1000 (V + Q) on the GRE (Graduate Record Examination)
- b. Master's Degree from an accredited university with a minimum of 3.25 GPA.
- c. Three (3) positive letters of recommendations for graduate professors and from administrators under whom the individuals has worked or studied.
- d. International students need to submit TOEFL scores of at least 1000.
- e. Official transcripts from all colleges attended. Undergraduate and graduate transcripts must show conferral of respective degrees.
- f. Department application for admission to the doctoral program
- g. Application for admissions to the University.
- h. Statement certifying the applicant has read carefully the description of the doctoral program and all other information contained in the College of Graduate Studies Catalog, and is aware of its contents and intends to pursue doctoral studies at Texas A&M University-Kingsville.
- i. Official Transcripts from all previously attended Colleges and/or Universities (with certified English Translation when applicable).
- j. Proof of English Proficiency for International students unless they qualify for a waiver. Test of English as a Foreign Language (TOEFL) score of 79 (Internet-based) or 550 (Paper-based) is the university minimum requirement for all Graduate students. The program also accepts IELTS scores with a minimum score of a 6.0 overall band score.

- k. GRE Verbal Score 400 (Score on the Prior GRE Scale) or 146 (Score on the Current GRE Scale)
- l. Resume
- m. Three Letters of Recommendation

6. Percentage of Full-Time Students with Financial Support:

	AY12	AY13	AY14	AY15	AY16	5Y AVG
Percentage of Full-Time Students with Financial Support	100%	100%	100%	100%	100%	100%

7. Average Financial Support Provided: \$15,000/AY

8. Student-Core Faculty Ratio:

	AY12	AY13	AY14	AY15	AY16
Student Core Faculty Ratio	7:1	8:1	11:1	16:1	13:1

9. Core Faculty Scholarship:

- a. 6 refereed journal articles; 1 book; 3 book chapters
- b. 26 refereed presentations; 1 non-refereed

10. Core Faculty External Grants:

- a. One external grant with one Principal Investigator who is doctoral faculty. (\$2.5 million dollar federal grant)
- b. One internal grant \$5000
- c. One Fullbright grant \$87,960

11. Percentage of Full-Time Students:

- a. 5 students are full-time. International students and research assistants are required to be at full-time status in order to meet requirements for assistantship and international student status requirements.

12. Number of Core Faculty:

- a. 4 core faculty

13. Faculty Teaching Load:

- a. Twelve hours, including one section of dissertation with active research agenda

14. Faculty Diversity:

- a. Core:
 - i. Hispanic: 3
 - ii. White: 1
- b. Adjunct:
 - i. Hispanic: 1

15. Student Diversity:

Ethnicity	Number of Students
Hispanic	45
White	1
Asian	3
African	2
Unknown/Other	1

16. Date of Last External Review: 2010

17. Program Accreditation: None

18. Student Publications:

	Student FTE	Number of Refereed Papers	Number of Refereed Publications
2016	52	3	3

APPENDIX

Publication: Manuscript

*National unless otherwise marked ** State/Local*

Garza-Reyna, G.L., **Goswami, J.S.**, Esquierdo, J.J. (2015). Are Bilingual Education Programs Preparing English Language Learners for College? The Impact of Transitional Bilingual and Dual Language Education Programs on College Readiness. *Journal of Bilingual Education Research and Instruction*, 17(1), 61-76. Retrieved from: <http://tabe.org/publications.cfm?subpage=424147>

Garza-Reyna, G., **Goswami, J.S.** & Esquierdo, J.J. (2015). Are Bilingual Education Programs Preparing English Language Learners for College? The Impact of Transitional Bilingual and Dual Language Education Programs on College Readiness. *Journal of Bilingual Education Research and Instruction*, 17(1), 61-76.

Goswami, J.S. (2015). "My Mom Thinks My *Axomia* Is *Bhanga*": Talking about Assamese as a Heritage Language. *International Journal of Multifaceted and Multilingual Studies*, 2(1), 1-17, <http://www.ijmms.in/sites/ijms/index.php/ijmms/index>

****Guzmán, N.** (2016). Re-made in America: Silencing history. *Journal of South Texas* 29(2), 52-63.

Sherris, A., & Burns, M. S. (2015). New border crossings for the interaction hypothesis: The effects of feedback on Gonja speakers learning English in a rural school in Ghana. *Pedagogies: An International Journal*, 10(3), pp. 238-255.

Wu, H-P., Garza, E., & **Guzmán, N.** (2015). International student's challenge and adjustment to college. *Educational Research International*, 2015, 1-9. <http://dx.doi.org/10.1155/2015/202753>

Publications: Books

Piirainen, E., & **Sherris, A.** (Eds.). (2015). *Language endangerment: Disappearing metaphors and shifting conceptualizations*. Amsterdam: John Benjamins.

