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NOV 03 2015

GRADUATE STUDIES

Program request type: Undergraduate Graduate First Professional (ex., DVM, JD, MD, etc.)

Requested by the Department or Unit of: Latino/a and Mexican American Studies minor, on behalf of Sociology

Program Type, Level, Designation, Title, Description, Hours

Program Type: Certificate Program Degree Program

Program Level: UG Certificate Grad Certificate Bachelor Master Doctoral Professional

Degree Designation (i.e., BS, BA, MA, MS, MAg, MEd, PhD, EdD, etc.) _____

Title of proposed program: Graduate Certificate in Latino/a and Mexican American Studies

Proposed CIP Code (if known): 05.0203.0001

Brief program description (provide a catalog description for undergraduate and graduate certificates):

The Graduate Certificate in Latino/a and Mexican American Studies offers all graduate students at Texas A&M University an opportunity to develop an interdisciplinary graduate concentration in Latino/a and Mexican American Studies while pursuing a degree in a disciplinary degree. Latino/a and Mexican American Studies is an interdisciplinary field of study focused on issues connected with Mexican Americans, Puerto Ricans, and other US Latino/as. The certificate ensures that students have developed core knowledge and appreciation for interdisciplinary scholarship in this area.

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelors - 120 hours Masters - 30 hours

Proposed program hours: 12 _____ _____

*12 hours minimum to appear on transcript

Certificate Programs Embedded Standalone
Students take coursework that will result in a degree and certificate being earned at the same time. *Non-degree seeking students take coursework to earn a certificate only (no degrees are awarded).*

Off-Campus or Distance Delivery

% of Program a student can take off-campus or through Distance Education

	<u>Program Start Date</u>	<u>SACS Approval**</u>	<u>When Provost needs to inform SACS</u>
<input type="checkbox"/> 25%	_____	Notification Only	-----
<input type="checkbox"/> 50%	_____	Approval Required	6 months before first day of program
<input type="checkbox"/> 80%	_____	Approval Required	6 months before first day of program
<input type="checkbox"/> 100%	_____	Approval Required	6 months before first day of program

**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.

Program Delivery Mode

Location
 On-campus Through regularly held courses
 Broadcast / TTVN _____
 Specific off-campus location*** _____
 Distance Education / Internet In-State Out-of-State Start Date _____
 Out-of-Country Will this program be offered with another institution? Yes No
If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

***Is this an approved SACS location? Yes No If no, a program prospectus must be sent to SACS.
Approved locations as of March 2012: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, CityCentre-Houston, Dubai and Saudi Arabia.

Program Funding

Has program funding been finalized at the department or college level? Yes No
If no, explain or attach budget: No funds are being requested

Will new costs for the first five years of the program be under \$2 million? Yes No
If new costs exceed \$2 million, coordinating board approval is required.

Submitted by (Contact Person):

Pat Rubio Goldsmith

pgoldsmith@tamuc.edu

Name

Email

Associate Professor, unofficial director of L.M.A.S

262 515-4647

Title

Phone

Certification Statement

By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*.

Use additional signature lines if program is between three or more departments or colleges

Jane Sell 10/7/2015
Signature, Department Head or Interdisciplinary Program Chair Date

Signature, Department Head or Interdisciplinary Program Chair (if joint program) Date

Jane Sell
Typed or Printed Name

Typed or Printed Name

[Signature] 11/2/15
Chair, College Review Committee Date

Chair, College Review Committee Date

Jerry H. Dorsey 11/2/15
Dean of College Date

Dean of College Date

[Signature] 12-15-15
Chair, University Curriculum Committee or Graduate Council Date

Chair, University Curriculum Committee or Graduate Council Date

Additional Approvals Required: Faculty Senate and President

New Program Request Form for Certificate Programs

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. **Institution:** Texas A&M University

2. **Program Name** – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

Graduate Certificate in Latino/a and Mexican American Studies

3. **Proposed CIP Code:** 05.0203.0001

4. **Brief Program Description** – Describe the program and the educational objectives:

The Graduate Certificate in Latino/a and Mexican American Studies offers all graduate students at Texas A&M University an opportunity to develop an interdisciplinary graduate concentration in Latino/a and Mexican American Studies while pursuing a degree in a disciplinary degree. Latino/a and Mexican American Studies is an interdisciplinary field of study focused on issues connected with Mexican Americans, Puerto Ricans, and other US Latino/as. The certificate ensures that students have developed core knowledge and and appreciation for interdisciplinary scholarship in this area.

