

**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.

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

15. Student Diversity:

16.

**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).



**\*\*Guzman, N. A.,** Medrano, J., Garza-Reyna, G.L., Guzman, A. (2015, January). *Educational experiences of Latinos throughout generations*. Paper presented at the 22<sup>nd</sup> 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 9<sup>th</sup> Linguistic Association of Ghana Annual Conference, Tamale, Ghana.

Sherris, A. (2016). Grassroots Safaliba Language and Literacy: Local Practices Reshaping Schooling. The 9<sup>th</sup> Linguistic Association of Ghana Annual Conference, Tamale, Ghana.

Sherris, A.

Motivation. Keynote delivered at the 4<sup>th</sup> 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.