Publications: Book Chapters

Feng, Y. L., & **Torres, R. L.** (2014). English Language Teachers' Reasons for the Integration of CALL into their Classrooms. In M. Dodigovic (Ed.). *Attitudes in EFL and ESL* (pp. 76 – 80) Dubai: TESOL Arabia Publishers

Piirainen, E., & **Sherris, A.** (2015). Introduction. In E. Piirainen & **A. Sherris** (Eds.), *Language endangerment: Disappearing metaphors and shifting conceptualizations*. Amsterdam: John Benjamins.

Sherris, A., Pete, T., & Haynes, E. (2015). Literacy and language instruction: Flathead Salish metaphor and a task-based pedagogy for its revitalization. In E. Piirainen & **A. Sherris** (Eds.), *Language endangerment: Disappearing metaphors and shifting conceptualizations*. Amsterdam: John Benjamins.

Sherris, A., & Robbins, J. (2015). Transitional Turtle Soup: Reconceptualizing Mikasuki Language Acquisition Planning In M. C. Jones *Policy and planning for endangered languages*. Cambridge, UK: Cambridge University Press.

Torres R. L. & Feng, Y. L. (2014). Recommendations for the Integration of CALL into Classrooms. In M. Dodigovic (Ed.). *Attitudes in EFL and ESL* (pp. 330 – 332). Dubai: TESOL Arabia Publishers.

Torres, R. L. (2008). Reflections on features of the educator-educand relationship in distance learning. In M. Sandoval-Aspront (Ed.). *Educación a Distancia: Una oportunidad para todos?* (pp. 199 – 217). Monterrey, México: Universidad Autónoma de Nuevo León Pub.

Student Publications (separately and with faculty collaboration)

Ekiaka-Oblazamengo, J., Xu, C. Y., Tien, Y. J., Hsu, C. H., & **Guzmán, N. A.** (2016). Mandarin Sunday Classes: Educators' and Parents' Perceptions on Literacy Development of Second Generation Chinese-American Children. *US-China Education Review*, 6(2), 71-90.

Medina, M., **Guzman, N.**, & Wong-Ratcliff, M. (2015). Latino parental involvement: Myths, perceptions, and inhibiting factors. *Journal of Case Study in Education*, 7(1), 1-15.

Torres, R., & Alvarado, C. (2015). Language teacher perceptions of the effects of corrective feedback on their English language learners' speech production. Segundo Congreso Internacional de Investigación Educativa RIE – Universidad Autonoma de Nuevo Leon. Monterrey, México.

Student Collaborations With Faculty Presentations

Julien Ekiaka-Oblazamengo, Monica R. Medina, Yi-Ju Tien. (March, 2016). *Transracialization competencies development narrative lessons from African and East Asian descent partners*. Presented at the 45th Annual Conference of the National Association for Bilingual Education (NABE), Chicago, Illinois. .

Sherris, A., & Medina-Jimenez, M. (2015). Systemic functional linguistic approaches to young bilingual writing development. TESOL International, Toronto, Canada.

Presentations:

*National/International unless indicated**State/Local*

** Amaya, A. & **Guzmán, N.** (2016, February). *Attitudes of Mexican students learning English as a foreign language towards native and non-native English speaking teachers.* Paper presentation at the Texas Language Education Research Conference. UTSA (Feb. 19-20), San Antonio, Texas.

Bradley, K. Bradley, J. & **Goswami, J. S.** (2016, January). *Instructional Coaching: Improving Student Learning.* Paper presented at the Lilly Conference: Evidence-based Teaching and Learning, International Teaching Learning Cooperative, Austin, Texas.

****Garza, A.** (2016, February). *Voices that matter: Latin@ teenagers' perceptions on their dual-language education.* Paper presented at the Texas Language Education Research Conference. San Antonio, TX.

(Co-Presenters) **Garza-Reyna, G., & Guzmán, N. (2016, February). *Designing effective language arts lessons for CLD students.* Paper presented at the Texas Language Education Research Conference, UTSA. San Antonio, TX.

****Garza-Reyna, G. L., Guzman, N. A., Guzman, A.** (2016, January). *Validating ELLs through culturally relevant literature.* Paper presented at the 22nd Annual Rio Grande Valley-Texas Association for Bilingual Education Conference, South Padre Island, TX.

Garza-Reyna, G., Goswami, J.S. & Ezquierdo, J. (2016, March). *A Review: ACT Math/Reading Performances of ELLs in TBE/DLE Programs a Texas School District.* Paper presented at the 2016 Annual Meeting of the American Educational Research Association, Washington, D.C.

Garza-Reyna, G.L., Goswami, J. S., Esquierdo, J. J. (April 2016). *A Review: ACT Math/Reading Performances of ELLs in TBE/DLE Programs in a Texas School District.* Presented at the 2016 American Education Research Association Annual Meeting, Washington, D.C.

****Garza-Reyna, G.L. & Guzman, N. A.** (February 2016). *Designing Effective Language Arts Lessons for Culturally/Linguistically Diverse Students.* Presented at the Texas Language Education Research Conference, San Antonio, TX

****Guzman, N. A., Medrano, J., Garza-Reyna, G. L., Guzman, A.** (January 2016). *Educational Experiences of Latinos Throughout Generations.* Presented at the 22nd Annual Rio Grande Valley-Texas Association of Bilingual Education Conference, South Padre Island, TX.

