



**Bilingual/ESL Education Doctoral
Program
Handbook & Student
Orientation
2021-2022**

Welcome to Bilingual/ESL Education Programs at Texas A&M University! This handbook will provide you with information about the doctoral program. Please review this information prior to beginning the doctoral program.

Note: The content in this handbook is for general information purposes. Faculty meets annually to make recommendations for improvement. For any questions, please contact the program coordinator.

The Department of Educational Psychology

The Department of Educational Psychology is one of four departments in the College of Education & Human Development. These departments include:

- Education Administration & Human Resource Development (EAHR)
- Educational Psychology (EPSY)
- Health & Kinesiology (HLKN)
- Teaching, Learning, & Culture (TLAC)

The heads of the various departments work with the dean of the college on matters of departmental or college interest. Graduate students within the College of Education & Human Development (CEHD) are also subject to the administrative oversight of the Office of Graduate and Professional Studies (OGAPS).

At the graduate level, the EPSY department offers the Master of Science, Master of Education, and Doctor of Philosophy degrees. Doctoral degrees include School Psychology; Counseling Psychology; and Educational Psychology with an emphasis in Bilingual/ESL Education; Cognition, Creativity, Instruction & Development; Educational Technology; Research Measurement & Statistics; and Special Education. At the master's level, degrees include Bilingual/ESL Education, Bilingual/ESL International Education (In progress), Educational Technology, Special Education, and Educational Psychology. EPSY also offers undergraduate degrees in bilingual education and special education for preservice teachers.

Center for Research & Development in Dual Language & Literacy Acquisition

The Center for Research and Development in Dual Language and Literacy Acquisition (CRDLLA) is housed in the EPSY Department, College of Education and Human Development at Texas A&M University.

CRDLLA's primary mission is to develop research that supports second language learners in schools to achieve academically through programs that promote dual languages and English language and literacy acquisition. Secondary goals include conducting research (e.g., assessment and evaluation), providing professional development for teachers and administrators, developing research-based educational materials, and providing leadership for teachers, administrators, and/or families in the areas of dual language and English language and literacy acquisition.

In August 2013, the Board of Regents approved the creation of the center and its operation as a designated Center within the Texas A&M University System. Today CRDLLA conducts research and service for state and federal entities in the areas of teacher professional development and ELs language acquisition process. The center also conducts research internationally in non-English speaking countries, such as Costa Rica and China, to promote English language learning.

CRDLLA partners with local, state, national, and international organizations, including school districts across the state, the Texas Education Agency, the U.S. Department of Education, international entities, and businesses in the private sector.

How to Contact the Bilingual/ESL Education Programs

The Bilingual/ESL Education Programs office is open normal business hours.

Mailing Address:

Department of Educational Psychology Bilingual/ESL Education
Programs

Texas A&M University
4225 TAMU
College Station, TX 77843-4225

Physical Address:

412 Harrington Tower (EDCT)

Email: bilingualed@tamu.edu

Phone: (979) 845-2599

Fax: (979) 458-0192

EPSY Academic Advisor

The student services offices are located in Room 704 EDCT, just inside the main EPSY office. The EPSY graduate academic advisor is Ms. Sally Kallina.



Sally Kallina

Academic Advisor IV
Department of Educational Psychology
704 Harrington Tower
4225 TAMU
Phone: 979.845.1833
Email: skallina@tamu.edu

The following assistance is provided:

- Applications and advising for EPSY graduate programs
- Registration
 - Information
 - Drop/Add forms
 - Q-drop
 - In-absentia registration and information
- Deadlines
 - Written and oral preliminary examinations
 - Final exams
 - Dissertations and theses
 - Graduation
- Procurement of rooms for preliminary exams and dissertation proposal/defense meetings
- Grade sheets for teaching assistants and faculty
- Maintenance of student records
- Grade changes (through instructors)
- Variable credit course sign-up (i.e., 485, 685, 683, 691, etc.)
- Ph.D. qualifying exam information
- Record of addresses and phone numbers of current graduate students
- Campus maps and community information

Program Faculty



Rafael Lara-Alecio, Ph.D.

[Directory Information](#)

Regent's Professor
412 Harrington Tower
MS 4225

Phone: 979.845.3467

Email: a-lara@tamu.edu

Research Interests

Bilingual education
Classroom instruction for second language students
Classroom observations
Resiliency
At-risk students
Reading strategies



Fuhui Tong, Ph.D.

[Directory Information](#)

Professor,
Department Head
Associate Director for
CRDLLA
704C Harrington Tower
MS 4225

Phone: 979.845.7979

Email: fuhuitong@tamu.edu

Research Interests

Program evaluation in
Bilingual/ESL education
Quantitative
methodology and
research design in
bilingual education/ESL
Literacy and science
integration for EL's
Bilingual education in an
international context
Second language
acquisition and
assessment



Zohreh R. Eslami, Ph.D.

