

55. Special Consideration

College of Architecture

Diversity Certificate Program

Request for a new certificate program between the
College of Architecture and the Department of Multicultural Services

SPECIAL CONSIDERATION

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COLLEGE OF ARCHITECTURE

DIVERSITY CERTIFICATE PROGRAM

REQUEST FOR A NEW CERTIFICATE PROGRAM BETWEEN THE COLLEGE OF
ARCHITECTURE AND THE DEPARTMENT OF MULTICULTURAL SERVICES

Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate ♦ Graduate ♦ Professional
♦ Proposal Checklist ♦

Will new costs for the first five years of the program be under \$2 million?
If new costs exceed \$2 million, coordinating board approval is required.

Yes

No

Submitted by (Contact Person):

Cecilia Giusti

cgiusti@arch.tamu.edu

Name

Email

Associate Dean, College of Architecture

(979) 458 4304

Title

Phone

Certification Statement

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

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

Signature, Department Head or Interdisciplinary
Program Chair

Date

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

Date

Jorge Vanegas

Typed or Printed Name

Typed or Printed Name

Chair, College Review Committee

Date

Chair, College Review Committee

Date

Dean of College

Date

Dean of College

Date

Chair, University Curriculum Committee or
Graduate Council

Date

Chair, University Curriculum Committee or
Graduate Council

Date

Additional Approvals Required: Faculty Senate and President.

New Program Request Form for Certificate Programs

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

Administrative Information

1. Institution:
2. College of Architecture and Department of Multicultural Services, Texas A&M University

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

3. Proposed CIP Code: 04.0301.00

3. Brief Program Description – Describe the program and the educational objectives:
The College of Architecture and Department of Multicultural Services propose the creation of a Diversity Certificate Program open to undergraduate students in the College of Architecture.. Drawing from existing courses, programs and associations within the college and the university, the Diversity Certificate Program will enable its students to create, synthesize and integrate academic coursework, co-curricular experience, and service learning engagement in order to demonstrate their preparedness for participation in the modern global economy.
The Diversity Certificate Program will have five main components: 1) An orientation session during which the purpose, structure and requirements of the certificate will be explained. 2) An academic component will consist of the completion of a minimum of thirteen hours to include diversity related courses from the College of Architecture plus an additional credit hours chosen in consultation with the certificate advisors. 3) A co-curricular component, which will consist of a minimum of 10 hours of participation in diversity-related co-curricular lectures, presentations and activities such as the ones provided by diversity education in the Department of Multicultural Services, or in multicultural /social justice organizations on or off campus. 4) A service learning component. 5) A capstone retreat

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

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:
Fall, 2015

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

Name: Cecilia Giusti

Name: Marisa Suhm

Title: Associate Dean, College of Architecture

Title: Assistant Director

E-mail: cgiusti@ach.tamu.edu

E-mail: msuhm@tamu.edu

Phone: 979 458 4304

Phone: 979 862 2000

Program Information

I. Need

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

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

There are numerous threads of evidence that support the notion that Texas A&M students would be well served to have more ways in which to demonstrate multicultural competence. The university mission statement and the Vision 2020 imperatives recognize the importance of understanding and respecting other cultures, while acknowledging that this is an area which needs improvement.

According to Silvia Hurtado (2014), employers spend millions in diversity education and multicultural competence training, and question why universities are not doing a better job in this respect. The existence, and completion, of a certificate program, as proposed in this concept paper, would both continue to exemplify our university's willingness to tackle this issue, and also be a sign to future employers that the holder of such a certificate is coming to them with the skills and willingness to function in a pluralistic society.

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

The existing Diversity Certificates in the Colleges of Liberal Arts and Geosciences that served as models for this program have a current enrolment of more than 50 students and have sustained an increasing number of students since their creation in 2009.

