A PROPOSAL

to the

TEXAS HIGHER EDUCATION COORDINATING BOARD

to authorize

Texas A&M University

to enter into a

Step I Cooperative Program

with

Texas A&M International University

Texas A&M University-Corpus Christi

Texas A&M University-Kingsville

for a

Doctor of Philosophy Degree

in

HISPANIC STUDIES

Presented by

*The College of Liberal Arts*
*Texas A&M University*

October 2002
SUBSTANTIVE DEGREE PROGRAM REQUEST

Name of Institutions: Texas A&M University, Texas A&M International University, Texas A&M University-Corpus Christi, Texas A&M University-Kingsville

Name of Proposed Program: Step I Cooperative Program, Doctor of Philosophy Degree in Hispanic Studies

Coordinating Board Program Inventory with Texas CIP Code Designation: 05.0203

Name of Program on Student Diplomas: Texas A&M University
Doctor of Philosophy in Hispanic Studies

Name of Program on Student Transcripts: Doctor of Philosophy in Hispanic Studies
Texas A&M University

Administrative Units Responsible for the Program: The Department of Modern and Classical Languages in the College of Liberal Arts at Texas A&M University, the Department of Language and Literature in the College of Arts and Humanities at Texas A&M International University, the Department of Humanities in the College of Arts and Humanities at Texas A&M-Corpus Christi, and the Department of Language and Literature in the College of Arts and Sciences at Texas A&M-Kingsville

Proposed Date for Implementation of the Program: June, 2003

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SUBSTANTIVE DEGREE PROGRAM REQUEST

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SUBSTANTIVE DEGREE PROGRAM REQUEST

Name of Institutions: Texas A&M University, Texas A&M International University, Texas A&M University-Corpus Christi, Texas A&M University-Kingsville

Name of Proposed Program: Step I Cooperative Program, Doctor of Philosophy Degree in Hispanic Studies

Signatures:

_________________________________________ Date
Campus Chief Executive Officer (TAMU)

_________________________________________ Date
Campus Chief Executive Officer (TAMIU)

_________________________________________ Date
Campus Chief Executive Officer (TAMUCC)

_________________________________________ Date
Campus Chief Executive Officer (TAMUK)

_________________________________________ Date
System Chief Executive Officer (TAMUS)
SUBSTANTIVE DEGREE PROGRAM REQUEST

Name of Institutions: Texas A&M University, Texas A&M International University, Texas A&M University-Corpus Christi, Texas A&M University-Kingsville

Name of Proposed Program: Step I Cooperative Program, Doctor of Philosophy Degree in Hispanic Studies

Signatures:

_________________________________________ Date

Department Head (TAMU)

_________________________________________ Date

Department Head (TAMIU)

_________________________________________ Date

Department Head (TAMUCC)

_________________________________________ Date

Department Head (TAMUK)

_________________________________________ Date

Dean, College of Liberal Arts (TAMU)

_________________________________________ Date

Dean, College of Arts and Humanities (TAMIU)

_________________________________________ Date

Dean, College of Arts and Humanities (TAMUCC)

_________________________________________ Date

Dean, College of Arts and Sciences (TAMUK)

_________________________________________ Date

Dean of Graduate Studies (TAMU)
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PROPOSAL FOR A STEP 1 COOPERATIVE PROGRAM
Ph.D. IN HISPANIC STUDIES
TEXAS A&M UNIVERSITY SYSTEM

EXECUTIVE SUMMARY

Established in 1876 as the land-grant college of the State of Texas, Texas A&M University was founded to serve the citizens of the State. Today, and in the future, serving the citizens of the State also means serving an ever-increasing Hispanic population. A sensible approach to attracting Hispanics and achieving diversity is to provide access to educational opportunities that allow investigation, and promote an understanding, of their cultural heritage. An interdisciplinary graduate degree program in Hispanic Studies is an important step, for it incorporates into the curriculum, in an inclusive and collaborative manner, the Spanish-speaking heritage through the study of language, history, literature, art, folklore, and culture, as well as policy, health issues, and the political and social history of the Spanish-speaking people throughout the world. The graduate degree cooperative program proposed here will foster a sense of identity and value, particularly among Hispanic students, even as such programs make a significant contribution in addressing the complex issues derived from the population growth and the socioeconomic realities that Texas and the nation will face in the twenty-first century. As stated in the survey by the University of Michigan team in Perspectives on the Climate for Diversity (November 1998): “Achieving the goals of diversity and excellence becomes synonymous with the central institutional mission to produce graduates that will fulfill the economic and social needs of the increasingly diverse State of Texas” (“Executive Summary,” p. 3). The uniqueness of the proposed Ph.D. cooperative program, and the new study and research opportunities it affords, will open the doors of higher education to underrepresented minority students, in particular Hispanics who will be attracted to such programs.

Two elements set this proposed cooperative program in Hispanic Studies apart from the other Spanish Ph.D. programs in the State of Texas. First, the degree will be interdisciplinary, with courses taken from such diverse fields as Spanish language and Hispanic literature, English, bilingual education, philosophy, history, sociology, and political science. The interdisciplinary nature of the program reflects the fact that the field of Hispanic Studies demands a multiple approach that will account for the interconnection between social history, on the one hand, and artistic and literary developments, on the other. In this sense, and in contrast with traditional Ph.D. programs in Spanish, Hispanic Studies investigates not only the products of a literary “high culture” but the entire range of cultural practices and beliefs as well. In addition, Hispanic Studies ceases to see national traditions as more or less isolated from each other and explores instead the pan-Hispanic connections that historical encounters and disencounters have brought about. Thus, Hispanic Studies focuses attention on transcultural and transnational issues, as it explores the continuous interchanges between Spanish-speaking countries on both sides of the Atlantic and their interaction with other cultures and languages worldwide. As such, Hispanic Studies pays particular attention to the diasporic experience born out of a history of successive moments of colonization, expulsion, migration, and exile, which have resulted in an endless process of cultural contact and miscegenation. Even as it engages in the study of national and regional literatures and cultures, Hispanic Studies also seeks to trace the global connections between the different areas in the Hispanic world.

A second distinctive feature of the Hispanic Studies Ph.D. is the Step 1 cooperative agreement between institutions in the Texas A&M System. Students at System colleges will enroll, via teleconferencing distance education, in courses taught (or team taught) by faculty at Texas A&M University, College Station and at other System institutions: Texas A&M University- Corpus Christi;
Texas A&M University-Kingsville; and Texas A&M International University. This unique synergetic arrangement will have many benefits. First, through the use of the new technology of distance learning, it will give students in the Texas A&M University System educational opportunities that may not be available otherwise. Students in south Texas, for instance, will be able to earn a Ph.D. degree while remaining close to home, minimizing costs to them. The proposed doctoral cooperative program, combined with the extensive academic resources available, will also enhance the ability of Texas A&M University, College Station (the Degree Granting Institution) to recruit the highest quality minority faculty and students. It will offer faculty both at Texas A&M University and at System institutions opportunities for doctoral-level graduate teaching not presently available. Finally, this cooperative intrasystem degree will be the most efficient means of offering graduate programs, especially in south Texas, while at the same time optimizing limited State higher education resources.

The Ph.D. cooperative program in Hispanic Studies will address especially critical and crucial needs of the State of Texas. The Texas Higher Education Coordinating Board estimates that an additional 136,000 students will enroll in Texas public and independent higher education by the year 2010. Given current and projected demographics of the State, it is clear that many of these students will be minority. As the Texas Higher Education Coordinating Board's reports make clear, it is imperative that minority participation in higher education must increase to ensure that Texas has a highly skilled, well educated work force to compete with other states and nations. According to the Texas State Data Center at Texas A&M University, by the year 2030 forty-six (46) percent of the work force will be Hispanic. When one factors in the fact that currently there is a dearth of Hispanic and black faculty, administrators, and professional leaders in the State, the needs of the State can be addressed by the creation of programs that produce highly trained and well prepared Hispanic graduates who can move into higher education, public education, and the private sector. Indeed, the Texas Higher Education Coordinating Board states that Texas faces a formidable challenge in attracting more minorities into higher education positions; minority faculty and administrators can serve as mentors and role models to encourage minority students to enter, and succeed in, higher education.

The proposed doctoral cooperative program demonstrates that the Texas A&M University System is a responsible caretaker of State resources. The creation of new graduate programs typically requires expenses that drain already limited resources for higher education. The Hispanic Studies cooperative program will make use of distance education, rely on intrasystem cooperation, and depend on reallocation of existing monies; this is a highly effective and efficient use of limited higher education resources, even as it provides educational opportunities to minority students and helps provide needed academic programs to the high growth area of south Texas.

This graduate cooperative program will also complement the Vision 2020 initiative of Texas A&M University, College Station, the purpose of which initiative is to position the University as one of the ten best public higher education institutions in the United States by the year 2020. According to this ambitious initiative, the goals of Texas A&M University are the production of knowledge through research, the creation of interdisciplinary and multidisciplinary programs, cooperative programs with System affiliates, creation of new masters programs and doctoral programs (especially in the humanities, since those are a distinguishing mark of a top tier university), functioning as a leader in graduate programs for colleges in the System, and fulfilling its land-grant status by addressing the current and future needs of the State. All of these goals are served by the proposed Ph.D. cooperative program in Hispanic Studies. Moreover, Texas A&M University's oft-repeated goal of attracting, recruiting, and retaining a more ethnically diverse faculty and student body will be met through this cooperative program. As a land-grant institution, this University is dedicated to recruiting outstanding minority students and to providing the educational opportunities and leadership development
experiences that will prepare them as future leaders for Texas. Indeed, higher education institutions like Texas A&M University have an obligation to develop and prepare the problem-solvers, especially minority leaders, who will guide this increasingly diverse state throughout the twenty-first century. By training such leaders here at this land-grant institution, we can go a long ways toward encouraging them to stay in Texas and assume their leadership roles. For example, the Department of Modern and Classical Languages' tracking of its graduates in the existing M.A. in Modern Languages (Option: Spanish) program shows that some students leave the State for doctoral programs in northern states; once there, they typically stay to work in university faculty and administrative positions rather than returning to Texas.

The outstanding quality of the faculty and the special research resources throughout the Texas A&M University System give strong support for the establishment of interdisciplinary graduate programs in Hispanic Studies. The cooperative, interdisciplinary Ph.D. program in Hispanic Studies—with special emphasis on the literature, language, folklore, culture, and socioeconomic issues of Spanish-speaking peoples in Texas, the nation, and the world—will enhance opportunities for graduate study and promote the generation of new knowledge throughout the Texas A&M University System.
Texas A&M University
Department of Modern and Classical Languages

Step I Cooperative Ph.D. Program in Hispanic Studies

I. PROGRAM ADMINISTRATION

A. Describe how the program would be administered.

1. Indicate name and title of person(s) who would be responsible for curriculum development and ongoing review.

Charles A. Johnson,
Dean, College of Liberal Arts
Texas A&M University, College Station

The Dean of the College of Liberal Arts, Texas A&M University, will be assisted, as needed, by a Dean's Advisory Council, formed by the Dean of the College of Arts and Humanities (Texas A&M International University), the Dean of the College of Arts and Humanities (Texas A&M University-Corpus Christi), and the Dean of the College of Arts and Sciences (Texas A&M University- Kingsville).

The Director of Hispanic Studies (Texas A&M University) will be responsible for day-to-day operation of the program.

PROGRAM ADMINISTRATION

CHARLES A. JOHNSON
Dean of Liberal Arts
Texas A&M
College Station

Craig Kallendorf
Interim Head
Modern & Classical Langs.
Texas A&M, College Station

Manuel M. Martin-Rodriguez
Director of Hispanic Studies
Texas A&M
College Station

DEAN'S ADVISORY COUNCIL
Dean of Arts & Humanities, TAMU
Dean of Arts & Sciences, TAMUK
Dean of Arts & Humanities, TAMUCC
2. Describe responsibilities for student advisement and supervision.

a. Texas A&M University: Upon admission to the Ph.D. program, each student will be advised by the Director of Hispanic Studies (Department of Modern and Classical Languages). Before completion of the first 18 hours, each Ph.D. student will select a Ph.D. committee of five members and will designate one graduate faculty member to serve as chair of that committee. Because of the interdisciplinary nature of the doctoral program, at least two members of the committee should be outside of the department. The chair of the student's Ph.D. committee will be responsible for all subsequent advisement.

b. System Affiliates: Upon admission to the Ph.D. program, each student will be advised by a designated faculty member at his or her home institution. That faculty member will keep the College Station Director of Hispanic Studies informed of the progress of the student. Before the completion of the first 18 hours, the student will select a Ph.D. committee of five members (including the chair and the committee and the dissertation advisor). The chair of the committee will be a faculty member on the College Station campus, although the dissertation advisor may be a faculty member at any System institution. A majority of the members of the dissertation committee will be from the College Station campus, as per Step I Cooperative guidelines, section E: “The chair and a majority of the members of each dissertation committee must be DGI faculty.”

3. If the program would be administered by more than one administrative unit, what factors make this desirable?

The Ph.D. cooperative program will be administered by the Department of Modern and Classical Languages at Texas A&M University, College Station, in cooperation with the administrations of the participating System affiliates: Texas A&M International University, Texas A&M University-Corpus Christi, and Texas A&M University-Kingsville.

Several factors make this arrangement desirable, including the following: a) increased access by students from different areas in Texas, b) better use of faculty and technology resources, c) effective and efficient use of resources, d) increased research opportunities.

B. If a non-academic administrative unit, e.g., “institute” or “center” would be involved in administering the program, describe the relationships.

No non-academic units will be involved in the administration of the program.
C. If a new organizational unit would be created or an existing organizational entity modified as a result of this program, identify and describe the anticipated result.

No new organizational unit would be created, nor would an existing entity be modified.

II. PROGRAM DESCRIPTION

A. Educational Objectives

1. Describe the educational objectives of the program.

The interdisciplinary Ph.D. cooperative program in Hispanic Studies is grounded in a solid knowledge of the language, culture, and literature of Spanish-speaking peoples and is designed to meet the needs of selected students who enter the program with well-defined goals for their course of study. The program permits a student to integrate the subject matter of different disciplines into a course of study relevant to her or his specific interests in the national and international Hispanic world. The program focuses on the transcultural and the transnational, as it explores the continuous interchanges between Spanish-speaking countries on both sides of the Atlantic, as well as their interaction with other cultures and languages worldwide. As such, Hispanic Studies pays particular attention to the diasporic experience born out of a history of those successive moments of colonization, expulsion, migration, and exile which have resulted in an endless process of cultural contact and miscegenation. Therefore, even as it engages in the study of national and regional literatures and cultures, Hispanic Studies also seeks to trace the global connections between the different areas in the Hispanic world.

