

COLLEGE OF EDUCATION AND P-16 INTEGRATION

The University of Texas
Rio Grande Valley



TABLE OF CONTENTS

Dean’s Office	4
Academic Departments	4
Centers and Clinic	4
Message from the Dean	6
Vision and Mission	6
Student Organizations	9
Bilingual Education Student Organization (BESO)	10
Counseling & Guidance Student Association (CGSA)	10
Graduate Association for Bilingual Education (GABE)	10
Kappa Delta Pi International Honor Society in Education Lambda Psi Chapter at Edinburg	11
Kappa Delta Pi International Honor Society in Education Omicron Eta Chapter at Brownsville ..	11
Student Council for Exceptional Children (SCEC)	11
Student Organization for Unique Learners (SOUL)	11
United Together Caring Adults Reaching Early Childhood Students (UTCARES)	11
Partnerships and Community Outreach	12
Student Teaching Education Preparation University Partnership (STEP UP)	12
School of Medicine	13
H-E-B Read 3	14
Edinburg Housing Authority	14
Proyecto Juan Diego	15
The Torneo de Ortografia	16
Educational Leadership Development Partnerships	17
The Counseling and Training Clinic	17
Bilingual Early Literacy Night with Pharr-San Juan-Alamo Independent School District	18
Student Organization Community Engagement	19
Bilingual Education Student Organization (BESO)	19
Graduate Association for Bilingual Education (GABE)	20
Student Council for Exceptional Children (SCEC)	20
Student Organization for Unique Learners (SOUL)	21
Uniting Together Caring Adults Reaching Early Childhood Students (UTCares)	21

Events	22
Teach to Lead	22
Peruvian Visit	23
Tarleton State University	24
Meeting our State Legislators	24
Initiatives	25
Apple Professional Learning Project	25
Mixed-reality Learning Environments	25
Open House	26
Family Friendly Environment	26
Bring Your Family Member to School Day	27
Inaugural Critical Issues Leadership Conference	28
Data Summit	29
Teacher Intrapreneurs: Responding to Priorities in Teaching and Learning	30
Clinical Teaching Graduation Pinning Ceremony	32
College of Education and P-16 Integration Faculty and Staff Awards	34
Outstanding Faculty Teaching Award:	34
Outstanding Faculty Service Award:	34
Outstanding Faculty Research Award:	34
Outstanding Faculty Contributions to Continuous Improvement Award:	34
Staff Excellence in Service Award:	34
Endowed Chairs	35
Dr. Isela Almaguer: Houston Endowed Chair in Education	35
Dr. Kathy Bussert-Webb: C. Bascom Slemp Endowed Chair in Education	35
Dr. James A. Telese: Miguel A. Nevarez Endowed Chair in Education	35
Endowed Fellow	35
Dr. Janine M. Schall: Miguel A. Nevarez Endowed Fellow in Education	35
Welcome to our New Faculty	36
Bilingual and Literacy Studies	36
Counseling	36
Human Development and School Services	36
Organization and School Leadership	36
Welcome to our New Staff	37
Office of Educator Preparation and Accountability	37
Visiting Scholar	37
Weiping Tang of Hengyang Normal University of China	37
Honoring our Retirees	37
Teaching and Learning	37
Organization and School Leadership	38
Education Pipeline	38
Holmes Cadets	38
UTRGV Region 1 Career Symposium	39
Hispanic Serving Institution Special Interest Research Group (HSI SIRG)	40



Educational Borderlands: A Bilingual Journal	41
Program Recognition	42
Organization and School Leadership.....	42
Faculty	42
External Grants	42
Bilingual and Literacy Studies.....	42
Counseling	42
Human Development and School Services	43
Teaching and Learning	43
Faculty Recognition	44
Bilingual and Literacy Studies.....	44
Counseling	44
Human Development and School Services	45
Organization and School Leadership.....	45
Teaching and Learning	41

Faculty Research.....	46
Bilingual and Literacy Studies.....	46
Counseling	49
Human Development and School Services	51
Organization and School Leadership.....	53
Teaching and Learning	54
Student Recognition.....	58
Bilingual and Literacy Studies.....	58
Human Development and School Services	58
Teaching and Learning	58
Organization and School Leadership.....	59
Student Research	59
Undergraduate	59
Doctoral	60
Doctor of Education Graduates.....	62
Ed.D. in Educational Leadership	62
Ed.D. in Curriculum and Instruction	63

GENERAL INFORMATION

Dean’s Office

Dr. Patricia Alvarez McHatton, Dean

Dr. Criselda Garcia, Associate Dean for Initial Preparation Programs and Academic Affairs

Dr. Alma D. Rodríguez, Associate Dean for Assessment and Accreditation

Mr. David Granado, Assistant Dean for Administration

Academic Departments

Dr. Janine M. Schall, Chair – Bilingual and Literacy Studies

Dr. Cynthia Wimberly, Chair – Counseling

Dr. John Lowdermilk, Chair – Human Development and School Services

Dr. Velma Menchaca, Chair – Organization and School Leadership

Dr. Paul Sale, Interim Chair – Teaching and Learning

Centers and Clinic

Dr. John Jauregui, Director – Office of Educator Preparation and Accountability

Ms. Celinda Quintanilla, Director – Counseling and Training Clinic



MESSAGE FROM THE DEAN

Our annual report provides a glimpse of the excellent work that faculty and staff have engaged in during the past academic year. Our efforts remain focused on student success, community engagement, and support for faculty to engage in teaching, research, and service. This past year we worked on expanding the educator pipeline through our Holmes Cadets Program, which introduces high school students to the teaching profession and provides opportunities for them to network with faculty, locally and nationally. In collaboration with Region 1, we provided a day-long career symposium again focused on the education profession. Over 130 students took part in that event.

We are working with the community to ensure that our college conveys a welcoming environment to students and families. To that end, we hosted three Open House events that provided the community opportunities to learn more about the college, meet our faculty and staff, and see our students in action as they facilitated varied activities for children, youths, and families. We also held a “Bring your Family Member to School Day,” which gave family members a chance to see college classrooms in action.

As the second-largest Hispanic Serving Institution (HSI) in the nation, we are well situated to explore what this means for our college and the work we do. Thus, we implemented a research initiative to support faculty as they explored this topic. Four Special Interest Research Groups (SIRGs) were funded. Each SIRG identified an area pertinent to the work we do. We believe that this work will result in new knowledge that will lead our region in innovation, thought, and educator preparation. In addition, we launched our journal, *Educational Borderlands: A Bilingual Journal*, a peer-reviewed, open-access journal that examines the challenges and possibilities posed by educational borders, both literal and figurative.

We continue our work on program improvement through curriculum development. This work emphasizes clinically rich preparation and the use of technology to support acquisition and mastery of key competencies.

I continue to be amazed at the work we have accomplished in a very short time. This is due totally to the dedication of our faculty and staff in ensuring that we meet our responsibilities to the communities we serve. I believe you will get a sense of that commitment as you read through our annual report. Please contact us to learn more about what we are doing.

Sincerely,

Patricia Alvarez McBlanton

It starts HERE.



VISION AND MISSION

The vision of the College of Education and P-16 Integration is to be the catalyst for educational success for individuals, families, communities, the region, and our society at large through thoughtful, culturally sustaining partnerships with our schools and communities, demonstrating responsiveness to a growing bilingual and biliterate population.

The mission of the College of Education and P-16 Integration is to:

- Provide rigorous programs of study founded on the belief that scholarship and life experience are strengthened when integrated, that diversity in all its manifestations is a fundamental component of excellence in education, and that partnerships that foster authentic social and community engagement is vital;
- Engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality;
- Develop highly effective multi-culturally responsive and sustaining, innovative scholars, learning leaders, and education professionals who challenge the status quo and serve as change agents who make a difference by promoting social justice, embracing diversity in its broadest definition, inspiring thought leadership, and pursuing lifelong learning; and
- Lead through evidence-based decision making and data literacy in order to share our story with the academic and broader research communities, as well as our public-school partners, families, and policy makers.



STUDENT ORGANIZATIONS

Bilingual Education Student Organization (BESO)

President: **Michelle Cavazos**
 Río Grande Co-president: **Ana Karen Torres**
 Brownsville Co-President: **Karla López**
 Vice President: **Deyra Pecina**
 Vice President Professional Development: **Yurubi González**
 Vice President Fundraising: **Edna Parra**
 Treasurer: **Dayana Cano**
 Vice President Community Service: **Pamela Pérez**
 Historian: **Kacy Mora**
 Social Chair: **Jocelyn Torres**
 Public Relations: **Paola Valdez**
 Secretary: **Ianelly Treviño**
 Parliamentarian: **Jessica Moreno**
 Faculty Advisor: **Dr. Joy Esquierdo**
 Faculty Co-Advisor: **Dr. Michael Whitacre**

Counseling & Guidance Student Association (CGSA)

President: **Jessica Vallejo**
 President Elect: **Linda Macias**
 Secretary: **Darlyn Chapa**
 Treasurer: **Bertha Escobar**
 Historian: **Ana Barerra**
 Faculty Advisor: **Dr. James Whittenberg**

Graduate Association for Bilingual Education (GABE)

President: **Deidra Tafolla**
 Treasurer: **Maria Salinas**
 Vice President: **Ana Loa**
 Secretary: **Frances Jimenez**

10 Faculty Advisor: **Dr. Joy Esquierdo**

Kappa Delta Pi International Honor Society in Education Lambda Psi Chapter at Edinburg

President: **Meghan Garcia**
 Vice President: **Briana Fonseca**
 Secretary: **Tammy Riojas**
 Treasurer: **Dr. Veronica Estrada**
 Foundations Representative: **Isaac Riojas**
 Counselor: **Dr. Veronica Estrada**
 Associate Counselor: **Dr. Velma Menchaca**

Kappa Delta Pi International Honor Society in Education Omicron Eta Chapter at Brownsville

President: **Ricardo Bolivar**
 Vice President: **Ana Richmond**
 Secretary: **Dora Vega**
 Treasurer: **Dr. Irma Jones**
 Counselor: **Dr. Irma Jones**
 Associate Counselor: **Dr. Hsyung Ward**
 Associate Counselor: **Dr. Selma Yznaga**
 Associate Counselor: **Dr. Pierre Lu**



Student Council for Exceptional Children (SCEC)

President: **Sandra Scott**
 Secretary: **Karla Garza**
 Treasurer: **Keila Trevino**
 Historian: **Mayte Gonzalez**
 Representative: **Hoelia Garcia**
 Faculty Advisor: **Mrs. Julie Pecina**
 Co-faculty Advisor: **Dr. John Lowdermilk**

Student Organization for Unique Learners (SOUL)

Co-President: **Susanna Perales**
 Co-President: **Rigoberto Perez**
 Vice President: **Jasmine Luke**
 Treasurer: **Clarissa Gomez**
 Secretary: **Michelle Villarreal**
 Secretary: **Amanda Rodriguez**
 Faculty Advisor: **Dr. Hsuying Ward**

United Together Caring Adults Reaching Early Childhood Students (UTCARES)

President: **Veronica Fonseca**
 Vice President: **Audrey Estrada**
 Treasurer: **Laura Flores**
 Secretary: **Jennifer Garcia**
 Public Relations: **Briana Barajas**
 Faculty Advisor: **Dr. Irasema Gonzalez**
 Faculty Advisor: **Dr. Isela Almaguer**

PARTNERSHIPS AND COMMUNITY OUTREACH

Student Teacher Educator Preparation University Partnership (STEP UP)

The College of Education and P-16 Integration entered a unique partnership with the Harlingen Consolidated Independent School District focused on preparing teacher candidates through strong, clinically rich experiences. The project, titled “Student Teaching Educator Preparation University Partnership” or STEP UP, was piloted this year at Lee H. Means Elementary School. Nine teacher candidates joined the faculty at Means in fall 2016. They participated in an orientation and took part in professional development activities provided to teachers at the school.

Teacher candidates were placed with cooperating teachers and spent one day a week at the school throughout the fall semester and then transitioned into full-time student teaching in the spring semester. One of the required courses for their program was taught on-site, providing opportunities for teacher candidates to bridge theory to practice; as they learned the theory behind effective instruction and building positive classroom environments, they were able to spend time in classrooms and see those practices as they are enacted in the field. Dr. Sandra Musanti served as the site liaison and met on a regular basis with teacher candidates and their cooperating teachers.

Teacher candidates who were part of the inaugural cohort spoke about the ability to make connections between what they learned about in the university classroom and what takes place in the PK-12 setting. They also expressed the value in engaging in the continuous teaching cycle, which utilizes an inquiry stance to design, implement, and assess instruction. Finally, teacher candidates expressed how the school and the district made them feel welcomed and part of the learning community.

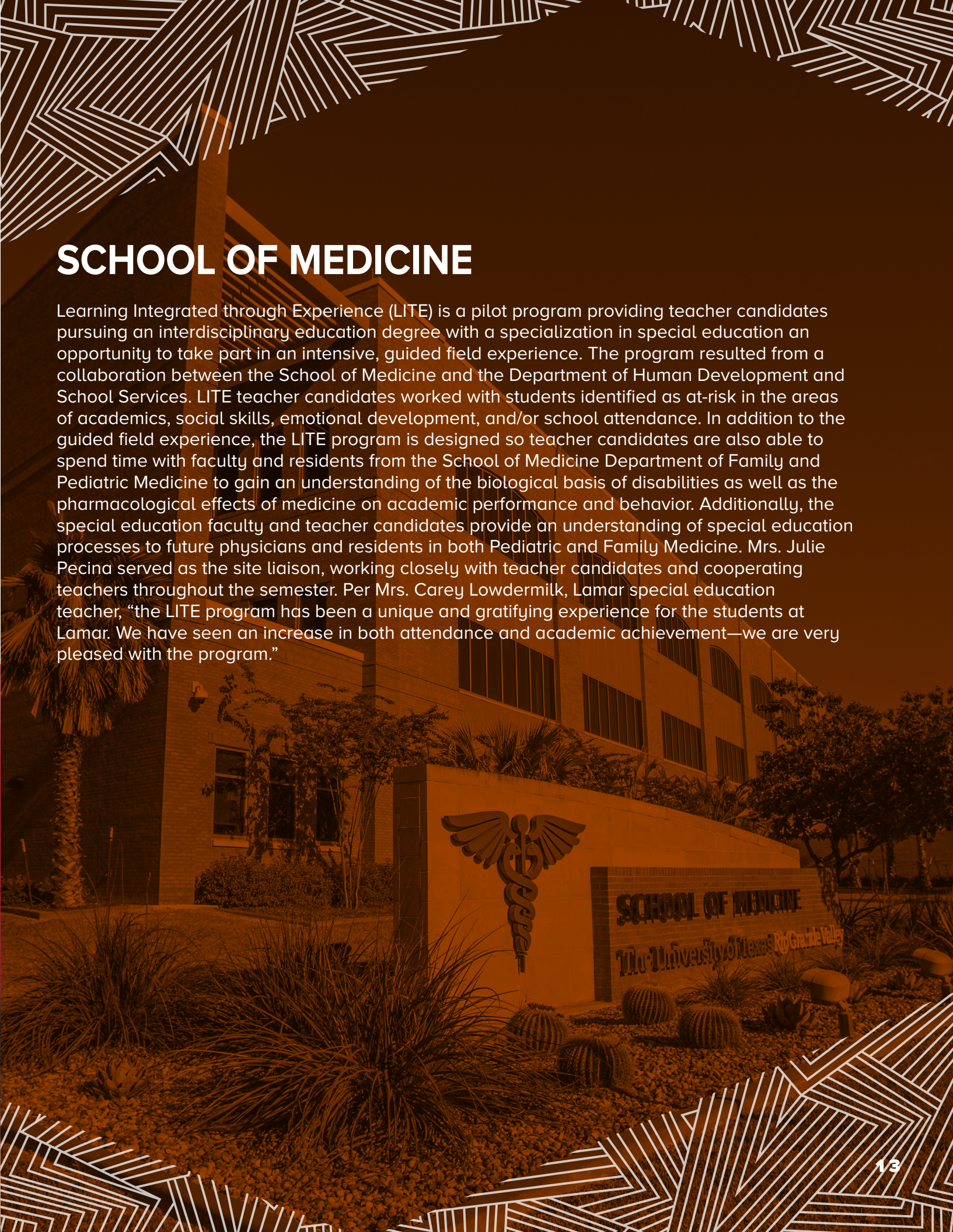
“From the day I walked in here [when] they introduced us to the entire school and the staff... as teachers and at that moment I knew I was [a teacher].”