****Garza-Reyna, G.L., & Guzman, N.A.** (September 2015). *Texas A&M University-Kingsville: EC-6 Teacher Preparation Program.* Presented at the 2015 Chancellor's Summit on Teacher Preparation, San Antonio, TX.

****Garcia-Obregon, Z., Medina, M., & Tien, Y. J.** (2016, June). *Multicultural education: A bridge for ELL academic success.* Paper presented at the 2016 Effective Border School Conference, Region One Education Service Center. South Padre Island, TX.

- **Guzman, N. A.,** Medrano, J., Garza-Reyna, G.L., Guzman, A. (2015, January). *Educational experiences of Latinos throughout generations*. Paper presented at the 22nd Annual Rio Grande Valley-Texas Association of Bilingual Education Conference, South Padre Island, TX.
- Garza, A. (2016, June). *Ways of saying and doing mathematics: Emergent bilingual Latin@ adolescents in mathematics classrooms*. Paper presented at the International Society for Language Studies. Normal, IL.
- Guzmán, N.** (2016, May 25). *Language, Culture & Teaching: A Focus on Assessment*. Invited presentation at the Summit on Language, Culture and Teaching of English. Oriental Institute of Technology, New Taipei City, Taiwan.
- **Goswami, J. S.,** Bain, S., & Martinez, M. (2016, February). *Graduate Student and Faculty Perceptions on Academic Writing*. Paper presented at the Annual Meeting of the Southwest Educational Research Association, New Orleans, Louisiana.
- **Goswami, J. S.** (2015, November). *Online Instructional Coaching: Enhancing How We Teach*. Presented at National Distance Learning Week Research Symposium, Texas A&M University-Kingsville, Texas.
- Sherris, A. (2016). Love and Death Conceptualized in Seven Ghanaian Languages. The 9th Linguistic Association of Ghana Annual Conference, Tamale, Ghana.
- Sherris, A. (2016). Grassroots Safaliba Language and Literacy: Local Practices Reshaping Schooling. The 9th Linguistic Association of Ghana Annual Conference, Tamale, Ghana.
- Sherris, A. (2016). Doing Safaliba literacy in school through situated practice, activism, and translanguaging. The 6th Cambridge Conference on Language Endangerment, Cambridge University, UK.
- Sherris, A. & Schaefer, P.** (2016). Activism, indigeneity, and translanguaging: A Safaliba literacy awakening. Symposium on Translanguaging and Repertoires Across Signed and Spoken Languages: Insights from Linguistic Ethnographies in (Super) Diverse Contexts. Max Planck Institute, Göttingen, Germany.
- Sherris, A. (2015). Chair of Panel. Resisting Dominant Discourses: Pathways to literacy in outsider indigenous Ghanaian languages. The first School of Languages Conference “Multilingualism in Africa: Resource or Challenge?” University of Ghana, Legon.
- Sherris, A. (2015). Resisting oppression: The case for outsider languages. The first School of Languages Conference “Multilingualism in Africa: Resource or Challenge?” University of Ghana, Legon.
- Sherris, A. (2015). Resisting oppression: The case for Safaliba. The first School of Languages Conference “Multilingualism in Africa: Resource or Challenge?” University of Ghana, Legon.
- Sherris, A. (2015). Knowledge is being: Salish Pend d’Oreille conceptual metaphors and speaking. The Fifth Cambridge Conference on Language Endangerment. Cambridge University, UK.
- Dwyer, E., & **Sherris, A.** (2015). Blending social and school practices in African literacy development. TESOL International, Toronto, Canada.
- Torres, R. (2016, May). A Discussion of the Dynamic Language Teachers and their Language Learners’

Motivation. Keynote delivered at the 4th Regional and International Convention, “Dynamic Teachers, Motivated Students” of the Asociación Mexicana de Maestros de Inglés, MEXTSOL, AC, Capitulo Nuevo León, Monterrey, N.L., México.

Torres, R. (2016, August). 2010 – 2016 Report to the USDE of the Status of South Texas Expansion Program for Hispanic Students (STEP – HG). United States Department of Education PPOHA Project Directors Meeting. Washington, DC.

Grants/Awards Secured

*External unless Marked **Internal*

**Garza, A. (2015). Principal Investigator. *Latin@ Adolescent English Learners Speaking Mathematically: An Exploration of Language as a Resource*. South Texas Expansion for Hispanic Graduate Students (STEP-HG) Project Faculty Research Award Y6 (\$5,000).

Sherris, A. (2015-2016). J. William Fulbright Core Grant (2015-16) with two- month extension, \$87,960 USD.

Torres, R. USDE Title V Hispanic Serving Institutions – Promoting Postbaccalaureate opportunities for Hispanic Americans (PPOHA). South Texas Expansion Program for Hispanic Students: Expanding the Attainment of and Academic Opportunities for Low-income Hispanic Graduate Students (STEP-GH). Five-year grant funded at \$2.5 million. Principal Investigator.