The graduate cooperative program in Hispanic Studies is characterized by both rigor and flexibility. It is rigorous enough for comprehensive preparation in a specific discipline, and flexible enough to allow students to focus on additional areas of interest. The combination of rigor and flexibility reflects two complementary trends in the occupational marketplace. Employment in traditional language and literature departments is typically limited to specialists with specializations and proficiency in Spanish. On the other hand, opportunities in non-academic careers in public and private sector organizations dealing with Latin America and the Hispanic world require a well-rounded preparation in a variety of Hispanic Studies areas. The graduate of this proposed Hispanic Studies Ph.D. cooperative program will have the single discipline competence needed to qualify for an academic appointment in Spanish, Hispanic Studies, or a related discipline, as well as the broadly based expertise in Hispanic Studies essential to hold leadership positions in government agencies, public service, educational institutions, and foundations.

The cooperative program will be based at Texas A&M University, College Station, the Degree Granting Institution, with most of the core courses taught by faculty in the Department of Modern and Classical Languages. The program will also be technology oriented through the use of distance learning technology, thereby maximizing the audience and utilizing the research and teaching specialties of faculty in the Texas A&M University
System. An important and critical component of the program is the Step I cooperative component, in which the lead institution has full responsibility for maintaining the quality of the program. Students at each System institution will be able to enroll through distance education in courses offered at other campuses, as available, while faculty on any of the four campuses will be able to offer graduate courses to students enrolled elsewhere. Faculty at System affiliate campuses have unique research and teaching interests that will complement the curriculum offered on the College Station campus.

The objectives of the Ph.D. cooperative program are as follows:

1. To provide superior training in research, teaching, and professional activity for future faculty members in Spanish and Hispanic Studies departments, bilingual education programs, school curriculum departments, and education agencies throughout the nation.

2. To offer a student the choice of studying in any major field within the area of Hispanic Studies, e.g., Hispanic cultural studies, Hispanic linguistics, pan-Hispanic literatures, U.S. Latino literature(s), bilingual/bicultural education, and Hispanic policy studies.

3. To enable a student to pursue a customized degree program, consisting of a common core of four courses and a broad array of prescribed and free electives covering a variety of major concentrations and fields.

4. To advance research in Hispanic Studies from an interdisciplinary perspective, and to attract and train minority graduate students, facilitating their entry into the college teaching profession, and imparting the necessary linguistic skills and multicultural and interdisciplinary expertise to meet national and State needs in such areas as international consulting, health education, social services, state agencies, and educational and government policy related to a growing Hispanic population.

5. To help meet the higher education needs of the State and nation by training and providing minority leaders in faculty, administrative, and professional positions.

2. If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks, etc.), describe the educational objectives of each.

The Ph.D. in Hispanic Studies will be open to admitted graduate students at the campuses of College Station, Laredo, Kingsville, and Corpus Christi. It consists of one curriculum and one set of overarching educational objectives. Within the general framework of the curriculum, however, there are four concentrations, each of which overlap. Every Ph.D. student must take a core of four courses that will introduce him or her to the various methods and resources for the study of Hispanic literature, language, culture, and socio-economic issues; the research and methodological skills necessary to conduct and present research; the linguistic variations of the Southwest; and U.S. Latino/a literature(s). Once a student has chosen a particular concentration, he or she will be required to take 15 hours of courses in that concentration, and 18 hours of prescribed and free electives.
The four concentrations are as follows.

(1) The Hispanic Cultural Studies concentration explores the full range of cultural practices and popular traditions in the Hispanic world. The goal of this concentration is twofold: to make students cognizant that Hispanic cultural production is not restricted to literature and literary studies, as the curriculum of more traditional degrees would indicate; and to train graduate students who are culturally proficient and who will be able to translate their knowledge into their professional lives. Students will gain cultural proficiency by studying some of the most salient aspects of the Hispanic cultural legacy, such as the rich oral traditions of the U.S. Southwest, the diverse folklore and music of Latin America, and the internationally acclaimed Spanish and Mexican film industries.

(2) The Linguistics and Pedagogy concentration allows students to explore the diversity (both historic and geographic) within a language spoken by more than 400,000,000 people worldwide. Courses in this concentration will investigate issues of linguistic variation and dialectology, sociolinguistics, and critical pedagogy. This area of concentration will be a major asset for future educators, who will be exposed to pedagogical issues relevant for Hispanics, now the group with the largest enrollment in elementary schools in the State of Texas.

(3) The Hispanic Literatures concentration emphasizes the points of contact and divergence of the different Hispanic literary traditions. Students will be exposed to authors and works from Spain, Latin America, and the United States, and will acquire a solid knowledge of the main trends and periods of Hispanic literature. Courses that bridge across national and hemispheric boundaries will expose students to transnational and borderlands literary developments within the Hispanic world and analyze the idiosyncrasies specific to certain moments and areas. Students of this concentration will have an ample yet flexible knowledge of Hispanic literature that academia will require in the twenty-first century.

(4) The Bilingual/Bicultural Studies concentration will be available to students interested in educational aspects pertaining to Hispanic bilingualism/biculturalism, as well as to those with an interest in policy studies. Although bilingualism/biculturalism is not a new phenomenon in the Hispanic world, demographic trends in the United States have made this a most important pedagogical and research area. With courses on bilingualism and teaching, multicultural children's literacy, and bilingual special education, this area of concentration covers both practical and theoretical aspects of bilingualism and bilingual education. The ultimate goal is to produce students who will possess in-depth knowledge of bilingualism/biculturalism and who will be able to use it for educational and public policy purposes.
B. Admission Standards

1. State admission requirements for the program. (If there are different categories of admission, e.g., unconditional, probationary, etc., describe each.)

Admission to the doctoral program will be predicated on several factors: (1) a completed masters degree in Spanish or Hispanic Studies or in a related area, with a minimum grade point average of 3.2; (2) demonstrated oral and written proficiency in Spanish; (3) the Graduate Record Examination (GRE); (4) at least three letters of recommendation; (5) the student's goals and career interests as stated on the application form; and (6) the availability of faculty members who are qualified to direct the student's program of study. Admission will be consistent with House Bill 1641.

Alternatively, students holding an appropriate baccalaureate degree (including a minimum of twelve hours in Spanish at the advanced undergraduate level) could be admitted to the program under the same criteria 2-6 outlined above. These students will need to complete an additional 30.0 hours at the graduate level.

An admissions committee will be established to oversee the admittance of any graduate student to the program. The committee will consist of the Director of Hispanic Studies at College Station; three faculty from the College Station campus; and a faculty member from each of the other participating institutions: Texas A&M University-Kingsville; Texas A&M University-Corpus Christi; and Texas A&M International University. This committee will meet as needed to discuss each applicant to the doctoral program and make a recommendation on admission to the Office of Graduate Studies at Texas A&M University, College Station.

C. Degree Requirements

1. In tabular form, indicate the semester credit hours (SCH) requirements in each of the following categories applicable to the proposed program; include the total SCH requirement for the degree.

As mentioned above, the Ph.D. cooperative program will be available to students not only on the College Station campus, but also at the three south Texas System affiliates. In the array of courses below, courses designated by the prefix “HISP” will be taught by Texas A&M University faculty on the College Station campus or by Texas A&M International University on the Laredo campus; however, they will be available to students on other campuses via distance education. Courses designated by the “SPAN” prefix will be taught by System affiliate faculty at their own campuses.

Note: In the tabular schemata below, * indicates courses to be developed on the College Station campus and added when the program is approved. ** Indicates existing courses on the College Station campus which will have a change of prefix from SPAN to HISP;
curricular content will remain substantially the same. Unless otherwise indicated, all courses are 3.0 credit hours.

Summary of Degree Requirements (in number of credit hours):

For students entering the program with a masters degree:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>SCH</th>
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<tbody>
<tr>
<td>Courses required of all students</td>
<td>12</td>
</tr>
<tr>
<td>Courses prescribed for students by concentration</td>
<td>15</td>
</tr>
<tr>
<td>Prescribed elective courses in Hispanic Studies</td>
<td>12</td>
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<tr>
<td>Free elective courses</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation hours</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF HOURS FOR THE DEGREE</strong></td>
<td>64</td>
</tr>
</tbody>
</table>

For students entering the program with a baccalaureate degree:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional hours</td>
<td>30</td>
</tr>
<tr>
<td>Courses required of all students</td>
<td>12</td>
</tr>
<tr>
<td>Courses prescribed for students by concentration</td>
<td>15</td>
</tr>
<tr>
<td>Prescribed elective courses in Hispanic Studies</td>
<td>12</td>
</tr>
<tr>
<td>Free elective courses</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation hours</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF HOURS FOR THE DEGREE</strong></td>
<td>94</td>
</tr>
</tbody>
</table>

I. Courses required of all students in the Ph.D. program: [12 SCH]

- HISP 600* Introduction to Hispanic Studies
- HISP 620* Studies in Critical Theory
- HISP 625* U.S. Hispanic Literature and Culture
- HISP 691* Research, Theory and Writing

or

- SPAN 5300 Theory of Literary Analysis (Texas A&M International University)

or

- SPAN 6301 Research Methods (Texas A&M University-Kingsville)

II. Courses prescribed for students by concentration [15 SCH]

Concentration courses in the four areas of Hispanic Studies.  After consultation with his or her graduate advisor and Ph.D. Committee, the student must chose 15 SCHs in one of the four areas below.

1. Hispanic Cultural Studies

- HISP 618* Hispanic Folklore and Popular Culture
- HISP 640* History of Ideas in Hispanic World
- HISP 646* Cultural Encounters and Borders, from the Baroque to the Present
- HISP 664* Hispanic Theatre
HISP 672* Hispanic Film and Performance Arts
HISP 6339 Seminar in the History of Spain (Texas A&M International University)
HISP 6343 Special Topics in Hispanic Literature and Culture (Texas A&M International University)
SPAN 6311 Hispanic Film Studies (Texas A&M University-Kingsville)
SPAN 6350 Hispanic Cultural Studies (Texas A&M University-Kingsville)

2. Hispanic Linguistics and Pedagogy

HISP 602** Applied Linguistics for Teachers of Spanish
HISP 603** Development of the Spanish Language
HISP 607** Seminar in Spanish Linguistics (may be repeated for credit)
HISP 614* Hispanic Dialectology
HISP 650* Methods of Study in Spanish Linguistics
SPAN 5340 Seminar in Spanish Linguistics (Texas A&M-Corpus Christi)
SPAN 6300 Topics in Spanish (Texas A&M University-Kingsville)

3. Hispanic Literature (Spanish; Latin American; U.S. Hispanic)

HISP 630* Studies in Latin American Literature
HISP 645* Hispanic Women Writers
HISP 653* Don Quixote and the Hispanic Novel
HISP 665* Studies in Spanish Literature
HISP 667** Hispanic Genre Studies
HISP 670* Studies in U.S. Hispanic Literature
HISP 6305 Seminar in Golden Age Literature (Texas A&M International University)
HISP 6313 Seminar in Modern Peninsular Literature (Texas A&M International University)
HISP 6343 Special Topics in Hispanic Literature and Culture (Texas A&M International University)
HISP 6344 Seminar in Modern Spanish American Literature (Texas A&M International University)
SPAN 5320 Seminar in Peninsular Literature (Texas A&M-Corpus Christi)
SPAN 5330 Seminar in Spanish-American Literature (Texas A&M-Corpus Christi)
SPAN 6310 Hispanic Feminist Theory and Writing (Texas A&M University-Kingsville)
SPAN 6360 Studies in Spanish-American Literature (Texas A&M University-Kingsville)
SPAN 6361 Spanish-American Vanguardism (Texas A&M University-Kingsville)
SPAN 6362 Spanish-American Postmodernism (Texas A&M University-Kingsville)
4. **Bilingual/Bicultural Studies (Spanish-U.S.)**

HISP 606**  Spanish of the Southwest
HISP 671**  Bilingualism in Hispanic Literature
HISP 675*   Teaching Spanish to Native Speakers of Spanish
SPAN 6341  Topics in Translation Studies (Texas A&M University-Kingsville)
EDCI 612   Bilingual/ESL Content-Area Instruction
EDCI 613   Spanish/English Reading for Bilinguals
EDCI 616   Teaching in Spanish in the Bilingual Classroom
SPED 620   Bilingual Special Education

**III. Prescribed elective courses in Hispanic Studies  [12 SCH]**

Students, in consultation with their graduate advisor and Ph.D. committee, are strongly encouraged to take four courses (12 SCHs) in courses taught outside of the Spanish-taught classes offered by their home department. These prescribed courses will be courses taken at the student’s home campus. It is recognized that the student will work with his or her graduate advisor in crafting the 12 SCHs in prescribed elective courses for his or her individual degree plan.

1. **Hispanic History and Anthropology**

ANTH 620   Prehistory of Texas
ANTH 622   Folklore Forms and Methods
HIST 615   Colonial Latin America
HIST 617   Latin America: The National Period
HIST 5320  Problems in Latin American History (Texas A&M International University)
HIST 5321  Early Nineteenth Century Mexican History (Texas A&M International University)
HIST 5322  Late Nineteenth Century Mexican History (Texas A&M International University)
HIST 5360  Seminar in Border History (Texas A&M International University)
HIST 5328  Seminar in Mexican American History (Texas A&M University-Corpus Christi)
HIST 5351  Readings Seminar: Colonial Mexico (Texas A&M University-Corpus Christi)
HIST 6311  History of the Mexican American (Texas A&M-Kingsville)

2. **Hispanic Social Issues and Policy**

BUSH 665   Regional Integration in the Americas
EDAD 618   Educational Administration in Cross Cultural Environments
POLS 624  Seminar in Regional Studies (Americas, Latin America, Hispanic Southwest/Border)
PSYC 633  Gender and Minority Issues in Clinical Psychology
SOCI 617  Comparative Ethnic Relations
SOCI 660  Theories of Race and Ethnic Group Relations
PSCI 5373  Advanced Seminar in Latin American Politics (Texas A&M International University)
MXAS 5310 Seminar in Mexican American Themes (Texas A&M University-Corpus Christi)
MXAS 5320 Seminar in Mexican American Origins (Texas A&M University-Corpus Christi)
POLS 5340  The Government and Politics of Mexico (Texas A&M-Kingsville)
SOCI 6301  Sociology of the Mexican American (Texas A&M-Kingsville)

3. Ethnic Studies/Bilingualism

EDCI 642  Multicultural Education: Theory, Research, and Practice
EDCI 650  The Bilingual/Multicultural Young Child in Family and Culture
EDCI 651  Bilingual/Multicultural Early Childhood Education
EDCI 677  Strategies for Teaching in a Culturally Pluralistic Society
ENGL 651  Southwestern Literature
ENGL 679  American Ethnic Literature
SOCI 617  Comparative Ethnic Relations
SOCI 660  Theories of Race and Ethnic Group Relations
EDBE 5110  History and Philosophy of Bilingual Education (Texas A&M International University)
EDBE 5324  Bilingual/Multicultural Teaching Strategies (Texas A&M International University)
EDBE 5326  Teaching Reading and Language Arts in Spanish (Texas A&M International University)
ENGL 5303  Problems in American Literature: Chicano/a Literature (Texas A&M International University)
SOCI 5309  Biculturalism (Texas A&M International University)
BIEM 5343  Foundations in Bilingual Education (Texas A&M University-Corpus Christi)
BIEM 5344  Methods of Teaching Bilingual Children (Texas A&M University-Corpus Christi)
BIEM 5346  Pedagogical Implications of Bilingual/ESL (Texas A&M University-Corpus Christi)
MXAS 5320 Seminar in Language and Linguistics (Texas A&M University-Corpus Christi)
MXAS 5699 Mexican American Language (Texas A&M University-Corpus Christi)
SPED 5385  Foundations in Language Minority Special Education (Texas A&M University-Corpus Christi)
EDBL 6301  Foundations of Bilingual Education I (Texas A&M-Kingsville)
EDBL 6302  Foundations of Bilingual Education II (Texas A&M-Kingsville)
EDBL 6310  Literature of the Mexican American (Texas A&M-Kingsville)
EDBL 6332  Teaching Spanish Language Skills (Texas A&M-Kingsville)
EDBL 6334  Teaching Subject Matter in Spanish (Texas A&M-Kingsville)

IV. Free elective courses  [6 SCH]

Students may choose, in consultation with their graduate advisor and Ph.D. committee, two courses (6 SCH) from any of the courses listed in the concentration areas above or other courses appropriate to their academic field of study. Students must select these courses in consultation with their advisor.

