



TEXAS A&M UNIVERSITY
Education &
Human Development

Bilingual/ESL Education

Division of Bilingual/ESL Education
Graduate Student Handbook
Master's Programs
2022–2023

Department of Educational Psychology

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.”

Note: The content in this handbook is for general information purposes.

For any questions, please contact the program director.

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Welcome to the Bilingual/ESL Education Division

Welcome to Bilingual/ESL Education Division at Texas A&M University! The Bilingual/ESL Education Division is housed within the Department of Educational Psychology (ESPY) in the School of Education and Human Development (SEHD). We are excited to be able to work with you as you begin this new phase in your professional career.

This handbook will provide new students with information about the policies and procedures related to the masters' programs. Please review this information prior to beginning your program.

The Department of Educational Psychology

The Department of Educational Psychology is one of four departments in the School of Education & Human Development (CEHD). These departments include:

- Education Administration & Human Resource Development (EAHR)
- Educational Psychology (EPSY)
- Kinesiology and Sport Management (KESM)
- Teaching, Learning, & Culture (TLAC)

The heads of the various departments work with the dean of the school on matters of departmental or school interest. Graduate students in the school are subject to the administrative oversight of the Graduate and Professional School. More information about the Graduate and Professional School can be found at <https://grad.tamu.edu/>

At the graduate level, the department offers the Master of Science, Master of Education, and Doctor of Philosophy degrees. Doctoral specializations include School Psychology; Counseling Psychology; Bilingual/ESL Education; Learning Sciences; and Special Education. At the master's level, specializations include bilingual education, educational technology, special education, and learning sciences. EPSY also offers undergraduate degrees in bilingual education and special education for pre-service teachers.

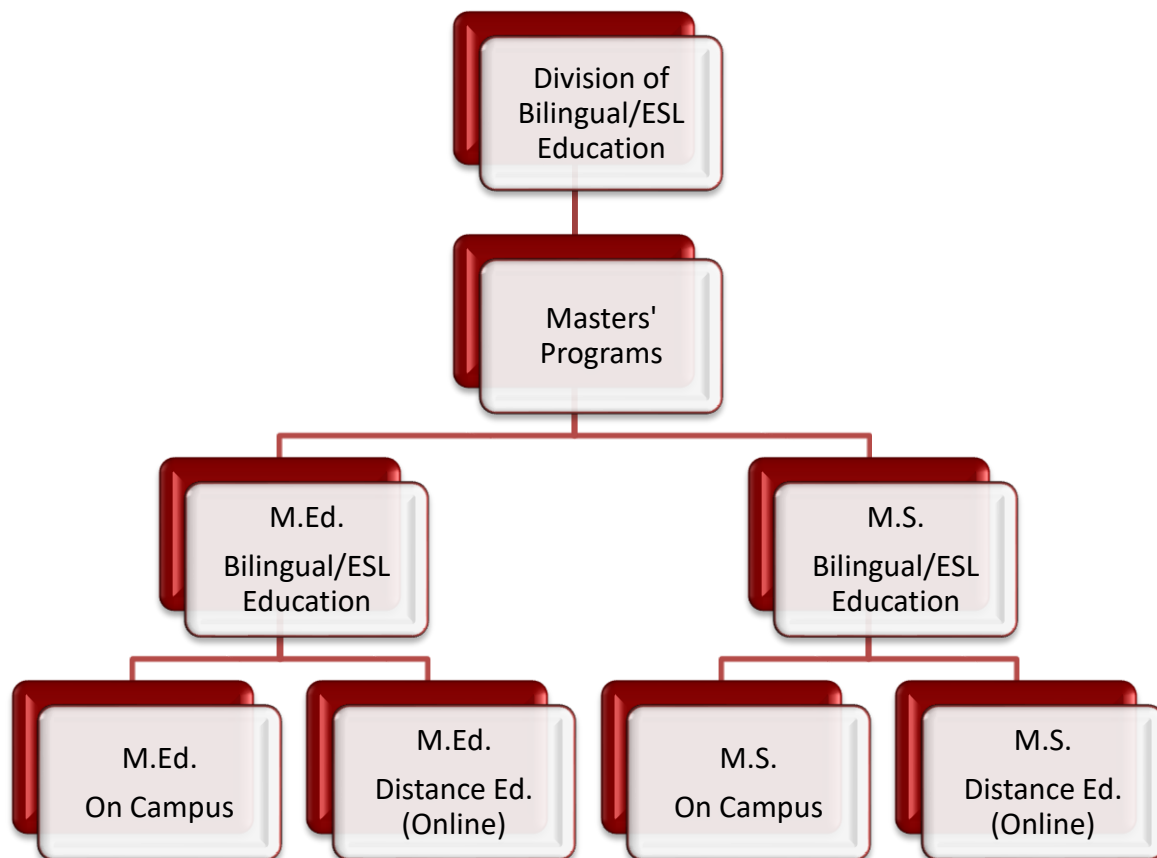
Division of Bilingual/ESL Education: Mission