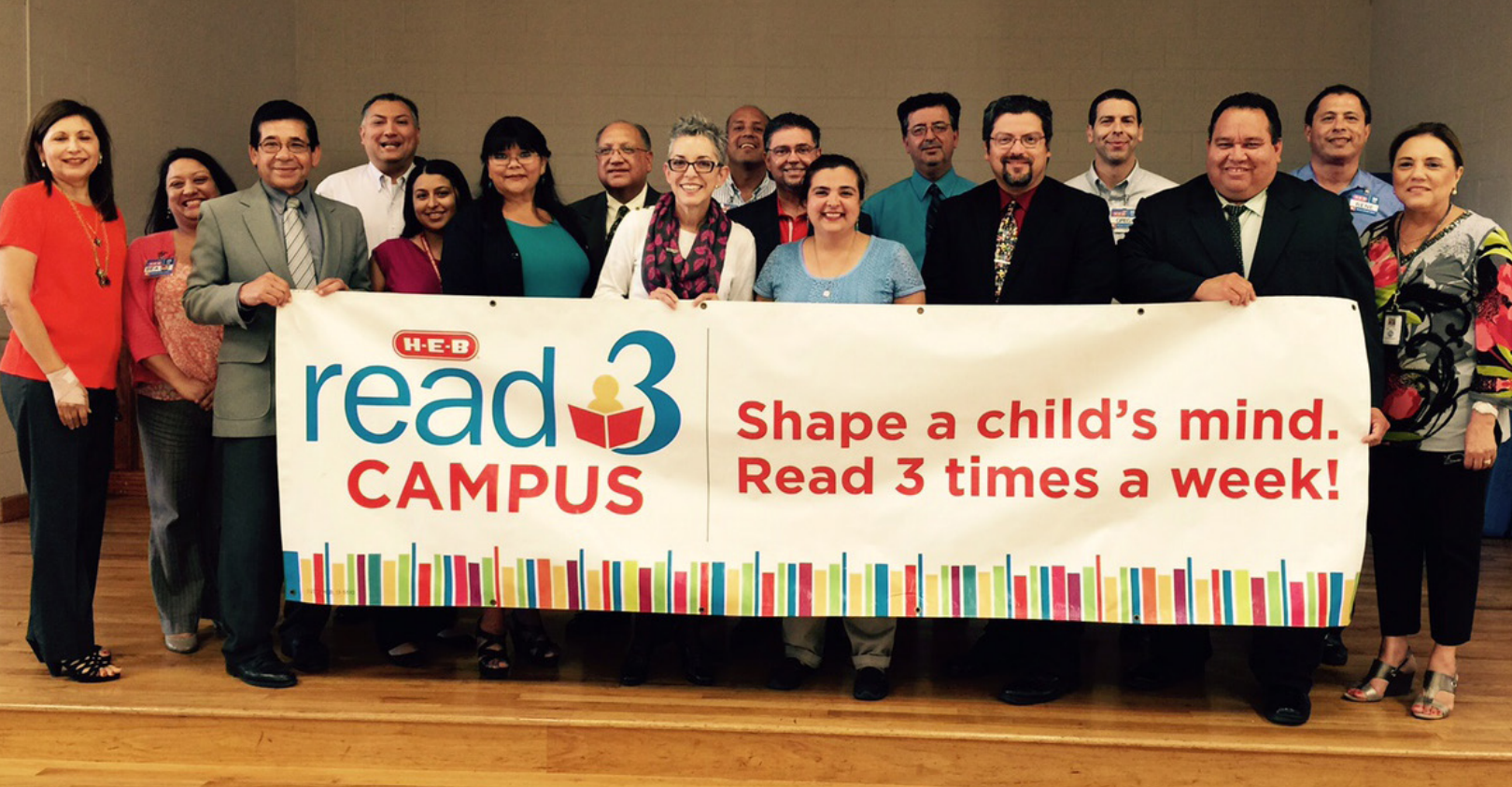
—Kassandra Cantu



SCHOOL OF MEDICINE

Learning Integrated through Experience (LITE) is a pilot program providing teacher candidates pursuing an interdisciplinary education degree with a specialization in special education an opportunity to take part in an intensive, guided field experience. The program resulted from a collaboration between the School of Medicine and the Department of Human Development and School Services. LITE teacher candidates worked with students identified as at-risk in the areas of academics, social skills, emotional development, and/or school attendance. In addition to the guided field experience, the LITE program is designed so teacher candidates are also able to spend time with faculty and residents from the School of Medicine Department of Family and Pediatric Medicine to gain an understanding of the biological basis of disabilities as well as the pharmacological effects of medicine on academic performance and behavior. Additionally, the special education faculty and teacher candidates provide an understanding of special education processes to future physicians and residents in both Pediatric and Family Medicine. Mrs. Julie Pecina served as the site liaison, working closely with teacher candidates and cooperating teachers throughout the semester. Per Mrs. Carey Lowdermilk, Lamar special education teacher, “the LITE program has been a unique and gratifying experience for the students at Lamar. We have seen an increase in both attendance and academic achievement—we are very pleased with the program.”





H-E-B Read 3

The College of Education continued its long-time partnership with H-E-B and Brownsville ISD (BISD) through the READ 3 program, which focuses on early childhood literacy and good nutrition habits. The program educates parents and caregivers about the need to read to their children a minimum of three times per week. HEB's goal is to empower Texas families with the tools and resources they need to prepare early learners ensuring that all children can start their school experience with an equal opportunity to succeed. College of Education and P-16 Integration students, led by Dr. Carmen Garcia-Caceres, volunteered for the program at one of ten BISD school sites. An H-E-B Partner becomes part of the team and conducts the nutritional demonstration to the parents, working alongside a UTRGV student. In the fall semester, we offered a 12-week program serving a total of 129 pre-school children and their parents/caregivers. In the spring semester, we offered a 7-week pre-literacy program working with children only. H-E-B provides the curriculum, books, and supplies that are needed for each of the 12-week sessions. The READ 3 program offers College of Education and P-16 Integration students a valuable opportunity to hone their teaching skills.

Edinburg Housing Authority

Beginning in summer 2016, a new collaboration between the City of Edinburg Housing Authority and the College of Education and P-16 Integration launched a community immersion experiential project that led to the signing of a formal educational agreement between the two entities in January 2017. Prospective teachers gain valuable community-based learning experiences early in their academic trajectory by offering freshman-level/prerequisite courses that include opportunities for interactions with families in the community as part of meeting course objectives. In fall 2016, all the participating prospective teachers reported that the community-based learning activities allowed them to understand the community in a positive way. As one student explained, "It has made me aware that every child is different and one has to adapt to his/her learning [with various instructional] methods," while another said, "I was able to gain new practice through teaching children and being able to understand many issues that can be present in a child's life."

Projecto Juan Diego

2017 marks the 9th year of a partnership between UTRGV Professor Dr. Kathy Bussert-Webb and Projecto Juan Diego's after-school tutorial center in a South Texas colonia, which has been identified as the poorest U. S. neighborhood for its size. Dr. Bussert-Webb has been working with the children at Projecto Juan Diego in a variety of ways over the years, including teaching with embedded service-learning experiences to teacher candidates at the tutorial center. Teacher candidates provide academic support to the children at the center, and learn how to serve students who are immigrants and live in low income areas. For the 2016-2017 academic year, Dr. Bussert-Webb and her students focused on helping the children at Projecto Juan Diego learn digital literacy skills.



The Torneo de Ortografia

The Torneo de Ortografia is becoming an UTRGV tradition. The College of Education and P-16 Integration has been hosting the torneo for the past 14 years in order to provide bilingual students a venue to demonstrate their spelling abilities in their native language, Spanish. The torneo is the only free academic competition in Spanish for 2nd-12th grade students from the region. Our major purpose for creating this learning experience is to promote and heighten bilingualism so (1) bilingual children in the area can feel proud of their language and culture; (2) parents feel accepted and valued; and (3) preservice teachers gain first-hand experience on the importance of engaging students in culturally and linguistically relevant activities. For the past 10 years, Dr. Zulmaris Diaz and Dr. Joy Esquiedo have played a key role in the success of this event.

During this year’s event, there were more than 450 students participating from the following districts: Brownsville, Edinburg, Harlingen, La Joya, McAllen, Mission, Progreso, PSJA, Raymondville, Rio Hondo, Santa Maria, and Valley View. More than 30 UTRGV preservice students volunteered to serve as judges and to help entertain participants. The event started with a welcome from Dr. Havidán Rodriguez, followed by the competition. While the torneo was taking place, the Rio Grande Valley-Texas Association of Bilingual Education (RGV-TABE) in collaboration with UTRGV Center for Bilingual Studies, offered a conference for the parents. Concurrently, graduate students from the Mexican American Studies program provided high schoolers with a workshop on the history of the Rio Grande Valley and a campus tour.

The success of this year’s event was thanks to the staff of the Center for Bilingual Studies, UTRGV College of Education students, BESO, faculty from UTRGV; and the financial support of the College of Education and P-16 Integration, the Department of Bilingual and Literacy Studies, Dual Language Training Institute, RGV-TABE, and NES.



Educational Leadership Development Partnerships

The Department of Organization and School Leadership has created Leadership Development Partnerships with six districts - PSJA ISD, Mission CISD, Weslaco ISD, Mercedes ISD, Donna ISD, and Harlingen CISD. Weslaco ISD, Mercedes ISD, and Donna ISD comprise the Mid-Valley Cohort that serves aspiring leaders from the three districts. The purpose of the partnerships is to develop and enhance the leadership effectiveness of prospective educational leaders.

A unique feature of the partnerships is the strong collaboration between the Department of Organization and School Leadership faculty and District personnel in integrating rigorous and relevant field based experiences pertinent to specific district needs. Course assignments are intentionally related to district policies, data, and programs. Completion of coursework leads to a Master’s degree in Educational Leadership and Texas Principal Certification. All courses are aligned to Texas and national principal standards. In the PSJA ISD Cohort I, 9 graduates graduated in August 2015. Cohort II began in summer 2016 with 9 students who are scheduled to graduate in summer II. Mission CISD graduated its first cohort in August 2016 with 9 students. The Mid Valley Cohort comprised of Weslaco ISD, Mercedes ISD, and Donna ISD, started a cohort of 23 students in spring 2017.



The Counseling and Training Clinic

The Counseling and Training Clinic serves the community’s mental health needs by providing counseling services free of charge at both the Brownsville and Edinburg campus locations. It does this by providing clinical opportunities for practicum and internship students from the various UTRGV graduate programs, including, but not limited to, Counseling, School Psychology, Educational Diagnostician, Psychology, and Rehabilitation. During the 2016-2017 academic year, the clinic provided approximately 3190 hours of free clinical services for the Rio Grande Valley Community. The Counseling and Training Clinic is under the supervision of the UTRGV Department of Counseling.

STUDENT ORGANIZATION COMMUNITY ENGAGEMENT

Bilingual Early Literacy Night with Pharr-San Juan-Alamo Independent School District

On March 27, 2017, the UTRGV-PSJA ISD-Child Care Early Head Start Partnership Grant hosted the first Bilingual Literacy Night with over 200 parents in attendance. The theme for the literacy night was “Super Hero” and some of the children came dressed as their favorite super hero. Children and families engaged in literacy activities, which included working with manipulatives, painting, drawing and creating their own superhero face mask. The children were also able to get their faces painted with a character of their choice and photos with a Ninja Turtle or Lego Batman were taken at a photo booth. A live bilingual puppet show was performed by teachers from the LEMI I and LEMI II Child Care Centers. The Pharr Public Library provided books to each child. Bilingual literacy workstations were set up for children and parents to interact with literacy activities.

Dr. Hilda Medrano and Ms. Elda Perez spoke to parents about the importance of reading to children. This event served to raise awareness in the community about the importance of developing early literacy. Information was provided to families to address adult literacy and the Early Head Start Health Advisory Board promoted the importance of health and literacy. Creating a two-generational literacy awareness night was supported through the Pharr Public Library and other community partners. Lending libraries at the three different EHS Centers were also launched that night. Following the completion of all activities at the work stations, the parents received tickets for a movie and pizza in the Napper Early Head Start Campus auditorium.



Bilingual Education Student Organization (BESO)

BESO’s goal as a student based organization is to promote the importance of dual language and to allow students to see that they all have opportunities and are destined for greatness. The organization started off this year by expanding their member participation to the Brownsville and Rio Grande City Site so that we can reach out to the entire Valley community. BESO attended the Texas Association for Bilingual Education and the National Association for Bilingual Education conferences in Galveston, Dallas and South Padre Island this year. These conferences have given the members the opportunity to develop skills and grow professionally. At these conferences, members could network with people who were brought in to the university to speak to the rest of the organization and share their experiences and knowledge on their career. BESO took part in all sorts of events that went on in the Valley. Now that the organization is at three campuses, our community event opportunities have increased as well. This year we volunteered at the Gladys Porter Zoo in Brownsville and at the STARR County Fair. A few of the events BESO took part in were the annual Trunk or Treat event, Edinburg Housing Canned Food Drive, LUPE resistance march and San Carlos Community Center-Día del Niño. With the effort of our officers, we will now be starting a BESO at one of the PSJA high schools.



Graduate Association for Bilingual Education (GABE)

GABE is a graduate student organization which advocates for bilingual children and their families. The goals of the organization are to: a) advocate for bilingual students; b) expand the bilingual paradigms by connecting individual ideas and values; c) provide an avenue for graduate students to expand their knowledge; and educate and work collaboratively with the community to promote bilingualism and biliteracy.

Student Council for Exceptional Children (SCEC)

SCEC is a student organization that advocates for children with special needs. As an organization, SCEC promotes awareness and inclusion by participating in events dedicated to these children, such as Special Olympics, Adopt-a-Class, and the Friendship Dance. During the 2016-2017 school year, the organization took part in a variety of community events including the RGV Special Olympics and an Autism Awareness event with McAllen Independent School District. In addition, SCEC, along with the UTRGV Health and Kinesiology Club, co-sponsored a dance for students served in special education classrooms in the Rio Grande Valley.



Friendship Dance 2016



Student Organization for Unique Learners (SOUL)

SOUL is a student organization that actively engages with the Rio Grande Valley Community. As an organization, SOUL promotes accessibility awareness. Members regularly participate in the Annual Brownsville Autism Walk/Run event. They also have volunteered during the Blind Children Program's Holiday Skills Training.

Uniting Together Caring Adults Reaching Early Childhood Students (UTCares)

UTCares is a student organization that advocates for the well-being of young children ages birth-8 and their families through: (a) community involvement service projects; (b) facilitating professional development opportunities for all members; and (c) establishing and maintaining collaborative relationships with the community by assisting various programs that provide for the needs of young children. During the 2016-2017 academic year, UTCares participated in multiple community events including HESTEC week at UTRGV and H-E-B Feast of Sharing. In spring 2017, UTCares organized the annual "Día del Niño" event for UTRGV-Head Start classrooms.