Number of Semester Credit Hours Required: 12

5. **Administrative Unit** – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

Department of Sociology

6. **Proposed Implementation Date** – Report the first semester and year that students would enter the program:
Fall 2016

7. **Contact Person** – Provide contact information for the person who can answer specific questions about the program:

Name: Pat Rubio Goldsmith
Title: Associate Professor
E-mail: pgoldsmith@tamu.edu
Phone: 262-515-4647

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

According to the Pew Hispanic Center, Latinos constituted 17.1% of the United States population in 2013, up from 6.5% as late as 1980. Almost 1 in 5 Latinos (18.8%) live in Texas. In future years, Latinos will become a larger share of the Texas population because the Latino population is much younger (with a median age of 27) than the non-Hispanic white population (with a median age of 42). As this population grows, academic programs to serve Latino students and to provide advanced training to serve the community will be in greater need. Institutions of higher education are responding to these changes. For example, UT-Austin has created a Latino and Mexican American Studies Department, which offers a Masters degree, and the University of Arizona has added a doctoral degree in the Department of Mexican American Studies. Developments in the graduate curriculum at Texas A&M University have not kept pace with these national trends. Texas A&M faculty in the Departments of Sociology, History, Political Science, Hispanic Studies, Performance Studies, Educational Psychology and others are renowned for research on Latinas and Latinos. Yet the university offers no graduate credential of any kind in this area. The proposed graduate certificate in Latino/a and Mexican American Studies provides students with advanced interdisciplinary knowledge of the field and an official recognition of their accomplishments. By improving the training of graduate students in the study of Latinos and Latinas, Texas A&M University will be developing leaders for the state of Texas with expertise on how to improve the social and economic conditions of this population.

B. Student Demand – Provide short- and long-term evidence of demand for the program.

The graduate certificate in LMAS is open to all graduate students at Texas A&M. However, courses in this area have traditionally been more popular among Latino and Latina students. At Texas A&M, Latinos and Latinas comprise 9.6% of all Masters students and 8.3% of all PhD students, far lower than their averages in the overall population of Texas (which is now 50% of in the young adult age groups). Nevertheless, the percentages have risen in recent years. In the Fall of 2005, the percent of MA and PhD students that were Latino or Latina was only 6.9 and 6.2%, respectively. In the College of Liberal Arts, representation of Latino and Latina students is lower at the MA level (7.1%) and higher at the PhD level (15.6%). In the departments that have historically offered the most material connected to Latino and Latina studies, Sociology and Hispanic Studies, the percentages are higher yet.

In these departments, 33% and 46% of the students are Latino and Latina, respectively. Given that the representation of Latino and Latina students is likely to increase further in the short- and long-term, demand for these courses is likely to increase as well. In addition, the development of academic programs in the areas of Latino and Latina studies is likely to foster a more inclusive campus culture and attract Latino and Latina students and faculty to campus.

- C. **Enrollment Projections** – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

Based on an analyses of course offerings and enrollments in the departments of Sociology, History, Political Science, and Hispanic Studies from the Spring of 2012 to the Spring of 2015, we estimated that between 5 and 8 students could have completed the equivalent of what we are requiring for a certificate. Using the lower estimate to be conservative, this suggests that two students will be expected to enroll in the program per year. Given that some students are lost to attrition or graduation, we project the enrollment pattern shown below.

YEAR	1	2	3	4	5
Headcount	2	4	5	7	8
FTSE					

II. Quality

- A. **Certificate and Degree Requirements** – Use this table to show the certificate and degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	
Required	3
Prescribed	9
Other <i>(Specify, e.g., internships, clinical work)</i>	<i>(if not included above)</i>
TOTAL	12

- B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the

program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)

Students must take four courses, with two in the social sciences and two in the humanities. At least one course must be from the list of core courses. Students are required to earn an A, B, or P.