The mission of the Bilingual/ESL Education Masters' Program is to prepare students with the knowledge and the research skills needed to increase success in bilingual education, ESL education, or related fields. The coursework is designed to deepen knowledge and strengthen credentials in the areas of bilingualism, bi-literacy, and cross-cultural awareness by focusing on teaching and learning skills for those working as teachers, researchers, or curriculum developers, at the early childhood, elementary, secondary, and/or post-secondary levels.



Degrees in the Division of Bilingual/ESL Education

The degrees (M.Ed.; M.S.) require a minimum of 36 hours of coursework. Both are offered as a face-to-face program for students who would like to take courses on-campus and via distance education (online) to accommodate working professionals.



Division of Bilingual/ESL Education Faculty

Rafael Lara-Alecio, PhD | Professor | Division Chair | Director for Center for Research and Development in Dual Language and Literacy Acquisition (CRDLLA) | University of Utah, (1991)

Email: a-lara@tamu.edu

Bilingual Assessment, Evaluation, Pedagogy, Theory and Validation, Bilingual Content Area Instruction, Dual Language Education, Hispanic Parental Involvement, Hispanic Gifted Identification, International Bilingual Education, Multicultural Education

Sandra Acosta, PhD | Associate Professor | Texas A&M University (2009)

Email: sacosta@tamu.edu

Biliteracy Development In PK-12, Teacher Instruction Leadership, Effective Instructional Practices in Bilingual Education, Bilingual Education Teacher Preparation Models

Zohreh Eslami, PhD | Professor | Doctoral Program Coordinator | University of Illinois at Urbana-Champaign (1992)

Email: zeslami@tamu.edu

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

Miranda Nava-Walichowski, PhD | Clinical Associate Professor | Undergraduate Program Coordinator | Texas A&M University (2007)

Email: m-walichowski@tamu.edu

Language Brokering Oral Proficiency Teacher Effectiveness Teacher Preparation, Vocabulary Development within the Field of Bilingual Education

Mónica Neshyba, PhD | Clinical Professor | University of Texas (2012)

Email: neshyba@tamu.edu

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

Yolanda Padrón, EdD | Professor | Master's Program Coordinator | University of Houston (1985)

Email: ypadron@tamu.edu

Effective Instruction for Second Language Students, Classroom Observations, Professional Development for Teachers of ELs, Resiliency, Bilingual Teachers' Retention, At-Risk Students Reading Strategies



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Héctor Rivera, PhD | Associate Professor | University of California Santa Cruz (2001)

Email: hhrivera@tam.u.edu

Child And Community Development, Classroom Learning Environments, Efficacy of School Programs, Teacher Professional Development in Urban and Rural Settings

Fuhui Tong, PhD | Professor | Interim Associate Provost and Dean of the Graduate and Professional School | Associate Director for CRDLLA | Texas A&M University (2006)

Email: fuhuitong@tam.u.edu

Experimental Research Design, Quantitative Methodology and Program Evaluation in Bilingual/ESL Education, Literacy and Science Integration for ELs, Bilingual Education in an International Context, Second Language Acquisition and Assessment

Advisors (Faculty and Academic)

Faculty Temporary Advisor

When you receive your letter of acceptance for the program, it will list your temporary faculty advisor, who is a member of the Bilingual/ESL Education faculty member. It is recommended that you contact your temporary advisor, prior to registering for your first course. The Faculty Temporary Advisor will assist you with the selection of courses for your first year.

