October 23, 2007

MEMORANDUM

TO:         Dr. Robert Webb  
            Interim Dean Graduate Studies

FROM:       James B. Kracht  
            Associate Dean for Academic Affairs

SUBJECT:    GC/GOC Agenda Item

The College of Education and Human Development would like GC/GOC to review the attached New Program Request for a Master of Education in Hispanic Bilingual Education and a Master of Science in Hispanic Bilingual Education at its November meeting.
Texas A&M University
College of Education and Human Development
804 Harrington Education Center

Office of the Dean

November 1, 2007

MEMORANDUM

TO: Dr. Les Morey
   Professor
   Department of Psychology

FROM: Dr. James Krach
       Associate Dean for Academic Affairs

SUBJECT: Approval of New Program Request for a Master of Education in Special Education and a Master of Science in Special Education

Please find attached copies of a new program request being submitted by the Department of Educational Psychology in the College of Education and Human Development.

We are also asking that you provide us with a response to show that you have no objection to these course proposals.

[Signature]

I have no objection to these proposals
New Program Request Form for Bachelor and Master's Degrees

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

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution: TEXAS A&M UNIVERSITY, College Station, TX 77843-4225

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory:

Master of Education in Bilingual Education and
Master of Science in Bilingual Education

3. Proposed CIP Code:

13.020100.04

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

Currently students can pursue an M.S. or M.Ed. in Educational Psychology and take selected courses in Bilingual Education. The M.S. and M.Ed. in Bilingual Education are being proposed because of a demand for increased focus on bilingual education in Texas.

The M.S. and M.Ed. in Bilingual Education are designed to provide advanced preparation for teachers in classrooms serving English language learners (ELLs). The core classes in the program will make available the most up-to-date knowledge, theories, and skills needed by educators who serve English language learners. The M.S. and M.Ed. in Bilingual Education, will allow students to integrate coursework from other programs in the Department of Educational Psychology, i.e., special education, educational technology, school psychology, and other related programs in order to address current issues in educating English language learners and to develop strong contributions to the field of Bilingual Education. The M.Ed. allows practitioners to equip themselves with the strong academic background needed to serve ELLs. The M.S. allows teachers interested in research to focus on deepening their knowledge, skills, and research methodologies, preparing them to make contributions to the educational field.
5. **Administrative Unit** – Identify where the program would fit within the organizational structure of the university:

   The Department of Educational Psychology within the College of Education and Human Development

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

   Fall 2008

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

   **Name:** Rafael Lara-Alecio, PhD

   **Title:** Coordinator of the Bilingual Emphasis Areas

   **E-mail:** a-lara@neo.tamu.edu

   **Phone:** 979-845-3467

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**Program Information**

1. **Need**

   *Note: Complete 1.A and 1.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.*

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

   The growing Spanish-speaking population in Texas continues to require teachers who are trained to educate bilingual students. The last decade, for example, witnessed an 81% growth rate of English language learners (ELLS) in Texas. Notably, 97% of Texas's 500,000 ELL students are Spanish speakers. In the 2000-01 school year over 20% of the needed bilingual positions were left vacant. Furthermore, the bilingual teaching field is expected to remain in high demand based on the state's population trends.
The 2000 census showed an increase of 61% in the Spanish-speaking population over the previous decade. A report issued by the Texas Education Agency in 2003 showed that ELL students were 15.3% of the state’s student population while only 8% of certified teachers in the state were in positions serving this population.

Teachers of English language learners (ELLs) need specialized training and ongoing staff development to best serve their students. They must have access to the best in research and practice to improve the education of ELLs. Teachers must be trained to positively impact the educational achievement of ELLs, thereby eliminating the academic achievement gap that currently exists between English- and Spanish-speaking students.

The Master’s degree in Bilingual Education addresses the critical need for advanced training for instructors of bilingual students. It will promote greater development of necessary skills and knowledge, and as such will provide a much higher degree of expertise for those teachers working with this population. This advanced training can be used by in-service teachers lacking a Bilingual/ESL certificate as training for the state ExCET/TExES certification examinations.

This advanced training will also be beneficial to administrative personnel desiring to work in or with bilingual programs at the campus and district levels. Past graduates who have elected to take courses in Bilingual Education have assumed positions of administrative leadership, e.g., Director of Bilingual Education Programs (district level). Also students completing the Master’s degree in Educational Psychology have continued their studies leading to a Ph.D. in Educational Psychology with additional courses in Bilingual Education.