V. Dissertation Hours: HISP 691**  [19 SCH]

TOTAL SCH FOR Ph.D. DEGREE  [64 SCH]

2. Identify and describe special requirements for the program, e.g., clinics, fields experience, internships, practicum, thesis, etc.

Each Ph.D. student will be required to write a doctoral dissertation. Nineteen (19) SCH of dissertation credit (HISP 691**: “Research”) are required.

Each Ph.D. student will be required to demonstrate proficiency in a language other than English and Spanish by taking a translation exam (dictionary allowed) or by passing a 300-level class in that language with a grade of B or better.

3. If transfer students would be admitted to the program, list articulation agreements completed, in negotiations, or planned.

Texas A&M University, College Station permits the transfer of certain graduate level courses. That policy is set forth in the Texas A&M University 2001-2002 Graduate Catalog.

D. Curriculum

1. Identify by prefix, number, title, and description (including prerequisites) of courses to be required or elected in the proposed program.

Note: * indicates courses to be developed and added when the program is approved. Several of these courses have been previously taught as Special Topics courses under the current SPAN 685 course number; ** indicates existing courses on the College Station campus which will have a change of prefix from SPAN to HISP; curricular content will remain substantially the same. All SPAN courses are current course offerings at Texas
a. Required Courses for all Ph.D. students:

**HISP 600* Introduction to Hispanic Studies.** Credit 3. Examination from an interdisciplinary perspective of the cultural history of the Hispanic world, with particular emphasis on what the different disciplinary approaches reveal about literature, language, historical development and socioeconomic issues. Prerequisite: Graduate classification.

**HISP 601** Research, Theory and Writing. Credit 3. Orientation to traditional and new issues in advanced study of Spanish-language literature, linguistics, cultural studies; mechanics and ethics of scholarly procedure and bibliographical guidance on original research project; and individually tailored Spanish-language writing practicum. Prerequisite: Graduate classification.

**HISP 620* Studies in Critical Theory.** Credit 3. Examination of the development of theories of literary criticism and their application to the study of literary texts. Prerequisite: Graduate classification.


The following courses, taught at Texas A&M International University and at Texas A&M University-Kingsville, may be used in lieu of HISP 601:

**SPAN 5300 Theory of Literary Analysis Bibliographic Search, and Literary Writing Methods.** Credit 3. The course is designed to acquaint graduate students before the end their third semester of graduate studies with the techniques of research and writing appropriate to the study of literature. Prerequisite: Graduate classification. [TAMIU].

**SPAN 6306* Research Methods.** Credit 3. Orientation to critical proficiency and tools in literary theory, cultural studies approaches, and linguistic methods necessary for conducting research in the resolution of problems relevant to the study of the topic selected. Prerequisite: Graduate classification. [TAMU-K].
b. Courses for concentrations and free electives; to be chosen by a student in consultation with his or her graduate advisor and Ph.D. committee.

1. Texas A&M University courses:

   **HISP 602**  **Applied Linguistics for Teachers of Spanish.** Credit 3. Overview of Spanish including regional and national variation with special reference to relationship of language acquisition, performance analysis and teaching methodology. Prerequisite: Graduate classification.

   **HISP 603**  **Development of the Spanish Language.** Credit 3. The origin and development of the Spanish language from pre-Roman to modern period with emphasis on the socio-historical contexts; analysis of literary and documentary evidence of linguistic evolution. Prerequisite: HISP 602 or approval of instructor.

   **HISP 606**  **Spanish of the Southwest.** Credit 3. Descriptive analysis of written varieties of southwest Spanish from Texas, New Mexico, and Arizona. Structure and variation of (a) the sound system, (b) grammatical patterns, and (c) the lexicon. Instruction to sociolinguistic issues relevant to southwest language studies. Prerequisite: HISP 602 or approval of instructor.

   **HISP 607**  **Seminar in Spanish Linguistics.** Credit 3. Intensive investigation of an issue important to understanding historical linguistics, dialectology, sociolinguistics, developments in theoretical and applied linguistics. May be repeated for credit as content varies. Prerequisite: HISP 602 or approval of Instructor.

   **HISP 614**  **Hispanic Dialectology.** Credit 3. Topics include varieties of Spanish spoken throughout the Americas. Spanish-speaking regions covered include South America, the Caribbean, Central America, and North America, including the southwestern United States. The course covers historical background, structural linguistics, and sociolinguistic issues (social and stylistic variation). Prerequisite: Graduate classification.

   **HISP 618**  **Hispanic Folklore and Popular Literature.** Credit 3. An examination of popular literature and other cultural forms in the Hispanic world. Students will learn to appreciate, evaluate, and compare written and oral-traditional formats, and acquire methods of analyzing language and cultural artifacts that reflect recent research trends. Prerequisite: Graduate classification.
HISP 630*  Studies in Latin American Literature. Credit 3. Possible topics include colonial literature, the chronicles, Romanticism, Modernism, contemporary trends in the Latin American novel, the novel of the Mexican Revolution, Ruben Dario, contemporary Argentine fiction, the literature of revolution in Latin America, Afro-Hispanic literature, Hispanic Caribbean literature. May be repeated for credit when topic changes. Prerequisite: Graduate classification.

HISP 640*  History of Ideas in Hispanic World. Credit 3. Intensive study of cultural and ideological currents, especially as they are reflected in the works of essayists and other writers. Possible topics include Spain and European culture, European thought in Latin America, the Renaissance in Spanish literature and social life, Spain and the Western tradition, Spain between Islam and Christianity, the search for national identity in Mexico, three intellectual generations in Argentina, the development of Hispanic nationalism in the United States, the history of Hispanic journalism in the United States. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.

HISP 645*  Hispanic Women Writers. Credit 3. A study of the development of writing by women in the Hispanic world, including Spain, Latin America, and the United States. Topics include identity and nation, building of a feminine aesthetics, the reception of works by women writers, literary canons and exclusion, women and in the Latin American boom, Latina writers in the United States. Prerequisite: Graduate classification.

HISP 646*  Cultural Encounters and Borders in Hispanic Literature. Credit 3. Topics include literature and marginalization in medieval Spain, colonial literature and the chronicles, Modernism, Vanguardism, contemporary trends in the Latin American novel, the novel of the Mexican Revolution, Afro-Hispanic literature, Hispanic Caribbean literature. May be repeated for credit when the topic changes. Prerequisite: Graduate classification.

HISP 650*  Methods of Study in Spanish Linguistics. Credit 3. Examination of various methods of linguistic analysis in Spanish, such as transformational grammar, socio- or psycholinguistics in Spanish. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.

HISP 653*  Don Quixote and the Hispanic Novel. Credit 3. Analysis of Cervantes's Don Quixote and the development of modern fiction, its influence in the Hispanic narrative tradition, from Fernández de Avellaneda to Pérez Galdós, G. García Márquez, and Carlos Fuentes,
and its presence in the U.S. Hispanic novel. Prerequisite: Graduate classification.

**HISP 660*** **Reading and Research in Hispanic Cultural Studies.** Credit 3. Independent research in specialized subjects not normally or not often included in the regular course offerings. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.

**HISP 664*** **Hispanic Theatre** Credit 3. Topics include Golden Age drama and its antecedents, the Neo-Classicism movement in Spain, regionalist and criollo drama in Latin America, avant-garde and collective creation theatre, Teatro Campesino and Chicano movement drama, Hispanic performance artists. Prerequisite: Graduate classification.

**HISP 665*** **Studies in Spanish Literature.** Credit 3. Topics include El Cid, El Arcipreste de Hita, El Romancero, Spanish Renaissance poetry, Golden Age prose, Golden Age theater, Cervantes, Lope de Vega, Góngora and Gongorismo, eighteenth-century essayists, Galdós, the Generation of 98, Romanticism, Miguel de Unamuno, the theater of García Lorca, contemporary Spanish poetry, Spanish literature after Franco. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.

**HISP 667*** **Hispanic Genre Studies.** Credit 3. Selected topics in the works, authors, characteristics and classifications of a given genre cultivated by Hispanic writers. Prerequisite: Graduate classification.

**HISP 670*** **Studies in U.S. Hispanic Literature.** Credit 3. Topics include bilingual literature, Nuyorican literature, Cuban American literature, Chicano literature, the immigrant novel, ethnic autobiography, U.S. Hispanic theater, Chicano theater. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.

**HISP 671*** **Bilingualism in Hispanic Literature.** Credit 3. This course will explore bilingualism in Hispanic letters. From Spanish medieval literature to contemporary Hispanic literature in the United States, the course will focus on artistic, aesthetic, social, historical, and cultural aspects of the uses of two languages in Hispanic literary works. Prerequisite: Graduate classification.

**HISP 672*** **Hispanic Film and Performance Arts.** Credit 3. A theoretical and historical exploration of cinema and performance arts in the Hispanic world. The description and interpretation of films and performance arts such as flamenco and folkloric ballet with particular attention to history, ethnology, artistic trends, and tendencies and relationships to other arts. Prerequisite: Graduate classification.
HISP 675* **Methods of Teaching Spanish to Native Speakers.** Credit 3. Presentation of the various theories and methods for the teaching of Spanish to students of Spanish-speaking backgrounds in the United States. Prerequisite: HISP 602 or approval of instructor.

HISP 685** **Directed Studies.** Credit 1 to 4 each semester. Readings to supplement the student's knowledge of Hispanic Studies in areas not studied in other courses; research papers. May be repeated for credit. Prerequisite: Approval of department head.

HISP 689** **Special Topics in . . .** Credit 1 to 4. Selected topics in an identified area of Hispanic Studies. May be repeated for credit. Prerequisite: Graduate classification.

HISP 691** **Research.** Credit 1 or more each semester. Research for thesis or dissertation. May be repeated for credit. Prerequisite: Approval of department head.

2. Texas A&M International University courses

HISP 6305 **Seminar in Golden Age Literature.** Credit 3. A seminar in a special topic on the poetry, drama, and prose of the Golden Age. May be repeated when topic changes. Prerequisite: Graduate classification.

HISP 6313 **Seminar in Modern Peninsular Literature.** Credit 3. A seminar in a special topic concerning modern Spanish letters. Topics may focus on genres, authors, themes, or historical, cultural, and aesthetic movements. May be repeated when topic changes. Prerequisite: Graduate classification.

HISP 6339 **Seminar in the History of Spain.** Credit 3. A seminar in the history of Spain with special emphasis on historical, political, religious, and cultural issues of relevance to an understanding not only of Spain but of Spanish America. Prerequisite: Graduate classification.

HISP 6343 **Special Topics in Hispanic Literature and Culture.** Credit 3. A seminar dealing with diverse themes and currents in the literature of Spain or Spanish America. The focus may be a genre (the pastoral), a theme (the portrayal of women), or cultural/cross-cultural issues in Hispanic letters. Prerequisite: Graduate classification.

HISP 6344 **Seminar in Modern Spanish American Literature.** Credit 3. A seminar in Latin American Literature after independence. Topics will vary, and may include the novel, short story, poetry, theatre, or
themes prevalent in Spanish American literature, such as 

civilizacion-barbarie, revolution and society, race and gender, and 
social justice. Prerequisite: Graduate classification.

3. Texas A&M University-Corpus Christi courses

SPAN 5320 Seminar on Peninsular Literature. Credit 3. Detailed studies 
concentrating on themes, specific authors and literary movements. 
May be taken more than once when topics vary.

SPAN 5330 Seminar in Spanish-American Literature. Credit 3. Detailed 
studies concentrating on themes, specific authors and literary 
movements. May be taken more than once when topics vary.

SPAN 5340 Seminar in Spanish Linguistics. Credit 3. Detailed aspects of 
Spanish linguistics, such as history of the Spanish language, 
dialectology, sociolinguistics, morpho-syntax, Spanish in the United 
States, bilingualism, or Spanish of the Americas. May be taken 
more than once when topics vary.

SPAN 5396 Individual Study. Credit 1 to 3. A carefully planned special study 
on an academic topic not offered as part of the regular graduate 
curriculum. Directed Individual Study (DIS) is a tutorial, directed 
and evaluated by a member of the graduate art faculty. Enrollment 
is restricted to graduate students who have demonstrated both 
academic ability and the capacity for independent work. 
Prerequisites: 1) At least six semester hours of graduate course 
work in the field at Texas A&M University-Corpus Christi. 2) A 
minimum GPA of 3.0 on all work in the field at Texas A&M 
University-Corpus Christi. 3) At least one previous course with the 
 supervising instructor. A maximum of six semester hours of 5396 
may be counted towards the graduate degree.

SPAN 5699 Workshop in Spanish. Credit 1 to 6. Consideration of current 
problems and approaches in Spanish language, literature or 
teaching. May be repeated when topics vary.

4. Texas A&M University-Kingsville courses

SPAN 6300 Topics in Spanish. Credit 3. Research methods and theory in the 
field of Spanish linguistics. Topics: Dialectology, phonetics, 
semantics, pragmatics, Spanish of the Southwest, methods of study 
in Spanish language. May be repeated when topic changes. 
Prerequisite: Graduate classification.
SPAN 6301* **Research Methods.** Credit 3. Orientation to critical proficiency and tools in literary theory, cultural studies approaches, and linguistic methods necessary for conducting research in the resolution of problems relevant to the study of the topic selected. Prerequisite: Graduate classification.