- 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.)*

YEAR	1	2	3	4	5
Headcount	10	15	20	20	25
FTSE	10	15	20	20	25

II. Quality

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

Category	Semester Credit Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	
Required Courses	1
Prescribed Electives	12
Free Electives	
Other <i>(Specify, e.g., internships, clinical work)</i>	(if not included above)
TOTAL	13

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

SAMPLE LIST OF PRESCRIBED ELECTIVES

URPN 201. Urban Form and City Planning. (3-0). Credit 3.
URPN 291. Research. Credit 1 to 4.
URPN 301. Urban and Regional Planning. (3-0). Credit 3. URPN 302. Planning Law. (3-0). Credit 3. URPN 330. Land Development I. (3-0). Credit 3.
URPN 331. Public and Private Infrastructure Funding. (3-0). Credit 3.
URPN 340. Housing and Community. (3-0). Credit 3.
URPN 360. Issues in Environmental Quality. (3-0). Credit 3.
URPN 369. Transportation and Urban Form. (3-0). Credit 3.
URPN 370. Health Systems Planning. (3-0). Credit 3. I, II, S

- URPN 371. Environmental Health Planning and Policy. (3-0). Credit 3.**
- URPN 401. Policy Implementation. (3-0). Credit 3.**
- URPN 440. Urban and Regional Economic Development. (3-0). Credit 3.**
- URPN 441. Neighborhood Revitalization. (3-0). Credit 3.**
- URPN 450. Emergency Management Principles and Practices. (3-0).**
- URPN 460. Sustainable Communities. (3-0). Credit 3.**
- URPN 461. Urban Issues. (3-0). Credit 3.**
- URPN 469. Urban Infrastructure. (3-0). Credit 3.**
- URPN 470. Health Systems Planning and Policy. (3-0). Credit 3.**
- URPN 471. Planning Healthier Communities. (3-0). Credit 3.**
- ARCH 247. Survey of World Architecture History. (3-0). Credit 3.**
- ARCH 250. Survey of World Architecture History II. (3-0). Credit 3.**
- ARCH 350. History and Theory of Modern and Contemporary Architecture (3-0). Credit 3.**
- ARCH 212. Social and Behavioral Factors in Design. (3-0). Credit 3.**
- ARCH 213. Sustainable Architecture. (3-0). Credit 3.**
- ARTS 329. Texas Art History. (3-0). Credit 3.**
- ARTS 330. The arts of America. (3-0). Credit 3.**
- ARTS 349. The History of Modern Art. (3-0). Credit 3.**
- ARTS 350. The Arts and Civilization. (3-0). Credit 3.**
- VIST 465. Art, Culture and Time –Based Media. (3-0). Credit 3.**
- COSC 381. Professional Ethics in the Construction Industry. (3-0). Credit 3.**
- COSC 284. Introduction to Applied Workplace Ethics, Etiquette and Comm. (3-0). Credit 3.**

(For more course options from outside of the College of Architecture see attachment)

Prefix and Number	Required Courses	SCH
CARC 485	Directed study where the following components are assigned and verified <ul style="list-style-type: none"> a. Orientation b. Co-curricular component c. Service learning component d. Capstone retreat 	1

Prefix and Number	Prescribed Elective Courses	SCH
	Refer to attached list	12
	TOTAL SCH	12

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

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Cecilia Giusti, Associate Professor, LAUP	PhD. In Latin American Studies University of Texas at Austin	185, 285, 385, 485 URPN	2%*
Marisa Suhm, Assistant Director	PhD in International Education, University of Massachusetts, Amherst	Service learning and co-curricular components of the certificate	5%**
New Faculty in Year —			
New Faculty in Year —			

* No new cost. Re-assigned duties. ** Paid by Department of Multicultural Services

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Dianne Kraft, Program Coordinator	PhD in Education Texas A&M University	advising	5%***

*** No new cost. Re-assigned duties/ paid by Department of Multicultural Services

C. Students – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution's

Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Eligibility

To apply for the certificate, a student must be in the College of Architecture, have a 2.0 grade point average and must apply prior to completing 90 hours. Exceptions may be made to students who have completed more than 90 hours, but will be determined on a case by case basis by a committee from the College of Architecture and the Department of Multicultural Services.

Recruitment Efforts

Academic advisors in the College of Architecture will be trained on the objectives and requirements of the certificate, and encouraged to offer it to their students, the certificate will also be advertised in the websites of the College and the Department of Multicultural Services, flyers will be printed and the Associate Dean for Outreach and Diversity will promote the certificate with underrepresented students and student organizations.

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

Learning Outcomes

- 1) Students will be able to articulate the complexity and multiplicity of issues that surround global diversity.
- 2) Students will be able to explain how the behavior of individuals, groups, and nations affects others, in terms of human rights and environmental, social and economic well-being.
- 3) Students will be able to perceive and articulate any given event from more than one cultural viewpoint.
- 4) Students will be able to demonstrate their knowledge of appropriate discourse when addressing issues of race, ethnicity, gender, disability, and socio-economic status.