[Directory Information](#)

Professor
Coordinator of PhD Program
BIESL ED/EPY
610 Harrington Tower
MS 4225

Phone: 979.845.2599

Email: zeslami@tamu.edu

Research Interests

Instructional Pragmatics
ESL/EFL Teacher Education
Intercultural Communication
Intercultural Pragmatics
Sociocultural aspects of Second
Language Acquisition
English Medium
Instruction Teaching
English in Intercultural
and International
settings
Biliteracy Development



Yolanda N. Padrón, Ed.D.
[Directory Information](#)
 Professor
 401 Harrington Tower
 CEHD Director of
 Faculty Development
 MS 4225 Phone: 979.845.5625
 Email: ypadron@tamu.edu

Research Interests
 Classroom instruction for second language students
 Bilingual Teacher Retention
 Classroom Observations
 Professional Development for Bilingual/ESL teachers
 Resiliency for ELs
 Reading Instruction for bilingual/ESL



Sandra Acosta, Ph.D.
[Directory Information](#)
 Associate Professor
 608 Harrington Tower
 MS 4225
 Phone: 979.458.4211
 Email: sacosta@tamu.edu

Research Interests
 Biliteracy Development in PK-12 Teacher Instruction
 Leadership and Effective Instructional Practices in Bilingual Education
 Bilingual Education
 Teacher Preparation Models



Hector Rivera, Ph.D.
[Directory Information](#)
 Associate Professor
 601 Harrington Tower
 MS 4225
 Phone: 979.862.4663
 Email: hhrivera@tamu.edu

Research Interests
 Child and community development
 Classroom learning environments
 Efficacy of school programs
 Teacher professional development in urban and rural settings



Miranda Nava-Walichowski, Ph.D.
[Directory Information](#)
 Clinical Associate Professor
 403 Harrington Tower
 MS 4225
 Phone: 979.862.4612
 Email: m-walichowski@tamu.edu

Research Interests
 Language brokering
 Oral proficiency
 Teacher effectiveness
 Teacher preparation
 Vocabulary development within the field of bilingual education



Monica Neshyba, Ph.D.
[Directory Information](#)
Clinical Associate
Professor
607 Harrington Tower
MS 4232
Phone: 979.845.8384
Email: neshyba@tamu.edu

Research Interests
Bilingual/ESL Education
Critical Pedagogy & Transformative Education
Culturally & Linguistically Diverse Populations
Examinations of Race, Class, Gender in Sociology of Education



Julia Lynch, Ph.D.
[Directory Information](#)
Visiting Associate
Professor
MS 4225
Phone: 979.845.2599
Julia.lynch@tamu.edu

Research Interests
Enhancing English Learner Effectiveness in Teachers
ESL Pre-Service Teacher Preparation
Massive Open Online Professional Individual Learning for Teachers
English Learner Oral Language and Literacy Development with Storytelling and Retelling



Stavroula Karmaniolou, M.Ed.
[Directory Information](#)
Lecturer
MS 4232
Phone: 979.985.0798
Email: skarmaniolou@tamu.edu

Research Interests
Second language acquisition
ESL Methods and Applications
Classroom Instruction for ELLs
Multicultural Education

For more information about the program, faculty, and their work, see

<https://cdrlla.tamu.edu/>

<http://ldn.tamu.edu/>.

The Doctoral Program

The doctoral program leads to a Ph.D. degree in Educational Psychology with an emphasis in Bilingual/ESL Education. The degree prepares students to address the interdisciplinary nature of challenges related to learning, teaching, and conducting research related to language/assessment/biliteracy acquisition for diverse learners in both national and international settings. A combination of coursework, practicum, internship, program competencies, and the dissertation ensure both the breadth and depth of training. The program is led by educated and experienced faculty in bilingual/ESL education, assessment, curriculum development, research methodology, program evaluation, distance teaching formats, instructional design, international ESL education, ESL teacher education, parental and family involvement, leadership in English language centers/institutes and writing centers, language learning and technology, task-based language teaching, intercultural pragmatics and communication, instructional pragmatics, and cyber pragmatics.

The Doctoral Program provides opportunities to:

- Improve knowledge and skills related to language acquisition and development in diverse educational settings
- Improve knowledge and skills related to biliteracy acquisition and development
- Improve the ability to analyze current issues as they relate to learning and language
- Develop skills for assessing and evaluating instructional strategies and program models
- Develop research skills in the areas of practitioner research, qualitative, and quantitative research paradigms
- Develop knowledge and skills to implement effective bilingual/ESL practices for international/global settings

Whereas the Doctoral program in Bilingual/ESL Education has a core of course work, the Ph.D. program can be individualized so that students can pursue academic interests aligned with their future career and professional goals. Students, with the guidance of faculty advisers, plan their own programs to meet their educational goals. To accomplish these goals, students engage in a variety of courses such as independent studies and field-based practicum experiences. In the completion of coursework, students must develop competencies in the four following areas:

- College teaching/supervision (mentored and supervised)
- Research (planning, executing, writing, presenting, and submitting two studies for publication prior to dissertation defense)
- Program assessment/evaluation (planning, executing, and writing)
- Grant writing (co-writing and submitting)

Graduates are prepared for a variety of positions, including leadership roles in university, school, and community settings. Some of these positions include:

- University faculty positions as researchers and/or bilingual/ESL education/biliteracy and teacher education programs
- District-level administrators for pre-K-12 bilingual/ESL education/literacy programs including content area instruction
- Curriculum specialists for bilingual/ESL settings
- Administrative positions
- English Language Institute Leadership at both national and international settings
- Writing Center Director
- Leadership in Teaching English to Speakers of other Languages (TESOL) in global/international contexts

Temporary Advisor's Role

Upon admission to the program, each Ph.D. student is assigned a temporary advisor. The name of the temporary advisor faculty, is usually identified in the student's admission letter. The temporary advisor will provide advisement for student course registration for the first year or two, at which time a permanent advisor or chair/co-chairs will be selected. Throughout the first year, it is recommended that students meet with their temporary advisor on a regular basis, and particularly if the student is encountering any difficulty. By the end of the first year or in fall of the second year, the student and temporary advisor will discuss the designation of a permanent advisor or chair/co-chairs for the student's doctoral committee. The temporary advisor does not have to be the permanent chair/advisor. It is the responsibility of the student to initiate this conversation and ask faculty to serve on their committee with the input of the selected permanent advisor/chair/co-chairs.

Role of Student's Doctoral Chair/Advisor and Committee

The chair/co-chair of the student's committee and the student will select the remainder of the committee members. The student's committee will consist of not fewer than four members (including the chair/co-chair) of the graduate faculty of the student's field of study and research; one of the members must be from a department other than the student's major department (i.e., outside of EPSY), and/or a member from any Department and Colleges across the University. Advisory Committee members at the time of appointment to the doctoral advisory committee should hold a graduate status approved by the OGAP.

When co-chairs are in place, it is important for the student to communicate with both of these individuals on all aspects of program completion, preliminary examinations, proposal presentation, as well as the dissertation research project. To the extent feasible, it is recommended that there be clear roles for each of the co-chairs. For more information, see <http://ogaps.tamu.edu/faculty-advisors/search/>

The student's doctoral committee has the responsibility for guiding and directing the entire academic program of the student and for initiating or addressing all academic actions concerning

the student's progress. The chair/co-chairs of the committee, who usually have immediate supervision of the student's research and dissertation, have the responsibility for calling required meetings of the committee and for calling meetings at any other time considered desirable. The chair/co-chairs is/are responsible for supervising the annual evaluation performance of the student. The duties of the committee include examining and approving the degree program, the preliminary examinations (written and oral), the dissertation proposal presentation, the dissertation study, and the final examination. In addition, the committee as a group and as individual members are responsible for counseling the student on academic matters, and, in the case of academic deficiency, making recommendations to OGAPS.

The Degree Plan

Students should contact their temporary advisor by the end of the second semester to begin developing a degree plan. The degree plan includes the appointment of the doctoral committee. In addition, the degree plan outlines the courses the student plans to take during the doctoral program. The degree plan should include the required courses for the Bilingual/ESL Education Program. Some of these required courses are the same for both ESL and bilingual education students and some are different and designed only for one group. The degree plan must be submitted before the student has taken **36 credit hours**, or the student will be blocked from registering for any courses. For the procedure to submit a degree plan to OGAPS, visit <https://ogsdpss.tamu.edu/>. If the degree plan is approved, a student may later need to make changes in terms of coursework or committee members. This can be done via petition. The appropriate forms can be found at the following link: <https://ogsdpss.tamu.edu/>

To view the required steps towards graduation, visit <http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Doctoral-Degree-Requirements>

Online Course Restriction (4 Courses Max)

For any student currently enrolled in our doctoral degree program, no more than four courses may be taken by distance education (online, electronic to group, or off-campus face-to-face) without prior approval of the Department and OGAPS. This applies only to non-research credit hours required for the program. Under special circumstances such as COVID-19, we will follow the OGAPS updates and recommendations.

Required Courses

The Ph.D. in Educational Psychology with an emphasis in Bilingual/ ESL Education is designed with considerable flexibility within the core requirements outlined. A minimum of 75 hours of approved coursework, practicum, independent study, internship, and research credit beyond the master's degree is required. Alternative courses, or proficiency may be substituted with committee approval for the five required components listed below.