SPAN 6310 **Hispanic Feminist Theory and Writing.** Credit 3. Analysis of Hispanic women's discourse as power struggle for the elaboration of feminist politics of reason, passion, and action, and political feminist consciousness. Critical analysis of women's writings as production and reproduction of cultural formations of historically situated and gender-specific discursive subjects. Prerequisite: Graduate classification.

SPAN 6311* **Hispanic Film Studies.** Credit 3. Study of Latin American, U.S., Latino, and Spanish film and multimedia as historical and cultural active re-discoveries and re-constructions of the Hispanic peoples and their worlds. Readings and discussion on the articulation between history, film, multimedia, and the production-consumption of image cultures in the Hispanic world. Prerequisite: Graduate classification.

SPAN 6341 **Topics in Translation Studies.** Credit 3. Applied linguistics issues related to Spanish-English/English-Spanish translation. May be repeated when topic changes. Prerequisite: Graduate classification.

SPAN 6350 **Hispanic Cultural Studies.** [Various Topics] Credit 3. Study of cultural constructs and practices in the Hispanic World. Interpretation of Hispanic signifying practices, institutions, subjectivities, ideologies, gender roles and the Other. Critical analysis of the interactions among high culture, mass media, and popular culture. May be repeated when topic changes. 01—Hispanic Cultural Studies; 02—Hispanic Cultures of Politics; 03—Hispanic Signifying Practices; 04—Hispanic Culture. Prerequisite: Graduate classification.

SPAN 6361* **Spanish-American Vanguardism.** Credit 3. Study of center-periphery theoretical encounters of the creacionista, ultraista, constructivist, and surrealist writing techniques used by Spanish-American writers from the 1920s to the 1940s. Assessment of the ambivalence between acceptance and rejection of the avant-garde by Latin American poets; and the singularity of the major works identified with the avant-garde. Prerequisite: Graduate classification.
SPAN 6362  **Spanish-American Postmodernism.** Credit 3. A study of the intersections of high culture and popular culture, global designs and local histories, border thinking and globalization in the literary genres of the Spanish-American postmodernist period. Insight into various aspects of power-subordination relationship of Hispanic and world cultures. Critical analysis of their aesthetic, social, and political functions and contexts. Prerequisite: Graduate classification.

2. **If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks, etc.), identify courses unique to each alternative.**

Although the curriculum for the Ph.D. in Hispanic Studies features four distinct concentrations, there are no courses that are “unique” to any of them. Indeed, one of the special characteristics of the program is that the four concentrations complement one another. Thus, a student concentrating in Hispanic Cultural Studies may want to take one or more courses in Hispanic Literatures, since the study of culture cannot be divorced from the literary texts that a culture produces. Likewise, a student concentrating on biculturalism/bilingualism may want to take courses on linguistics and dialects from the Linguistics and Pedagogy concentration. In short, this is an integrated Ph.D. cooperative program where courses associated with one concentration are associated with the other three concentrations as well. Doctoral students, in consultation with their graduate advisor and Ph.D. committee, will be free to build their curriculum as their individual needs, career goals, and interests lead them.
3. Provide a semester-by-semester projection for offering the required and prescribed courses during the first five years.

1. Texas A&M University

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2. Texas A&M International University

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ROTATION OF COURSES (COLLEGE STATION)

Fall 2003
HISP 600 Introduction to Hispanic Studies
HISP 602 Applied Linguistics for Teachers of Spanish
HISP 614 Hispanic Dialectology
HISP 618 Hispanic Folklore and Popular Literature
HISP 620 Studies in Critical Theory
HISP 630 Studies in Latin American Literature

HISP 600 Introduction to Hispanic Studies
HISP 607 Seminar in Spanish Linguistics
HISP 620 Studies in Critical Theory
HISP 646 Cultural Encounters and Borders in Hispanic Literature
HISP 664 Hispanic Theatre
HISP 670 Studies in U.S. Hispanic Literature

Spring 2004
HISP 601 Research, Theory and Writing
HISP 603 Development of the Spanish Language
HISP 625 U.S. Hispanic Literature and Culture
HISP 640 Studies in the History of Ideas in the Hispanic World
HISP 645 Hispanic Women Writers
HISP 653 Don Quijote and the Hispanic Novel

HISP 601 Research, Theory and Writing
HISP 606 Spanish of the Southwest
HISP 625 U.S. Hispanic Literature and Culture
HISP 650 Methods of Study in Spanish Linguistics

Fall 2004
HISP 665 Studies in Spanish Literature
HISP 672 Hispanic Film and Performance Arts

Spring 2005
HISP 601 Research, Theory and Writing
HISP 618 Hispanic Folklore and Popular Literature
HISP 625 U.S. Hispanic Literature and Culture
HISP 630 Studies in Latin American Literature
HISP 671 Bilingualism in Hispanic Literature
HISP 689 Special Topics in...

Fall 2005
HISP 600 Introduction to Hispanic Studies
HISP 602 Applied Linguistics for Teachers of Spanish
HISP 620 Studies in Critical Theory
HISP 660 Reading and Research in Hispanic Cultural Studies
HISP 667 Hispanic Genre Studies
HISP 675 Methods of Teaching Spanish to Native Speakers of Spanish

HISP 600 Introduction to Hispanic Studies
HISP 614 Hispanic Dialectology
HISP 620 Studies in Critical Theory
HISP 640 Studies in the History of Ideas in the Hispanic World
HISP 645 Hispanic Women Writers
HISP 653 Don Quijote and the Hispanic Novel
HISP 670 Studies in U.S. Hispanic Literature

Spring 2006
HISP 601 Research, Theory and Writing
HISP 618 Hispanic Folklore and Popular Literature
HISP 625 U.S. Hispanic Literature and Culture
HISP 630 Studies in Latin American Literature
HISP 671 Bilingualism in Hispanic Literature
HISP 689 Special Topics in...

Fall 2006
HISP 600 Introduction to Hispanic Studies
HISP 614 Hispanic Dialectology
HISP 620 Studies in Critical Theory
HISP 640 Studies in the History of Ideas in the Hispanic World
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HISP 653 Don Quijote and the Hispanic Novel
HISP 670 Studies in U.S. Hispanic Literature

HISP 600 Introduction to Hispanic Studies
HISP 602 Applied Linguistics for Teachers of Spanish
HISP 607 Seminar in Spanish Linguistics
HISP 620 Studies in Critical Theory
HISP 650 Methods of Study in Spanish Linguistics
HISP 660 Reading and Research in Hispanic Cultural Studies
HISP 672 Hispanic Film and Performance Arts

Spring 2007
HISP 600 Research, Theory and Writing
HISP 603 Development of the Spanish Language
HISP 606 Spanish of the Southwest
HISP 625 U.S. Hispanic Literature and Culture
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HISP 664 Hispanic Theatre
HISP 665 Studies in Spanish Literature

Fall 2007
HISP 600 Introduction to Hispanic Studies
HISP 602 Applied Linguistics for Teachers of Spanish
HISP 607 Seminar in Spanish Linguistics
HISP 620 Studies in Critical Theory
HISP 650 Methods of Study in Spanish Linguistics
HISP 660 Reading and Research in Hispanic Cultural Studies
HISP 672 Hispanic Film and Performance Arts

Spring 2008
HISP 600 Introduction to Hispanic Studies
HISP 602 Applied Linguistics for Teachers of Spanish
HISP 607 Seminar in Spanish Linguistics
HISP 620 Studies in Critical Theory
HISP 650 Methods of Study in Spanish Linguistics
HISP 660 Reading and Research in Hispanic Cultural Studies
HISP 672 Hispanic Film and Performance Arts
## ROTATION OF COURSES (SYSTEM AFFILIATES)

### Fall 2003
- SPAN 5300 Theory of Literary Analysis (TAMIU)
- HISP 6339 Seminar in the History of Spain (TAMIU)
- SPAN 5320 Seminar on Peninsular Literature (TAMUCC)
- SPAN 6300 Topics in Spanish (TAMUK)
- SPAN 6301 Research Methods (TAMUK)
- SPAN 6350 Hispanic Cultural Studies (TAMUK)

### Spring 2004
- HISP 6305 Seminar in Golden Age Literature (TAMIU)
- SPAN 6310 Hispanic Feminist Theory (TAMUK)
- SPAN 6311 Hispanic Film Studies (TAMUK)
- SPAN 6341 Topics in Translation Studies (TAMUK)

### Summer 2004
- HISP 6313 Seminar in Modern Peninsular Literature (TAMIU)

### Fall 2004
- HISP 6343 Sp. Topics in Hispanic Literature (TAMIU)
- SPAN 5330 Seminar in Spanish-American Literature (TAMUCC)
- SPAN 6300 Topics in Spanish (TAMUK)
- SPAN 6341 Topics in Translation Studies (TAMUK)
- SPAN 6362 Spanish-American Postmodernism (TAMUK)

### Spring 2005
- HISP 6305 Sem. in Golden Age Literature (TAMIU)
- HISP 6344 Sem. in Modern Peninsular Literature (TAMIU)
- SPAN 6301 Research Methods (TAMUK)
- SPAN 6341 Topics in Translation Studies (TAMUK)
- SPAN 6361 Spanish-American Vanguardism (TAMUK)

### Summer 2005
- HISP 6313 Seminar in Modern Peninsular Literature (TAMIU)
- HISP 6343 Sp. Topics in Hispanic Literature (TAMIU)

### Fall 2005
- SPAN 5300 Theory of Literary Analysis (TAMIU)
- HISP 6305 Seminar in Golden Age Literature (TAMIU)
- SPAN 5340 Seminar in Spanish Linguistics (TAMUCC)
- SPAN 6300 Topics in Spanish (TAMUK)
- SPAN 6341 Topics in Translation Studies (TAMUK)
- SPAN 6350 Hispanic Cultural Studies (TAMUK)

### Spring 2006
- HISP 6344 Sem. in Modern Spanish American Literature (TAMIU)
- SPAN 5699 Workshop in Spanish (TAMUCC)
- SPAN 6310 Hispanic Feminist Theory (TAMUK)
- SPAN 6311 Hispanic Film Studies (TAMUK)
- SPAN 6341 Topics in Translation Studies (TAMUK)

### Summer 2006
- HISP 6343 Sp. Topics in Hispanic Literature (TAMIU)

### Fall 2006
- HISP 6339 Seminar in the History of Spain (TAMIU)
- SPAN 5320 Seminar on Peninsular Literature (TAMUCC)
- SPAN 6300 Topics in Spanish (TAMUK)
- SPAN 6341 Topics in Translation Studies (TAMUK)
- SPAN 6362 Spanish-American Postmodernism (TAMUK)

### Spring 2007
- HISP 6305 Seminar in Golden Age Literature (TAMIU)
- HISP 6344 Sem. in Modern Spanish American Literature (TAMIU)
- SPAN 6301 Research Methods (TAMUK)
- SPAN 6341 Topics in Translation Studies (TAMUK)
- SPAN 6361 Spanish-American Vanguardism (TAMUK)

### Summer 2007
- HISP 6313 Seminar in Modern Peninsular Literature (TAMIU)
- HISP 6343 Sp. Topics in Hispanic Literature (TAMIU)
<table>
<thead>
<tr>
<th>Fall 2007</th>
<th>Spring 2008</th>
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<tbody>
<tr>
<td>HISP 6305 Seminar in Golden Age Literature (TAMIU)</td>
<td>HISP 6339 Seminar in the History of Spain (TAMIU)</td>
</tr>
<tr>
<td>HISP 6313 Seminar in Modern Peninsular Lit. (TAMIU)</td>
<td>HISP 6343 Sp. Topics in Hispanic Literature (TAMIU)</td>
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<td>HISP 6344 Sem. in Modern Spanish Am. Lit. (TAMIU)</td>
<td>HISP 6344 Sem. in Modern Spanish Am. Lit. (TAMIU)</td>
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<td>SPAN 5330 Seminar in Spanish-American Literature (TAMU/CC)</td>
<td>SPAN 6341 Topics in Translation Studies (TAMUK)</td>
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<tr>
<td>SPAN 6350 Hispanic Cultural Studies (TAMUK)</td>
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</tbody>
</table>

**Summer 2008**

|                                                                                                     |                                                                                                       |
| HISP 6343 Sp. Topics in Hispanic Literature (TAMIU)                                                 |                                                                                                       |

4. **Describe arrangements that would serve non-traditional students, e.g., non-traditionally scheduled classes, delivery of instruction by telecommunications and/or off-campus instruction sites, library services, student advisement, etc., if applicable.**

Graduate classes will be scheduled in the late afternoon and evening in order to better serve teachers in public and private schools.

All Texas A&M University graduate courses for the Ph.D. program will be available through distance learning, starting immediately with those taught at College Station and Laredo, and then with those taught at Kingsville and Corpus Christi in the future (see section VIII, p. 65).

5. **If the general education/core curriculum component of the proposed program differs from that required for all or most other undergraduate programs at the institution, indicate how and why.**

Not applicable.

**E. Supporting fields**

1. **Identify existing degree programs and non-degree supporting fields that would complement the proposed program; describe the relationship of each to the proposed program.**

   a. **Texas A&M University:**

   Bilingual Education Certification Program, College of Education, which offers graduate classes in bilingualism and teacher education

   Bachelor of Arts in International Studies Program, College of Liberal Arts, which has Latin American and European (Spanish) concentrations and will provide potential graduate students
The Department of English, College of Liberal Arts, with courses on Mexican American literature, English as a Second Language, linguistics, and comparative literature

The Bush School of Government and Public Policy Master of Public Service and Administration program, which includes a focus on the social, economic, and political issues affecting the Hispanic and other minority populations and which is proposing an international affairs program

b. System affiliates:

Texas A&M International University

Bilingual Education program, College of Education, which offers graduate classes in bilingual education

Department of Social Studies, College of Arts & Humanities, which offers graduate classes in Latin American history and politics and in Texas-Mexico criminal justice.

Department of Psychology and Sociology, which offers graduate sociology classes in biculturalism and graduate psychology classes in multicultural issues in counseling.

Texas A&M University-Corpus Christi

The College of Education offers a Doctor of Education in School Counseling degree.
The College of Arts and Humanities offers a M.A. in History and English. Some of the courses from these programs will be used as electives for Hispanic Studies students.

Texas A&M-Kingsville

The Department of Bilingual Education, College of Education, Texas A&M University-Kingsville, which offers a Ph.D. in Bilingual Education; some of the courses offered could be used as electives for Hispanic Studies students (e.g. EDCI 612, Bilingual/ESL Content-Area Instruction; EDCI 613, Spanish/English Reading for Bilinguals; and EDCI 616, Teaching in Spanish in the Bilingual Classroom)

2. If the existing programs or supporting fields would require updating or expansion because of the new program, explain how and why.

a. Texas A&M University:

On the College Station campus, no updating or expansion will be needed, other than the new courses in Hispanic Studies which will be proposed by the Department of Modern and Classical Languages.
b. System affiliates:

Texas A&M International University is creating a number of 6000-level course equivalents to our substantial course inventory of 5000-level courses.