Faculty Advisor/Graduate Advisory Committee Chair

The student's Graduate Advisory Committee Chair (or Co-Chairs) has the primary responsibility for guiding and directing the academic program of the student. The student may choose to retain the assigned temporary advisor or choose another faculty member within the Bilingual/ESL Education program to serve as their faculty advisor/chair of their Graduate Committee.

Once the student selects the Chair or Co-Chair, the student, and the Chair and/or Co-Chairs determine which faculty members should be invited to serve as members of the Graduate Advisory Committee. Graduate Advisory Committee members are typically chosen based on their expertise, although other factors may be considered.

Once the membership of the Graduate Advisory Committee has been determined, potential changes of the Chairs or members, resulting from various reasons including the availability of committee members, should be approached in a respectful manner. In all such discussions, the best interests of the student are the primary consideration, and there should be no fear of reprisal by faculty members. Changes in the Chair or to member of the Advisory Committee require a petition to the Office of Graduate Studies.



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Graduate Advisory Committee

The student will consult with the advisory chair committee to select the members of the committee. The graduate advisory committee for the master's degree will consist of **no fewer than three members of the graduate faculty** representative of the student's fields of study and research. The chair or one of the co-chairs of the advisory committee must be from the student's department, and **at least one or more of the members must be from a department other than the student's major department.**

Master of Education and Master of Science Students must have a minimum of 3 committee members

- Chair must be from program/department
- One member must be from outside the department
- Remaining member can be of student's choosing

The student will contact each prospective committee member to determine whether the faculty member is available/willing to serve. Only graduate faculty members located on Texas A&M University campuses may serve as chair of a student's advisory committee. Other graduate faculty members located off-campus may serve as a member or co-chair (but not chair), with a member as the chair.

Duties: The duties of the committee include responsibility for the proposed degree plan, thesis proposal and thesis (M.S. students only) and any professional study or project. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the School of Graduate and Professional Studies.

The committee members' approval on the degree plan indicates their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign *en masse*.

Chair leaves University: If the chair of a student's advisory committee voluntarily leaves the University and the student is near completion of the degree and wants the chair to continue to serve in this role, the student is responsible for securing a current member of the University Graduate Faculty, from the student's academic program and located near the Texas A&M University campus site, to serve as the co-chair of the committee.

The Department Head or Chair may request in writing to the Associate Provost for Graduate and Professional Studies that a faculty member who is on an approved leave of absence or has voluntarily separated from the university, be allowed to continue to serve in the role of chair of a student's advisory committee without a co-chair for up to one year. The students should be near completion of the degree. Extensions beyond the one-year period can be granted with additional approval of the Dean.



Chair is unavailable: If the chair of the student's advisory committee is unavailable for an extended time in any academic period during which the student is involved in activities relating to an internship, thesis or professional paper and is registered for courses such as 684, 692 or 693, the student may request, in writing, that the department head appoint an alternate advisory committee chair during the interim period.

Academic Program Advisors (EPSY Department)

Name: Christina Presley
Office: 704I (EDCT) Harrington Tower
e-mail: cmpresley@tamu.edu
Phone: (979) 845-1833

Academic Advisors can provide you help with the following:

- Applications and advising for EPSY programs.
- Registration.
 - Information and assistance
 - Drop/Add forms
 - Q-drop
 - In-absentia registration and information
- Deadlines, information, and forms.
 - Written and oral preliminary examinations
 - Dissertations and theses
 - Graduation
- Procurement of rooms for student Graduate Advisory Committee meetings.
- Grade sheets for teaching assistants and faculty.
- Maintenance of student records.
- Grade changes (through instructors).
- Variable credit course enrollment (e.g., BESL485, 683, 685).
- Student Information Management System (SIMS): Current tracking of courses, enrollment, and student status.
- Record of addresses and phone numbers of current graduate students.
- Applications for professional organizations.
- Campus maps and community information.
- Information about regulations and services for international students.

Degree Requirements

Bilingual/ESL Education, M.Ed.

The Master of Education (M.Ed.) in Bilingual/ESL Education prepares graduates focusing on the educational needs of bilingual/ESL learners. This non-thesis degree program is offered as a face-to-face program for students who would like to take courses on-campus and via distance education (online) to accommodate working professionals. The distance education modality does not have any residence requirement.