Take at least one core course

Prefix and Number	Core courses in humanities	SCH
HIST 674	Reading on Chicano Latino History	CLA
HIST 675	Seminar on Chicano Latino History	CLA
	Core courses in social science	
SOCI 667	Seminar in Race and Ethnic Relations: Mexican Americans and Latinos	CLA
SOCI 667	Seminar in Race and Ethnic Relations: US-Mexico Border	CLA

Prefix and Number	Elective Courses in humanities	SCH
HISP 606	Spanish in the United States	CLA
HISP 625	US Hispanic Literature and Culture	CLA
HISP 646	Seminar in Cultural Encounters and Borders	CLA
HISP 670	Topics in Latino/a Literature and Culture	CLA
HISP 671	Bilingualism in the Spanish-Speaking World	CLA
ENGL 670	Topics in Latino/a Literature and Culture	CLA
HIST 678	Readings: Southwest Borderlands	CLA
HIST 679	Research Seminar: Southwest Borderlands	CLA
PERF 625	Latino/a Expressive Culture	CLA
	Elective Courses in social science	
CSPY 637	Latino Psychology	CEHD
EDCI 710	The Hispanic Learner in Urban Settings	TLAC
POLS 674	Seminar in US Latino Politics	CLA
SOCI 663	Black and Latino Americans	CLA

- C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (Add and delete rows as needed.)

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
N/A			

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program
*Goldsmith, Pat Rubio Assoc. Professor	PhD. in Sociology University of Arizona	SOCI 667 SOCI 663
Plankey-Videla, Nancy Assoc. Professor	PhD. in Sociology University of Wisconsin, Madison	SOCI 667 SOCI 663
Murguia, Edward Professor	PhD. in Sociology University of Texas, Austin	SOCI 667 SOCI 663
Blanton, Carlos Assoc. Professor	PhD. in American History Rice University	HIST 674 HIST 675 HIST 678 HIST 679
Hinojosa, Felipe Asst. Professor	PhD. in History University of Houston	HIST 674 HIST 675 HIST 678 HIST 679
Pedraza, Francisco Asst. Professor	PhD. in Political Science University of Washington	POLS 674
Neshyba, Monica Clinical Asst. Professor	PhD. in Curriculum and Instruction, Bilingual/Bicultural Education University of Texas, Austin	EDCI 689
Portales, Marco Professor	PhD. in English State University of New York at Buffalo	ENGL 670
Alonzo, Juan Assoc. Professor	PhD. in English University of Texas, Austin	ENGL 670
Castillo, Linda Professor	PhD. in Counseling Psychology University of Utah	CPSY 637
Ojeda, Lizette Assoc. Professor	PhD. Counseling Psychology University of Missouri	CPSY 637
Hernandez , Sonia Assoc. Professor	PhD. Latin American History University of Houston	HIST 674 HIST 675 HIST 678 HIST 679
Moyna , Maria Assoc. Professor	PhD. in Linguistics University of Florida	HISP 606
Lawo-Sukam , Alain Assoc. Professor	PhD. in Spanish University of Illinois at Urbana- Champaign	HISP 646
Kattari, Kim Assistant Professor	PhD. in Ethnomusicology, University of Texas at Austin	PERF 625

- D. **Students** – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

The graduate certificate in Latino/a Studies will be promoted in the University graduate course catalog, on the Sociology Department website, the College of Liberal Arts website, brochures, and social media outlets. Support faculty will identify interested and qualified students and advise them to apply for the certificate. Any Texas A&M graduate student may apply for the graduate certificate, as long as the student is in good academic standing. The application process will require a proposed plan of study, including a statement by the student explaining how the certificate will enhance the student's goals. Pat Rubio Goldsmith, in consultation with a committee of support faculty, will review the applications.

- E. **Library** – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.
N/A
- F. **Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.
N/A
- G. **Accreditation** – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.
N/A
- H. **Evaluation** – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

If the certificate is approved, supporting faculty will develop clear and explicit goals around three themes: Advanced interdisciplinary theory and methods, Latino/a and Mexican American Studies content knowledge, and contribution to the diversity of LMAS, the University, and Academia. Using the WEAVEonline system, we will articulate these goals, translate them into objectives, and develop measurable learning outcomes. To measure learning outcomes, support faculty will evaluate student's MA/MS paper, major paper, preliminary exams, and/or dissertation.

- I. **Administration of Program** – Describe how the program will be administered. Where will the program be administered (i.e., department, college)?

The Department of Sociology will administer the certificate program.

III. **Costs and Funding**

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

All courses are already in the graduate catalog. No additional resources or budget is required.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner
Approval – For a program to be approved by the Commissioner or
the Assistant Commissioner for Academic Affairs and Research, the Board of
Regents or designee must certify that the new program meets the eight criteria under
TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date

Course Descriptions

EDCI 710. The Hispanic Learner in Urban Settings.

Credit 3. 3 Lecture Hours.