Bilingual Education Core – 27 Hours

BESL 610	Bilingual Assessment & Monitoring Students	3
BESL 611	Dual Language Program Methodologies	3
BESL 612	Content Area Instruction for Bilingual/ESL Programs	3
BESL613	Spanish/English Biliteracy	3
BESL 614	Bilingual Education Curriculum Development	3
BESL 616	Spanish for Bilingual and Dual Language Classrooms	3
BESL 619	Second Language Acquisition in Pre-K-12; Advanced Theory and Practice	3
BESL 620	Current Issues in Bilingual/ESL Education	3
BESL 632	Current Research in Second Language Education	3

With the approval of the advisory committee/committee chair, students may elect to customize their course work by taking any of the following courses:

BESL 622	Methods of Teaching ESL	3
BESL 623	Teaching English in International and Intercultural Settings	3
BESL 624	Adult ESL	3
BESL 625	Task Based Language Learning	3
BESL 627	Pragmatics and Language Learning	3
BESL 628	Technology in Teaching Second Languages	3
BESL 629	Language Teacher Education	3
BESL 630	Leadership in TESOL	3
BESL 631	English for Academic Purposes	3
BESL 633	English for Occupational and Specific Purposes	3
BESL 634	Teaching L2 Writing	3
BESL 635	Biliteracy Development in Young Children	3
BESL 636	English Medium Instruction	3

Research and Evaluation – 15 Hours

BESL 615	Teacher Action Research (Qualitative approach)	3
BESL 617	Evaluation of Programs with Bilingual/ESL and	3

Language Minority Students K-12

EPSY 640	Statistical Analysis in Educational Research I	3
(Prerequisite: EPSY 636)		
EPSY 641	Statistical Analysis in Educational Research II	3
(Prerequisite: EPSY 640)		
EPSY 650	Multiple Regression and Other Linear Model (LM) in Education (ED) Research	3

Select one from the following courses (please consult with your committee chair)

EPSY 633	Qualitative Research Design and Data Collection	3
EPSY 637	Qualitative Grounded Theory Methodologies	3
EPSY 642	Meta-Analysis of Behavioral Research	3
EPSY 643	Applied Multivariate Methods	3
EPSY 650	Multiple Regression and Other Linear Models in Education Research	3
EPSY 656	Survey Instrument Development	3

Practicum, Internship and Directed Studies- 12 Hours

BESL 683	Field Practicum Bilingual/ESL Research	3
BESL 683	Field Practicum in Grant Writing	3
BESL 683	Field Practicum in College Teaching/Supervision	3
BESL 685	Directed Studies	3

Electives - 9 Hours.

The following are sample courses (please consult with your committee chair)

EDTC 608	Foundations of Distance Learning	3
EDTC 613	Integrating Technology in Learning Environments	3
EPSY 602	Educational Psychology	3
EPSY 625	Advanced Psychometric Theory	3
EPSY 651	Theory of Structural Equation Modeling	3
EPSY 652	Theory of Hierarchical Linear Modeling	3

EPSY 654	Longitudinal Data Analysis	3
EPSY 655	Item Response Theory	3
SPED 618	Induction to Professoriate Development in Higher Education	3
SPED 620	Bilingual Special Education	3
SPED 630	Reading for At-Risk and Disabled Learners	3
RDNG 620	Literacy and Language	3

Dissertation - 12 Hours Minimum

Dissertation credit hours are taken under BIED 691.

Any other coursework requires permission from the student's committee.

**75 hours beyond a master's degree; 96 hours beyond a bachelor's degree (with an optional master's degree)*

Preliminary Examinations

The preliminary examinations are administered no earlier than a date when the student is within six credit hours of completion of formal coursework and no later than the end of the semester following the completion of all formal coursework on the degree plan. Taking the preliminary exams sooner requires the approval of the chair/co-chairs and the department head.

Prior to initiating and scheduling the preliminary examinations, the student and the committee chair/co-chairs will review the Preliminary Examination Checklist to ensure that the student has met all eligibility criteria for the examination. The preliminary exams are designed to evaluate the student's knowledge and skills and include oral and written components. The committee chair/co-chairs and members will determine the format of the preliminary examinations. It is the student's responsibility, in coordination with the chair/co-chairs, to determine each committee member's requirements for the examination.

The oral portion of the preliminary examinations must be scheduled so that all members of the committee can be present. The substitution of one committee member may be allowed when absolutely necessary. Unless emergency circumstances exist, the committee member who will be absent should arrange for a substitution. It also should be reported in the preliminary examination final report to the OGAPS.

Note: If a committee chair/co-chair cannot attend the scheduled examination, the examination must be rescheduled.

The committee chair/co-chairs will report the results of the examinations using the Report of Preliminary Examination form (which will include the signatures of all committee members) and the Preliminary Examination Checklist. These forms may be downloaded from

<http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Forms%20and%20Information/Preliminary-Examination-checklist-and-report.pdf>. These forms must be submitted to OGAPS within 10 working days of the scheduled oral examination date and at least 14 weeks prior to the date of the final examination (i.e., dissertation defense). During Covid-19 pandemic, the procedure finalizing the paper work should follow updates from the OGAP.

After passing the required preliminary examinations, the student must complete all remaining requirements for the degree within four calendar years. Otherwise, the student must repeat the examinations. If the student fails the preliminary examinations, there is no obligation for a re-examination. At their discretion, the committee and OGAPS may allow one re-examination when adequate time has passed to allow the student to address inadequacies emerging from the first examination.