Bilingual/ESL Education, M.Ed.

(36 credit hours)

FOUNDATION COURSES (6 HOURS) -Required

- BESL 611: Dual Language Program Methodologies
 BESL 612: Content Area Instruction for Hispanic Bilingual Programs

SPECIALIZATION COURSES (12 HOURS)- Required

- BESL 613: Spanish/English Biliteracy
 BESL 614: Bilingual Education Curriculum Development
 BESL 615: Teacher Action Research in Bilingual Education
 BESL 616: Spanish for Bilingual and Dual Language Classrooms
 BESL 683: Field Practicum in Bilingual Education
 BESL 685: Directed Studies in Bilingual Education

RESEARCH COURSES (6 HOURS)- Required

- BESL 610: Hispanic Bilingual Assessment and Monitoring Students
 EPSY 689: SPTP: Understanding Research from a Consumers Perspective

PRESCRIBED ELECTIVE COURSES* (6 HOURS)

- BESL 683: Field Practicum in Bilingual Education
 BESL 685: Directed Studies in Bilingual **Education**
 BESL 617: Evaluation of Programs with Bilingual and Language Minority Students K- 12
 BESL 620: Current Issues in Bilingual Education
 EPSY 689: SPTP: Special Topics in Theory
 EPSY 689: Special Topics: Theory and Praxis of Coaching Groups and Teams

*Other courses may be considered with the approval of the Graduate Advisory Committee Chair and committee.



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Bilingual/ESL Education, M.S.

The Master of Science (M.S.) in Bilingual/ESL Education prepares graduates focusing on the educational needs of bilingual/ESL learners. The degree requires a minimum of 36 hours of coursework and a thesis. The degree program is offered as a face-to-face program for students who would like to take courses on-campus and via distance education (online) to accommodate working professionals.

Bilingual/ESL Education, M.S.

(36 credit hours)

FOUNDATION COURSES (6 HOURS) - Required

- BESL 611: Dual Language Program Methodologies
- BESL 612: Content Area Instruction for Hispanic Bilingual Programs

SPECIALIZATION COURSES (12 HOURS) - Required

- BESL 613: Spanish/English Biliteracy
- BESL 614: Bilingual Education Curriculum Development
- BESL 615: Teacher Action Research in Bilingual Education
- BESL 616: Spanish for Bilingual and Dual Language Classrooms
- BESL 683: Field Practicum in Bilingual Education
- BESL 685: Directed Studies in Bilingual Education

RESEARCH COURSES (12 HOURS) - Required

- BESL 610: Hispanic Bilingual Assessment and Monitoring Students
- EPSY 689: SPTP: Understanding Research from a Consumers Perspective- Required
- EPSY 691: Research (Thesis**)
- EPSY 691: Research (Thesis**)

PRESCRIBED ELECTIVE COURSES* (6 HOURS)

- BESL 683: Field Practicum in Bilingual Education **or** BESL 617
- BESL 685: Directed Studies in Bilingual Education **or** BESL 620
- BESL 617: Evaluation of Programs with Bilingual and Language Minority Students K- 12
- BESL 620: Current Issues in Bilingual Education

*Other courses may be considered with the approval of the Graduate Advisory Committee Chair and committee.

The thesis** option requires that you develop a thesis proposal, meet with your committee, and receive approval. You will work closely with the Chair (and co-Chair) of your Graduate Advisory Committee to determine the exam date of your thesis proposal and final thesis defense.

Foreign Language Requirements

No specific language requirement exists for the Master of Education degree.

Online Courses & Expectations

All the courses are completely online and are presented in Canvas. Canvas contains the readings, presentations, 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 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.
17. How to Access Canvas
18. 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/>

Submitting the Degree Plan

You should contact your advisor/Graduate Committee Chair during your first semester to begin to develop your degree plan. The degree plan must be completed and filed with the Office of Graduate and Professional Studies prior to the deadline imposed by the student's school before completing 18 hours), and no later than 90 days prior to the date of the final oral examination.

This proposed degree plan should be submitted through the online Document Processing Submission System located on the website <https://ogsdpps.tamu.edu>.