Overview of demographic, social, psychological, cultural, political, and historical issues that impact the school achievement of Hispanics in urban settings in the US.; analyzes methodological approaches of current research that guides common perceptions about Hispanics in education.

Prerequisite(s): Graduate classification.

CPSY 637 Latino Psychology

Credits 3. 3 Lecture Hours.

Examination of psychological research and literature related to Latino experience in the U.S. via readings, media and class discussion; introduction to various Latino groups with the primary focus on individuals of Mexican descent.

Prerequisites: Graduate classification; approval of department head.

HISP 606 Spanish in the United States

Credits 3. 3 Lecture Hours.

In-depth description and analysis of Spanish varieties spoken in the United States, by both traditional and new immigrant populations, including New Mexico and Louisiana Spanish, Mexican, Cuban, Puerto Rican, Dominican, Central and South American dialects; topics include accommodation, borrowing, code-switching, attitudes and policies related to language maintenance and shift.

Prerequisite: Graduate classification.

HISP 625 US Hispanic Literature and Culture

Credits 3. 3 Lecture Hours.

Study of the origins and evolution of U.S. Hispanic literature, culture and folklore, and U.S. Hispanic regional dialects.

Prerequisite: Graduate classification.

HISP 646 Seminar in Cultural Encounters and Borders

Credits 3. 3 Lecture Hours.

Study of cultural encounters across borders in geography, language, society, gender and genre. May be taken three times for credit as content varies.

Prerequisite: Graduate classification.

HISP 670 Seminar in US-Hispanic Literature

Credits 3. 3 Lecture Hours.

Topics in the history, theory, interpretation of Latino/a literature and culture; may focus on authors, groups of authors, themes, movements, genres, cultural contexts and/or theoretical framing. May be taken three times for credit as content varies. **Prerequisite:** Graduate classification.

HISP 671 Bilingualism in the Spanish-Speaking World

Credits 3. 3 Lecture Hours.

Linguistic, psycholinguistic, and social aspects of bilingualism and multilingualism with special reference to Spanish and the United States; bilingual speakers and bilingual acquisition; bilingual communities: language identity, language maintenance and shift; implications for education and society; written and oral manifestations of bilingualism in the media and arts.

Prerequisite: Graduate classification.

ENGL 670 Seminar in US-Hispanic Literature

Credits 3. 3 Lecture Hours.

Topics in the history, theory, interpretation of Latino/a literature and culture; may focus on authors, groups of authors, themes, movements, genres, cultural contexts and/or theoretical framing. May be taken three times for credit as content varies.

Prerequisite: Graduate classification.

HIST 674 Reading on Chicano Latino History

Credits 3. 3 Lecture Hours.

Selected topics and themes related to Chicano-Latino history; race/ethnicity, gender/sexuality, labor adaptation and resistance movements; colonialism, transnationalism, immigration; identity, and citizenship. May be taken three times for credit as content varies.

Prerequisite: Graduate classification.

HIST 675 Research Seminar on Chicano Latino History

Credits 3. 3 Lecture Hours.

Seminar focuses on researching and writing, core skills for historians; conduct primary source research in a subfield Chicano-Latino history and compose an article-length paper. May be taken three times for credit.

Prerequisite: Graduate classification.

HIST 678 Readings: Southwest Borderlands

Credits 3. 3 Lecture Hours.

Reading seminar focusing on how groups in the American Southwest articulate, enforce and challenge difference; brings together disparate historiographies to consider a variety of theoretical and methodological approaches used in understanding borders; examines contact, conflict and change across various kinds of historical and cultural boundaries. May be taken two times for credit as content varies.

Prerequisite: Graduate classification.

HIST 679 Research Seminar: Southwest Borderlands

Credits 3. 3 Lecture Hours.

Research and writing seminar focusing on selected topics and themes in an identified area of Southwest Border Studies. May be taken two times for credit as content varies.

Prerequisite(s): Graduate classification.

PERF 625 Latino/a Expressive Culture

Credits 3. 3 Lecture Hours.

Explores how issues concerning Latinos, including race and ethnicity, religion, border politics, immigration, the drug war, family, gender and sexuality, and class, are reflected and debated through expressive forms of performance such as theater, comedy music, folklore and

performance art.

Prerequisite: Acceptance into the MA in Performance Studies program or approval of instructor.

POLS 674 Seminar in US Latino Politics

Credits 3. 3 Other Hours.