In the event a student fails their preliminary examinations, the student may either 1) continue at the master's level and complete a master's degree; or 2) be dismissed from the department and seek another department in which to enroll as a doctoral student.

Research Proposal Presentation

The student should work closely with the committee chair/co-chairs and consult with members of the committee to develop a research proposal for the dissertation. Once the research project is fully outlined and has been reviewed by the chair/co-chairs, the student will submit a dissertation proposal to the committee.

A written copy of the completed dissertation proposal should be provided to the committee at least two weeks prior to the scheduled proposal meeting. It is the student's responsibility to consult with committee members to identify and discuss issues that may need to be resolved prior to the proposal meeting. The student will then schedule a dissertation proposal meeting where the committee reviews the appropriateness and feasibility of the proposed research and adequacy of available facilities.

The approved proposal should be signed by all the members of the dissertation committee and the department head. Then it is submitted to OGAPS for final approval. The Proposal Approval for Dissertation form may be downloaded here: <https://ogaps.tamu.edu/OGAPS/media/media-library/New%20Forms%20and%20Information/Research-Proposal-Form.pdf?ext=.pdf>

Research with Human Participants

Anyone intending to conduct research with human subjects must become familiar with the policies regarding such research and complete the required training to obtain a certificate to work with human participants. All research involving human subjects must have the approval of the Institutional Review Board (IRB) of Texas A&M University. This means the student will complete the Collaborative Institutional Training Initiative (CITI) program, which provides an online ethics training course on working with human subjects: <http://rcb.tamu.edu/humansubjects/training>. The student will also need to obtain approval for the intended research from the IRB: <http://rcb.tamu.edu/humansubjects/approvals>. Keep in mind that

the IRB approval process can take a couple months, so it is a good idea to start the process early. Students should keep in mind that the CITI certification has an expiration time. A student at the time of the research presentation should have an active CITI Certification attached to his/her academic records.

Candidacy

Admission to Candidacy

To be admitted to candidacy for a doctoral degree, the student must have a cumulative GPR and a degree plan GPR of at least 3.0, satisfy the residency requirement (be enrolled fulltime for two consecutive semesters — a waiver is possible for students employed full-time), pass the preliminary examinations, complete all formal course work on the degree plan, and have an approved dissertation proposal on file with OGAPS. The student should also have a copy of the IRB approval for his or her proposed dissertation research. The student must be admitted to candidacy well before the date of the final examination. OGAPS will not authorize a final examination (defense) for any doctoral student who has not been admitted to candidacy.

After being admitted to candidacy, the remaining procedural requirements to earn a Ph.D. include completing the residency requirement, applying for the degree, scheduling and passing a final exam, and submitting a signed approval page and PDF file of the completed dissertation to the Thesis Office.

Time Limits

All requirements for the degree must be completed within 10 consecutive calendar years. Further, after passing the required preliminary oral and written examinations for the doctoral degree, the student must complete all remaining requirements for the degree within four calendar years. Otherwise, the preliminary examination must be completed again. Coursework that is more than 10 calendar years old at the time of the final examination may not be used to satisfy degree requirements.

The student must submit the final corrected dissertation to the Thesis Office no later than one year after the final examination or within the 10-year time limit, whichever occurs first. The degree will not be awarded if these deadlines are not met.

In 1997, the State of Texas passed legislation that limits the number of credit hours beyond the master's degree that the state will financially support. A doctoral student at Texas A&M has seven years to complete his or her degree before being charged out-of-state tuition. After seven years of study, a student who has accumulated 100 or more doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition. Please note that the tuition increases will apply to Texas residents as well as students from other states and countries that currently are charged tuition at the resident rate.

Dissertation

Oral Defense of the Dissertation

The student, under the supervision of the committee chair/co-chairs, should produce an early "polished" draft of the dissertation. Pending chair/co-chair approval, the student will then schedule a defense date and provide a copy to each committee member at least four weeks prior to the tentative defense date. Committee members should review the draft within two weeks and recommend whether the defense should be held.

Committee members may provide feedback requiring changes to be made prior to the defense and recommend whether the defense should occur as planned or be rescheduled. The student will make any necessary changes based on feedback received in advance of the defense and present a final draft of the dissertation to the committee two weeks prior to the scheduled dissertation defense.

In addition, the student will work with the EPSY academic advisor to notify the OGAPS at least two weeks before the date of the defense.

When the student schedules a room for the defense with the academic advisor, they will need to provide the advisor with a current vita. During Covid19 Pandemic, the format for the defense will follow the guidelines provided by OGAPS.

Dissertation Submission

The student will need to make any additional changes to the dissertation that may result from the defense and get approval from the committee chair/co-chairs before it is submitted to the thesis clerk at the library.