Teach to Lead

A team comprised of Dr. Sandra Musanti, Associate Professor in the Department of Bilingual and Literacy Studies, Mayela Cantu and Kassandra Cantu, teacher candidates in the EC-6 Bilingual Certification program, Maria Meza, second grade bilingual teacher, and Mindy Sanchez, principal, both from Lee H. Means Elementary School, were invited to participate at the **DC Teacher Preparation Summit** on November 3 and 4, 2016 in Washington, DC. The Summit built on the mission of **Teach to Lead**, which is to expand opportunities for teacher leadership by providing resources, facilitating stakeholder consultation and encouraging professional collaborations to develop and amplify the work of teacher leaders (TeachtoLead.org). The team was one of the initiatives generated by the STEP UP partnership between UTRGV College of Education and P-16 Integration and Harlingen Consolidated Independent School District. During the summit, the UTRGV-HCISD team worked on designing an approach to strengthen the field placement experiences of bilingual teacher candidates. As a result, the team engaged in an intentional approach to teacher candidates' mentoring focused on identifying and implementing bilingual high-leverage practices understood as a core set of bilingual teaching practices to promote student learning.



Peruvian Visit

The UTRGV College of Education and P-16 Integration hosted a group of 22 education specialists from Peru on Feb. 17, 2017, on the Brownsville Campus. Dr. Patricia Alvarez McHatton, Dean of the College of Education & P-16 Integration, welcomed the group to the day-long program, which included exchanges of ideas and experiences in education, comparisons of strategies in bilingual education, and presentations from UTRGV educators. Dr. Alma D. Rodríguez, Associate Dean for Assessment and Accreditation, coordinated the day's activities. Dr. Havidán Rodríguez, UTRGV Provost and Executive Vice President for Academic Affairs, briefed the group on the university's growth. Provost Rodríguez emphasized the importance of bilingualism at UTRGV. The Peruvian Delegation was led by Raquel Villaseca of the Universidad Peruana Cayetano Heredia. She is President of the Asociación Peruana de Lectura, and Vice President of the Latin American Committee for Literacy Development of the International Literacy Association. She gave a presentation on the *Amazonia Lee* literacy program.

A number of UTRGV professors addressed the Peruvian delegation, including:

- Dr. Kip Hinton, Assistant Professor of Bilingual and Literacy Studies, who spoke about the Master of Education in Bilingual Education and the College Bilingual Journal.
- Dr. Janine M. Schall, Department Chair of Bilingual and Literacy Studies, who gave an overview of reading and literacy programs.
- Dr. Carmen Garcia-Cáceres, Lecturer in the Department of Teaching and Learning, and several of her students, who gave a presentation on Read 3, a literacy initiative between UTRGV and H-E-B, now in its sixth year.



Tarleton State University

The Department of Organization and School Leadership hosted 32 doctoral students and two professors of Educational Leadership from Tarleton State University. The doctoral students were from three different campuses: Forth Worth, Stephenville, and Waco. As part of the doctoral residency requirement, the doctoral students complete a residency plan requiring them to participate in activities related to cultural diversity, research, service, and professional development, more specifically experiences in diverse and bilingual/ bicultural settings. As a result, the doctoral students came to UTRGV. The doctoral students were given opportunities to engage in meaningful conversations with other educational leadership faculty who discussed the department partnerships with school districts, the doctoral program, and the Critical Issues Conference which will be held in September. Three other UTRGV programs, the B3 Institute, The Center for Bilingual Studies and the Center for Mexican American Studies also presented their programs' visions/missions and organizational goals. Each director shared unique features, students' success stories, and student activities and engagement. They also discussed partnership collaboration with different school districts.

Meeting our State Legislators

Students in the Doctor of Education in Curriculum and Instruction Program, with an emphasis in Higher Education Teaching, completing a course on Current Issues in Higher Education had a unique opportunity in Spring 2017 to see our state legislators in action. Dr. Bobbette Morgan was the instructor of the course, which required students to identify and research a topic pertinent to higher education. In addition, as part of the course, students spent three days visiting senators and representatives, and listened to the debate of Senate Bill 4: Sanctuary Cities. Students observed legislative sessions and committee hearings relevant to higher education and tracked the activities of legislative committees that dealt with important higher education issues.

“My classmates and I had the opportunity to witness the debate on SB4 and its amendments; we saw representatives in action, and protesters who claimed their right to make their voice heard. Also, had the chance to meet the Representatives from the Rio Grande Valley... This trip really changed my perception of policy making in Texas.” – Susana Zapata

INITIATIVES



Apple Professional Learning Project

Over the 2016-2017 academic year, Dr. Leticia De Leon worked with CEP faculty to develop their understandings of educational technology through the Apple Initiative. The major goal of this initiative was to help faculty explore how to effectively incorporate technology into the learning experience in order to foster critical thinking, collaboration, and reflection. Dr. De Leon conducted professional development sessions. She also organized an Apple Summit, where selected faculty used a blended platform to showcase iPad projects with an online Blackboard shell containing research posters of projects, live demos which took place at the Brownsville and Edinburg campuses, and a guest Zoom video broadcast with Dr. Art Brownlow, Professor of Music at UTRGV. Additionally, during the academic year she held informal meetings and provided support to faculty ranging from setting up the iPad and troubleshooting, to recommending apps and strategies to implement in teaching and research.

Mixed-reality Learning Environments

Mixed-reality learning environments utilize artificial intelligence and human interaction to facilitate learning. In partnership with Mursion™, the College of Education and P-16 Integration can provide pre-service and in-service teachers, as well as educational leaders and counselors, a variety of 2-D and 3-D immersive learning experiences designed to develop mastery of requisite knowledge, skills, and dispositions. The learning environments are varied and may consist of a class of middle school students or adults that may represent a variety of roles. Currently, the college is the only institution in the nation able to provide a 3-D simulation environment via the Oculus Rift™. To date, the mixed-reality learning environment have been incorporated into a variety of courses including introduction to education and methods courses. In addition, the college has partnered with UTRGV Department of Human Resources to provide staff development on effective interview skills, Student Success to provide support to incoming veterans, and the School of Medicine to provide medical students opportunities to develop the skill set of sharing difficult news with their patients.

Open House

In April, the CEP held Open Houses at the Brownsville, Edinburg, and Rio Grand City Sites. These Open Houses shared student, faculty, staff and college successes with the broader community, including our CEP family, the university community, local school districts and beyond. Graduate and undergraduate students worked with faculty and staff to plan educational activities for children, a free book give-away, teaching demonstrations in a mixed-reality environment, video testimonials, a photo booth and information on CEP programs and initiatives.



Family Friendly Environment

Working closely with the Office of Community Engagement and Assessment, the College of Education and P-16 Integration has begun the journey in becoming a leader and model community-engaged college through various initiatives promoting a positive family-and culturally-friendly college climate, along with increasing the integration of community-engagement activities in academic programs through service learning, community-based initiatives. CEP is fully committed to provide an accessible, supportive environment for students, families and the community at-large by transforming the environment with new decor, learning spaces and display celebrations of student success. Embracing the culture, la cultura, means working side-by-side with families in making the college a place of collegiality, exchange of personal narratives, history and ideas. The literature clearly identifies the importance of providing academic motivation through the values of culture such as a strong sense of family and connectedness in academic institutions. These links are powerful in that they are ways to strengthen campus-community partnerships to support student success.



Bring Your Family Member to School Day

As part of the Family Friendly Spaces Initiative, the inaugural *Bring Your Family Member to School Day* was held on April 13, 2017 at the College of Education and P-16 Integration. Families and community members joined classes to observe bilingual education student presentations, general classroom discussions and activities at the Brownsville and Edinburg campuses.





Inaugural Critical Issues Leadership Conference

The Inaugural International Critical Issues Leadership Conference held September 13 – 15, 2016, focused on the need for transforming 21st Century Schools into learning organizations that are responsive to the needs of diverse learners. Ninety-two participants attended for the conference. Research and strategies for creating 21st Century Schools were shared by department faculty. Opportunities were provided for participants to engage in courageous conversations on various topics including building systemic leadership capacity, creating collaborative school cultures, expanding university-district leadership preparation partnerships, and engaging families and community stakeholders in the educational process.

Day 1 focused on Building Systemic Capacity for Transforming 21st Century Schools and the roles of the school Leadership and Organizational Structures and Practices. The keynote focused on “Expanding Collaboration: Creating P-16 Partnerships.”

The morning of the Day 2 focused on Family and Community Engagement. The keynote addressed a “Vision for an Institute on Building a Bilingual, Bicultural, and Biliterate University.” **In the afternoon of Day 2**, four school district practitioners shared initiatives being implemented at their schools to address needs of diverse learners:

1. Point Isabel ISD, Dr. Lisa Garcia - Transforming the Educational Experience for Students
2. Los Fresnos CISD, Mr. Gonzalo Salazar - Issues in Leadership and Instruction: A Collaborative Approach to Curriculum Alignment
3. Harlingen CISD, Dr. Art J. Cavazos - Early Literacy: Laying the Foundation for Success
4. Brownsville ISD, Dr. Esperanza Zendejas - Leadership Transformation: Developing a Culture That Inspires Bold Thinking and Action

Day 3 comprised of site visits, which provided participants an opportunity to observe and dialogue with practitioners who were experiencing success with diverse learners:

1. Pharr – San Juan - Alamo ISD, Dr. Daniel P. King - Guided Pathways to Success
2. Valley View ISD, Mr. Rolando Ramirez - Valley View: Before, Present and Future
3. McAllen ISD, Dr. Jose A. Gonzalez - Increasing Creativity, Collaboration and Engagement through Technology
4. Mission CISD, Dr. Ricardo Lopez - Visionary Voices: Leading the Mission Way

Data Summit

The fall 2016 Data Summit convened the faculty of the College of Education and P-16 Integration (CEP) to promote the development of a culture of inquiry for continuous improvement. Faculty from other colleges who collaborate in the preparation of teachers were invited to participate. Organized and led by the CEP Assessment Committee and Dr. Alma D. Rodríguez, Associate Dean for Assessment and Accreditation, the summit drew about 80 faculty members to the UTRGV Regional Academic Health Center in Harlingen, where they spent the day sharing ideas and discussing ways to better prepare students to become educators. The Data Summit provided faculty with a collective space to focus on quality, engage in the inquiry cycle, and make data driven decisions for program and student outcome improvement.

The keynote speaker for the summit was Dr. Maria del Carmen Salazar, Associate Professor at the Morgridge College of Education at the University of Denver. In her guest remarks, Salazar spoke of her work with the Morgridge College team to develop a model teacher education program designed to prepare equitable and effective teachers who engage, plan, teach and lead, all to promote the growth and development of all learners.



Teacher Intrapreneurs: Responding to Priorities in Teaching and Learning

This year, we established a new tradition at UTRGV designed to engage our most talented and innovative teachers in the RGV to tackle critical and challenging issues in teacher preparation and practice. A steering committee consisting of CEP faculty members and former school district Teachers of the Year planned and hosted The Inaugural Forum of Teacher Intrapreneurs: Responding to Priorities of Teaching and Learning in the Classroom whereby participants engaged in a one-day retreat in which they identified and explored priorities of teaching and learning in the classroom and developed positive action-based solutions that they committed to enacting as a community of learners.

This initiative recognizes and reinforces the idea that teachers provide models of practice that inform and support teaching and learning strategies, which in collaboration with families and stakeholders, directly impact the education of students. Teachers from twenty-four RGV school districts were represented at this year's inaugural forum. In small mixed groups, teachers identified six major priorities and made commitments to plan and engage in action research projects over the summer and fall of 2017. Teachers decided to use social media such as Twitter and Instagram to share, collaborate and support each other through the process. The following are the hashtags they created that indicate the priorities that they identified:

- #techphobianomoreti2017
- #collabcrosscurricti2017
- #letteachersteachti2017
- #buildingcharacterti2017
- #together4successti2017
- #fixingmindsetsti2017

Teachers will share the results of their projects at a Teacher Intrapreneurs Winter Showcase during the fall of 2017, and a new group of Teacher Intrapreneurs will be invited to participate in the next forum to be held during the spring of 2018.

For more information, including a link to a YouTube video about the event, log onto our website.



Clinical Teaching Graduation Pinning Ceremony

During the 2016-2017 academic year, the College of Education and P-16 Integration held pinning ceremonies honoring the accomplishments of its graduating clinical teachers. Celebrated as a new ceremonial tradition, clinical teachers identified a significant person during their studies to pin them with the College's gonfalon symbol. Clinical teachers listened as college representatives explained how the torch within the gonfalon represented the guiding light— the ability for graduates to serve as a beacon for others, and how the multi-colored flame symbolized their forward-thinking, bringing power to ideas. Each of the celebrations included student speakers who shared clinical teaching experiences and their feelings about being prepared for the teaching profession. Some gave advice to future clinical teachers while others honored family members who sacrificed to help them achieve their academic goals. To end the evenings, clinical teachers, alongside family and friends, enjoyed cake, refreshments, and opportunities to capture the moment with photo booths and video testimonials.



College of Education and P-16 Integration Faculty and Staff Awards

OUTSTANDING FACULTY TEACHING AWARD:

Dr. Eunice Lerma
Assistant Professor, Department of Counseling



OUTSTANDING FACULTY SERVICE AWARD:

Dr. Roberto Zamora
Assistant Professor, Department of Organization
and School Leadership



OUTSTANDING FACULTY RESEARCH AWARD:

Dr. Karen Watt
Professor, Department of Organization
and School Leadership



OUTSTANDING FACULTY CONTRIBUTIONS
TO CONTINUOUS IMPROVEMENT AWARD:

Dr. James Whittenberg
Assistant Professor, Department of Counseling



STAFF EXCELLENCE IN SERVICE AWARD:

Mr. Alberto Kernz
Administrative Assistant II, Department of Bilingual
and Literacy Studies



Endowed Chairs

Houston Endowed Chair in Education: Dr. Isela Almaguer

Isela Almaguer, Professor, Bilingual and Literacy Studies, received the Houston Endowed Chair in Education in January 2017. Dr. Almaguer will investigate the many parallels that exist between the Hawaiian culture, language and literacy and the Hispanic culture, language and literacy. This focus will aid in determining the multiple ways in which students use their culture to inform their literacy development as well as how they use their language as a resource to mediate their learning. As part of this work, in spring 2017, professors and scholars from the University of Hawaii visited UTRGV and engaged in professional development work with our students as well as UTRGV professors. The native Hawaiian professors along with school district personnel, members of South Texas community advocacy organizations, and the UTRGV community, engaged in a Community Learning Exchange where we examined the pivotal role that culture plays on language, literacy and learning to further probe the intersectionalities with English/Spanish Dual Language programs in South Texas.

C. Bascom Slemph Endowed Chair in Education: Dr. Kathy Bussert-Webb

Kathy Bussert-Webb, Professor, Bilingual and Literacy Studies, received the C. Bascom Slemph Endowed Chair with a focus on community engagement in January 2017. In her Endowed Chair work, Dr. Bussert-Webb will be augmenting educators' knowledge, skills, and dispositions regarding biliteracy, digital literacy, and community funds of knowledge as learning tools. She is incorporating these concepts within a service learning course for preservice educators; teacher candidates will be working at Proyecto Juan Diego's after-school tutorial center in Brownsville. Through this initiative teacher candidates will gain valuable experience working with children and families from the local community. In addition, the children at Proyecto Juan Diego will participate in a collaborative iPad project, where they will learn 21st century skills important for academic and career success in today's world.

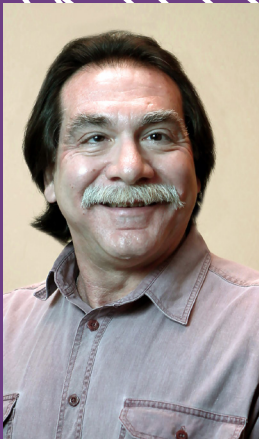
Miguel A. Nevarez Endowed Chair in Education: Dr. James A. Telese

James A. Telese, Professor, Mathematics Education, received the Nevarez Endowed Chair in Education Research. In his Endowed Chair work, Dr. Telese will be establishing research partnerships with local education agencies and the ESC Region 1, Brownsville Extension Office. The goal is to research the impact of mathematics teacher professional development that focuses on the use of formative assessment of proportional reasoning on their students' understanding of proportionality in grades 3-8. Dr. Telese will also lead efforts in determining the impact of the Texas Regional Collaborative for Excellence in Mathematics and Science teacher professional development in local school districts on teacher self-efficacy, and attitudes toward mathematics and science education and student achievement.