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

Since 2001, 73 graduate students who chose 3 or more electives in Bilingual Education have completed the Master of Education degree in Educational Psychology. The courses have been delivered to over 15 distance sites throughout the state of Texas with on-line support. The various delivery options have led to a steadily increasing interest in courses in Bilingual Education. In addition to offering various delivery formats for the course work, the Bilingual Education faculty has received numerous grants to train teachers in the state of Texas. Currently, faculty members have three grants and contracts (TEA and USDOE) that assist teachers pursuing coursework to become teachers of bilingual students.
C. **Enrollment Projections** – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>30</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Attrition</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>FTSE</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

The great majority of students admitted to this program will be part time and will be in-service teachers working in bilingual classrooms. Given past enrollments one would anticipate only one or two full-time students enrolling each year. These students would generally take four to five semesters to complete their degree.

II. **Quality**

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

**MASTER OF EDUCATION IN HISPANIC BILINGUAL EDUCATION**

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (bachelor's degree only)</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Free Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify, e.g., internships, clinical work)</td>
<td>(if not included above)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>108</td>
</tr>
</tbody>
</table>
MASTER OF SCIENCE IN BILINGUAL EDUCATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (bachelor's degree only)</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Free Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify, e.g., internships, clinical work)</td>
<td>(if not included above)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>108</td>
</tr>
</tbody>
</table>

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

MASTER OF EDUCATION IN BILINGUAL EDUCATION

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses for M.Ed.</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 610</td>
<td>Hispanic Bilingual Assessment and Monitoring Students</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 611</td>
<td>Dual Language Program Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 612</td>
<td>Content Area Instruction for Hispanic Bilingual Programs</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 613</td>
<td>Spanish English Biliteracy</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 614</td>
<td>Bilingual Education Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 616</td>
<td>Spanish for Bilingual &amp; Dual Language Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 620</td>
<td>Current Issues in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 636</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 683</td>
<td>Field Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 690</td>
<td>Theories of Hispanic Populations</td>
<td>3</td>
</tr>
</tbody>
</table>
New Program Request Form for
Bachelor's and Master's Degrees
Page 6

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses for M.Ed.</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 683*</td>
<td>Field Practicum*</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 685</td>
<td>Directed Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

*With the consent of the student’s graduate advisor, any of the following courses may be substituted for EPSY 683: HISP 606 Spanish of the Southwest, HISP 671 Bilingualism in Hispanic Literature, or HISP 675 Teaching Spanish to Native Speakers of Spanish.

| M.Ed. | Total Hours | 36 |

**MASTER OF SCIENCE IN BILINGUAL EDUCATION**

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses for M.S.</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 610</td>
<td>Hispanic Bilingual Assessment and Monitoring Students</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 611</td>
<td>Dual Language Program Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 612</td>
<td>Content Area Instruction for Hispanic Bilingual Programs</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 613</td>
<td>Spanish English Biliteracy</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 614</td>
<td>Bilingual Education Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 616</td>
<td>Spanish for Bilingual &amp; Dual Language Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 620</td>
<td>Current Issues in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 636</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 685</td>
<td>Directed Studies in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 690</td>
<td>Theories of Hispanic Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses for M.S.</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 691</td>
<td>Research (Thesis)</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 691</td>
<td>Research (Thesis)</td>
<td>3</td>
</tr>
</tbody>
</table>

| M.S. | Total Hours | 36 |
C. **Faculty** – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Rafael Lara-Alecio, PhD</td>
<td>PhD – University of Utah</td>
<td>EPSY 610, EPSY 611, EPSY 613, EPSY 616, EPSY 683, EPSY 685, EPSY 691</td>
<td>65%</td>
</tr>
<tr>
<td>Yolanda Padron, EdD</td>
<td>EdD – University of Houston</td>
<td>EPSY 611, EPSY 612, EPSY 620, EPSY 683, EPSY 685, EPSY 691</td>
<td>50%</td>
</tr>
<tr>
<td>Sharolyn Pollard – Durodola, EdD</td>
<td>EdD – University of Houston</td>
<td>EPSY 614, EPSY 690, EPSY 683, EPSY 685, EPSY 691</td>
<td>50%</td>
</tr>
<tr>
<td>Fuhui Tong, PhD</td>
<td>PhD – Texas A&amp;M University</td>
<td>EPSY 683, EPSY 685</td>
<td>50%</td>
</tr>
<tr>
<td>New Faculty in 2009</td>
<td>PhD</td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

D. **Library** – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

In addition to the holdings and services available to graduate students at Texas A&M University, special services are available for distance students through the Sterling C. Evans Library.