When submitting signature pages for the department head's signature, the student should also include a final copy of the dissertation. Allow at least a 48-hour turn around for the department head to review and sign off on the signature pages. It is also the student's responsibility to contact the chair/co-chairs and provide a bound copy of the dissertation if they like to have a hard copy of the dissertation.

Graduation

Once the student is close to fulfilling all degree requirements, he or she should meet with the EPSY graduate advisor and work with her to complete all required paperwork as well as verify that he or she is eligible to take the final exam. The student will file for the degree online in the Howdy Portal and pay the graduation fee for the diploma. This is done during the first week of the student's final semester. The student will also officially file the final examination date with OGAPS at least 10 days before the exam date. See <http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Doctoral-Degree-Requirements>.

Student Evaluation

Throughout the doctoral program, the Bilingual/ESL Education faculty continually evaluates student progress. Students are expected to maintain high levels of performance in the following areas:

Academic Performance

To remain in good academic standing, doctoral students must maintain a 3.0 grade point average and maintain continuous enrollment as specified by the Graduate Catalog. The program requires that coursework be completed with an A or B letter grade. In addition to formal coursework, students must also progress toward completion of the Bilingual/ESL Education Competencies:

- College teaching/supervision (mentored and supervised)
- Research (planning, executing, writing, presenting and submitting two studies for publication prior to dissertation)
- Program assessment/evaluation (planning, executing, and writing)
- Grant Writing (co-writing and submitting)

All required competencies must be completed prior to the dissertation defense.

Ethical Behavior

Students will behave in accordance with the ethical standards of the appropriate professional organizations. As doctoral students prepare to become educational researchers, adherence to the American Educational Research Association's (AERA) Ethical Standards ([http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics\(1\).pdf](http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics(1).pdf)) is of particular importance. Students are also expected to adhere to the Aggie Honor Code (<http://student-rules.tamu.edu/aggiecode>), as promulgated by the university.

Professional Behavior

Doctoral students have an obligation to behave in a professional manner, both on- and off-campus. Such professional behavior is exemplified by forming respectful relationships with faculty, staff, other students, school personnel, and other professionals within the community. This expectation extends to students' use of cell phones, instant messaging, email, and social media outlets (including, but not limited to internet communications using message boards, blogs, Facebook, and Twitter).

Annual Review of Student Progress

During each spring semester, the Bilingual/ESL Education faculty systematically reviews the progress of each doctoral student in the program. The purpose of this formative assessment is to provide feedback on student progress, identify student strengths and weaknesses, and determine remedial activities or procedures that may be considered with students who are not performing up to program standards. The review focuses on general academic status, core competencies, research, teaching, and service. Students will be prompted by the EPSY academic advisor to submit annual evaluation materials through the myCEHD Portal at <https://myrecord.cehd.tamu.edu/portal/docreview/>.

Maintaining Adequate Progress

Students must make adequate progress to remain in good standing in the doctoral program. The program offers the following guidelines for maintaining adequate progress. Students who fail to adhere to these guidelines (e.g., two continuous evaluations of inadequate progress) will be asked to meet with program faculty to determine a remediation plan as described below.

Students are responsible for maintaining regular contact with their advisor/chair/co- chairs and should seek advisement prior to registering for courses and planning research activities each semester. In general, contact with the advisor/chair/co-chairs will be more frequent than once per semester, especially as a student progresses through the program.

The program requires that coursework be completed with an A or B letter grade. Coursework resulting in a C grade or lower will need to be retaken.

Students must adhere to all doctoral program requirements. In addition to successful credit hour production, students must work with their advisor/chair/co-chairs to ensure that their degree plan (a) adheres to the program requirements, and (b) complies with committee recommendations.

In addition to formal coursework, a doctoral program entails a range of experiences and tasks to equip students with essential competencies required for post-graduation success. It is the student's responsibility to establish a timeline in collaboration with the chair/co- chairs and committee that ensures all coursework and other academic requirements are completed prior to the dissertation defense.

Students must pass all components of their preliminary examinations. Per university policy, if a student fails the preliminary examinations, there is no obligation for a re- examination. However, at their discretion, the student's committee and OGAPS may allow one re-examination when adequate time has passed to address the inadequacies emerging from the first examination.

Remediation Process for Failure to Make Adequate Progress

It is critical that students make adequate progress consistent with program guidelines.

Grades of "incomplete" are the rare exception and are given only under extraordinary circumstances and at the discretion of the instructor. Failure to maintain expectations in one or more of these areas (academic, ethical, and/or professional behavior) will require the student to meet with program faculty. Students will be given an opportunity to explain their circumstances to the faculty. The purpose of this meeting is to identify barriers to progress and to generate a remediation plan and corresponding timeline.