Endowed Fellow

Miguel A. Nevarez Endowed Fellow in Education: Dr. Janine M. Schall

Dr. Janine M. Schall was awarded the Miguel A. Nevarez Endowed Chair Fellow this spring for her work with the Mobile Literacy Lab. The Mobile Literacy Lab is a new college initiative to promote literacy and reading achievement in the Rio Grande Valley by taking university resources into the local community. The Mobile Literacy Lab will have work and meeting space, along with storage for children's books, literacy-related learning materials, and writing utensils and other supplies. This summer Dr. Schall will supervise the refurbishment and supply of our new mobile lab. The Mobile Literacy Lab will be in operation, visiting sites across the Rio Grande Valley, by fall 2017.



WELCOME TO OUR NEW FACULTY

Bilingual and Literacy Studies

Christian Zuniga

Dr. Christian Zuniga joins us as an Assistant Professor. She received her Ph.D. in Bilingual/Bicultural Education with a portfolio in Mexican American Studies from The University of Texas at Austin in 2015. Her research focuses on transnationalism and how bilingual teachers on the U.S./Mexico border understand bilingualism.

Counseling

Mehmet Karaman

Dr. Mehmet Karaman came to the Department of Counseling as an Assistant Professor. He received his Ph.D. in Counselor Education from Texas A&M University-Corpus Christi in 2016. His research interests focus on instrument validation, cross-cultural studies, achievement motivation, life balance, and counseling with refugees.

Human Development and School Services

Roman Garcia de Alba

Dr. Roman Garcia de Alba joined the Department of Human Development and School Services as an Assistant Professor of School Psychology. Dr. Garcia de Alba is a native of Brownville. He received the Ph.D. in School Psychology from Texas A&M University in College Station. He is also a Licensed Specialist in School Psychology and worked at both Brownsville and El Paso School Districts.

Organization and School Leadership

George Padilla

Dr. George Padilla joined UTRGV in fall 2016 as an Assistant Professor in the Department of Organization and School Leadership. He received the Ph.D. at The University of Texas at Austin. Dr. Padilla has been a middle school and high school principal. He worked as a central office administrator in two different districts. Most recently, Dr. Padilla served as a superintendent at Freer ISD. His research interests focus on high performing schools and leaders of these schools.

WELCOME TO OUR NEW STAFF

Office of Educator Preparation and Accountability

Ms. Melissa Ipina

Ms. Melissa Ipina joined the Office of Educator Preparation and Accountability this 2016-2017 academic year as a Program Coordinator. She holds a Bachelor of Science in Business Administration and a Master of Public Administration.

Ms. Sylvia Cordova

Ms. Sylvia Cordova joined the Office of Educator Preparation and Accountability this 2016-2017 academic year as an Office Assistant III. She was formerly serving as a Human Resource Assistant.

VISITING SCHOLAR

Weiping Tang of Hengyang Normal University of China

The Department of Bilingual and Literacy Studies hosted Dr. Weiping Tang, a visiting scholar from Hengyang Normal University in Hunan, China, during the late spring. Dr. Tang was exploring how secondary science and math teachers are prepared for the classroom in the United States. During his time at the College of Education, he observed teacher preparation classrooms and interacted with secondary teacher candidates.

HONORING OUR RETIREES

Teaching and Learning

Dr. Martha May Tevis

This spring Dr. Martha Tevis retired from the College of Education and P-16 Integration after 50 years of service to higher education in the Rio Grande Valley. Dr. Martha Tevis received her Ph.D. from the University of Texas at Austin in the History and Philosophy of Education in 1967. That same year, Dr. Tevis began work as an Assistant Professor at Pan American College in Edinburg, TX. While the institution has changed names, becoming Pan American University in 1971, entering the UT System as The University of Texas-Pan American in 1989, and transforming into The University of Texas Rio Grande Valley in 2015, Dr. Tevis continued her dedication to the education of Rio Grande Valley students. For the past 50 years, she has worked with preservice and in-service teachers in a variety of roles, including professor, program coordinator, grant director, and department chair. Additionally, Dr. Tevis has chaired or co-chaired many dissertations over the years. Her work with graduate students has been outstanding.

Dr. Peter Gawenda

Dr. Peter Gawenda retired after 35 years of service to UTB/TSC and UTRGV. Dr. Gawenda joined the institution in 1981. During his tenure, he served in multiple capacities including Vice-President for Business Affairs, Interim Dean of the College of Science Mathematics, and Technology, and Dean of the College of Applied Technology and General Studies. During his last years at UTB/TSC and UTRGV, Dr. Gawenda served as Director of the Doctoral Program in Curriculum and Instruction in the College of Education and P-16 Integration.

Organization and School Leadership

Dr. Shirley Mills

Dr. Shirley J. Mills graduated from the University of Nebraska-Lincoln in December 2005 with a doctorate in Educational Leadership. In fall 2007, she moved to Edinburg, Texas, to work at the University of Texas Pan-American. She was a member of the Department of Educational Leadership as a Tenure Track assistant professor for five years and was granted her title of associate professor in 2012. Dr. Mills was chosen to attend a Leadership Training by the Vice Provost in 2013 and after successfully finishing that intensive training, she was invited to be the Interim Associate Vice Provost for one year. In fall 2016, Dr. Mills was assigned to be the Director of College Readiness Initiatives under the Vice President of Student Academic Success where she worked with school districts, community colleges, Region One, and UTRGV officials to create a seamless transistion for students moving from high school to higher education.

EDUCATION PIPELINE

Holmes Cadets

In summer of 2016, the College of Education and P-16 Integration (CEP) and South Texas Independent School District’s Business, Education, and Technology Academy (BETA) entered a unique partnership to support high school students interested in the teaching profession. The partnership established one of the first Holmes Cadets Program in the nation. The Holmes Scholar Program began in 1991 with the goal of supporting doctoral students from historically underrepresented backgrounds pursuing careers in education. Over the years, the program expanded to included master’s students, undergraduates, and just recently high school students interested in a career in teaching, school administration, or the professoriate.

The goals for the Holmes Cadets Program are to:

- encourage high school students to pursue careers in education;
- diversify the educator pipeline to better reflect PK-12 demographics;
- improve the quality of the education workforce by nurturing educators who can serve all learners;
- establish high-quality mentoring environments and opportunities for participants;
- inspire students to engage in the larger professional community; and
- strengthen connections among PK-12 and higher education institutions.

The overarching goal for the College of Education and P-16 Integration and BETA Holmes Cadets partnership would be to increase the number of students entering and remaining in the teaching profession. Specifically, we will:

- introduce high school students to the education discipline in high school;
- develop high school programs with UTRGV to bridge gaps between theory and practice
- create networks/support groups and activities that will keep students engaged in the discipline
- create faculty exchanges between K-12 and higher education
- create a clear and robust pathway to the education professions
- provide and supervise research opportunities for high school students in the field of education
- engage faculty/undergraduate/graduate students in research/program evaluation to assess effectiveness of the program

See AACTE ED PREP Matters write up on the kick-off event:
<http://edprepmatters.net/2016/08/new-holmes-cadets-pilot-launches-in-texas/>



Holmes Cadets

UTRGV Region 1 Career Symposium

On May 9, the College of Education & P-16 Integration, in collaboration with Region One ESC Center for College, provided a symposium for over 130 high school students from across the Rio Grande Valley, challenging them to consider teaching as a career choice. In addition to the Dean’s welcome and opening remarks, Ms. Joanna Acosta, a former UT Pan-American graduate and HESTEC Teacher of the Year, gave an inspirational talk about her passion for teaching. The College then shared about its innovative programs in breakout sessions.

The students attended three sessions. In the first session, high school students learned how the College is using mixed-reality learning environments to provide teacher candidates with opportunities to interact with K-12 students. Several participants were given the opportunity to practice in front of their peers and use the new Oculus Rift virtual reality headset. The session was facilitated by Dean Alvarez McHatton and Dr. Chuey Abrego, and assisted by three current UTRGV teacher candidates, Dulce Sosa, Diana Flores, and Arely Flores.

For the second session, students attended a panel presentation of four current UTRGV CEP students nearing graduation who discussed a variety of topics pertaining to their experiences in the teacher preparation program. Two students, Laura Gaytan and Mayela Cantu, addressed their experiences in the STEP UP program, while the other two, Stephanie Soto and Leslie de la Peña, spoke about their experiences in the UTEACH program. The high school students asked many thought-provoking questions and the panelists provided heartfelt responses and encouragement to enter the field of teaching. The panel was facilitated by Drs. Steve Chamberlain, Criselda Garcia, and Angela Chapman, and Mr. Derek Perez.

The third session focused on new instructional technology in the classroom. Betsy Vela, a graduate of the The University of Texas at Brownsville and Texas Southmost College Educational Technology Master’s program and current teacher in Lyford CISD, brought seven 5th grade students, the Tech Squad, to demonstrate a variety of classroom technologies, including Osmos, Quiver, Green Screen, Dash & Dot Robotics, Google VR, Drones, GoNoodle, and Lego Robotics. The participants were actively engaged throughout the symposium and left with a better understanding of the rewards and challenges of the teaching profession. The session was facilitated by Drs. Rene Corbeil, Maria Elena Corbeil, and Leticia De Leon.

HISPANIC SERVING INSTITUTION SPECIAL INTEREST RESEARCH GROUP (HSI SIRG)

What does it mean to be a Hispanic-Serving College of Education and how do we make this term meaningful for post-secondary education?

As the second largest Hispanic Serving Institution (HSI) in the nation, we are in an ideal place to explore what being an HSI means to our identity as a college and the work we do with students. The College of Education has implemented a research initiative to support faculty as they explore essential questions related to this overarching theme. Four interdisciplinary collaborative research teams were awarded funding in a competitive process. Research teams used the spring semester to initiate pilot projects and other scholarly work; teams explored questions around the languages and literacies of CEP students, identities of STEM educators, family and community literacies, and ethics of care in higher education. The initiative wrapped up with a poster exhibition where each group shared the results of their work so far and their plans for sustaining their research in the fall. The initiative will continue with new projects awarded in the fall.

Agency and Identity among STEM Teachers in the Borderlands

Dr. Angela Chapman, CEP faculty, led a SIRG that included Dr. Alejandro Gallard from Georgia Southern University, Ariana Garza, graduate student in the M.Ed. in Curriculum and Instruction program and chemistry teacher, and Felicia Rodriguez, undergraduate chemistry major in the UTeach program. The goal of this SIRG was for preservice and new inservice STEM teachers to expand their agency through an autoethnographic lens of what it was like growing up in the Rio Grande Valley. In this study, seven Hispanic science and math teachers in the RGV analyzed their own experience to better understand their identity and to develop a critical consciousness that will help them better understand how to deal with inequitable practices in their classroom and school.

Literacy 2.0: Rethinking Literacy in the Borderlands

Dr. Cinthya Saavedra, CEP faculty, led a SIRG that included Dr. Dagoberto Eli Ramirez from UTRGV University College and Dr. Isela Almaguer and Dr. Joy Esquierdo from CEP. The Literacy 2.0 project is a research project dedicated to excavating the stories of low-income Latina mothers who live in government housing. The team employed a Chicana feminist lens as a theoretical framework that allowed them to move beyond traditional conceptions of literacy in order to really capture the embodied knowing of their participants. The project also contributes to increasing knowledge in the field of community engagement and decolonizing research methods. They have been collecting data since February 2016. Preliminary findings as of now revolve around methodological interruptions for the field of qualitative research in particular studies that take place in the U.S borderlands.

Language/Literacy SIRG:

Dr. Janine M. Schall led a SIRG that included Dr. Veronica Estrada and Dr. Leticia De Leon. This project was designed to help the researchers understand the literacy and language practices of our students in order to provide a foundation to help shape policies, programs and practices. Language and literacy practices play an essential role in academic success, yet we know little about how undergraduate CEP students use language and literacy practices to navigate their personal, work, and academic lives. In this exploratory study, the team conducted a literature review to understand how this issue is currently understood. The results of the literature review are being used to develop a student survey and focus group protocol to further explore this question in the upcoming year.

Cultivating an Ethic of Care at a Hispanic Serving Institution (HSI): Individual Stories and a Collective Narrative

Dr. Karen Lewis led a SIRG that included Dr. Jacqueline Koonce, Dr. Miryam Espinosa-Dulanto, and Dr. Vejoya Viren. The project explored the experiences of non-Hispanic faculty at a Hispanic Service Institute. The project has yielded an impressive array of scholarship including multiple presentations and manuscripts. The team met with Dr. Marnina Gonick, from Halifax, Nova Scotia, and gained valuable insight on developing a collective biography. That experience culminated in a 12-hour intensive writing retreat on South Padre Island. Additionally, inspired by the work of this SIRG and the query of what it means to be an HSI, the Doctoral Program Coordinator for the Education Doctorate in Curriculum and Instruction invited the team to re-imagine, redesign, and collaboratively develop the doctoral course titled, Equity, Inclusion, & Diversity in Higher Education, and co-teach it during the summer. Three of the team members applied the SIRG collective research and writing process in developing the course. The course instructional design mirrors the research process of the SIRG as well. The course is anchored by the question, what does it mean to be a Hispanic-Serving Institution (HSI)? Together, students and the three professors will critically analyze models of equity, inclusion, and diversity in higher education contextualized within the teaching and learning community of an HSI in the United States. The SIRG team continues to collect and analyze data, write individually and collectively, and further explore what it means when we say we care in the context of an HSI in higher education.

EDUCATIONAL BORDERLANDS: A BILINGUAL JOURNAL

Educational Borderlands: A Bilingual Journal (EBBJ), ISSN 2475-1677, is a peer-reviewed, open-access journal that examines the challenges and possibilities posed by educational borders, both literal and figurative. *EBBJ* invites diverse interdisciplinary research related to formal education, as well as inquiry that locates itself in borderlands regions. We publish papers that connect the theory and practice of education to the lived experience of culture, community, family, identity and social justice. *EBBJ* aims to highlight the voices of thinkers and activists outside academia alongside more traditionally academic articles. Bilingual by design, we invite submissions in Spanish, or English, or a combination of the two. Dr. Kip Austin Hinton is the Editor-in-Chief of the journal.

Volume 1 of *EBBJ* was published on May 2017. It is available online, and includes these articles: Hinton, K. A. (2017). Beginning from the border. *Educational Borderlands: A Bilingual Journal*, 1, 3-14.

Navarrete-Cazales, Z. (2017). Formarse pedagogo: Una entrega intelectual y afectiva desde la memorización. *Educational Borderlands: A Bilingual Journal*, 1, 15-26.

Orosco, M. J., & Abdulrahim, N. A. (2017). **Culturally responsive evidence-based practices with English Language learners with learning disabilities: A qualitative case study.** *Educational Borderlands: A Bilingual Journal*, 1, 27-45.

You can access the journal at <http://journals.tdl.org/ebbj>

PROGRAM RECOGNITION

ORGANIZATION AND SCHOOL LEADERSHIP

The Master’s in Educational Leadership was ranked as one of the top online programs by Educational Leadership Degree Programs. The program, which can be completed in as little as 10 months, was ranked 7th in the nation. This program was also ranked number one in a recent ranking by College Values Online.

FACULTY

External Grants

BILINGUAL AND LITERACY STUDIES

Cavazos, A. (PI), **Esquierdo, J. (Co-PI)**, Garcia de Mueller, G. (Co-PI), **Guajardo, F. (Co-PI)**, & Weimer, A. (Co-PI). (February 17, 2017 - August 31, 2017). *Biliterate/Multiliterate Writing Practices in Academic and Community Discourses*, Funding Source: Office of Research, Innovation, & Economic Development, The University of Texas Rio Grande Valley, (\$16,700).