Texas A&M University-Kingsville courses have been updated, and no expansion will be needed.

No changes will be needed at this stage for Texas A&M University Corpus Christi.

F. Effect on existing programs

1. Describe how existing courses would be affected by enrollments generated in the proposed program, including, but not limited to, the potential need for additional sections or increased class sizes, faculty, library resources, equipment, supplies, and/or space.

a. Texas A&M University:

There will be a need for 7.0 FTE (= 14) additional Graduate Teaching Assistants [GAT], to be hired over the first four years of the doctoral program. These new GATs, who will be enrolled in the doctoral program, will teach first-year beginning Spanish classes.

There is no need for additional faculty at the initial implementation of the program. The current number of graduate faculty in Spanish on the College Station campus, plus the faculty with teaching and research interests in Hispanic Studies in other academic units (see list on p. 47), will be able to handle the curriculum. Moreover, there will be faculty at System institutions who will teach, or team-teach, graduate courses, and their contributions will be able to provide adequate teaching power.

Library resources in support of the program are adequate. Aggressive acquisition campaigns, however, are currently under way by Evans Library and will further enhance the program. (See p. 59, and Appendix B).

Existing space allocated to the Department of Modern and Classical Languages will be adequate for first few years of the new program. Thereafter, additional office space will be needed for graduate teaching assistants. Classroom space will not be a problem, since graduate courses will be offered during the evening, a time when classroom facilities are underutilized.
b. System affiliates:

**Texas A&M International University**

Texas A&M International University would not need to add any additional faculty positions in the foreseeable future to participate in the program.

Having just concluded a major acquisitions campaign, library resources are currently adequate, but we will seek additional acquisitions to enhance the program. (See Appendix C)

We will seek 2.0 FTE (= 4) Graduate Teaching Assistants (GAT) over the first four years of the program. Our GATs would fulfill one or more of the following duties: teach introductory Spanish courses, conduct tutorials, serve as graders for faculty, and assist professors in research.

We will need no additional space for faculty, classes, or GATs.

**Texas A&M University-Corpus Christi**

There are no anticipated changes resulting from the implementation of the proposed program.

**Texas A&M University-Kingsville**

There will be need for 1.00 FTE Graduate Teaching Assistant, to be hired during the first year of the doctoral cooperative program. These GTAs, who will be enrolled in the doctoral cooperative program, will teach first and second year Spanish. They will replace our present GTAs of our M.A. program. First and second year classes will remain the same unless an unusual enrollment increase. There is no need of additional faculty at the initial implementation of the program.

Library resources have to be increased, especially for the acquisition of Hispanic periodicals (See Appendix C).
2. For a graduate program, describe how related undergraduate programs would be affected by enrollments in the proposed program, including changes anticipated in the rank and/or credentials of faculty teaching in the undergraduate program, and use of graduate Teaching Assistants, Graduate Assistants, Assistant Instructors, etc., and their credentials. Provide evidence that faculty (full-time, part-time, or GATs) in the proposed program, or who would replace current faculty reassigned to the proposed program, would meet Southern Association minimum standards for credentials and experience.

a. Texas A&M University:

On the undergraduate level, the Ph.D. cooperative program will expand access to undergraduate courses by supporting 24 graduate teaching assistants (GATs). These GATs will teach first-year and even second-year Spanish, resulting in thirty-six (36) classes being offered. Since departmental language classes are currently capped at 24 seats, this will translate into 864 more seats and an additional 3,456 SCHs each year. The audience exists for these seats: every semester, students now find sections of beginning and intermediate Spanish closed early in the preregistration period. Students from all academic fields—agriculture, education, engineering, business—are seeking Spanish minors because of the internationalization and globalization of today's job markets.

All faculty involved in the teaching of graduate courses will hold the rank of Ph.D.

b. System affiliates:

Texas A&M International University

GATs with a M.A. in Spanish will teach from four to six (total) additional sections of beginning, intermediate, survey of literature, and selected upper-level grammar and composition courses in Spanish, which we anticipate needing over the next four years.

Texas A&M University-Corpus Christi

There is an expected growth in the number of first and second year classes as well as in the Spanish major, as TAMU-CC student enrollment is projected to increase in the near future. With the Ph.D. cooperative program established at College Station it will be imperative for the Spanish program to propose a M.A. in Spanish.

Texas A&M University-Kingsville

The Department of Language and Literature currently employs native Spanish speakers who hold at least an M.A. degree. At the undergraduate level, the Ph.D. cooperative program will expand access to undergraduate courses by supporting initially 3 or 4 doctoral Graduate Teaching Assistants.
G. Accreditation

1. If there is a professional program accreditation procedure in this field, attach current standards.

There is no professional program accreditation procedure for the field of Hispanic Studies.

2. State intention regarding accreditation.

Not applicable.

III. EVALUATION

A. Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate survey, and other procedures. How would evaluations be carried out?

Regular evaluations of the program will be conducted through a variety of indicators.

The Texas A&M University System carries out external evaluations of all of its academic programs on a regular basis, in accordance with the guidelines established by the Southern Association of Colleges and Schools. Currently, doctoral programs are evaluated every seven years. These evaluations are comprehensive, addressing the scholarly strengths and weaknesses of the faculty, the quality of teaching at all levels, the adequacy of curricula and degree programs, the quality of the students, and the adequacy of the unit's facilities and support services. Once the doctoral cooperative program in Hispanic Studies is underway, a thorough outside review will be conducted in accordance with these practices.

The departments on all campuses will conduct annual self-studies by keeping track of the placement of their graduates into the academy and the public and private sectors; admission and retention rates; comparison of the program with doctoral programs at peer institutions, in terms of admissions, number of graduates, placement rates, and attrition rates; reviews of curricular offerings; and the publications in professional journals and presses by graduates of the program.

IV. PROGRAM NEED/DEMAND

A. Identify similar programs at:

1. Texas public and independent universities

There are only three universities in the State of Texas that offer Ph.D. programs in Spanish: the University of Texas at Austin, Texas Tech University, and the University of
Houston. These programs do not offer an interdisciplinary and intrasystem program in Hispanic Studies.

2. **Out-of-state institutions, if the proposed program would be unique in Texas.**

Texas A&M University is the only university in the nation of its kind, size, and scope not offering a Ph.D. degree in Spanish or Hispanic Studies. Nationwide, every research land-grant institution has a Spanish doctoral granting program. While most Ph.D. programs offer courses in U.S. Hispanic literature and linguistics, our proposed Ph.D. cooperative program will have the uniqueness of offering an interdisciplinary focus and concentration and in bringing together the many cultural heritages of Spanish-speaking peoples. The supporting outside letters (Appendix A) document the uniqueness of this program.

B. **Describe justification for the proposed program in terms of the following, as applicable:**

1. **Local, regional, state, national, and international needs.**

   Texas A&M University, College Station is the third largest university in the nation in the second most populous state with one of the largest Hispanic populations nationwide. And yet, despite Texas' Hispanic history and heritage, its proximity and economic ties to Mexico and Latin America, and the large projected growth of Hispanics over the next 20 years, neither the flagship institution in College Station nor any of the other universities of the Texas A&M University System has a Ph.D. program in Spanish.

   The Ph.D. cooperative program in Hispanic Studies will address especially critical and crucial needs of the State of Texas. The Texas Higher Education Coordinating Board estimates that an additional 136,000 students will enroll in Texas public and independent higher education by the year 2010. Given current and projected demographics of the State, it is clear that many of these students will be minority. It is imperative, as the Texas Higher Education Coordinating Board's reports make clear, that minority participation in higher education must increase to ensure that Texas has a highly skilled and well-educated work force to compete with other states and nations. According to the Texas State Data Center at Texas A&M University, by the year 2030 forty-six (46) percent of the work force alone will be Hispanic. When one factors in the fact that currently there is a dearth of Hispanic and black faculty, administrators, and professional leaders in the State, the needs of the State can be addressed by the creation of programs that produce highly trained and well prepared Hispanic graduates who can move into higher education, public education, and the private sector. Indeed, the Texas Higher Education Coordinating Board states that Texas faces a formidable challenge in attracting more minorities into higher education positions; minority faculty and administrators can serve as mentors and role models to encourage minority students to enter and succeed in higher education.

   The Ph.D. cooperative program in Hispanic Studies will demonstrate that the Texas A&M University System is a responsible caretaker of resources. The creation of new graduate programs typically requires expenses that drain already limited resources for higher education. The proposed Hispanic Studies cooperative program will make use of distance
education (see section VIII, p. 65), rely on intrasystem cooperation, and depend on reallocation of existing monies; this is a highly effective and efficient use of limited State higher education resources, even as these programs provide educational opportunities to minority students and help provide needed academic programs to the high growth area of south Texas. Many students are unwilling to leave their area of residence and relocate to Austin, Lubbock, Houston, or elsewhere in order to undertake graduate study because of work and family responsibilities. Through distance learning and collaborative efforts among the System institutions, we will be able to reach out to students in south Texas to offer them unique opportunities for doctoral study. Through the establishment of this cooperative program, the Texas A&M University System will have a program of advanced teaching and research in Hispanic literature, language, and culture which will serve the needs of the nation, state, and region.

On state and national levels, the Modern Language Association Job List advertisements for faculty positions in Spanish and the fields of Hispanic Studies exceed those for any other language. In October of 2001 alone, this publication listed 388 faculty positions in Spanish-related areas, with 26 more listed in January, 2002. (There are other venues of publication, such as the Chronicle of Higher Education, but we believe that the MLA Job List is sufficient to demonstrate need). In the state of Texas specifically, there were fourteen (14) tenure-track positions being advertised (one more was added on January 2002, not counting several within the Texas A&M University System):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Area of Specialization</th>
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</thead>
<tbody>
<tr>
<td>Angelo State University</td>
<td>Generalist</td>
</tr>
<tr>
<td>Austin College</td>
<td>Spanish American/Latino</td>
</tr>
<tr>
<td>Lamar University</td>
<td>Generalist/Latin America</td>
</tr>
<tr>
<td>McMurry University</td>
<td>Generalist</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>Peninsular Literature</td>
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<tr>
<td>Southwestern University</td>
<td>Latin American Literature</td>
</tr>
<tr>
<td>Stephen F. Austin State University</td>
<td>Open</td>
</tr>
<tr>
<td>University of Dallas</td>
<td>Peninsular/Latin America</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>Spanish Applied Linguistics</td>
</tr>
<tr>
<td>University of Texas-Arlington</td>
<td>Peninsular/Latin America</td>
</tr>
<tr>
<td>University of Texas-Arlington</td>
<td>Peninsular/Golden Age</td>
</tr>
<tr>
<td>University of Texas-El Paso</td>
<td>Director of Creative Writing</td>
</tr>
<tr>
<td>University of Texas-San Antonio</td>
<td>Peninsular/Golden Age</td>
</tr>
<tr>
<td>University of Texas-San Antonio</td>
<td>Linguistics</td>
</tr>
</tbody>
</table>

As the above list shows, there is a need for doctorates even within Texas at the four-year institution level (this does not even address the need for instructors at two-year institutes and community colleges). Currently, the three existing doctoral programs of the State grant each year approximately 13 doctorates: the University of Houston projects an annual graduation rate of four Ph.D.s; the University of Texas, Austin, five; and Texas Tech University, four. It is obvious that the demand for faculty in the State and across the nation can be met by expanding the number of doctoral-granting institutions in Texas.
To summarize: the need for Ph.D.s with a concentration in Hispanic Studies is significant at the state and national level, with particular need for faculty to teach courses that are presently, or fast becoming, mainstays in the curriculum: Spanish for native speakers of Spanish; Chicano/Mexican-American, U.S. Hispanic, Puerto Rican, Cuban-American, and Caribbean literatures; folklore of the Hispanic Southwest; U.S. Hispanic culture and civilization; Spanish for bilingual teachers; linguistics courses, from dialectology to sociolinguistics; and specialized courses in bilingual education and English as a second language.

2. The long-range academic plan of the institution.

a. Texas A&M University:

The Ph.D. graduate cooperative program in Hispanic Studies ties in well with the Vision 2020 initiative of Texas A&M University, College Station, the purpose of which is to position the University as one of the ten best public institutions of higher education in the United States by the year 2020. According to this ambitious initiative, Texas A&M University has set for itself the goals of the production of knowledge through research, the creation of interdisciplinary and multidisciplinary programs, cooperative programs with System affiliates, creation of new masters programs and doctoral programs (especially in the humanities, since those programs are a distinguishing mark of a top tier university), functioning as a leader in graduate programs for colleges in the System, and fulfilling its land-grant status by addressing the current and future needs of the State. All of these goals are reflected in the Ph.D. cooperative program in Hispanic Studies. Moreover, Texas A&M University's oft-repeated goal of attracting, recruiting, and retaining a more ethnically diverse faculty and student body will be aided through this program. As a land-grant institution, Texas A&M University has a mandate to "recruit outstanding minority students and provide the educational opportunities and leadership development experiences that will prepare them as future leaders for Texas," and has an obligation to develop and prepare the problem-solvers, especially minority leaders, who will guide this increasingly diverse State throughout the twenty-first century. By training such leaders at this land-grant institution, we can help ensure that they will stay in Texas and assume their leadership roles. For example, the Department of Modern and Classical Languages' tracking of its graduates in the existing M.A. program, which has a pedagogical focus in a rather traditional Spanish curriculum, shows that some students leave the State for doctoral programs in northern states; once there, they typically stay to work in university teaching and administrative positions rather than returning to Texas.

b. System affiliates:

Texas A&M International University

Located on the U.S.-Mexico border and in the city which serves as the largest inland port in the U.S., Texas A&M International University is committed to providing educational programs and research which illuminate and enhance social, cultural, and
economic ties with the world, particularly, of course, Latin America. Texas A&M International is also committed to providing accessible graduate education to South Texas, a region that has historically been woefully under-served, most particularly in doctoral programs. The cooperative Ph.D. program in Hispanic Studies will be an important initial step in addressing that problem while perfectly complementing the international, as well as regional, mission of the university. As the university in Texas with the highest percentage of Hispanic students, we are a natural and important source of future Hispanic leaders for Texas. This cooperative program will clearly help us fulfill that potential. At the same time, this program will enhance TAMU’s hemispheric and international projection.

Texas A&M University-Corpus Christi

The existence of a Ph.D. in Hispanic Studies will provide students at TAMU-CC the opportunity to further their education at the doctoral level.

Texas A&M University-Kingsville

There is a huge Hispanic student body at TAMUK (67% of the total student population) that needs a cultural space at the graduate level. The Ph.D. in Hispanic Studies will provide that space, as well as leadership development experiences. Thus, the goal of attracting, recruiting, and preparing especially minorities and Hispanic students as leaders for their communities and Texas will be met through this program. This program will provide opportunities for TAMUK students to obtain a terminal degree in a field for which no such degree is currently available.