Potential outcomes of this meeting may include:

- (a) a plan for remediation of the problem that is discussed by the faculty and student.
- (b) The student can receive a formal reprimand from the program — with or without a remediation plan or sanctions;
- (c) The student can be placed on formal probationary status. Such probation will include a written list of behaviors that must be performed by the student during the

- probationary period and a description of sanctions to occur if the requirements of the probationary period are not met. Such a probation plan will include a specific period in which these behaviors must occur.
- (d) The student may be blocked from continued registration until the problem is addressed; and/or
 - (e) The student may be dismissed from the program.

The sanctions listed above do not have to be applied in any particular order; however, fairness in determining sanction(s) appropriate to the student problem is the goal. Additional departmental expectations and procedures serve as a general guide as well.

Academic Probation

In the event that a student's cumulative GPR drops below 3.0, the student will be placed on academic probation. Students are required to inform their advisors if they receive a grade of C or below in any course. The student must raise his or her GPR to a minimum of 3.0 by the end of the following semester. Failure to meet the 3.0 required could lead to dismissal. More information can be found in the Graduate Catalog (<http://catalog.tamu.edu/>).

Dismissal from the Program

If a student fails to resume adequate progress within the remediation plan timeline, the student will be required to reconvene with program faculty. A potential outcome from this follow-up meeting may be student dismissal from the program. Program dismissal will follow procedures outlined in the Graduate Advisor Handbook: <http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Forms%20and%20Information/OGAPS-Advisor-Handbook-Online.pdf>.

Leave of Absence

Under unusual circumstances, a student may petition for a leave of absence from the doctoral program. For information regarding leave of absence, see the Graduate Catalog (<http://catalog.tamu.edu/>).

Student Grievance Process

In addition to the grievance procedures established by the university (see <http://student-rules.tamu.edu/studentgrievanceprocedures>), the department has developed, after extensive student and faculty input, the following process. It is known as the Student Advocate Office. An EPSY faculty member selected by the department head serves as the ombudsperson. Currently, Dr. Krystal Simmons serves in this capacity.

In the event of a conflict of interest between a student and the current ombudsperson, an alternate faculty member may fill this role. There is also an ombudsperson at the college level (Dr. George Cunningham), as well as one at OGAPS (see <http://ogaps.tamu.edu/New-Current-Students/Ombudsperson>). The following policies were derived by EPSY faculty, students, and the department head:

Pre-condition to Student's Initiation of the Grievance Process

Students are encouraged to meet with and attempt to resolve problems with the faculty member. If the student has met with the faculty member and the problem has not been resolved, they should contact the ombudsperson. If a student does not choose to meet with the faculty member due to the nature of the problem, they may directly contact the ombudsperson and initiate the grievance process.

Overview of Grievance Process

A student who has a faculty-student concern and who has addressed the preconditions for initiation of the grievance process is encouraged to meet with the ombudsperson; however, a student may choose to meet first with other EPSY faculty member(s). Depending upon the nature of the student's concern, the ombudsperson may consult with the identified faculty member, the program coordinator or the department head.

At the discretion of the department head, the student's concern may be communicated to the CEHD Dean's Office. When there is a discussion of a particular faculty-student concern, maintaining anonymity of the student may not be possible. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.

Resolution of Student Concerns

Resolution of a student's concern may occur as a result of:

1. Student's dialogue with the faculty member or the ombudsperson.
2. Ombudsperson holds discussions with the faculty member.
3. Ombudsperson's discussion of the student's concern with the program coordinator or the department head. As a result of these discussions, the ombudsperson, and/or the department head may confer with the faculty member.
4. Pending the outcome of the above mentioned, or the nature of the student's concern, the department head, and/or student may enter into discussion with the CEHD Dean's Office and appropriate university committees and administrators.

Online Courses & Expectations

Many of the doctoral courses are either completely online or a hybrid of online and traditional components. Online coursework is presented in Canvas, discussions, chats, email system, and other items students will need to successfully complete the program.

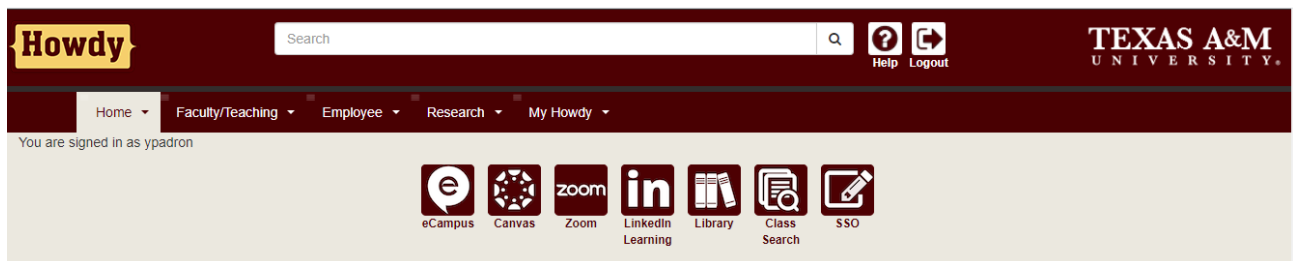
The coursework is designed to be interactive and completed in a timely fashion over the course of the semester. The following guideline should be considered when taking online courses:

1. Within the first week of school, visit the course site (or attend orientation).
2. Read the course syllabus and any other documents related to the course to be sure you are aware of any and all instructor policies.
3. Adhere to course schedules and deadlines. Distance learning courses are not designed to be self-paced.
4. Participate in weekly online activities, including discussions.