COUNSELING

Smith, W. (PI), **Cavazos, L. J. (Co-PI)**, Rodriguez, S. (Co-PI), Bacon, K. (Co-PI), Wei, L. (Co-PI), Vafa, S. (Co-PI), & Tucker, R. (Co-PI), (August 2016 - July 2018). *Allies Building Allied Health Pathways to Success* (\$300,601).

The major goals of this grant are to educate, recruit, and create sustainable pathways for Hispanic and African American students into allied health programs and to build connections with community health agencies to provide employment opportunities for students. Six community health care partners will provide educational sessions on basic skills instruction and developmental education to improve academic performance and vocational skills.

Cavazos, L. J., Smith, W. (Co-PI), & Rodriguez, K. (Co-PI), (September 2016 - August 2017). *Peer-Led Positive Psychology for Hispanic Youth in South Texas*. Hogg Foundation for Mental Health (\$22,000).

The purpose of the Hogg Foundation grant was to conduct research to provide evidence for recovery-oriented therapy, and in particular for the efficacy of peer-led interventions, for Mexican American youth with mental health and substance use issues in the Rio Grande Valley. This particular population is highly at-risk and underserved in the area of mental health services.

Sparrow, G. (PI), & **Carlson, R. (Co-PI)**, (December 1, 2016 - December 31, 2017). *Exploring the Effects of Galantamine Paired with Meditation and Dream Reliving on Recalled Dreams*. DreamScience Foundation (\$1,950).

This study represents the second stage in a comprehensive research agenda by Dr. Sparrow, which could significantly impact the current outpatient psychotherapeutic approaches to the treatment of PTSD and related disorders, and could potentially attract support from government and private sources, alike, who are interested in addressing the distressing proliferation of PTSD, especially among veterans.

HUMAN DEVELOPMENT AND SCHOOL SERVICES

Dr. Hilda Medrano, Principal Investigator: UTRGV-PSJA ISD Child Care Early Head Start Partnership Grant.

The UTRGV-PSJA Child Care Early Head Start Partnership Grant was funded in spring 2015. The primary goal of the grant is to provide comprehensive services in center-based, simultaneous language development environments to eligible infants and toddlers from low-income background. As a result of the grant, we are providing early interventions to 372 infants and toddlers from birth through 3 years of age.

TEACHING AND LEARNING

The Greater Texas Foundation (GTF) has selected Dr. Angela Chapman to be a GTF Faculty Fellow for a period of three years, beginning July, 2017.

The purpose of the Faculty Fellow program is to build research and teaching capacity of early career (tenure track) faculty at Texas colleges working in areas related to student success. The funding will support Project ACCESS: Acquisition of Curricular Content for Exceptional Success in Science. Project ACCESS will (1) develop, implement, and test high school science curricula, and (2) build a STEM Education Consortium of P-16 stakeholders in the Rio Grande Valley (\$89,000).

Dr. James Telese, Principal Investigator: UTRGV TRC-Math Collaborative

The UTRGV TRC-Math Collaborative is a one-year project, which provides focused mathematics teacher professional development. The collaborative will provide sustained professional development to elementary and middle school mathematics teachers. The professional development will center on the mathematics concept of proportionality in order to close the mathematics achievement in GAP (Geometric Reasoning Algebraic Reasoning and Problem Solving). The program will include a total of 25 participants from grades 3-8. The participating school districts are LFCISD, San Benito CISD, Brownsville ISD, and Althos Academy. The PD will focus on improving both content and pedagogical content knowledge related to proportional reasoning in order to promote greater student achievement. Participants will receive 100 hours of contact hours through monthly workshops and follow-up sessions, after the summer institute. They in turn provide 25 hours of training to other mathematics teachers in their schools. This helps to foster leadership in mathematics education. Stipends are awarded to the participants as well as instructional materials (\$86,248).

Dr. Paul Sale received funding to conduct an evaluation of the pedagogical impact of ApprenNet™ on skills demonstration in an online teaching environment from Academic Partnerships (\$6,000).

FACULTY RECOGNITION

Bilingual and Literacy Studies

Zulmaris Diaz - RGV TABE Higher Education Honoree

Dr. Zulmaris Diaz was presented with the 2017 Higher Education Honoree Award by the Rio Grande Valley affiliate of the Texas Association for Bilingual Education. This award honors people who have made significant efforts to promote bilingual education.

Counseling

Mehmet Karaman – The Professional Counselor Journal

Dr. Mehmet Karaman received the Outstanding Scholar Award from The Professional Counselor Journal for his article titled: Meeting the mental health needs of Syrian refugees in Turkey.

Peter Kranz – recognized for his work titled “Human Conflict: Black and White”

Dr. Peter Kranz, professor in the Department of Counseling, is receiving renewed recognition in his work on race relationships. In the 1970s he created a course titled, “Human Conflict: Black and White.” This specific course was created to address issues of segregation and discrimination occurring at the University of North Florida, where he taught. Through open discussions in a safe environment, students were encouraged to discuss issues and stereotypes culminating in a week-long stay with a family of a different race. Terence Clarke, author and director of publishing at Astor & Lenox, is researching Dr. Kranz’ course as the basis of his upcoming book. In addition, Dr. Kranz has spoken at numerous universities in the hope of providing insight into how to fight prejudices currently existing in society.

James Whittenberg – Counseling and Guidance Student Association Outstanding Professor Aware

Dr. James Whittenberg received the Outstanding Professor Award from the UTRGV Counseling and Guidance Student Organization. The student organization presents this award to a faculty member for his or her commitment to counseling and contributions to the profession.

Human Development and School Services

Hsuying Ward – Member, Texas Autism Council

Dr. Hsuying Ward became a member of the Texas Autism Council. The Texas Autism Council advises and makes recommendations to the Texas Health and Human Services Commission and the executive commissioner to ensure that the needs of persons of all ages with autism spectrum disorder and their families are addressed and available resources are coordinated to meet those needs.

Organization and School Leadership

Karen Watt - UTRGV Center for Teaching Excellence Distance Teaching Award Recipient

Dr. Karen Watt received the UTRGV Center for Teaching Excellence Distance Teaching Award.

Teaching and Learning

Rene and Maria Elena Corbeil: 2017 OLC Effective Practice Award (February 7, 2017)

The undergraduate Educational Technology minor was just recognized for its implementation of digital badges to acknowledge students’ achievement of specialized knowledge and skills in the discipline. Drs. Rene and Maria Elena Corbeil’s submission, Digital Badges: Motivating Learners to Excel While Adding Professional Value to their College Degrees, was awarded an Effective Practice Award by the Online Learning Consortium. OLC focuses on five pillars of quality in online education: access, learning effectiveness, faculty satisfaction, student satisfaction, and scale. Effective practice submissions are peer reviewed to insure quality.

Rene and Maria Elena Corbeil: 2nd Place AECT-DDL Book Award (October 20, 2016)

The MOOC Case Book: Case Studies in MOOC Design, Development, and Implementation by Drs. Rene and Maria Elena Corbeil was recognized by the Association for Educational Communications and Technology – Division of Distance Learning as “an outstanding book published within the last three years that describes important aspects of distance education, theory or examples that can help others involved in distance education, or research on an important aspect of distance education” (AECT, 2016).

Rene Corbeil – 2017 BISD Alumni Hall of Fame (April 20, 2017)

Dr. Rene Corbeil was inducted into the 2017 BISD Alumni Hall of Fame. Each year, Brownsville ISD identifies and honors alumni who have distinguished themselves in various areas including academics, the arts, community or public service, their chosen profession, or sports. Alumni must have contributed in some way to the reputation, pride and prestige of the Brownsville Independent School District.

James Telese – Member, TEA Educator Standards Advisory Committee

Dr. James Telese was selected to serve on TEA’s Educator Standards Advisory Committee. The committee is charged with reviewing and revising Educator Standards for grades 4-8 to ensure they reflect best practices in teaching and learning.

FACULTY RESEARCH

Bilingual and Literacy Studies

PUBLICATIONS

Bussert-Webb, K., Diaz, M. E., & Yanez, K. A. (2017). *Justice and Space Matter in a Strong Unified Latino community*. New York: Peter Lang.

Bussert-Webb, K. M. & Henry, L. (2016). Latino/a children's digital literacy access and online reading skills. *The Journal of Literacy and Technology: An International Online Academic Journal*, 17(3/4) 40.

Guerrero, M. D. & Guerrero, M. C. (2017). Competing discourses on academic Spanish language development for bilingual teachers in the Texas-Mexico borderlands. *Bilingual Research Journal*, 40(1), 5-19.

Hinton, K. A. (2017). Beginning from the border. *Educational Borderlands: A Bilingual Journal*, 1, 3–14.

Hinton, K. A. (January (1st Quarter/Winter) 2017). The newcomer student: An educator's guide to aid transitions by Louise H. Kreuzer. *Bilingual Research Journal*, 40(1), 106–109.

Koonce, J. (2017). Oooh, it's sooo good: Black adolescent females experiencing the delicacy of reading. *The Qualitative Report*, 22(3), 873-894.

Koonce, J. (2017). The roles of digital literacies and critical literacy for black adolescent females. *Journal of Literacy and Technology*, 18(1), 80-104.

Kasun, G. S. & **Saavedra, C.** (2016). Disrupting ELL teacher candidates' identities: Indigenizing teacher education in one study abroad program. *TESOL Quarterly*, 50(3), 684-707.

Murillo, L. & **Schall, J.** (2016). 'They didn't teach us well': Mexican-origin students speak out about their readiness for college literacy. *Journal of Adolescent and Adult Literacy*, 60(3), 315-323.

Musanti, S. I. (2017). El uso de "Photovoice" en un curso de posgrado para educadores: La imagen digital como catalizador del conocimiento [The use of Photovoice in a graduate course for educators: Digital images as a catalyst for knowledge construction]. In M.E. Pini, E. Valente & M. Landau (Eds.), *Nuevas y viejas tecnologías para el aula. Prácticas y reflexiones pedagógicas. Convergencia y enseñanza*. (pp. 125-142). Buenos Aires: Aique.

Musanti, S. I. & Rodriguez, A. D. (2017). Translanguaging in bilingual teacher preparation: Exploring pre-service teachers' academic writing. *Bilingual Research Journal*, 40(1), 38-54.

Musanti, S. I. & Mercuri, S. (2016). Developing academic literacy: What novice teachers can learn from the case of teaching science and mathematics to Latino/Bilingual learners. In D. Schwarzer, & J. Grinberg (Eds.), *Successful Teaching: What Every Novice Teacher Needs to Know*. (pp.143-168). Lanham, MD: Rowman and Littlefield. <https://rowman.com/ISBN/9781475825282/Successful-Teaching-What-Every-Novice-Teacher-Needs-to-Know#>

Ramirez, O., McCollough, C. & **Diaz, Z.** (2016). Creating a model of acceptance: Pre-service teachers interact with non-English speaking Latino parents using culturally relevant math and science activities at family learning. *School Science and Mathematics Journal*, 116(1) 43-54.

Saavedra, C. & Perez, M. S. (2016). Chicana and Black feminisms: Testimonios of theory, identity, and multiculturalism in Chicana/Latina testimonios as pedagogical, methodological, and activist approaches to social justice. In D. Bernal, R. Burciaga & J. Carmona (Eds.), *Chicana/Latina Testimonios as Pedagogical, Methodological, and Activist Approaches to Social Justice*. New York: Routledge.

Zuniga, C. (2016). Between language as problem and resource: Examining teachers' language orientations in dual language programs. *Bilingual Research Journal*, 39(3/4), 339-353.

PRESENTATIONS

Alvarez Martinez, S. & **Esquiedo, J.** (2017). Increasing relevancy and engagement in social studies in English and Spanish. RGV Texas Association of Bilingual Education. South Padre Island, TX.

Bussert-Webb, K., Henry, L. A. (2017). Latino youth: Achieving the promise in digital literacy. Paper presented at the American Educational Research Association. San Antonio, TX.

Bussert-Webb, K. (2017). Knowledge to action: Transforming 10 years of research to achieve. Paper presented at the American Educational Research Association. San Antonio, TX.

Bussert-Webb, K., (2017). Using voice memos for teaching, research, and service. iPad Summit, College of Education and P-16 Integration. Edinburg, TX.

Bussert-Webb, K. (2017). U.S. linguistic policy and push-back. 15th International Symposium on Social Communication Centro de Linguística Aplicada (CLA) Ministerio de Ciencia, Tecnología y Medio Ambiente in Santiago de Cuba.

Bussert-Webb, K. & Diaz, M. E. (2016). Mobilizing funds of knowledge and modalities to teach disciplinary literacy in a colonia Paper presented at the Literacy Research Association Annual Meeting. Nashville, TN.

Bussert-Webb, K. (2016). Emergent bilinguals: Rhizoming multimodalities. Paper presented at the Literacy Research Association Annual Meeting. Nashville, TN.

Diaz, Z., Esquiedo, J. & Saavedra, C. (2016). Culture and context matter in DLI: Examples from the border. American Educational Studies Association.

Guerrero, M. (2017). Abandoning an English mostly approach to preparing bilingual education teachers: ¿En dónde están los libros? Paper presented at the American Educational Research Association Conference. San Antonio, TX.

Guerrero, M., Ostorga, A. (2017). In search of the chupacabra: Preparing bilingual education teachers in the borderlands. Paper presented at the American Educational Research Association Conference. San Antonio, TX.

Guerrero, M., (2016). Los departamentos de español y su responsabilidad de servir a los futuros maestros bilingües, La Cosecha 21st Annual Dual Language Conference Dual Language Education NM in Santa Fe, NM.

Hinton, K. A. (2017). What teachers know: Understanding & teaching the community in the Rio Grande Valley. Indigenous Research Exchange Symposium University of British Columbia – Okanagan. Edinburg, TX.

Hinton, K. A. (2017). Academic Spanish in South Texas: Bilingual education and beyond. TESOL International Convention Teachers of English to Speakers of Other Languages. Seattle, WA.

Hinton, K. A. & Mercuri, S. P. (2016). Additive bilingualism in English-only and bilingual settings. Paper presented at TESOL II Conference. San Antonio, TX.

Kasun, G. S. & **Saavedra, C.** (2017). Indigenizing ELL teacher education through study abroad: Shifting teacher identities. Paper presented at the TESOL International Convention. Seattle, WA.

Koonce, J. (2017). Transcending racial boundaries through caring: The autoethnography of an African American professor and Latina/o students. Paper presented at the American Educational Research Association Conference. San Antonio, Texas.

Musanti, S. I. (2017). A novice bilingual teacher’s journey in South Texas: Teacher’s noticing as a call for action. Paper presented at the American Educational Research Association Conference. San Antonio, TX.

Musanti, S. I. (2017). Noticing the bilingual learner: Learning from a novice bilingual teacher to improve teacher preparation. Paper presented at the National Association for Bilingual Education Conference. Dallas, TX.

Musanti, S. I. (2017). Effective planning structures for teaching content, biliteracy and academic language in bilingual classrooms. Paper presented at the National Association for Bilingual Education Conference. Dallas, TX.

Musanti, S. I. & Rodriguez, A. D. (2016). Translanguaging in bilingual teacher preparation: Challenges and possibilities. Texas Teachers of English to Speakers of Other Languages Conference. San Antonio, TX.

Musanti, S. I. & Ostorga, A. (2017). Practice in the borderlands: Teaching and teacher education, and the promise of educational opportunities. Symposium at the American Educational Research Association Conference. San Antonio, TX.

Ortiz, A. L., Ornelas, G., Ramírez, A. V., & **Hinton, K. A.** (2017). The Canción Cannibal Cabaret. National Association for Chicana and Chicano Studies: Tejas Foco National Association for Chicana and Chicano Studies. Bryan, TX.

Rodriguez, A. D. & Musanti, S. I. (2017). Preparing bilingual teachers in the borderlands: The role of language in bilingual classrooms. Paper presented at the American Educational Research Association Conference. San Antonio, TX.

Rodriguez, A. D. & Musanti, S. I. (2016). Spanish proficiency as measured by the BTLPT: Insights on bilingual teacher candidates’ performance and perceptions. Paper presented at the Texas Association for Bilingual Education Conference. Galveston, TX.