3. Demand from prospective students.

a. Texas A&M University:

The best evidence for student demand is the student population in the current M.A. in Modern Languages, option in Spanish. At present, the masters program on the College Station campus has approximately 10 students enrolled on a full-time basis at any one time, and another five or six on a part-time basis. The purpose of the existing M.A. program is to give students a broad background and training in the Spanish language and literature. The curriculum is traditional and has a strong focus on Spain. Approximately half of our graduates secure teaching jobs at community or four-year colleges as lecturers or become teachers in public and private schools. Other graduate students use the M.A. program as a stepping-stone to prestigious Ph.D. graduate programs. Some students have lamented that Texas A&M University has no doctoral program in Spanish or Hispanic Studies, so that they could continue their studies here. Moreover, many of our M.A. students are Mexican-American or Latin American and have stated their dismaying that they are unable to pursue an in-depth course of study related to their own background.

Students of this program have successfully found employment at places like Blinn College, Sam Houston State University, Tarleton State University, West Point
Academy, the Houston public schools, the Iola public schools, the Huntsville public schools, the Caldwell public schools, the College Station public schools, the Dallas public schools, the Navasota public schools, the Berlitz Language School in Norway, private schools in Cuernavaca (Mexico), Andersen Consulting, and Texas A&M University.

Graduates of the program have been accepted to Ph.D. programs at institutions such as the University of Michigan, Ohio State University, the University of Minnesota, Michigan State University, Louisiana State University, the University of Texas at Austin, Purdue University, the University of Puerto Rico, the University of Wisconsin, and the State University of New York at Albany.

As the above information shows, graduates of the current M.A. in Modern Languages (Option: Spanish) at College Station have gone onto Ph.D. programs at other universities or are teaching in public schools or colleges. Many of the students who were accepted into doctoral programs have stated that they would have preferred to stay here to pursue a Ph.D., if such a program had existed; instead, they have gone out of state to study. Of those graduates who have gone into teaching, some have expressed an interest in returning for doctoral studies. Given this already expressed level of interest and given a steady pool of masters students from our own program, it is clear that much of our target of six new doctoral students each year can be met internally. Since this scenario does not take into account students from other parts of the country who would be attracted to the uniqueness of the Hispanic Studies program, there should be no difficulty in meeting recruitment goals.

b. System affiliates:

Texas A&M International University

Texas A&M International conservatively expects to enroll four to six students in the program during its first year and from two to four students each year thereafter. We have received numerous and frequent inquiries about the program since students learned of this possibility.

Texas A&M University-Corpus Christi

TAMU-CC presently offers a B.A. in Spanish. The faculty at this institution has encouraged its Spanish majors to continue on to graduate school. With the Ph.D. in Hispanic Studies, this encouragement can be enhanced.

Texas A&M University-Kingsville

At present, the M.A. program has six students enrolled on a full-time basis. Students of this program have successfully found employment at places like DelMar College, the Corpus Christi public schools, the Kingsville public schools, and Texas A&M University-Kingsville.
Graduates of the program have been accepted to Ph.D. programs at institutions such as Iowa University, the University of California-Davis, the University of Texas at Austin, the University of Houston, and the University of Michigan.

4. Job market needs.

A wide variety of employment opportunities exist for Ph.D. graduates in Hispanic Studies. A career in academia as a faculty member or administrator is an obvious employment option for a doctorate in Hispanic Studies, both in traditional departments and in the rapidly growing number of centers, institutes, and institutions conducting research and studies on minority-related issues and policies. Job market needs in academia have been discussed already in IV.B.1 above (p. 28). Both the private sector and state and federal employment offer jobs for Hispanic Studies graduates with demonstrated abilities in cultural awareness and knowledge. Among the private sector, employment opportunities exist in human resources departments, employee relations offices, and cultural and diversity training units. Some graduates will also find employment in consulting firms and companies doing business with international companies in Latin America. Graduates with bilingual capabilities will have additional opportunities for employment in the social service sector of local, state, regional, and national agencies. The public and private education sector affords employment options in administration and consulting. Possession of multicultural/bicultural skills in communications in all industries in the State and Southwest will increasingly be in demand. Appendix E includes a report from the Modern Language Association of America’s Committee on Professional Employment with details on how employment outside academia is transforming the profession.

The national need for Ph.D.s with this area of expertise extends to the local, state, and federal education agencies that are preparing to meet the needs of Hispanic minority students and the general populace to study U.S. Hispanic culture. Curriculum writers, subject area supervisors, and textbook writers with this expertise are in demand, not only in local school districts across the State of Texas, but also in commercial publishers of education materials. Companies such as Harcourt Brace Jovanovich, Holt Rinehart, and Winston and Norton, with offices in Austin, specifically deal with the State’s textbook adoption needs. These companies have already been incorporating U.S. Hispanic literary and linguistic materials into their high school and college textbooks. Harcourt Brace Jovanovich has even published a high school English textbook, *Mexican American Literature*, to meet this specific need. Numerous other companies are producing bilingual education materials in English and Spanish for all levels of education. Whereas bilingual education publishers previously had imported materials from abroad or had based their textbooks on Hispanic culture in Spain and Latin America, these publishers are currently refocusing their materials to reflect Hispanic culture in the United States.

5. Educational and cultural needs of the community.

The Ph.D. cooperative program in Hispanic Studies will benefit the local communities in many ways. In Texas school districts, there are unfilled positions in Spanish, as data
from the Texas Education Agency show. Currently there is a very high demand for certified Spanish teachers (nearly 400 teachers, according to the Texas Education Agency, are now teaching “out of field”), while the number of openings in English as a Second Language and Bilingual Education is staggering—277 in the Dallas Independent School District alone. Local community colleges too are in constant need of qualified Spanish teachers. The Ph.D. in Hispanic Studies will produce needed university and college teachers who will, in turn, form many of the teachers needed in local schools. Local communities will also benefit from the many speakers, colloquia, and conferences sponsored by the Hispanic Studies cooperative program.

V. PROGRAM POTENTIAL

A. Estimate the cumulative headcount and full time equivalent (FTE) enrollment for each of the first five years (majors only, considering expected attrition and graduation) and indicate the number expected to be new to the institution each year.

1. Texas A&M University:

On the College Station campus, we project by the end of the fifth year an enrollment of 24 full-time Ph.D. students. (We anticipate an additional number of part-time students, as is the case with the current masters program in Modern Languages, Option: Spanish; these students will be local and regional high school teachers working on an advanced degree.)

Each year, the Department of Modern and Classical Languages will admit six doctoral students. With attrition and graduation, the number of full time admitted students and those leaving the program (through graduation or attrition) will be equivalent each year after the fifth year.

<table>
<thead>
<tr>
<th>Total Projected Enrollment in Ph.D. Program on Texas A&amp;M University, College Station Campus</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Attrition</td>
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<td>(0)</td>
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<td>(0)</td>
<td>(2)</td>
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<tr>
<td>Returning</td>
<td>0</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>6</td>
<td>11</td>
<td>16</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

2. System Affiliates:

It is estimated that each year a minimum of two new students will be admitted into the program on each campus. This will project by the end of the fifth year to an enrollment of 24 full-time Ph.D. students. (Part-time students are also anticipated.) With attrition and
graduation, the number of admitted students and those leaving the program (through graduation or attrition) will be equivalent each year after the fifth year.

**Total Projected Enrollment in Ph.D. Program at System Affiliates**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Attrition</td>
<td>(0)</td>
<td>(0)</td>
<td>(1)</td>
<td>(2)</td>
<td>(0)</td>
</tr>
<tr>
<td>Graduated</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>(2)</td>
</tr>
<tr>
<td>Returning</td>
<td>0</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>6</td>
<td>11</td>
<td>17</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

**Total Projected Enrollment in Ph.D. Program for All Texas A&M University System Campuses** [on assumption that each South Texas campus will contribute, on the average, 2 new students each year]

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Attrition</td>
<td>(0)</td>
<td>(0)</td>
<td>(2)</td>
<td>(4)</td>
<td>(0)</td>
</tr>
<tr>
<td>Graduated</td>
<td>(0)</td>
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<td>(0)</td>
<td>(0)</td>
<td>(4)</td>
</tr>
<tr>
<td>Returning</td>
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<td>10</td>
<td>22</td>
<td>32</td>
<td>40</td>
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<tr>
<td>Total Enrolled</td>
<td>12</td>
<td>22</td>
<td>32</td>
<td>40</td>
<td>48</td>
</tr>
</tbody>
</table>

**B. Explain assumptions used in making these estimates.**

The estimates of attritions and graduates are based on our experience with the current masters program in Modern Languages (Option: Spanish) on the College Station campus. The M.A. attrition rate for the five-year period of 1994-1999 was eight percent. These ratios are replicated in the Tables above.

**VI. RESOURCES**

**A. Personnel**

1. **Describe any personnel additions or changes in the past three years made in anticipation of the program.**

   a. **Texas A&M University:**

   Every personnel decision in faculty hiring in the Department of Modern and Classical Languages for the past three years has been made in anticipation of Texas A&M
University being authorized to offer a Ph.D. cooperative program in Hispanic Studies. The following doctoral faculty in Hispanic Studies were hired:

Virginia Adán-Lifante (Ph.D., University of California, Santa Barbara): Assistant Professor in Hispanic literatures; Caribbean culture and literature; Puerto Rican culture; Latin American literature
Hilaire Kallendorf (Ph.D., Princeton University): Assistant Professor of Hispanic literature
Manuel Martín Rodríguez (Ph.D., University of California, Santa Barbara): Associate Professor in Hispanic literatures; Chicano/a literature; Mexican novel
José Pablo Villalobos (Ph.D., University of California, Irvine): Assistant professor of Chicano/a literature and Mexican literature

Other hires from 1996 to 1999 are in areas that will contribute to the program as well. These include the following faculty:

Guadalupe Cortina (Ph.D., University of Arizona): Assistant Professor in Hispanic literatures; Mexican and U.S. Hispanic literature
Brian Imhoff (Ph.D., University of Illinois, Urbana-Champaign): Assistant Professor in Hispanic linguistics
Enrique Mallén (Ph.D., Cornell University): Associate Professor in Hispanic and comparative linguistics

Two new Assistant Professor positions (already approved and funded) will be filled during the 2002-2003 academic year.

The department has also internally reallocated monies for additional graduate assistantships. In 1992, there were only five funded graduate students; presently there are funding lines for 13 graduate assistants.

b. System affiliates:

Texas A&M International University

Every personnel decision in the hiring of Spanish faculty over the last three years has been made in anticipation of being an active participant in the Ph.D. in Hispanic Studies. The following faculty were hired between fall 1998 and fall 2001:

Enrique Fernandez (Ph.D., Princeton University): Assistant Professor of Spanish and French.
Maria-Cristina Urruela (Ph.D., University of Texas, Austin): Associate Professor of Spanish.
William Nichols (Ph.D., Michigan State University): Assistant Professor of Spanish
Ezra Engling (Ph.D., University of the West Indies): Professor of Spanish.

Dr. Fernandez left to accept a faculty position in Canada. Dr. Urruela returned to California for family reasons.
Texas A&M University-Corpus Christi

No changes were made.

Texas A&M University-Kingsville

TAMUK has four full time tenured and tenure-track professors that currently constitute the graduate faculty.

Liliana Dorado (Ph.D., University of Florida): Assistant Professor in Hispanic literature; Spanish Cultural Studies, Spanish Peninsula Cultural Studies

Valencia, (Ph.D., University of Florida): Associate Professor in Latin American Literature and Culture

R. Corcova-Vela, (Ph.D., Indiana University-Bloomington): Assistant Professor in U.S./Hispanic Literature and Culture

M. Johnson-Vela, (Ph.D., Indiana University-Bloomington): Assistant Professor in U.S./Hispanic Literature and Culture

2. Indicate for the first five years the cumulative number of FTE personnel who would be involved in delivery of the program in each of the following categories:

a. released time for administration and other services

(1) Texas A&M University:

1.00 FTE: This represents the department head (0.25 FTE); released time for the Director of Hispanic Studies (0.50 FTE); and released time for the trainer and supervisor of the graduate teaching assistants (0.25 FTE). It should be noted that this represents only a 0.25 FTE increase from the current released time granted to departmental administrators for running the current baccalaureate and masters degree programs in Modern Languages (Option: Spanish).

Each faculty member will receive a one-half course teaching reduction [0.125 FTE] for each graduate course he or she teaches. The reason for this released time is to allow for preparation of the graduate classes, supervising the writing of course papers, advising, and serving on and directing Ph.D. dissertation committees.

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(2) System affiliates:

Texas A&M International University

Texas A&M International does not anticipate the need to add any additional FTE personnel for the administration of the program.

Texas A&M University-Corpus Christi

Not applicable.

Texas A&M University-Kingsville

Each faculty member will receive a (0.25 FTE) for the teaching of a doctoral course or supervising of a doctoral dissertation. Each faculty member who participates in the program will receive a course reduction every two years for research (0.25 FTE). Released time [0.25 FTE] will be provided for the Coordinator of Hispanic Studies at TAMU-K.

b. full-time faculty

(1) Texas A&M University:

6 Full Professors  
3 Associate Professors  
7 Assistant Professors (includes two new assistant professors hired before approval of program)

Two new Assistant Professors will be hired by the fall of 2003. The lines for assistant lecturers, who are temporary help hired for the teaching of first-year Spanish, will be eliminated and the funds transferred to fund new GAT lines.

(2) System affiliates:

Texas A&M International University

Texas A&M International anticipates for the fall 2003 semester to have the following faculty on staff:

2 Full Professors  
1 Associate Professor  
2 Assistant Professors

One of the professors is the current President, but he would be available on occasion to teach a graduate seminar. The other professor joined the faculty in Fall 2001. The associate professor, an English and Spanish linguist, currently divides teaching duties between English and Spanish.
Texas A&M-Corpus Christi

1 Full Professor  
1 Associate Professor  
1 Assistant Professor

Texas A&M University-Kingsville

1 Associate Professor  
3 Assistant Professors

Two currently existing lecturer positions will be eventually eliminated and the funds transferred to fund four doctoral GAT lines.

c. part-time faculty

(1) Texas A&M University:

None.

(2) System affiliates:

Texas A&M International University

None.

Texas A&M University-Corpus Christi

None

Texas A&M University-Kingsville

None

d. graduate student assistants

(1) Texas A&M University:

12.0 FTE

(2) System affiliates:

Texas A&M International University

3.0 FTE
This figure represents the 3.0 FTE for the 6 anticipated GATs in the doctoral program.

**Texas A&M University-Corpus Christi**

None.

**Texas A&M University-Kingsville**

2.0 FTE, for four doctoral student GATships, each teaching two elementary Spanish courses

e. **clerical and support staff**

(1) **Texas A&M University**:

This figure is 1.0 FTE currently allocated to the department, and a 1.0 FTE technology support position to be added in Year 3 of the Ph.D. program.