5. Log into the course one or more times per week (preferably daily) to view announcements, participate in class activities, assignments, online discussions, quizzes, and tests.
6. Use the communication procedures established by the instructor for submission of assignments and for completing course requirements.
7. Students should confirm that they have the necessary equipment and technical skills to undertake online courses.
8. Students should familiarize themselves with the information and policies contained in the Graduate Catalog (see <http://catalog.tamu.edu/>) and program-specific student handbook.
9. Assignments submitted to an online course or contributions to threaded discussions must observe the same prohibitions against plagiarism that apply to assignments in classroom courses, in accordance with the Student Code of Conduct procedures that are described in the Graduate Catalog.
10. Students should notify their instructor in advance if they are unable to complete an assignment by the published submission deadline.
11. Students should contact their instructor with course-related questions by course email well in advance of due dates, as they may need to wait 48 hours for a response to their questions.
12. If home computer issues occur, students must find time to access a functional computer on campus or in another location. Late policies will not be waived due to home computer issues.
13. Assignments are due at the date and time established by the instructor. These guidelines are strictly enforced.
14. Plan to turn assignments in on time and in the format stipulated by instructors, to participate in class discussions, and to prepare for quizzes and exams.
15. Discussions are part of class participation and must be completed during the week they are assigned.
16. Plagiarism is taken very seriously in the online environment. A first occurrence of academic dishonesty will result in a zero for that assignment. A second offense will be brought to the department head for further disciplinary action that may result in failing the course. It is the student's responsibility to cite his or her sources and complete coursework in a professional and academically honest manner.

How to Access Canvas

Canvas can be accessed through <http://canvas.tamu.edu> You will be prompted for your Net ID and password. It is also available inside the Howdy Portal on the upper banner of the screen. Division of Information Technology Help Desk: <https://it.tamu.edu/help/>



Academic Honesty

All Texas A&M students are expected to follow the Aggie Honor Code: “*An Aggie does not lie, cheat, steal, or tolerate those who do.*”

This code also applies to student academic work. All students are expected to maintain the highest level of academic integrity, including — but not limited to — avoiding plagiarism, cheating, complicity, etc. Academic dishonesty will be reported to the Aggie Honor System Office for possible further action. For more information, see <http://aggiehonor.tamu.edu>.

More information is also available in the Graduate Student Catalog:
<http://catalog.tamu.edu/>.

For information on how to avoid plagiarism, see
http://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_3.html

Appendix A illustrates an example of a 2-Year Program of Study in Ph.D. in Educational Psychology with an Emphasis in Bilingual/ESL Education (Bilingual Education Track)

Year 1		
Fall (9 hours)	Spring (9 hours)	Summer (6 hours)
BIED 611 Dual Language Program Methodologies BIED 613 Spanish/English Bilingual BIED 620 Current Issues in Bilingual Education	BIED 612 Content Area Instruction for Bilingual Programs BIED 632 Research in Second Language Education BIED 683 Field-based Practicum	BIED 610 Bilingual Assessment & Monitoring BIED 616 Spanish for Bilingual and Dual Language Classrooms
Year 2		
Fall (9 hours)	Spring (9 hours)	Summer (6 hours)
BIED 614 Bilingual Education Curriculum Development BIED 617 Evaluation of Programs with Bilingual and Language Minority Students K-12 EPSY 640 Statistical Analysis in Educational Research I	BIED 615 Teacher Action Research EPSY 641 Statistical Analysis in Educational Research II BIED 683 Field-based Practicum	BIED 619 Second Language Acquisition in Pre-K-12; Advanced Theory and Practice BIED 685 Directed Studies

*The student is required to discuss with his/her temporary advisor/chair/co-chair when the course offerings are different from the above tables.

Appendix B: 2-Year Program of Study in Ph.D. in Education Psychology with an Emphasis in Bilingual/ ESL Education (ESL Track)

Year 1		
Fall (9 hours)	Spring (9 hours)	Summer (6 hours)
622 BESL Methods of Teaching ESL BESL 627 Pragmatics and Language Learning And one research course	BESL 610 Bilingual Assessment & Monitoring BESL 623 Teaching English in International and Intercultural Settings And one research course	
Year 2		
Fall (9 hours)	Spring (9 hours)	Summer (6 hours)
BESL 612 Content Area Instruction for Bilingual Programs BESL 625 Task- Based Language Learning And one research course	BESL 636 English Medium Instruction BESL 624 Adult ESL And one research course.	

*The student is required to discuss with his/her temporary advisor/chair/co-chair when the course offerings are different from the above tables.