Rodriguez, A. D. & Musanti, S. I. (2016). Bilingual teacher preparation: Exploring a translanguaging pedagogy. Consortium of State Organizations for Texas Teacher Education. San Marcos, TX.

Saavedra, C. (2016). Bilingual education through the body of a Chicana/Latina feminist: Imagining a Nepantla methodology for early childhood studies. Paper presented at the International Reconceptualizing Early Childhood Education (RECE) Conference RECE. Taupo, New Zealand.

Schall, J., Yenika, Agbaw, V. & Brooks, W. (2016). Identifying tensions, texts, and critical theories. Panel presentation at the Literacy Research Association Annual Meeting. Nashville, TN.

Schall, J. (2016). Advocating for children’s literature with preservice and inservice teachers. Paper presented at the National Council of Teachers of English Annual Convention. Atlanta, GA.

Zuniga, C. & Colegrove, K. (2016). No lo están mixteando: Bilingual teachers and Latino immigrant parents’ perspectives on bilingual language use. Paper presented at the National Association for Bilingual Education Conference. Chicago, IL.

Zuniga, C. & Colegrove, K. (2016). Who Am I to Judge? Examinando ideologías y prácticas lingüísticas de maestros bilingües y padres inmigrantes Latinos en Texas. Paper presented at the Texas Association of Bilingual Educators Conference. Galveston, TX.

COUNSELING

PUBLICATIONS

Asagba, R.B., Agberotimi, S. F., & **Wimberly, C.L.** (2017) Meaning in life and life orientation as predictors of self-esteem among first year undergraduate students of a Nigerian university. *International Journal of Existential Psychology and Psychotherapy* 6(1), ISSN 1708-1696. Retrieved from: <http://journal.existentialpsychology.org/index.php/ExPsy/article/view/214>.

Cavazos, L. J., Flamez, B., **Sparrow, G.**, & **Lerma, E.** (2016). Understanding school counselors’ support as predictors of Mexican American adolescents’ college-going self-efficacy. *Journal of School Counseling*, 14(7), 1-29.

Cavazos, L. J., **Ikonomopoulos, J.**, Dell’Aquila, J., & Vela, P. (2016). Evaluating the impact of creative journal arts therapy for survivors of intimate partner violence. *Counseling Outcome and Research Evaluation*, 7, 86-98.

Cavazos, L. J., **Lu, M. T. P.**, Lenz, A. S., Savage, M., & Guardiola, R. (2016). Positive psychology and Mexican American college students’ subjective happiness and depression. *Hispanic Journal of Behavioral Sciences*, 38, 324-340.

Ikonomopoulos, J., **Cavazos, L. J.**, Smith, W. D., & Dell’Aquila, J. (2016). Evidence of the effects of the practicum experience and triadic supervision to increase counseling graduate students’ self-efficacy. *The Professional Counselor*, 6, 161-173.

Karaman, M., & Watson, J. (2017). Examining associations among achievement motivation, locus of control, academic stress, and life satisfaction: A comparison of U.S. and International undergraduate students. *Personality and Individual Differences*, 111, 106-110.

Ordway, A., Flamez, B., & **Cavazos, L. J.** (2016). Generativity, death, dying, and bereavement. In D. Capuzzi & M. D. Stauffer (Eds.), *Human development across the lifespan: Applications for counselors* (pp. 575-608). Hoboken, NJ: John Wiley Publishing Company.

Shen, Y.-J. (2016). A descriptive study of school counselors’ play therapy experiences with the culturally diverse. *International Journal of Play Therapy*, 25, 54-63.

Sparrow, G., R. H., **Carlson, R.** (2016). Assessing the perceived differences in post-galantamine lucid dreams vs. non-galantamine lucid dreams. *International Journal of Dream Research*, 1(9), 71-74.

Wimberly, C. L. (2016). The role of education in immunizing against radicalism. *Journal of Counselling and Development in Higher Education South Africa* 3(11), 8-11.

Whittenberg, J. F. (2017). An empirical explanation for the success of children in social settings. *ACA Vistas*, 8.

PRESENTATIONS

Cavazos, L. J., **Lerma, E.**, **Whittenberg, J. F.**, Hinojosa, Y., Rodriguez, K., & **Karaman, M.**, (2017). The Role of Positive Psychology, Cultural, and Family Factors in Mexican American College Students’ Vocational Outcome Expectations. American Education Research Association. San Antonio, TX.

Cavazos, L. J., **Lu, M.-T. P.**, & **Ikonomopoulos, J.**, (2017). School Counselors’ Perceptions of Differences between Successful and Less Successful Latina/o High School Students. 20th Annual American Association of Behavioral and Social Sciences Conference Association of Behavioral and Social Sciences. Las Vegas, NV.

Cavazos, L. J., Saldana, K., & **Ikonomopoulos, J.** (2017). Evaluation of the Meaning in Life and Hope Scales with Mexican American College Students. 20th Annual American Association of Behavioral and Social Sciences Conference Association of Behavioral and Social Sciences. Las Vegas, NV.

Ikonomopoulos, J., (2016). Evaluation of the outcome questionnaire (OQ-45.2) with a Mexican-American population. 2016 National Assessment and Research Conference Association for Assessment and Research in Counseling. Fort Lauderdale, FL.

Karaman, M., & Watson, J., (2017). Predictors of Academic Stress among College Students. ACA 2017 Conference and Expo ACA. San Francisco, CA.

Karaman, M. A., Watson, J., & Smith, R. L. (2017). Predictors of Achievement Motivation: A Comparison of U.S. and International Students. ACA 2017 Conference and Expo. San Francisco, CA.

Karaman, M., (2016). Factors Affecting College Students’ Achievement Motivation. 60th annual Professional Growth Conference TCA. Dallas, TX.

Kranz, P., (2017). A University Class in Race Relations that made a Positive Difference. The 2017 Regional Academic Engagement Symposium Texas Tech University. Lubbock, TX.

Kranz, P., (2017). Stress and Stress Reduction. 23rd Annual Counselor’s Institute Rio Grande Valley Counseling Association. South Padre Island, TX.

Kranz, P., (2016). A University Class in Race Relations that made a Positive Difference. Nebraska Psychological Society and The Association for Psychological and Educational Research in Kansas in Bellevue University. Bellevue, NE.

Kranz, P., (2016). A University Class in Race Relations that made a Positive Difference. Psychology Department at Utah State University Utah State University, Logan, UT.

Smith, R., **Karaman, M.**, & Balkin, R. (2016). Smith Achievement Motivation Scale and Achievement Motivation in Settings Survey. Association for Assessment and Research in Counseling Annual Conference AARC. Fort Lauderdale, FL.

Sparrow, G., (2016). Using Dreamwork to Resolve Trauma and Promote Healing in Abused Children. 2016 Multidisciplinary Advocacy Training Conference on Child Abuse “Working Together Towards Healing and Prevention” Angels of Love, Edinburg Conference Center. Edinburg, TX.

Whittenberg, J. F., (2017). Issues in distance counseling, technology, and social media. Counselors’ Institute Tip of Texas Counseling Association & Rio Grande Valley Counseling Association. South Padre Island, Texas.

Wimberly, C.L., & Mitchell, M. (2017). Meet me where I am at: Meaning centered strategies to meet the needs of children and youth in foster care. Presented at the Child Welfare League of America’s National Conference: Advancing Excellence in Practice and Policy: Highlighting Successful Strategies to Address the Needs of Children, youth, and Families. Washington D. C.

Wimberly, C.L. (2017). Putting me together: Meaning centered strategies for address individual needs. Presented at Putting It All Together for Children and Families: 18th Annual Statewide Child Abuse Prevention Conference. Abilene, Texas.

Wimberly, C.L. (2017). But I didn’t do anything: working with disruptive students. Presented at the 23rd Annual SPI Counselor’s Institute. South Padre Island, TX.

Wimberly, C.L. (2016). Education: Immunizing Against an Existential Vacuum. Presented at the 3rd Future of Logotherapy Congress. Vienna, Austria.

Wimberly, C.L. (2016). The role of school counselors: Guiding students to meaning. Presented at the 9th Biennial International Meaning Conference. Toronto, Canada.

HUMAN DEVELOPMENT AND SCHOOL SERVICES

PUBLICATIONS

Brown, K. H., **Alvarez McHatton, P.**, Scott, M. T. (Eds.). (2017). Faculty of Color Navigating Higher Education. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Brown, K. H., **Alvarez McHatton, P.** (2017). Faculty of color in higher education. In K. H. Brown, P. Alvarez McHatton, & M. T. Scott (Eds.), Faculty of Color Navigating Higher Education (pp. 1-6). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Brown, K. H., & **Alvarez McHatton, P. M.** (2017). Thematic Analysis. In K. H. Brown, P. Alvarez McHatton, & M. T. Scott (Eds.), Faculty of Color Navigating Higher Education (pp. 107-114). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Brown, K. H., & **Alvarez McHatton, P.** (2017). Faculty of color navigating higher education. In K. H. Brown, P. Alvarez McHatton, & M. T. Scott (Eds.), Faculty of Color Navigating Higher Education (pp. 115-116). Lanham, MD: Rowman & Littlefield Publishers, Inc.

van Ingen, S., **Alvarez McHatton, P.**, & Vomvoridi-Ivanovic, E. (2016). How do Preservice teachers understand the use of research to inform practice? Foundational knowledge for bridging the gap. *Action in Teacher Education*, 2(38), 175-189.

PRESENTATIONS

Alvarez McHatton, P. M., (2017). Women in leadership: Issues, challenges, and opportunities for advancement, UTRGV Advance Leadership Institute UTRGV. Edinburg, TX.

Alvarez McHatton, P. M., (2016). Expanding collaboration: Creating P-16 partnerships, Critical Issues Leadership Conference. McAllen, TX.

Alvarez McHatton, P. M., & Saenz, E., (2016). Bailando trompos: Renewing purpose for excellence in education, Business, Education and Technology Academy. Edinburg, TX.

Cavazos, A., **Alvarez McHatton, P. M.**, Kortan, V., & Castillo, N., (2016). Preparing new teachers as second-year pros: A university-district partnership, Texas Association of School Administrators Midwinter Conference. Austin, TX.

Chamberlain, S. P., **Rodriguez, A. D.**, **Musanti, S. I.**, & Castillo, N. (2016). Preparing first year teachers to teach like second year teachers: A University-District collaborative, Consortium of State Organizations for Texas Teacher Education. San Marcos, TX.

Garza, P., Nelson, J., DeMonte, J., **Alvarez McHatton, P. M.**, & Watson, R., (2016). Teacher preparation: How can we make real change for our future teachers?, Texas Association of School Administrators Midwinter Conference. Austin, TX.

Lewis, K. A., (2017). Giving a Stronger Voice to Marginalized Students in Higher Education: Insights for Creating Affirming Campuses, AERA Annual Meeting American Educational Research Association. San Antonio, TX.

Lewis, K. A. (2017). Practicing Positive Discipline & Cultivating Resiliency in Diverse, Differently Abled Young Children, SMAEYC Spring Workshop 2017 Southmost Association for the Education of Young Children. Brownsville, TX.

Lewis, K. A. (2017). Access Equity in Online Learning: Strategies for Including Deaf & Hard of Hearing Students, COLTT - Excellence in Online Learning Conference: A Year of Access in Online Education UTRGV Center for Online Learning and Teaching Technology (COLTT). Edinburg, TX.

Lewis, K. A. (2017). Do Good: Service as a habit of mind to cultivate a living legacy of integrity, hope & strength in communities, 50th Anniversary: Founders Day Corpus Christi Alumnae Chapter: Delta Gamma. Corpus Christi, TX.

Lewis, K. A., & Koonce, J., (2017). Cultivating an Ethic of Care: Students Learning from Professors Outside their Culture, Fitting In/Standing Out. The Psychology of Groups Southwestern Psychological Association (SWPA). San Antonio, TX.

Lewis, K. A., Espinosa-Dulanto, M., Koonce, J., & Viren, V. (2017). Cultivating an Ethic of Care at a HSI: Individual Stories and a Collective Narrative, Special Interest Research Group (SIRG) Exhibition UTRGV College of Education & P-16 Integration and RGV Focus. Brownsville, TX.

Lowdermilk, J., & Pecina, J. (2017). Special Education Law, 23rd Annual SPI Counselors’ Institute. Counselors’ Institute. South Padre Island, TX.

Manusov, E., Pasupuleti, **Lowdermilk, J.,** Melgoza, I., Nelson, L., Leal, S., & Ramirez, A. (2016). Success Takes HEART (Health Education and Resilience Therapy). 2016 International Research Conference National Association of Hispanic and Latino Studies. South Padre Island, TX.

Martinez, J. (2016) El Impacto de la Integración de Tecnología en el Campo de la Educación. Hispanic Educational Technology Services Online Journal, 7. <http://hets.org/ejournal/2016/11/10/el-impacto-de-la-integracion-de-tecnologia-en-el-campo-de-la-educacion-2/>

Pecina, J., & Lowdermilk, J., (2016). Including All Students. RGV Down Syndrome Annual Conference at Doctors Hospital at Renaissance. McAllen, TX.

Razo, N., (2016). “Don’t Judge Me”: Teens Facing Mental Health Issues, UNIDAD Coalition 2016 Community Interventions Conference. Weslaco, TX.

Razo, N. (2016). Youth Mental Health First Aid USA, UTRGV-Continuing Education. McAllen, TX.

Rivas, A., **García de Alba, R.,** Curts, J., & **Medrano, H.** (2016). Repositioning the Measurement of Quality in Early Care and Education to Latino Families along the Border. International Research Forum National Association of Hispanic and Latino Studies. South Padre Island, TX.

Salinas-Gonzalez, I., Arreguin-Anderson, M. G., & Alanis, I. (2016). Scaffolding language and literacy of young dual language learners in the preschool classroom through socio-dramatic play, National Association for the Education of Young Children NAEYC. Los Angeles, CA.

Salinas-Gonzalez, I., & Whitacre, M. (2016). Creating an Engaging Classroom Environment that Facilitates Content and Academic Proficiency in Two Languages Through Bilingual Learning Centers, Texas Association for Bilingual Education TABE. Galveston, TX.

Salinas-Gonzalez, I., & Whitacre, M. (2016). Dramatic Play Can Enhance Learning and Literacy Development, Texas Association for Bilingual Education TABE. Galveston, TX.

Ward, H. C. (2016). Dyslexia 101. Accessibility Awareness Campaign UTRGV Accessibility Office. Brownsville, TX.

Ward, H. C., Chamberlain, S., & Frias, P. P. (2016). LD Teacher Education Model for Developing ESSA Teacher Competencies. 38th International Conference on Learning Disabilities. Baltimore, MD.

Zimmer, K. E., & **Alvarez McHatton, P. M.** (2016). Developing Interdisciplinary Teacher Preparation Programs: Effectively Instructing Teacher Candidates to Education Diverse Populations. Teacher Division of Council for Exceptional Children Teacher Division of Council for Exceptional Children. Lexington, KY.

ORGANIZATION AND SCHOOL LEADERSHIP

PUBLICATIONS

Guerra, F. R., Zamora, R., Hernandez, R. & Menchaca, V. D. (2017). University strategic planning: A process for change in a principal preparation program. *International Journal of Educational Leadership Preparation*, 12(1), 83-97.

Menchaca, V. D., Mills, S. J., & Leo, F. (2016). Latina titans: A journey of inspiration. *Administrative Issues Journal*, 2(6), 96-115.

Munoz, A. J., Pankake, A. M., **Mills, S. J., & Simonsson, M.** (2017). Nurturing leadership: Equitable mentoring for the superintendency. *International Journal of Leadership in Education*, 1-9, <http://dx.doi.org/10.1080/13603124.2017.1318955>.

PRESENTATIONS

Charlton, C., Pierce, V., & **Mills, S.** (2016). College preparation in long and short course formats. College for All Conference PSJA. McAllen, TX.