Additional coursework may be added to the approved degree plan by petition if it is deemed necessary by the advisory committee to correct deficiencies in the student's academic preparation. No changes can be made to the degree plan once the student's Request for Final Examination or Request for Exemption from the Final Examination is approved by the Office of Graduate and Professional Studies.

Master's student enrolled in your 18th hour of course work need to select your faculty advisor to serve as Chair and committee members to that you can submit a degree plan.



Here are the steps to follow:

- 1) Go to <http://ogsdpss.tamu.edu>
- 2) Login as Student using your NetID and password
- 3) Click on “Create New Degree Plan”
- 4) Click “Add”
- 5) Complete the “General Information” then click “Continue”
- 6) Add your courses for your degree plan.
 - Once all courses are added click “Continue”
- 7) Add your committee members (be sure to first contact committee members to serve on your committee. Important: Work with your chair on this process before submitting the name of the committee member).
 - You will select their role and name, then click “Add Member”
- 8) Once you have your committee selected you will click “Finish”

After clicking “Finish” you will need to run an audit, return to the homepage, and submit again. If these steps are not completed your degree plan will not be submitted.

Please refer to your program handbook for information about program requirements, curriculum, committee information and much more.

Maintaining Adequate Progress

Students must make adequate progress to remain in good standing in the master’s program. The program offers the following guidelines for maintaining adequate progress. Students who fail to adhere to these guidelines 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 and should seek advisement prior to registering for courses and planning research activities each semester.

For grade purposes, the program follows policies already in place with the department, school, and university.

Students must maintain a cumulative GPR of 3.0. If a student’s GPR drops below 3.0, the student will be placed on academic probation. The student must raise his or her GPR to a minimum of 3.0 by the end of the next nine hours of coursework. More information can be found in the Graduate Catalog (<http://catalog.tamu.edu/>).



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

Per university regulation, master's students have seven years to complete their program. Students who are not enrolled for three consecutive semesters are withdrawn from the program.

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. In the event a student is not making adequate progress, he/she will be given an opportunity to explain the 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 plan for remediation of the problem that is discussed by the faculty and student; a formal reprimand from the program — with or without a remediation plan or sanctions; and/or 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 time frame in which these behaviors must occur.

The sanctions listed above do not have to be applied in any 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

If 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 next nine hours of coursework. 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: [Graduate & Professional School - Graduate Advisor Handbook \(tamu.edu\)](#)

Graduation

Once you are close to fulfilling all degree requirements, you should meet with the EPSY graduate advisor and work with the advisor to complete all required paperwork. If you will be completing a thesis, you must meet the submission deadlines established by the Thesis Office. See [Graduate & Professional School - Theses, Dissertations and Records of Study | Graduate and Professional Studies \(tamu.edu\)](http://graduate.tamu.edu)

The graduate degree is conferred at the close of each regular semester and 10-week summer semester. A candidate for an advanced degree who expects to complete his/her work at the end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee to Student Business Services no later than the Friday of the fifth week of the fall or spring semester or the Friday of the first week of the second summer term. The electronic application can be accessed via the Howdy portal. A cancellation made after the application deadline will not result in a refund of the diploma fee. Graduate degree candidates who have completed all degree requirements will not be allowed to cancel their graduation application without approval from the Office of Graduate and Professional Studies. A student should check the website of the Office of the Registrar at <http://graduation.tamu.edu> – to determine the date and time of his/her graduation ceremony.

EPSY's Policy and Practices for Student Concerns/Complaints/Grievances

In the course of their professional training, students may experience conflicts with other students, staff, faculty, or site-supervisors. Some may be misunderstandings that can be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures <http://student-rules.tamu.edu/studentgrievanceprocedures> and specific instances in which a grievance can be filed. Consistent with university procedures, the Department of Educational Psychology follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

First Step: As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.



Intermediate Options: When conflicts/situations remain unresolved, students may seek guidance from their advisor/chair, an ombudsperson, or the faculty member who coordinates their academic program. The Department of Educational Psychology has an appointed Ombudsperson, Dr. Krystal Simmons (ktcook@tamu.edu). Ombudspersons are also available at the school level and in the Graduate and Professional School (ombuds@tamu.edu). Depending on the situation and context, a student may opt to approach their advisor/chair or the coordinator of their academic program. Student(s) may share their concerns with any of these intermediate resources to seek guidance for resolving a conflict and clearing up any misunderstandings. If after accessing intermediate options the situation remains unresolved, the student's next option for recourse is to meet with the department head.