**Library Distance Education Services**

The Texas A&M University Libraries are responsible for providing library services, which mirror services provided on-campus, to their distance education students. It is the libraries' mission to provide access to as many resources and services as possible to support curriculum-related teaching, research, and other scholarly endeavors to our distance education students. Texas A&M University Libraries, --YOUR LIBRARIES
invite and encourage you to use the many resources and services
the libraries offer. The staff is ready to help you.

Eligibility for Services

Distance Library Services are available to off-campus TAMU students
who are enrolled in TAMU distance education degree program or credit
courses. Off-Campus courses are defined as those courses delivered
outside the TAMU College Station campus. Students must be attending
classes via:

- Independent study (off-campus)
- Internet-delivered classes, TTVN, and off-campus face-to-face
classes
- Distance Library Services are not available to students attending
classes on the TAMU College Station campus

Important Services

- **LibCat / Chiron**: The TAMU libraries' online catalogs enable you to
locate books, journals, and other library materials owned by the
libraries. LibCat is the major online catalog for the main library
whereas Chiron is the catalog for the Medical Science Library.

- **Electronic Resources**: This interface allows you to search for
articles and books simultaneously in multiple databases, access e-
journals directly, and search databases/Indexes you want. You
can also browse databases and e-journals by subject category.
NetID (aka NEO account) is required to use the resources. If you
are experiencing difficulty accessing the resources, check the
trouble shooting guide for help.

- **DeliverEdocs**: DeliverEdocs is an online document delivery and
interlibrary loan system that allows you to request items you
need. You must get registered first before you can use the
service. When you are filling out the registration form, please
make sure that your email and mailing addresses are correct,
and choose "Distance Education" as your status. Update your
contact information and status in the system when necessary.
Make your requests with DeliverEdocs. Your requests will be
processed by the library staff. Copies of journal articles, book
chapters, items in microform will be delivered to
you electronically, and books and back issues of journals will be mailed to your mailing address without charge. For more information about the policies on using DeliverEdocs, please see DeliverEdocs/ILL Policies.

- **Reference and Research Service:** You may submit your reference questions using Email a Librarian or chat with a librarian online using AskNow. The library subject specialists are available for in-depth reference questions. You can also contact reference librarians at 1-888 843-0044 for assistance.

- **Electronic Reserves:** The service provides access to materials placed on Electronic Reserves by your instructors. NetID or NEO account is required for this service.

- **Class Guides:** The Class Guides provide course-specific resources and research strategies for specified classes.

- **Texshare Card Program:** The program allows you to check out library materials at your local academic or public library in Texas. Online application for a Texshare card is available. Your Texshare card must be renewed each semester.

Taken from Evans Library website.

E. **Facilities and Equipment** — Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

In the past, selected graduate level courses in the area of Bilingual Education have been distributed to numerous sites via TTVN. Web resources are part of this as well. A TTVN classroom in the Harrington Education Center has been dedicated to these courses, and coursework is broadcast on a regular basis. The College of Education and Human Development provides technical support for both the classroom and web offerings.

Recognizing the value of adding practice to course learning, the majority of the classes in the Master's in Hispanic Bilingual Education will have a field-based component with supervision provided by program faculty.

A substantial library of professional books, videos and journal resources is found in the suite occupied by the faculty teaching coursework in Bilingual Education. These materials are available to the students.

Indicative of both the need and demand for this degree program and of the commitment of the College of Education and Human Development and the Department of Education Psychology, over the past two years, three faculty
members have been added to this emphasis area, including a full professor, an assistant professor, and a clinical assistant professor.

Additionally, all facilities, equipment, and services provided through Texas A&M University to graduate students are available to Bilingual Education master's students.

F. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

Educator preparation programs in the College of Education and Human Development are currently accredited by NCATE and Texas A&M University programs are accredited by the Southern Association of Colleges and Schools (SACS). Appropriate accreditation will be pursued upon approval of the proposed program.