Garcia, A., Abrego, J. C., & Garcia, M. (2017). Using the jigsaw method in higher education. Mid-Winter Conference Texas Association of School Administrators. Austin, Texas.

Guerra, F., & Garcia, A. (2016). Engaging Family and Community Relationships to Better Serve Students with Mental Health Needs, UTRGV Critical Issue Conference Department of Organization & School Leadership. McAllen, Texas.

Guerra, F., & Guajardo, F. (2016). An Oral History of Bilingual History in the Borderlands of South Texas, University Council of Educational Administrators (UCEA). San Diego, CA.

Guerra, F., Tiwari, A., Razo, N., & Cavazos, L. J. (2016). Teachers’ Perception of Mental Health among Middle School Students in South Texas, University Council of Educational Administrators (UCEA). Detroit, Michigan.

Hernandez, R. & Zamora, R. (2016). Redesigning a principal preparation program through school district partnerships. University Council for Educational Administration. Detroit, MI.

Lowe, J. M., & Menchaca-Ochoa, V. D. (2016). The interface between facilities and student learning in rural schools. 108th National Rural Educational Association Conference & Research Symposium. Columbus, OH.

Menchaca-Ochoa, V., Estrada, V., & Lowe, J. (2016). Findings of a study on administrators in small rural schools. NAHLS International Research Conference. South Padre Island, TX.

Menchaca-Ochoa, V., & Mills, S. (2016). Two Latina school leaders: Stories of success. NAHLS International Research Conference National Association of Hispanic & Latino Studies, South Padre Island, TX.

Mills, S. J., & Menchaca-Ochoa, V. (2016). Latina school leadership. Women’s Educational Leadership Conference. Lincoln, NE.

Watt, K., & Sears, T. (2016). STEM, U-Teach, and AVID for higher education (AHE): Teacher preparation partnering for student success. AVID National Conference AVID Center. Dallas, TX.

Zamora, R. (2016). Building Systemic Capacity for Transforming 21st Century Schools: Leadership Matters, Inaugural International Critical Issues Leadership Conference, Department of Organization and School Leadership, UTRGV. McAllen, TX.

TEACHING AND LEARNING

PUBLICATIONS

- Chapman, A., Ward, H. C., Tiwari, A.,** Weimer, A., Duran, J., **Guerra, F., Sale, R.** (2017). The Role of language in anatomy and physiology instruction. *American Biology Teacher*, 3(79), 184-190.
- Chapman, A.,** Chila, A., McAllister, T., Aguilar, V. (2016). Measuring metabolism: Examining the effects of temperature on the metabolic rates of beetles. *The Science Teacher*, 7(83), 55-60.
- Corbeil, M. E., Corbeil, J. R.,** & Khan, B. H. (January (2017). A framework for identifying and analyzing the major issues surrounding the implementation of big data and data analytics in e-learning. *Educational Technology: The Magazine for Managers of Change in Education*, 57(1), 3-9.
- Corbeil, J. R., Corbeil, M. E.,** & Khan, B. H. (Eds.). (2017). Big data and data analytics in E-learning in educational technology [Special issue]. *Educational Technology: The Magazine for Managers of Change in Education*, 57(1).
- Corbeil, J. R., Corbeil, M. E.,** & **Rodriguez, I. E.** (2016). Digital badges: Adding professional value to a fully online undergraduate educational technology minor. *Issues in Information Systems*, 17(3), 124-137.
- De leon, L.** (2016). A Meta-Interpretation of Teacher Dispositions in 2D Online and 3D Virtual Environments. In P. Franks (Ed.), *Teaching and Learning in Virtual Environments: Archives, Museums, and Libraries* (pp. 15-25). ABC-CLIO, Santa Barbara, CA.
- De leon, L. & Whitacre, M.** (2017). The case for technology supported service learning: How chronicled videos enriched pre-service bilingual teachers' understanding of community. *International Journal of Humanities and Social Science Invention*, 6(1), 31-39.
- Diaz, M. E.** (2017). "En la casa yo me encargo del español": Low-income Latino/a parents fostering biliteracy in a US-Mexico border community. *Santiago de Cuba, Cuba.: Nuevos Estudios sobre Comunicación Social, II*, 582-586.
- Diaz, M. E.** (2016). "Pues aquí en la casa, se aprende español": Spanish literacy development in a Texas border colonia. *Journal of Bilingual Education, Research & Instruction*, 1(18), 29-54.
- Estrada, V., Davis, V.,** & **Reyes, M.** (2017). Modern educational reforms in India and the U.S. *International Journal of Learner Diversity and Identities*, 2(24), 1-10.
- Garcia, C.** (2016). Lessons for the general classroom: Strategies for working with autistic children in a predominately Latino classroom. *National Social Science Journal*, 2(45), 22-30.
- Jones, I. S.,** & Blankenship, D. (2017). Student Perceptions of Online Courses. *Research in Higher Education*, 32. Retrieved from <http://www.aabri.com/manuscripts/162499.pdf>
- Lu, M.-T. P.,** Shin, Y., & Overton, T. (2016). Pre- and In-Service Teachers' Perceptions of Learning through Research Workshops in a Hispanic-Serving Institution in USA: A Review of Two Years' Accumulative Data. *Journal of Education and Learning*, 2(5), 84-99.
- Martinez, J.** (November, 2016) El Impacto de la Integración de Tecnología en el Campo de la Educación. *Hispanic Educational Technology Services Online Journal*, 7. <http://hets.org/ejournal/2016/11/10/el-impacto-de-la-integracion-de-tecnologia-en-el-campo-de-la-educacion-2/>

Morgan, B. M., & Alcocer, L. F. (2016). Descriptive comparison of Hispanic doctoral students with Carnegie initiative of the doctorate national survey results. *American Journal of Education and Learning*, 2(1), 14-22. [http://onlinesciencepublishing.com/assets/journal/JOU0024/ART00043/1478155461_AJEL-2017-2\(1\)-14-22.pdf](http://onlinesciencepublishing.com/assets/journal/JOU0024/ART00043/1478155461_AJEL-2017-2(1)-14-22.pdf)

Morgan, B. M., & Alcocer, L. (2016). Descriptive comparison of Hispanic doctoral students with Carnegie initiative of the doctorate national survey [Monograph]. *Proceedings of International Research Forum*, 344-357. South Padre Island, TX.

Meadows, B., & **Neumann, J. W.** (2017). What does it mean to assess gifted students' perceptions of giftedness labels? *Interchange*, 2(48), 145-165.

Neumann, J. W., & Gilbert, W. (2017). Use writing to develop students' thinking. *The Social Studies Texan*, 1(33), 41-43.

Neumann, J. W. (2016). *A Professor's Guide to Writing Essays: The No-Nonsense Plan for Better Writing*. Jacob Neuman, Edinburg, TX.

PRESENTATIONS

Castillo, I., **Estrada, V.,** & **Menchaca-Ochoa, V.** (2017). Hispanic female superintendents securing positions at small rural school districts: A case study approach. Annual Meeting of American Educational Research Association. San Antonio, Texas.

Castillo, I., **Estrada, V.,** & **Menchaca-Ochoa, V.,** (2016). A case study on administrators in small rural districts. NAHLS International Research Conference. South Padre Island, TX.

Chapman, A., Srinivas, R., & **Sale, P.** (2017). Efficacy of Multiple Vocabulary Strategies in High School Anatomy for Bilingual Learners, 2017 Annual Meeting of National Association for Research in Science Teaching NARST. San Antonio, Texas.

De la Pena, L.*, Lozano, E.*, Lopez, E.*, Olvera, N.*, & **Chapman, A.** (2017). Attitudes Toward STEM: Factors that May Influence Pre-College Hispanic Female Students' Performance in a STEM Summer Camp., 9th Conference on Understanding Interventions that Broaden Participation in Science Careers Understanding Interventions. San Antonio, Texas.

Chapman, A., Rodriguez, F.*, Hinojosa, E.*, Morales, L.*, Tijerina, Y.*, & del Bosque, V.*(2017). Gender Differences: An Investigation of Hispanic Students Learning in a STEM Summer Camp, 9th Conference on Understanding Interventions that Broaden Participation in Science Careers Understanding Interventions. San Antonio, Texas.

Chapman, A. (2016). First and Second Language Vocabulary Strategies in high school anatomy classrooms, Texas Association for Bilingual Education TABE. Edinburg, Texas.

Corbeil, J. R., & **Corbeil, M. E.** (2017). Digital badges: Motivating learners to excel while adding professional value to their college degrees. OLC Innovate 2017 Conference Online Learning Consortium. New Orleans, LA.

Corbeil, J. R., & **Corbeil, M. E.** (2017). Promoting social learning by wrapping an LMS around a blog. Texas Distance Learning Association (TxDLA) Conference Texas Distance Learning Association. Galveston, TX.

Corbeil, J. R., Corbeil, M. E., & **Rodriguez, I. E.** (2016). Digital badges: Adding professional value to a fully online undergraduate Educational Technology minor. 56th Annual IACIS International Conference International Association for Computer Information Systems. Nashville, TN.

Corbeil, M. E., & **Corbeil, J. R.** (2017). An iPad Pro for the teacher on the go!, Apple Initiative Summit College of Education and P-16 Integration, UTRGV. Brownsville, TX.

Deleon, L., (May 26, 2017). Chasing Ghosts in the Machine: A Discourse Analysis of the Reinvented Learner Role in a Gamified Course. Thirteenth International Conference on Technology, Knowledge & Society, Common Ground Research Networks in Toronto, Ontario, Canada.

Deleon, L., Mills, S., Paulette, T., & Rose, R. (2017). Panel Discussion: Convergence of Minds in Accessibility. Excellence in Online Learning Conference: A Year of Access Center for Online Learning, Teaching, and Technology, Edinburg, TX.

Diaz, M. E. & Bussert-Webb, K. (2016). Countering myths about low-income recent immigrant Latino parents. Paper presented at the National Association of African American Studies and Affiliates. South Padre Island, TX.

Estrada, V., & Chamberlain, S. P., (2017). Attracting High School Students to Teaching: A P-16 Initiative, Conference on Academic Research in Education (CARE). Las Vegas, NV.

Estrada, V., & Menchaca-Ochoa, V., (2017). Creating grounded theory about teaching in small rural school districts. Ethnography and Qualitative Research Conference. Las Vegas, NV.

Garcia, C., & de la Rosa, R., (2017). Developing and Blueprinting a New Leadership Studies Program in a New HSI in South Texas. National Technology & Social Science Conference National Social Science Association. Las Vegas, NV.

Garcia, C., & Jauregui, J., (2016). Exploring Teacher Candidates' Perceptions for Lack of Success on Pedagogy Exams. International Research Forum National Association of Hispanic and Latino Studies & The University of Texas Rio Grande Valley. South Padre Island, TX.

Garcia, J. A., & **Lu, M.-T. P.** (2016). A Discussion of Research in Progress: Hispanic Students' Perception of Instructors' and Teaching Assistants' Credibility. International Research Conference National Association of Hispanic and Latino Studies. South Padre Island, TX.

Jewett, L. M. (2017). Teaching and Other Border Violences. American Association for the Advancement of Curriculum Studies AAACS. San Antonio, TX.

Jewett, L. M. (2017). Curricular resacas: Plunging into Postmoderns with Bill Doll Jr. American Association for the Advancement of Curriculum Studies (AAACS). San Antonio, TX.

Jewett, L. M., & Telese, J. A. (2017). When the Whole Winds Up Less Than the Sum of Its Parts: The Fuzzy Curricular Math of STEM. American Education Research Association. San Antonio, TX.

Jewett, L. M., & Telese, J. A. (2017). Mathematics Education and the Discursive Power of STEM. Southwest Education Research Association 2017 Annual Meeting. San Antonio, TX.

Jones, I. S., & Blankenship, D. C., (2017). Field Dependent/Field Independent Learning Styles of Online Hispanic Students, American Society of Business and Behavioral Science 24th Annual Conference (ASBBS). Las Vegas, NV.

Jones, I. S., & Blankenship, D. C. (2016). Comparing Learning Preferences and the Online Classroom Experience for Students at a Southern Predominately Hispanic University. American Society of Business and Behavioral Science 24th Annual Conference (ASBBS). Las Vegas, NV.

Lu, M.-T. P., (2017). Educational Positive Psychology and Its Implementation, Implication, and Impact/ American Association of Behavioral and Social Sciences (AABSS) Annual Conference. Las Vegas, NV.

Lu, M.-T. P., (2017). The Role of Humanistic, Cultural, and Family Factors on Latina/o Students' Life Satisfaction. American Association of Behavioral and Social Sciences (AABSS) Annual Conference. Las Vegas, NV.

Lu, M.-T. P. (2016). *Educational Positive Psychology and Its Impact on Bio-Medical Science Majors' Life Education in an HIS*. International Research Conference National Association of Hispanic and Latino Studies. South Padre Island, TX.

Lu, M.-T. P. (2016). Learning from Our Next Generation: The Sunflower Movement and Taiwan's Citizen Education. International Research Conference National Association of Hispanic and Latino Studies. South Padre Island, TX.

Lu, M.-T. P. (2016). Mentors' Perspectives on Undergraduate Science Majors' Learning in an HSI. International Research Conference National Association of Hispanic and Latino Studies. South Padre Island, TX.

Lu, M.-T. P. (2016). Perspectives of CAQDAS Learning and Implementing from Novices: A Case Study. International Research Conference National Association of Hispanic and Latino Studies. South Padre Island, TX.

Lu, M.-T. P., (2016). 3D Animations and Etymological Videos for Chinese Character Learning. The 2016 Association of Psychological Science (APS) 28th Annual Convention. Chicago, IL.

Lu, M.-T. P. (2016). Educate to Motivate: Educational Positive Psychology, The 2016 RGV Counseling Association (RGVCA) 22nd Annual Convention RGV. South Padre Island, TX.

Lu, M.-T. P. (2016). A New Chapter of Taiwan's Democracy: Student Movements and 2016 Election Results. The American Association for Chinese Studies (AACS) 58th Annual Conference, Malibu, CA.

Lu, M.-T. P. (2016). Stay Active/ Stay Positive: Research and Personal Development. UTRGV 2016 Fresh Start Conference. Edinburg, TX.

Lu, M.-T. P. (2016). Stay Active/ Stay Positive: Research and Personal Development, UTRGV 2016 Fresh Start Conference. Brownsville, TX.

Lu, M.-T. P., Gonzalez, S. L., & Tsay, J.-J. (2016). Effective Mentoring Workshops for Future Scientists in a Minority Serving Institution. International Research Conference National Association of Hispanic and Latino Studies. South Padre Island, TX.

Lu, M.-T. P., Tsay, J.-J. (2016). Lessons Learned from Flipped Classroom for Statistics Teaching and Learning: PBL for In-Service Teachers. International Research Conference National Association of Hispanic and Latino Studies. South Padre Island, TX.

Martinez, J., Garcia, F. (2017). The Use of Blackboard ePortfolios as an Alternative Summative Assessment Method for Hispanic Students. Texas Association for Bilingual Education Conference (TABE). South Padre Island, TX.

Martinez, J., Garcia, F. (2016). Navigating the Complexity of Blackboard ePortfolios. International Research Conference of the National Association of Hispanic and Latino Studies (NAHLS). South Padre Island, TX.

Martinez, J., Buhidar, P., De La Cruz, Y., & Porras, A. (2017). *Community Engagement Panel*, UTRGV Engaged Scholarship Symposium. Edinburg, TX.

Martinez, J., & Garza, E. (2017). Service Learning & How I Can Use it in the Classroom, General Faculty Development Program UTRGV Office of the Vice Provost for Faculty Affairs. Brownsville, TX.

Martinez, J., & Ledingham, C. (2017). RedRover Reader Program Implementation. Conference on Academic Research in Education. Las Vegas, NV.

Morgan, B. M., & Alcocer, L. (2016). Carnegie initiative of the doctorate survey results compared to South Texas Hispanic doctoral students (2007-2014). National Association of Hispanic and Latino Studies, South Padre Island, TX.