Assessment

Students in the Certificate Program must obtain a minimum of a B in the courses that count toward the Certificate. In addition, they will be assessed by certificate advisors using the following methods:

- 1) portfolios, consisting of course materials produced, journal entries, and reflection papers about their service learning and co-curricular activities; portfolio materials will be evaluated using criteria derived from certificate learning outcomes
- 2) attendance records and sign in sheets for conferences and/or co-curricular participation
- 3) participation in a service learning program approved by certificate advisor
- 4) participation in the orientation and capstone sessions
- 5) attendance at bi-monthly meetings with certificate advisor

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

The Department of Multicultural Services will conduct the orientation and capstone retreat, and retain and manage student records for those participating in the certificate. Staff from the department will serve as advisors to students participating in the program and will approve the co-curricular and experiential activities.

The College of Architecture will ensure compliance of the registration process and communicate with the registrar's office when a student has successfully completed the certificate requirements. Advisors will also inform students of the availability of this certificate

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.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$38,560	Reallocated Funds	\$38,560
Facilities and Equipment	\$0	Anticipated New Formula Funding ³ (90x \$790.93)	\$71,183.70
Library, Supplies, and Materials	\$2,500	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$0
Total Costs	\$41,060	Total Funding	0

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

Signature Page

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

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

Chief Executive Officer

Date

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

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

Board of Regents (Designee)

Date of Approval

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

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

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

Board of Regents (Designee)

Date

Sample of Course Options

Certificate advisors may approve additional courses not on the sample list to count towards the completion of this requirement.

ANTH 205- Peoples and Cultures of the World
ANTH 210- Social and Cultural Anthropology
ANTH 300. Cultural Change and Development
ANTH 301. Indians of North America
ANTH 306. Indians of Texas
ANTH 314. Agrarian Peasant Societies
ANTH 315. Peoples and Cultures of Africa
ANTH 319. Indians of Mexico and Central America
ANTH 324. Music in World Cultures
ANTH 403. Anthropology of Religion.
ANTH 404. Women and Culture.
ANTH 426. Anthropology of Food and Nutrition
COMM 335. Intercultural Communication
COMM 365. International Communication
COMM 407. Women, Minorities, and Mass Media
COMM 415. New Media and Civil Society
COMM 420. Gender and Communication
COMM 425. Rhetoric of Civil Rights
COMM 431. Rhetoric of Social Movement
ECON 312. Poverty, Inequality and Social Policy
ECON 318 Economics of Gender and Race
ECON 319. Economic Development of the United States
ECON 320. Economic Development of Europe
ECON 324. Comparative Economic Systems
ECON 330. Economic Development
ENGL 204. Introduction to African-American Literature
ENGL 205. Introduction to Africana Literature
ENGL 222. (ENGL 2333) World Literature
ENGL 232. (ENGL 2323) Survey of English Literature II
ENGL 251. The Language of Film
ENGL 333. Gay and Lesbian Literature
ENGL 336. Life and Literature of the Southwest
ENGL 337. Life and Literature of the American South
ENGL 338. American Ethnic
ENGL 339. African-American Literature Post-1930
ENGL 340. Twentieth-Century Drama. (3-0). Credit 3.
ENGL 352. Twentieth-Century Literature Post-World War II
ENGL 362. Hispanic Literature in the United States. (3-0). Credit 3.
ENGL 374. Women Writers
ENGL 378. The English Novel, 1870 to Present
ENGL 393. Studies in Africana Literature and Culture