(2) **System affiliates**:

**Texas A&M International University**

1.0 FTE

This figure represents the current clerical support staff for the department. We do not anticipate the need to add additional clerical staff for this program.

**Texas A&M University-Corpus Christi**

None.

**Texas A&M University-Kingsville**

1.0 FTE currently allocated to the department; a 0.50 FTE staff position (Assistant Secretary) and a 0.50 FTE Information Technologist to be added in year 3 of the program.
f. others, specify.

(1) Texas A&M University:

No "other" FTE employees will be directly involved.

(2) System affiliates:

No "other" FTE employees will be directly involved.

Number of Personnel and FTEs Involved in Delivery of Program for the First Cohort

(1) College Station:

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Personnel</th>
<th>FTEs</th>
</tr>
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<tbody>
<tr>
<td>Administration</td>
<td>3</td>
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<tr>
<td>Full-Time Graduate Faculty</td>
<td>16</td>
<td>4.5</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Graduate Student Assistants</td>
<td>24</td>
<td>12.0</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Technical Support Staff</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

(2) System Affiliates:

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Personnel/FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Texas A&amp;M-Kingsville</td>
</tr>
<tr>
<td>Administration</td>
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</tr>
<tr>
<td>Full-Time Graduate Faculty</td>
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</tr>
<tr>
<td>Part-Time Faculty</td>
<td>0/0.0</td>
</tr>
<tr>
<td>Graduate Student Assistants</td>
<td>2/1.0</td>
</tr>
<tr>
<td>Clerical/Technical Support Staff</td>
<td>2/1.5</td>
</tr>
<tr>
<td>Technical Support Staff</td>
<td>1/0.5</td>
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</tbody>
</table>
All institutions

<table>
<thead>
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<th>Personnel</th>
<th>TAMU HEAD COUNT</th>
<th>TAMU FTE</th>
<th>TAMU HEAD COUNT</th>
<th>TAMU FTE</th>
<th>TAMUCC HEAD COUNT</th>
<th>TAMUCC FTE</th>
<th>TAMUKK HEAD COUNT</th>
<th>TAMUKK FTE</th>
</tr>
</thead>
<tbody>
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<td>0.25</td>
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<td>1</td>
<td>0.25</td>
</tr>
<tr>
<td>Full-Time Graduate Faculty</td>
<td>16</td>
<td>4.5</td>
<td>5</td>
<td>1.25</td>
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<td>Part-Time Faculty</td>
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<td>Graduate Student Assistants</td>
<td>24</td>
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<td>1.0</td>
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<td>0.0</td>
<td>2</td>
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<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.5</td>
</tr>
</tbody>
</table>

3. List current faculty members, including highest earned degree/institution, field of study, current teaching and research assignments, and anticipated contribution to the program. Specify course(s) each faculty member would teach.

a. Texas A&M University:

Adán-Lifante, Virginia (Ph.D., University of California, Santa Barbara): Assistant Professor of Spanish. Field: Caribbean culture and literature; Puerto Rican culture; Latin American literature. Current Assignments: Spanish language, Caribbean literature. Appointed to Texas A&M faculty in 1999. Anticipated contributions: literature and culture of the Caribbean; contemporary Latin American literature.


literary theory, peninsular literature, contemporary Spanish and Spanish-American literature.


José Pablo Villalobos (Ph.D., University of California, Irvine): Assistant Professor of Spanish. Field: Chicano/a literature and culture; Mexican literary narrative. Current assignment: U.S. Latino/a literature; Chicano/a prose. Anticipated contributions: borderlands studies; Mexican literature; Chicano/a literature and culture.

Below are faculty in other departments and colleges who teach and conduct research in Hispanic Studies related areas, and who could serve on dissertation committees, team-teach courses, and serve as resources:

Armando C. Alonzo (Ph.D., Indiana University): Associate Professor of History; Hispanic Studies field: U.S. Hispanic history
Carlos Blanton (Ph.D., Rice University): Assistant Professor of History; Hispanic Studies fields: U.S. Hispanic history, bilingual education.
Eduardo Bonilla Silva (Ph.D., University of Wisconsin): Assistant Professor of Sociology; Hispanic Studies field: ethnic relations, sociology of Hispanics
John L. Canup (Ph.D., University of North Carolina): Associate Professor of History; Hispanic Studies field: Colonial Latin America history
Antonio Cepeda Benito (Ph.D., Purdue University): Assistant Professor of Psychology; Hispanic Studies field: gender, minority psychology
Virginia González (Ph.D., University of Texas, Austin): Associate Professor of Educational Curriculum and Instruction; Hispanic Studies field: bilingualism and English as a second language
Andrew Kirkendall (Ph.D., University of North Carolina, Chapel Hill): Assistant Professor of History; Hispanic Studies field: Latin American history.
Rafael Lara-Alecio (Ph.D., University of Utah): Associate Professor of Educational Curriculum and Instruction; Hispanic Studies field: bilingualism and English as a second language
Edward Marguia (Ph.D., University of Texas, Austin): Associate Professor of Sociology; Hispanic Studies field: ethnic relations, sociology of Hispanic minority groups
Gregory Pappas (Ph.D., University of Texas, Austin): Assistant Professor of Philosophy and Humanities; Hispanic Studies field: Latin American philosophy
Marco Poraless (Ph.D., State University of New York at Buffalo): Professor of English; Hispanic Studies field: Mexican American literature
Rogelio Saenz (Ph.D., Iowa State University): Professor of Sociology; Hispanic Studies field: Hispanic demographics
Harry J. Shafer (Ph.D., University of Texas, Austin): Professor of Anthropology; Hispanic Studies field: archeology of Mesoamerica
Henry C. Schmidt (Ph.D., University of Texas, Austin): Associate Professor of History; Hispanic Studies field: Latin American history

b. System affiliates:

b. 1. Texas A&M International University


Pletsch de Garcia, Kathleen (Ph.D., Purdue University): Associate Professor of Spanish. Field: Spanish and English Linguistics. Current Assignments: History of the Spanish language, romance linguistics, Spanish linguistics, English linguistics, American dialects. Anticipated contributions: Courses in English and Spanish language and linguistics.

b. 2. Texas A&M University-Corpus Christi

Leonardo Carrillo (Ph.D., St. Louis University): Professor of Mexican American Studies; Field: Mexican American literature; Anticipated contributions: Hispanic culture, Mexican American poetry, oral tradition.
Jesús Rosales (Ph.D., Stanford University): Associate Professor of Spanish; Field: Mexican American Studies; Anticipated contributions: Mexican American literature, Chicano film

Javier Villarreal (Ph.D., University of Texas, Austin): Associate Professor of Spanish; Field: Hispanic linguistics; Anticipated contributions: Hispanic linguistics, sociolinguistics, Spanish in the U.S., bilingualism.

b. 3. Texas A&M University-Kingsville

Liliana Dorado (Ph.D., University of Florida): Assistant Professor of Spanish; Field: Contemporary Peninsular literature; Anticipated contributions: Twentieth-century peninsular literature.

Guillermo L. Valencia Serna (Ph.D., University of Florida): Associate Professor of Spanish; Field: Latin American cultural studies, contemporary Latin American narrative; Anticipated contributions: Latin American Film and Cultural Studies, critical and popular theory, Latin American narrative

Below are faculty in other departments and colleges who teach and conduct research in Hispanic Studies related areas, and who could serve on dissertation committees, team-teach courses, and serve as resources:

b.1. Texas A&M International University

Cass, Jeffrey (Ph.D., University of California, San Diego): Associate Professor of English; Hispanic Studies field: Chicano/a and Southwest literature

Cuéllar, Carlos (Ph.D., Texas Christian University): Assistant Professor of History; Hispanic Studies field: History of Mexican-Americans in the Southwest

Garza, Cecilia (Ph.D., Texas A&M University): Associate Professor of Sociology and Chair of the Department of Psychology and Sociology; Hispanic Studies field: Biculturalism and contemporary social problems within Hispanic communities

Green, Stanley C. (Ph.D., Texas Christian University): Professor of History; Hispanic Studies field: History of Mexico and History of the U.S.-Mexico border

Heredia, Roberto Ramírez (Ph.D., University of California, Santa Cruz): Assistant Professor of Psychology; Hispanic Studies field: cognitive linguistics and second language acquisition

Juárez, José Roberto (Ph.D., University of Texas, Austin): Professor of History (retired but a regular adjunct); Hispanic Studies field: History of Mexico and History of Latin American

Lecuona, Rafael (Ph.D., Florida State University): Professor of Political Science; Hispanic Studies field: Latin American politics

Warner, Judith A. (Ph.D., University of Arizona): Associate Professor of Sociology; Biculturalism and contemporary social problems within Hispanic communities

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b. 2. Texas A&M University-Corpus Christi

Juan Carlos Huerta  Field: Political Science;  Anticipated contributions: Chicano and Latino politics.
Anadélia González Field: Sociology;  Anticipated contributions: Chicana women studies.
Anthony Quiroz Field: History;  Anticipated contributions: Chicano history.
Pat Carroll Field: History;  Anticipated contributions: Mexican and Latin American history.

b. 3. Texas A&M University-Kingsville

Sonny B. Davis (Ph.D., University of New Mexico): Associate Professor of History;  Field: Latin American history;  Anticipated contributions: Latin American history
Richard Eric Hartwig (Ph.D., University of Wisconsin, Madison):  Professor of Political Science;  Field: Comparative politics (Latin America);  Anticipated contributions: The government and politics of Mexico, Latin American politics
Lento Maez (Ph.D., University of California, Santa Barbara); Associate Professor of Bilingual Education;  Field: Bilingual Education;  Anticipated contributions: Bilingualism, Educational policy
Guadalupe Thompson (Ph.D., University of Oklahoma); Professor of Bilingual Education;  Field: Bilingual Education;  Anticipated contributions: Bilingualism, Educational policy

4. If current faculty would be teaching new courses, how would their teaching assignments change, and how would their current assignments be accommodated?

a. Texas A&M University:

At present, all graduate faculty members teach both undergraduate and graduate courses. This will not change. Faculty members will continue to teach upper- and lower-level undergraduate courses, just as they do now. They will receive class reductions of one half course per graduate course. These reductions will be made possible by the additional 20 graduate teaching assistants who will help teach lower-level Spanish classes. This department’s reputation as one of the best teaching units on campus, as witnessed by exceedingly high student evaluations and the awarding of 15 major teaching awards to the faculty, will not be compromised. The faculty will continue their commitment to providing the highest quality undergraduate education, even as they participate in the new Hispanic Studies graduate programs.

b. System affiliates:

Texas A&M International University

At Texas A&M International, we do not distinguish between graduate and undergraduate faculty for tenured and tenure-track faculty. All faculty teach undergraduate courses and will continue to do so. We do not anticipate any major changes in teaching assignments nor teaching loads.
Texas A&M University-Corpus Christi

Not applicable.

Texas A&M University-Kingsville

Not applicable.

5. List all new positions (faculty, graduate assistants, clerical/support, etc.) required during the first five years of the program and indicate whether the positions would be additions or reassignments. If reassignments, indicate the source.

a. Texas A&M University:

Two new tenure-track positions have been approved and will be filled by 2003, before implementation of the program. Fourteen (14) additional new graduate teaching assistants [7.0 FTE]—who will be phased in over the first four years—and one full-time clerical person in the third year. Below are the additions to current positions in the department.

<table>
<thead>
<tr>
<th>New Positions Required for the Doctoral Program (in FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
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b. System affiliates:

Texas A&M International University

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<th>New Positions Required for the Doctoral Program (in FTE)</th>
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### Texas A&M University-Corpus Christi

**New Positions Required for the Doctoral Program (in FTE)**

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### Texas A&M University-Kingsville

**New Positions Required for the Doctoral Program (in FTE)**

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*Two national searches in progress to replace vacancies.

6. **Describe qualifications that would be sought in new faculty, indicate the expected level of appointment and anticipated contributions to the program (including research grants, contract resources, etc.).**

   a. **Texas A&M University:**

      Not applicable.

   b. **System affiliates:**

      Not applicable.
7. For graduate programs:

a. Describe departmental faculty policy regarding chairing or serving on thesis/dissertation committees, number of students supervised at one time, etc.

(1) Texas A&M University:

All faculty will be expected to chair and serve on thesis and dissertation committees within the realm of their expertise. Faculty are now evaluated each year on the basis of their research, teaching, and service activities, including chairing and serving on masters committees. Current departmental policy is that no released time is provided for chairing or serving on these committees. That will not change. As the workload for the Ph.D. cooperative program develops, a policy will be developed on the maximum number of students that a faculty member may supervise.

(2) System affiliates:

All faculty will be expected to chair and serve on thesis and dissertation committees within the realm of their expertise. Faculty are now evaluated each year on the basis of their research, teaching, and service activities, including chairing and serving on masters committees. Current departmental policy is that no released time is provided for chairing or serving on these committees. That will not change. As the workload for the Ph.D. cooperative program develops, a policy will be developed on the maximum number of students that a faculty member may supervise.

b. Identify faculty who would supervise theses, dissertations, and internships, etc.; provide examples of their ongoing research projects and scholarly publications.

(1) Texas A&M University:


Eduardo Espina. Ongoing research: *La distracción y el encriptamiento* (book manuscript), books of self-authored poetry. Selected publications: (a) books of criticism: *Todo lo que ha sido para siempre una sola vez: ensayos sobre lo efímero de una postmodernidad infinita* (Montevideo, forthcoming); *Las ruinas de lo imaginario* (Montevideo 1996); (b) edition: *Los parques abandonados* (Caracas 1992); (c) books of poetry: *Un jardín lleno de búlgaros* (Jalapa, forthcoming); *El cutis patrio*
Brian Imhoff. Ongoing research: Critical edition of the Domínguez de Mendoza expedition into Texas, 1683-1684 (monograph); Old and Medieval Aragonese.


Manuel M. Martín-Rodríguez. Ongoing research: Life in Search of Readers: Reading (in) Chicano/a Literature (book manuscript); Hispanics in books and movies for children; an edition of the poetry of Fray Angélico Chávez. Selected publications:


Eduardo Urbina. Ongoing Research: Electronic projectile edition of Don Quijote IV Centenary (four year project in first year of development; prototype and collation software); Cervantes International Bibliography Online (started in 1996 and in progress); Fiction and Fortune in Cervantes's Don Quixote (book manuscript); Amorio Bibliográfico Cervantino, vol. 4 (book manuscript). Selected publications: Principios y fines del Quijote (Scripta Humanistica 1990); El sin par Sancho Panza (Anthropos 1991); Amario Bibliográfico Cervantino, editor, vols. 1-3 (Centro de Estudios Cervantinos 1996-1999); Cervantes Digital Library (Cervantes Project 2001, 1996-1999). He is the editor of the series Cervantes and His Times (Peter Lang 1991-1999) and the Director of the Cervantes Project 2001, an electronic teaching and
research archive dedicated to Cervantes and his works. In 1999, was elected to the North American Spanish Language Academy and to the Cervantes International Academy.