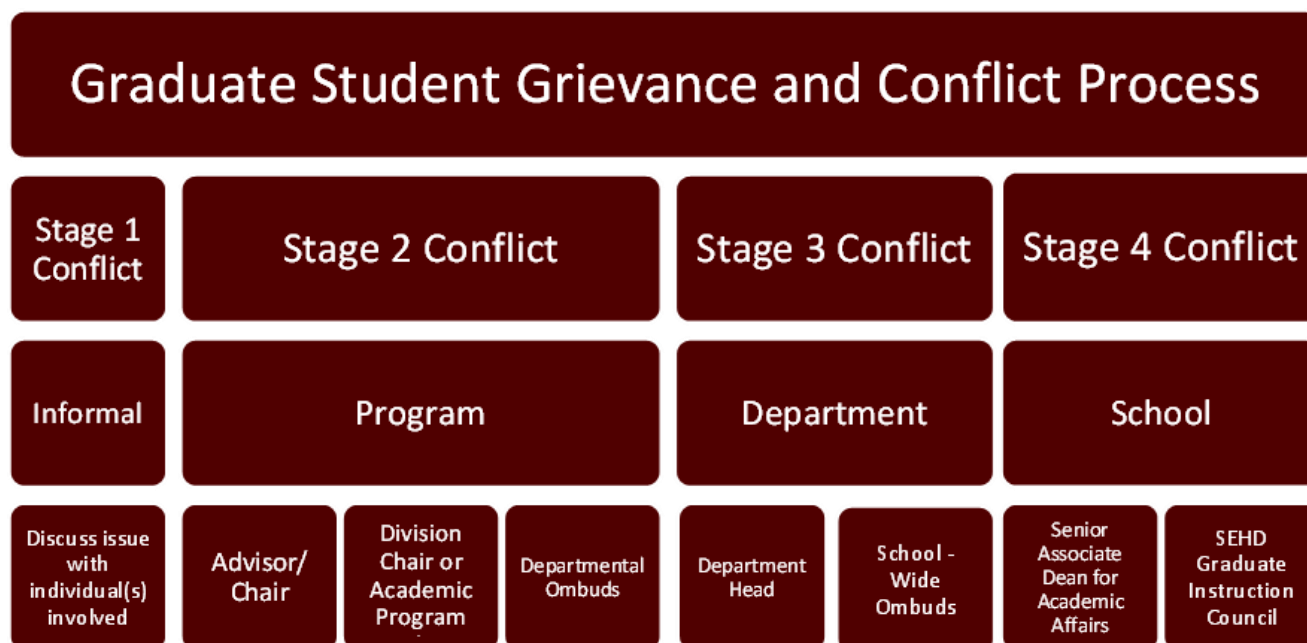
Department Head: A student can request to meet with the Department Head to discuss previous attempts to resolve a conflict and to seek guidance or resolution. At this point, a determination is made as to whether the student will present the conflict/issue as a formal complaint/grievance. The Department Head will then make a determination as to appropriate action needed. The department head will also maintain a record of the student's complaint and subsequent outcomes. The number and nature of student complaints will be shared with Division Chairs annually, or when a pattern of complaints/grievances becomes evident. If a complaint or issue involves an individual outside of the department or university, the Department Head will determine an appropriate course of action and consult with the school and outside entities as appropriate. Information regarding conflicts/situations with off campus supervisors will be considered when deliberating future placements with that individual/practicum site.

School: Once the Department Head renders a decision/action, if the student is unsatisfied they may elect to advance the grievance to the school level for further consideration. In most cases, the school's Associate Dean for Academic Affairs will communicate with the student and determine whether any further action is needed.

It is important to note that whenever there is discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.



SEHD Graduate Student Grievance Policy



University Policies

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/>.

Limitation on the Use of Transfer, Extension and Certain Other Courses

Some departments may have more restrictive requirements for transfer work. If otherwise acceptable, certain courses may be used toward meeting credit-hour requirements for the master's degree under the following limitations.