Morgan, B. M., & Alcocer, L. (2016). Descriptive comparison of Hispanic doctoral students (2007-2014) with Carnegie initiative of the doctorate national survey results. Curriculum and Pedagogy Group, 16th Annual Conference. Cleveland, OH.

Morgan, B. M. (2017). Qualitative results: Hispanic doctoral student challenges. Conference for Academic Research in Education. Las Vegas, Nevada.

Morgan, B. M. (2017). Pros and cons of an education specialist degree. American Association of Behavioral Social Sciences. Las Vegas, Nevada.

Sale, P., Ward, H. C., Chapman, A., & Tiwari, A. (2016). RGV Special Education Research Consortium-Mentoring for Success. 38th International Conference on Learning Disabilities Council of Learning Disabilities, San Antonio, TX.

Telese, J. A. (2017). Secondary Mathematics Teachers Attitudes and Self-Efficacy. 44th Annual Meeting of the Research Council on Mathematics Learning Research Council on Mathematics Learning. Fort Worth, TX.

* Indicates undergraduate students

STUDENT RECOGNITION

Bilingual and Literacy Studies

Deidra Tafolla, second-year graduate student in the Bilingual Education Program, was recently awarded the opportunity to intern in Washington D.C. through the prestigious Archer Center’s Graduate Program in Public Policy. Deidra is a resident of Edinburg and a graduate from the University of Texas at Austin. She is also the President of the Graduate Association for Bilingual Education (GABE), a student organization that advocates for bilingual children and families. The Archer Center’s Graduate Program is only awarded to thirty students across The University of Texas System. This program was established in 2010 by the UT System and it is a highly competitive public policy fellowship program that allows students to learn about public service and the federal government at the nation’s capital. Deidra will gain valuable knowledge and a wealth of experience this upcoming summer, living and working in Washington, D.C. She hopes to integrate this experience in her master thesis as well.

Human Development and School Services

Perla Frias-Perez, a student in our Early Childhood Special Education M.Ed. program, received the UTRGV 2017 International Female Student Award. The purpose of the award is to recognize the academic excellence of international female students. Ms. Frias-Perez maintained a 4.0 GPA throughout her program of study and participated in multiple service projects including (a) sponsoring a Spanish Club and (b) taking part in a partnership project between San Benito CISD and UTRGV Brownsville special education program. In addition, she has presented at various conferences including the Council for Exceptional Children Conference and EXPO and the Southmost Association for the Education of Young Children Semi-Annual Conference.

Teaching and Learning

Luis Alocer, a student in the Doctorate of Education in Curriculum and Instruction, with a specialization in Higher Education was awarded the “NAFSA Diversity Impact Program 2017” from NAFSA–Association of International Educators.

Vicky Sandoval, a doctoral student in the Doctorate of Education in Curriculum and Instruction with a specialization in Educational Technology, was the highly-commended recipient of the 2016 Emerald/HETL Education Outstanding Doctoral Research Award from her research titled, The

Development of an E-Learning Usability Scale for Higher Education. In addition, she received the Jay Liebowitz Outstanding Student Research Award for her article titled, “The Re-Design Process of an Instrument to Evaluate Usability in Online Courses.”

Ariana Garza, a first-year chemistry teacher and graduate student pursuing an M.Ed. in Curriculum and Instruction with a specialization in Science Education, has implemented a Project Based Instruction (PBI) unit to engage her students in a rigorous project that would incorporate science, technology, engineering, and math (STEM). The project challenged high school students to build a greenhouse from recycled water bottles. Not only does this elaborate project involve STEM, but it also helps high school students become more aware of environmental issues and the need for recycling.

Ms. Garza wants her students to walk away with the firm belief that is no matter their gender or race, they can become scientists and engineers. Her goal is for this experience to mitigate their stereotypes about who can become a STEM professional. Her students learned that dedication and persistence is required to follow through difficult challenges that they may be faced with, such as engineering challenges when building their greenhouse.

Organization and School Leadership

Doctoral student, **Ms. Claudia Vela**, was invited to the David Clark National Graduate Student Research Seminar in Educational Administration & Policy. The Clark Seminar brings together emerging K-12 educational leadership and policy scholars with noted researchers for two days of presentations, generative discussion, and professional growth. The group met in April at the AERA conference in San Antonio, Texas.

STUDENT RESEARCH

Undergraduate

HOLMES CADETS

Poster Presentation March 2nd 2017:

The five Cadets presented at the AACTE Holmes Conference in Tampa, Florida. Numerous faculty and other scholars from universities across the US visited their poster. For one and half hours they engaged in scholarly discussions during which they defended their research and responded to questions about their work. In addition to participating in the poster presentation, they also attended other events at the conference including attending presentations and participating in a Q&A session with Shaun Harper.

See AACTE ED PREP Matters Blog highlighting the Cadet’s presentation (<http://edprepmatters.net/2017/03/texas-holmes-cadets-present-research-at-aacte-annual-meeting/>)

Gutierrez, K., Johnson, T., Kazen, J., Moya. A. & Rodriguez, S. (2017). Barriers: From the Border Wall to the Classroom Wall. Presented at the Holmes Program Pre-Conference of the 69th annual meeting of the American Association of Colleges for Teacher Education, in Tampa, FL.

Johnston, T., Kazen, J., Gutierrez, K. M., Moya, A., & Rodriguez, S. (2017). Barriers: From the border wall to the classroom wall. 2nd Annual Student by Student Technology and Leadership Academy, McAllen, TX.

UTeach Teacher Candidates

Nine prospective secondary math and science teachers co-presented at the 9th Annual 2017 Understanding Interventions that Broaden Participation in Science Careers in San Antonio. Students presented findings from research investigating factors that influence Hispanic female participation and success in science, technology, engineering, and mathematics (STEM). The presentation was so well received that the students were invited to lead a plenary session at the 2018 Understanding Interventions Conference in Baltimore. Travel for students was made possible through the successful application of two Undergraduate Research Initiative grants.

Rodriguez, F., Del Bosque, V., Hinojosa, E., Morales, L., Tijerina, Y., & **Chapman, A.** Gender Differences: An Investigation of Hispanic Students Learning in a STEM Summer Camp. Deeper Dive Presentation at 2017 9th Annual Understanding Interventions that Broaden Participation in Science Careers. March 3-5, 2017, San Antonio Texas.

De la Pena, L., Lozano, E., Olvera, N., & **Chapman, A.** Attitudes Towards STEM: Factors that May Influence Pre-College Hispanic Female Students Performance in a STEM Summer Camp. Deeper Dive Presentation at 2017 9th Annual Understanding Interventions that Broaden Participation in Science Careers. March 3-5, 2017, San Antonio Texas.

Doctoral

Organization and School Leadership: Doctorate of Education in Educational Leadership

PRESENTATIONS

Holland, A. (2016). Transforming the educational experiences of students. The International Critical Issues Leadership Conference, McAllen, TX.

Holland, A. (2017). Personalized education for every student? Yes! With blended learning! TASA Mid-Winter Conference, Austin, TX.

Salinas, J. (2016). UTRGV B3 Institute: Building a dual language education community across the Rio Grande Valley. The National Association of Hispanic and Latino Studies, South Padre Island, TX.

Salinas, J. (2016). Voice of STEM professors: Reflections on student success. The National Association of Hispanic and Latino Studies, South Padre Island, TX.

Vela, C. (2016). Inclusive education in Mexico and the United States: Perceptions of pre-service teachers. The National Association of Hispanic and Latino Studies, South Padre Island, TX.

Vela, C. (2017). Pre-service teachers’ perceptions of inclusive education (Poster Session). The National Association of African American Studies & Affiliates, Dallas, TX.

Vela, C. (2017). Faculty perceptions of effectiveness and impact of professional development for teaching, research, and service (Poster Session). The 2017 David L. Clark National Graduate Student Research Seminar in K-12 Educational Administration and Policy, San Antonio, TX.

Teaching and Learning: Doctorate of Education in Curriculum & Instruction

PUBLICATIONS

Alcocer, L. F., & Martinez, A. (2017). Mentoring Hispanic students: A literature review. *Journal of Hispanic Higher Education*, 1538192717705700.

Morgan, B.M. & Alcocer, L. F. (2017). Descriptive comparison of Hispanic doctoral students (2007-2014) with Carnegie Initiative of the Doctorate national survey results. *American Journal of Education and Learning*, 2(1): 14-22.

Sandoval, Z. V. (2016). The re-design process of an instrument to evaluate usability in online courses. *Issues in Information Systems*, 17(3), pp. 77-88.

Treviño Espinosa, M.E. (2017). The death of my Mexican name. In E. Barbian, G.C. Gonzalez., & P. Mejia, (Eds.), *Rethinking bilingual education*, (pp. 11-12). Milwaukee, WI: Rethinking Schools LTD.

PRESENTATIONS

Atterberry, M. (2016). A Call for Curricular Inclusion of Students with Disabilities in Higher Education. Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH.

Atterberry, M. (2017). Literature review on best online practices for deaf and hard of hearing students in higher education. Paper presented at the Excellence in Online Learning Conference “The Year of Access in Online Education”, University of Texas Rio Grande Valley, Edinburg, TX.

Burkott, B. (2016). A review of curriculum used with blended learning. Paper presented at 17th Annual Curriculum and Pedagogy Conference: Cleveland, OH.

Canales, D.J. (2016). Is blended learning the next paradigm shift in education. Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH.

Garcia, C. (2016). A Currere examination of classroom computer technology Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH.

Gomez, B. (2017). Using the currere process to portray the transformational journey of a Latina professor. Paper to be presented at the South Africa International Conference hosted by The National Association of African American Studies & Affiliates, Durban, South Africa.

Gomez, B. (2017). The testimonio of a bilingual student serving as a bilingual teacher. Paper presented at The American Association for the Advancement of Curriculum Studies. San Antonio, TX.

Gomez, B. (2016). Critical exploration of a Hispanic writing teacher and the inherent obligations, influences, and impact on serving minorities. Paper presented at the International Research Forum at The National Association of African American Studies & Affiliates Conference, South Padre Island, TX.

Gomez, Belinda. (2016). A mix method study on the role of educational technology in bilingual Education. Paper presented at 17th Annual Curriculum and Pedagogy Conference. Cleveland, OH.

Gomez, C. (2016). Cooperative learning. Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH.

Groves, P., & Valencia, G. (2016). AVID: Collaboration and inquiry. Presentation at the UTRGV Student Teacher Professional Development Day, Brownsville, TX.

Groves, P. (2016). Augmented reality: Body systems. Presentation at the Conference for the Advancement of Science Teaching, San Antonio, TX.

Groves, P. (2016). Technology extravaganza. Presentation at the UTRGV U-Teach Summer Professional Development Workshop, Brownsville, TX.

Guanzon, A. (2016). Cooperative learning and English language learners. Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH.

Guillen, E. (2016). Integrating Technology into Curriculum for English Language Learners. Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH.

Hayward, L. (2016). Making spaces for voice and learning using touchscreen devices. Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH.

Jewett, L. & Treviño Espinosa, M.E. (2017). Teaching and other border violences. A paper presented at the 2017 Annual Conference of the American Association for the Advancement of Curriculum Studies. San Antonio, TX.

Lopez, S. (2016) Perspectives from international students: A survey on an international campus. Paper presented at the 17th Annual Curriculum and Pedagogy Conference. Cleveland OH.

Luna, N. A. (2016). This complex organ called “The Brain”. Paper presented at 17th Annual Curriculum and Pedagogy Conference. Cleveland, OH.

Perez-Jimenez, P. (2016). If my brother is a zombie: Narrative inquiry as metaphor of decolonization. Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH

Sifuentes, M. (2017), Engaging bilingual students’ pluriliteracies in an ELA classroom. Paper presented at the 46th Annual Meeting of the National Association of Bilingual Education. Dallas, TX.

Treviño Espinosa, M.E. (2016). Border violence and Testimonio. A paper presented at the 2016 Texas Association for Bilingual Education.

Treviño Espinosa, M.E. (2017). Don’t leave your ELLs behind: Empower English language learners with technology. Presentation at the 23rd Annual Conference of the Rio Grande Valle Texas Association for Bilingual Education Conference. South Padre Island, TX.

Treviño Espinosa, M.E. (2017). Empowering parents through Spanish technology courses: Parental involvement at its best. Presentation at the 23rd Annual Conference of the Rio Grande Valle Texas Association for Bilingual Education Conference. South Padre Island, TX.

Treviño Espinosa, M.E. (2016). A critical lens of teaching in la frontera. Paper presented at 17th Annual Curriculum and Pedagogy Conference. Cleveland, OH.

Treviño Espinosa, M.E. (2016). The death of my Mexicannes. Paper presented at the International Research Forum at The National Association of African American Studies & Affiliates Conference, South Padre Island, Texas.

Sandoval, Z. V. (2016). The re-design process of an instrument to evaluate usability in online courses. Paper presented at the 56th Annual IACIS International Conference, Nashville, TN. October 5-8, 2016.

Williams, Z. (2016). The lived curriculum of caregiving: Me, my mother, and Alzheimer’s Paper presented at the 17th Annual Curriculum and Pedagogy. Cleveland Ohio.

Williams, Z. (2016). Providing for my mother: A lived curriculum of care. Paper presented at the International Research Forum at The National Association of African American Studies & Affiliates Conference, South Padre Island, Texas.

Zapata, S. (2016). An analysis of student-centered learning: A curricular trend. Paper presented at the 17th Annual Curriculum and Pedagogy Conference, Cleveland, OH.

Doctor of Education Graduates

Ed.D. in Educational Leadership

Fall 2016

DANIEL GALDEANO

Dissertation Title: Academic Relationships Between At-Risk High School Students and Teachers Within an Alternative School Setting: “It is More Than Just Academics, It’s Attitude

Committee Chair: Dr. Miguel de los Santos

OLIVIA HERNANDEZ

Dissertation Title: A Journey to Understand Dual Language and the Bilingual World: An Autoethnography of a Bilingual Program Director in an Urban District

Committee Chair: Dr. Francisco Guajardo

Spring 2017

LAUREN Y. ARCE

Dissertation Title: Elementary Teachers’ and Principals’ Concerns in the Implementation of Inclusion in a South Texas School District

Committee Chair: Dr. Shirley Mills

KIMBERLY BRUMFIELD

Dissertation Title: Secondary to Post-Secondary Education: Understanding First-Generation Students’ Perceptions of Transition

Committee Chair: Dr. Karen Watt

DARLA LISA CARDOZA

Dissertation Title: Empowering the Self, the Researcher, and the Leader: A Testimonio of a Latina in Higher Education

Committee Chair: Dr. Francisco Guajardo

SANDRA CERDA

Dissertation Title: Teacher Retention in Rural Schools Nested in Large Districts: An Ethnographic Qualitative Study

Committee Chair: Dr. Velma Menchaca & Dr. Veronica Estrada (Co-Chairs)

ERNESTO FIDEL RAMIREZ

Dissertation Title: Existing Con El Lobo, TRAVERSING La Frontera Con Mis Nepantla Coyotes, Y Buscando La Vida Del Zorro: An Autoethnographic Exploration of a Chicano in Academia

Committee Chair: Dr. Francisco Guajardo

ADRIANA VILLARREAL

Dissertation Title: A Critical Reflection of the Self: An Autoethnography of a Mexican American Educational Leader

Committee Chair: Dr. Francisco Guajardo

Ed.D in Curriculum and Instruction

Fall 2016

ZOROAYKA SANDOVAL

Dissertation Title: The Development of an E-Learning Usability Scale for Higher Education

Committee Chair: Dr. Maria Elena Corbeil



COLLEGE OF EDUCATION AND P-16 INTEGRATION

Brownsville: BMAIN 2.306 | Edinburg: EEDUC 3.102

Phone: Edinburg Campus | (956) 665-3627

Phone Alt: Brownsville Campus | (956) 882-5708

utrgv.edu/cep | cep@utrgv.edu