(2) System affiliates:

Texas A&M International University


Texas A&M University-Corpus Christi


Texas A&M University-Kingsville

Liliana Dorado. Ongoing Research: Contemporary Peninsular literature


B. Library

1. List any library holdings relevant to the proposed program.

   a. Texas A&M University:

   The number of volumes included in the sections on Spanish and Latin American literature and linguistics is 28,622 alone, while additional holdings in U.S. Latino are 1,800. In addition to volumes that are integrated into the general collection are specialized areas such as theater, bilingual education, and Spanish juvenile literature. There are several thousand other collateral Spanish volumes. In addition, the periodicals department of the library includes a full range of current journals and periodicals. The library is also the depository of hundreds of volumes donated annually by the Cervantes Project 2001, which is a bibliographical project run by Dr. Urbina in the Department of Modern and Classical Languages.

   -57-
b. **System affiliates:** (letters will be placed in Appendix C)

**Texas A&M International University**

See letter in Appendix C.

**Texas A&M University-Corpus Christi**

See Appendix C.

**Texas A&M University-Kingsville**

The Jernigan Library has several collections that support the proposed Ph.D. cooperative program in Hispanic Studies. Approximately 3,000 titles in the Main Collection pertain to Spanish and Latin American literature, linguistics, and culture. An additional 4,000 titles relate to U.S. Latino specialized areas, including culture, literature, theater, religion, folklore, history, economics, social issues, education, political science, and biography. Some of these titles are located in several important special collections. The South Texas Archives and Special Collections focuses on acquiring and making available materials in the history, folklore, politics, culture, and natural history of South Texas. Because South Texas is predominately Mexican-American, these materials are highly relevant to the proposed cooperative program. The Bilingual Collection in the Education Materials Center is another collection that includes useful resources for the program. Recently, the Center was awarded a $25,000 grant that will be utilized for the purchase of current children's books that reflect the rich heritage of U.S. Hispanics and global Hispanic cultures. Finally, the Jernigan Library is a depository for federal and state government documents, which are ideal resources for the public policy planning, statistical analysis, program development in a wide array of subjects pertaining to Hispanic cultures, especially in the United States. The Library also subscribes to the Chicano Database, which contains over 42,000 citations to journals and other resources written by and about Mexican Americans and other Latinos in the U.S. The Library subscribes to the electronic version of the MLA International Bibliography, the most comprehensive bibliography of citations to literature, languages, and linguistics. Spanish and Latin American literatures are covered extensively by this database.

2. **Describe library holdings specifically relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards? Describe planned actions that would maintain strengths and/or remedy weaknesses.**

a. **Texas A&M University:**

The Evans Library of Texas A&M University is a comprehensive university library that includes 2.6 million volumes in its collection. This year's acquisitions budget for Spanish alone is $30,000. The holdings in the Spanish and Latin American literature are adequate for the present M.A. program but will need to be reinforced for the Ph.D.
The administration of Texas A&M University and the administration of the Evans Library will commit to a five-year plan to upgrade the Spanish language materials up to the level necessary for the Ph.D. cooperative program in Hispanic Studies. The library's yearly acquisitions of books and periodicals relevant to the Ph.D. cooperative program will be maintained at a level necessary to support the program; see attached letter from Steven Atkins, Director, Texas A&M University Libraries (Appendix B). A librarian in Mexico City at the Texas A&M University Center and a specialist in Spanish materials at the Sterling Evans Library will be the main selectors for this cooperative program. Subject specialists in Spanish, sociology, anthropology, business, agriculture, and history will also be collecting Spanish materials. Finally, the Evans Library resources will be augmented by donated materials from Cervantes Project and the Center for Humanities Research.

b. System affiliates:

Texas A&M International University

See letter in Appendix C.

Texas A&M University-Corpus Christi

The Bell Library Special Collections contains the "Hector P. García Papers," "The E.E. Mireles and Jovita Gonzales Papers," "The Clotilde P. García Collection," "La Prensa of San Antonio in microfilm (1913-1938)," "The Bexar Archives" (172 microfilm reels), collections of Tejano music and other important print resources.

Texas A&M University-Kingsville

Like other academic libraries, the Jernigan Library is challenged to secure funding necessary to adequately support the curriculum in light of escalating costs in materials. The Library will need to have additional funding to support the proposed cooperative program. The strength in the present collection lies in retrospective secondary resources for research in Spanish language and literature and U.S. Latino topics. Most of the books currently in the collection are published prior to 1997. A significant weakness is the existing journal collection. The Library's budget has not been adequate to maintain current subscriptions and is hard-pressed to begin subscriptions to journals not presently held. Like the Library administration at the Evans Library, the Library administration at the Jernigan Library is committees to a five-year plan to upgrade holdings that support the cooperative program. The allocation of funds and coordination of the plan will be overseen by the Library Director who has extensive experience in selecting Spanish language, bilingual, and English language materials that support Hispanic Studies. The Education Materials Center librarian will continue to select materials for the Bilingual Collection while the Archivist will continue to select and solicit primary source and published materials for the South Texas Archives and Special Collection. Special attention will be made to augment the journal holdings and electronic databases.
3. Describe cooperative library arrangements that would be available to students in this program.

a. Texas A&M University:

The Hispanic Studies graduate program will be supported by cooperative access to the holdings of the Houston Area Research Library Consortium, a cooperative of libraries comprising those at Texas A&M University, Texas Southern University, Rice University, University of Houston, and the Houston Public Library. Texas A&M University faculty and students have borrowing privileges at these libraries. Faculty and students also have borrowing privileges at the University of Texas, and can participate in the Big 12 Plus consortium. The Texas A&M University library also offers excellent interlibrary loan services, OCLC searching of a national bibliographic database, and extensive other on-line services and is also a member of the Association of Research Libraries.

b. System affiliates:

Texas A&M International University

See Appendix C.

Texas A&M University-Corpus Christi

See Appendix C.

Texas A&M University-Kingsville

The Jernigan Library participates in several consortia created to enhance resource sharing. These include the AMIGOS Library Services (membership of 600 libraries in the Southwest); the TexShare Program, a legislative-sponsored resource-sharing initiative (membership of Texas institutions of higher education), and the Coastal Bend Health Information Network. Members of these consortia have agreed to extend reciprocal borrowing privileges to one another. Consequently, students requiring materials not held by the Jernigan Library may request their loan from member libraries through Interlibrary Loan services. The Jernigan Library's membership to AMIGOS and TexShare provides access to holdings of academical and special libraries that are noted for their collection in system engineering topics. In addition to Interlibrary Loan services, students have personal check-out privileges with participating members of the TexShare Library Card Program and other libraries in the immediate area (Del Mar College, Coastal Bend Community College, Texas A&M University-Corpus Christi, Texas A&M International University, and the University of Texas Pan American. Through the Government Printing Office and the Division of the Federal Depository Program, the Jernigan Library also has an agreement with the regional depository libraries. In the event that needed government documents are not held on site, the requestor may utilize Interlibrary Loan services to access the regional
depository libraries. In Texas, the two regional libraries are Texas Tech University Library in Lubbock and the Texas State Library and Archives Commission in Austin.

4. Provide library director’s assessment of library resources necessary for the proposed program.

See letter from Steven Atkins in Appendix B for Texas A&M University and Appendix C for System affiliates.

C. Equipment

1. List any equipment acquired in the past three years in anticipation of the program.

   a. Texas A&M University:

   In the past three years, the department has remodeled five rooms in the Academic Building for language learning. With the assistance of a $225,000 grant from the Office of the Provost, the department has been able to install a state-of-the-art listening lab and two multimedia computer labs (a total of 48 work-stations). These workstations are available for undergraduate and graduate student use. Other language lab facilities include: two laboratory classrooms equipped with large-screen video and audio capabilities; a 20-station listening lab (in which five video stations are included); five stations for individual video previewing, viewing, and reviewing; an audio recording studio; a small 10-station computer lab; a computer writing lab; a group video/TV viewing area; a video recording/dubbing studio; portable listening lab for all of Academic Building’s first floor classrooms; and an active audiovideo and equipment lending library.

   b. System affiliates

   Texas A&M International University

   Not applicable.

   Texas A&M University-Corpus Christi

   Not applicable.

   Texas A&M University-Kingsville

   In the past three years the department has been able to install and renovate two multimedia labs (a total of 48 work-stations) with audio, video, CDV playback, CD listening/recording/dubbing
2. Itemize expenditures projected during each of the first five years for equipment and supplies specifically for the proposed program.

a. Texas A&M University:

Given the acquisition of equipment that the department has made in the past two years, we anticipate a need only for new computers and printers dedicated for use by graduate students. The estimate of supplies is based on operating expenditure needs for additional graduate students.

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*granted in 2002

D. Facilities

1. Describe any facility added or modified in the past three years in anticipation of the program.

a. Texas A&M University:

In the Academic Building, four classrooms were remodeled and added as laboratory space, and one classroom was remodeled into a graduate seminar room with audiovisual equipment installed for instructional use. One classroom in Evans Library will be equipped for distance education.
b. System affiliates:

Texas A&M International University

Not applicable.

Texas A&M University-Corpus Christi

Not applicable.

Texas A&M University-Kingsville

No new facilities will be needed for the proposed program. No alterations or renovations will be necessary at the beginning of the program's implementation. Space and building facilities are adequate for the start-up of the proposed program. By the end of the third year, there will be a need for additional office space for incoming graduate students.

2. Describe the availability and adequacy of existing facilities that would be used for the proposed program.

a. Texas A&M University:

Space and building facilities are adequate for the start-up of the proposed cooperative program. The current space includes 68 faculty or graduate student offices, two work areas, two seminar rooms, and the language laboratory areas described above (VI.C.1). In addition, the department has six classrooms dedicated exclusively for instruction in foreign languages. By the end of the third year, there will be a need for additional office space for incoming graduate students.

b. System affiliates:

Space and building facilities are adequate, and all system affiliates have rooms available for delivery of distance education courses.

3. Describe planned alteration or renovation of existing facilities needed for the program; estimate date of availability and display estimated cost in Item VII.

a. Texas A&M University:

No alterations or renovations in existing facilities will be necessary at the beginning of the program’s implementation.
b. System affiliates:

No alterations or renovations in existing facilities will be necessary at the beginning of the program’s implementation

4. Describe planned new facilities needed for the program; estimate date of availability and display estimated cost in Item VII.

a. Texas A&M University:

No alterations or renovations in existing facilities will be necessary at the beginning of the program’s implementation

b. System affiliates:

No alterations or renovations in existing facilities will be necessary at the beginning of the program’s implementation

VII. COSTS

NOTE: Under Coordinating Board procedures, proposals for new programs and administrative units must be accompanied by (a) a statement certifying the adequacy of funding, or (b) a statement regarding the need for funds not yet available to the institution. The statement must be from the chief administrative officer of the requesting institution.

A. Estimates of new costs to the institution.

1. Texas A&M University:

See table (p. 68)

2. System Affiliates:

See tables (pp. 69-71)

B. Sources of funding to defray these costs.

1. Texas A&M University:

Two major sources of funding will be employed to defray these costs: reallocation of existing funds and state appropriations from formula funding.

Reallocations of existing funds will come from two separate sources. First, the Department of Modern and Classical Languages will redirect instructional resources by converting
funds used for temporary assistant lecturer positions into graduate teaching assistantships. By this conversion, the department will be able to offer $45,000 in matching funds.

While the above funds have already been committed, fundraising will be a continuous and high priority item and will especially concentrate on developing support for graduate students in the form of assistantships and fellowships. Special attention will be given to agencies that fund graduate work for minorities, e.g., Ford Foundation and the National Research Council.

2. System Affiliates:

Texas A&M University-Kingsville

Reallocations of existing funds will come from two sources. First, the Dept. of Language and Literature will redirect instructional resources by reallocating existing funds in faculty salary lines (3 from Languages and Literatures, 1 from Physics, and Languages and Literatures GTA salary lines). Spanish graduate faculty are expected to generate external sources of program support as well. Fund raising will especially concentrate on developing support for doctoral graduate students in the form of fellowships and assistantships. Special attention will be given to agencies that fund graduate work for minorities, e.g. Ford Foundation and the National Research Council.

VIII. ADDITIONAL COMMENTS THAT WOULD BE HELPFUL TO THE COORDINATING BOARD IN EVALUATING THIS PROGRAM REQUEST.

A. Comments On The Distance Education Component

The proposed Ph.D. in Hispanic Studies is not a distance education degree, and no student would be able to earn his or her doctoral degree exclusively through distance education. There is, nonetheless, a distance education component that will allow students in Texas A&M University-Corpus Christi, Texas A&M University-Kingsville, and Texas A&M International University to enroll in regular seminars offered in Texas A&M University (College Station) without leaving their home campus, or students in any of the participating institutions to enroll in distance education courses as available. The following comments explain how the distance segments of the program comply with the Principles of Good Practice required by the Texas Higher Education Coordinating Board:

1. Quality Standards. All the courses offered to the participating universities through distance education will be regular graduate courses enrolling on site graduate students and distance education students at participating schools. The same standards will apply to all students enrolled, regardless of whether they are distance education or on-campus resident students. All students will be required to perform the same assignments and meet the same performance standards.
2. **Admission to the program.** As specified on II.B. (p. 6) above, all students entering the program will be evaluated for admission by an admissions committee that will judge all students under the same criteria. No special criteria will apply to distance education students.

3. **Faculty.** All faculty involved in the delivery of courses with a distance education component will be members of the graduate faculty at Texas A&M University. Only instructors of record will be involved in the teaching of these courses.

4. **Training and Support.** All faculty involved in teaching courses with a distance education component will undergo the appropriate training in the technological media involved. Moreover, a technical support staff member will be hired to assist faculty with the new technology. TAMU provides training in interactive video and in development of web sites using WebCT for faculty.

5. **Facilities and Support Services.** All institutions involved in this program are furnished with adequate facilities for delivery and reception of its distance education component. Distant learners will have convenient means of communicating among themselves, with students on-site at College Station, and with TAMU faculty through telephone, e-mail, chat rooms specifically designed for this purpose, fax, and other means. In addition, distant learners will be served by the special website provided by the Texas A&M University library (http://library.tamu.edu/dels), and they will have access to library services available through the State of Texas sponsored TexShare. Finally, all distant learners will have advisors in their own home institutions, in addition to receiving guidance from the Director of Hispanic Studies in College Station.

**B. Residence Requirement**

Residence requirements for the doctoral program can be satisfied by completing two consecutive semesters (at a minimum of nine resident credit hours each) either on campus or through distance education courses originating from the College Station campus and available at all System campuses.

All students are expected to work under the continuous direction of their graduate committees.