ENGL 474. Studies in Women Writers
 FREN 301. French Culture and Civilization
 FREN 322. Survey of French Littérature II
 FREN 336. Contemporary France
 FREN 418. Seminar in French Civilization
 GERM 322. German Culture and Civilization II
 HIST 210. Russian Civilization
 HIST 214. (HIST 2314) History of England
 HIST 258. American Indian History
 HIST 301. Blacks in the United States Since 1877
 HIST 305. Mexican-American History 1848-Present
 HIST 307. Latino Communities of the U.S.
 HIST 319. U.S. Immigration and Ethnicity
 HIST 324. European Society in the Industrial Age
 HIST 336. Europe Since 1932
 HIST 339. Eastern Europe Since 1453
 HIST 342. Latin America Since 1810
 HIST 343. Inter-American Relations
 HIST 345. Modern Africa
 HIST 346. History of South Africa
 HIST 348. Modern Middle East
 HIST 352. Modern East Asia
 HIST 355. Modern China
 HIST 356. Twentieth Century Japan
 HIST 402. Germany Since 1815
 HIST 405. History of the Holocaust
 HIST 407. History of France Since 1815
 HIST 412. Soviet Union 1917-Present
 HIST 439. Twentieth Century England
 HIST 440. Latin American Cultural and Intellectual History
 HIST 441. History of Mexico, 1821 to the Present
 HIST 449. History of Brazil, 1822 to the Present
 HIST 451. The New South, 1876 to the Present
 HIST 455. History of the American City
 HIST 460. American Society and Culture Since 1877
 HIST 461. History of American Women
 HIST 464. International Developments Since 1918
 HIST 473. History of Modern American Women
 HIST 477. Women in Modern European History
 HLTH 236. Race, Ethnicity and Health
 HUMAN 303. Near Eastern Religions
 HUMAN 304. Indian and Oriental Religions
 LBAR 331. Studies in European Civilization and Culture I
 LBAR 332. Studies in European Civilization and Culture II
 LBAR 333. Studies in Italian Civilization and Culture I
 LING 307. Language and Culture
 LING 402. Language and Society

MODL 222. World Literature
MODL 352. Hispanic Literature and Film
MODL 362. Hispanic Literature in the United States
MODL 363. Borderlands: U.S. and Mexico
MUSC 312. Music in Modern Western Culture
MUSC 315. Music in the 20th Century
MUSC 319. Music in the United States
MUSC 324. Music in World Cultures
PERF 301. Performance in World Cultures
PERF 325. Dance and World Cultures
PERF 326. Dance and Identity in the United States
PERF 327. Popular Music in the African Diaspora
PHIL 283. Latin American Philosophy
PHIL 416. Recent British and American Philosophy
PHIL 419. Current Continental Philosophy
POLS 304. Latino Politics in the US
POLS 317. Women in Politics
POLS 320-Race & Politics in the US
POLS 362 Latin American Political Thought
POLS 367/wmst 367- Women in Government in Comparative Perspective
POLS 322. Western European Government and Politics
POLS 323. Political Systems of Latin America
POLS 324. Politics of Global Inequality
POLS 326. Government and Politics of Eastern Europe
POLS 328. Globalization and Democracy
POLS 329. Introduction to Comparative Politics
POLS 331. Introduction to World Politics
POLS 338. Government and Politics of the Former Soviet Union
POLS 365. Asian Governments and Politics
POLS 424. Comparative Governmental Institutions
POLS 432. The Politics of European Union
POLS 462. Women and the Law
PSYC 300. Psychology of Women
RELS 303. Near Eastern Religions
RELS 304. Indian and Oriental Religions
RELS403. Anthropology of Religion
SOC 207. Introduction to Gender and Society
SOC 316. Sociology of Gender
SOC 317. Minority Groups
SOC 321. Urban Sociology
SOC 323. Sociology of Black Americans
SOC 324. Social Change
SOC 325. International Business Behavior
SOC 329. Pacific Rim Business Behavior
SOC 330. Sociology of Nutrition
SOC 340. Post-Soviet Societies
SOC 350. Sociology of Islamic Societies

SOCI 403. Sociology of Mexican Americans
SOCI 419. Social Class in Contemporary Society
SOCI 423. Globalization and Social Change
SOCI 424. Women and Work in Society
SPAN 312. Hispanic Culture and Civilization: 18th Century to Present
SPAN 320. Introduction to Hispanic Literature
SPAN 410. Hispanic Film
SPAN 411. Contemporary Hispanic Society and Culture
SPAN 412. Hispanic Writers in the U.S.
SPAN 421. Spanish Language Poetry
SPAN 450. Contemporary Spanish and Spanish-American Literature
THAR 201. Introduction to World Theatre
THAR 281. (DRAM 2362) History of the Theatre II
WGST 200. Introduction to Women's Studies
WGST 300. Psychology of Women
WGST 316. Sociology of Gender
WGST 317. Women in Politics
WGST 318 Economics of Gender and Race
WGST 333. Gay and Lesbian Literature
WGST 374. Women Writers
WGST 404. Women and Culture
WGST 407. Women, Minorities and the Mass Media
WGST 424. Women and Work in Society
WGST 430. Employment Discrimination Law
WGST 461. History of American Women
WGST 462. Women and the Law
WGST 473. History of Modern American Women
WGST 474. Studies in Women Writers
WGST 477. Women in Modern European History