1. The maximum number of credit hours which may be considered for transfer credit is the greater of 12 hours or one-third (1/3) of the total hours of a degree plan. The following restrictions apply:
 - Graduate and/or upper-level undergraduate courses taken in residence at an accredited U.S. institution, or approved international institution with a final grade



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- of B or greater will be considered for transfer credit if, at the time the courses were completed, the student was in degree-seeking status at Texas A&M University, or the student was in degree-seeking status at the institution at which the courses were taken; and if the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution.
- Courses previously used for another degree are not acceptable for degree plan credit.
2. The maximum number of credit hours taken in post-baccalaureate non-degree (G6) classification at Texas A&M University which may be considered for application to the degree plan is 12.
 3. A zero credits 684 and 685 course is only allowed for non-thesis master's students. Other courses, including 691 research hours, are not eligible for zero credit.
 4. Any combination of 684, 685 or 690 may not exceed 25 percent of the total credit hour requirement shown on the individual degree plan:
 - A maximum of 8 hours of 684 (Professional Internship) and/or
 - A maximum of 8 hours of 685 (Directed Studies), and
 - Up to 3 hours of 690 (Theory of Research).
 5. A maximum of 2 hours of Seminar (681).
 6. A maximum of 9 hours of advanced undergraduate courses (300- or 400- level).
 7. For graduate courses of three weeks' duration or less, taken at other institutions, up to 1 hour of credit may be obtained for each five-day week of coursework. Each week of coursework must include at least 15 contact hours.
 8. No credit hours of 691 (Research) may be used.
 9. Continuing education courses may not be used for graduate credit.
 10. Extension courses are not acceptable for credit.

Exceptions will be permitted only in unusual cases and when petitioned by the student's advisory committee and approved by the Office of Graduate and Professional Studies.

Plagiarism

For information on how to avoid plagiarism, see [Academic Integrity and Plagiarism \(tamug.edu\)](https://www.tamug.edu/academic-integrity-and-plagiarism)

Time Limit

All degree requirements must be completed within a period of seven consecutive years for the degree to be granted. A course will be considered valid until seven years after the end of the semester in which it is taken. Graduate credit for coursework which is more than seven calendar years old at the time of the final examination (oral or written) may not be used to satisfy degree requirements.

Transfer of Credit

A student who has earned 12 hours of graduate credit in residence at Texas A&M University may be authorized to transfer courses in excess of the limits prescribed above upon the advice of the advisory committee and with the approval of the Office of Graduate and Professional



Studies. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater might be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Otherwise, the limitations stated in the preceding section apply. Coursework in which no formal grades are given, or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Courses appearing on the degree plan with grades of D, F or U may not be absolved by transfer work. Credit for thesis research or the equivalent is not transferable. Credit for coursework submitted for transfer from any college/school or university must be shown in semester credit hours or equated to semester credit hours. An official transcript from the university at which the transfer coursework was taken must be sent directly to the Office of Admissions.

Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Office of Graduate and Professional Studies.

Grades for courses completed at other institutions are not included in computing the GPR.



Sample of two-year degree plan

	Fall (6 hours)	Spring (6 hours)	Summer (6 hours)
Year 1 (18 hrs)	BESL 611: Dual Language Program Methodologies	BESL 612: Content Area Instruction for Hispanic Bilingual Programs	BESL 616: Spanish for Bilingual and Dual Language Programs
	BESL 613: Spanish/English Biliteracy	BESL 615: Teacher Action Research in Bilingual Education	BESL 683: Field Practicum in Bilingual Education
Year 2 (18 hrs)	BESL 614: Bilingual Curriculum Development	BESL 610: Hispanic Bilingual Assessment and Monitoring Students	BESL 683: Field Practicum in Bilingual Education or elective
	EPSY 689: Understanding Research from a Consumers Perspective	BESL 685: Directed Studies in Bilingual Education	BESL 685: Directed Studies in Bilingual Education or elective
(36 semester credit hours)			

How to Contact the BESL Masters Programs

BESL Master's Program Coordinator

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TEXAS A&M UNIVERSITY

Bilingual/ESL Education