This seminar examines social science theories of race, ethnicity and politics in the United States; highlights the political behavior of Latinos, African-Americans, and Asian Americans. May be taken three times for credit.

Prerequisite: Graduate classification.

SOCI 663 Black and Latino Americans

Credits 3. 3 Lecture Hours.

This seminar focuses social science theory and research about African Americans and Latinos. We will emphasize historical backgrounds, social science theories applied to these groups, patterns of immigration, cognitive framing, patterns of racial-ethnic discrimination, and racial/class/gender intersections. We will review critically important research books dealing with these and related U.S. racial-ethnic issues.

Prerequisite: Graduate classification.

SOCI 667 Seminar in Race and Ethnic Relations: Mexican Americans and Latinos

Credits 3. 3 Lecture Hours.

Origins, extent, consequences of racial and ethnic differences on key demographic variables such as fertility, mortality, migration and population size, growth, distribution and composition; how demographic variables affect and are affected by racial and ethnic differences in family structure, social mobility and socioeconomic stratification. May be taken up to three times for credit as content varies.

Prerequisite: Graduate classification.

SOCI 667 Seminar in Race and Ethnic Relations: US-Mexico Border

Credits 3. 3 Lecture Hours.

Origins, extent, consequences of racial and ethnic differences on key demographic variables such as fertility, mortality, migration and population size, growth, distribution and composition; how demographic variables affect and are affected by racial and ethnic differences in family structure, social mobility and socioeconomic stratification. May be taken up to three times for credit as content varies.

Prerequisite: Graduate classification.

From: Clark, William

Sent: Friday, October 02, 2015 2:19 PM

To: Pat Rubio Goldsmith

Subject: Letter of support for graduate certificate in Latino/a and Mexican American Studies

Dear Pat,

We support the inclusion of the following course(s) to be included in the course inventory list for the LMAS graduate certificate.

POLS 674 Seminar in US Latino Politics

Sorry for the delayed response.

Best,
Bill

William Roberts Clark
Professor and Head
Department of Political Science
Charles Puryear Professor in Liberal Arts
Texas A&M University
2010 Allen Building
4348 TAMU
College Station, TX 77843-4348
(979) 845-2827 (direct)
(979) 845-8833 (Assistant: Carrie Kilpatrick)

From: Moyna, Maria I
Sent: Thursday, October 01, 2015 1:43 PM
To: Pat Rubio Goldsmith
Subject: RE: Reminder: Graduate certificate in Latino/a and Mexican American Studies

Dear Pat:

We support the inclusion of the following courses in the inventory list for the LMAS certificate:

HISP 606 Spanish in the United States
HISP 625 US Hispanic Literature and Culture
HISP 646 Seminar in Cultural Encounters and Borders
HISP 670 Seminar in US Hispanic Literature
HISP 671 Bilingualism in the Spanish-speaking World

Several of our rotating topics courses may be appropriate, too.

Let me know if you have any further questions.

Irene Moyna

María Irene Moyna
Associate Professor and Department Head
Department of Hispanic Studies
219 Academic Building
TAMU 4238
College Station, TX 77843-4238
Phone 979-845-2164
Fax 979-845-6421

New Program Request Form for
Certificate Programs, Bachelor's and Master's Degrees
Page 14

From: Victor Willson <v-willson@tamu.edu>
Sent: Monday, September 28, 2015 1:41 PM
To: Pat Rubio Goldsmith
Subject: RE: Letter of support for graduate certificate in Latino/a and Mexican American Studies

Dear Dr. Goldsmith,
The Department of Educational Psychology supports the inclusion of the following course(s) to be included in the course inventory list for the LMAS certificate.
CPSY 637 Latino Psychology

Victor Willson
Head and Professor
Douglas J. Palmer Chair in Educational Psychology
Department of Educational Psychology
Texas A&M University

From: Maura Ives
Sent: Thursday, October 01, 2015 3:42 PM
To: Pat Rubio Goldsmith
Cc: Sally Robinson
Subject: Support for the Proposed Graduate Certificate in Latino/a and Mexican
American Studies

Dear Professor Goldsmith,

I am writing to support the inclusion of the following course in the course inventory list for the
LMAS Certificate:

ENGL 670 Topics in Latino/a Literature and Culture

Sincerely,

Maura Ives

Dr. Maura Ives, Professor and Interim Head
Department of English
Texas A&M University
349 LAAH Building
4227 TAMU
College Station, TX 77843
979-845-3452