III. Costs and Funding

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

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (^1)</td>
<td>$871,210</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>$0</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>$0</td>
</tr>
<tr>
<td>Other (^2)</td>
<td>$0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$871,210</td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).

2. Specify other costs here (e.g., administrative costs, travel).

3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.

4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included. Includes likely future grants and designated tuition and fees.
Signature Page

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

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

   ___________________________  ___________________________
   Chief Executive Officer        Date

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

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

   ___________________________  ___________________________
   Board of Regents (Designee)    Date of Approval

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

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

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

   ___________________________  ___________________________
   Board of Regents (Designee)    Date
September 5, 2007

Michael Benz  
Department Head  
Educational Psychology  
Texas A&M University  
TAMU 4225

Dear Dr. Benz:

The Texas A&M University Libraries have adequate collections to support the proposed Master of Education and Master of Science in Hispanic Bilingual Education in the Department of Educational Psychology. Most of the related literature is available through a variety of online indexes provided by the library such as: ERIC, Education Full Text, Professional Development Collection, Linguistics and Language Behavior Abstracts, Mental Measurements Yearbook, Kraus Curriculum Development Library, and PsycINFO. The literature is scattered throughout many of the subject related journals pertaining to ESL/bilingual and multicultural education. Searching the library catalog using the various subject headings, the following were found:

- Education, bilingual = 1093 titles
- Second language acquisition = 460 titles
- English language, study and teaching, foreign speakers = 957 titles
- Multicultural education = 1153 titles

Material needed, which is not owned by the library can be purchased. Access to journals not subscribed to by the Libraries can easily be obtained through DeliverEdocs and interlibrary loan services.

If you need further assistance, please do not hesitate to contact me.

Sincerely,

C. Colleen Cook  
Dean
Kracht, James

From: Kracht, James
Sent: Wednesday, November 21, 2007 10:27 AM
To: Jim Kracht (jimkracht@tamu.edu)
Subject: FW: Master's proposal

From: Arizpe, Victor
Sent: Wednesday, November 21, 2007 8:19 AM
To: Kracht, James
Subject: RE: Master's proposal

Jim,

Sorry for taking so long in getting back to you. As I mentioned earlier at the Faculty Club, the faculty feel OK with the changes in your email.

victor

Victor Arizpe
Professor of Spanish and Head
Department of Hispanic Studies
Texas A&M University
(979) 845-2164
College Station, TX 77843

From: Kracht, James
Sent: Thursday, November 15, 2007 8:41 AM
To: Arizpe, Victor
Cc: Rafael Lara-Alecio; Padron, Yolanda; Benz, Mike; Oliver, Larry
Subject: FW: Master's proposal

Hi Victor,

Thank you for arranging the meeting which allowed me to discuss the CEHD proposals for the M.S. and M.Ed. in Bilingual Education with you, Dr. Villalobos, and Dr. Dyer. In response to the issues we discussed at the meeting, the two EPSY Department web pages that provided misleading information about the names of current degree programs have been taken down.

I also have discussed the other issues raised in the meeting with our bilingual faculty. Their response is as follows:

- The word "Hispanic" will be removed from the name of the degree. The proposed name will now be M.S./M.Ed. in Bilingual Education.

- The Bilingual Education program faculty members explained that they cannot include Hispanic Studies courses in the M.S. program proposal due to the small number of actual courses in the program, the emphasis on research, and the hours devoted to the thesis.

- The bilingual program faculty will modify the M.Ed. proposal to include courses offered by the Hispanic Studies Department as one of the options for an elective course. The M.Ed. would read as follows: Prescribed Electives - EPSY 683 Field Practicum, HISP 606 Spanish of the Southwest, HISP 671 Bilingualism in Hispanic Literature, or HISP 675 Teaching Spanish to Native Speakers of Spanish.

I hope these responses adequately address the issues raised in our discussion. If you feel that they do I would certainly appreciate receiving a memo indicating that the Hispanic Studies faculty will not object to our proposal. If I could receive such a memo by Monday, November 19, it would ensure that our revisions and the
memo could be included in the agenda of the next Graduate Council meeting. Thank you for all of your assistance on this.

James B. Kracht
Associate Dean for Academic Affairs
College of Education and Human Development
Texas A&M University
MS 4222 I College Station, TX 77843-4222
Tel. 979.458.3560 I Fax 979.862.4352
http://www.cehd.tamu.edu/

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