I. GENERAL OVERVIEW

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
The College of Social and Behavioral Sciences offers a selective suite of distinguished education, research and applied programs focusing on the understanding of human beings, the groups they form, and the societies and cultures they create. The departments and programs within the College provide not only disciplinary degrees but also various interdisciplinary majors and minors. The College promotes fundamental research in individual behavior, cultural expression, social organization, theory and values, as well as public and private policy. The strength of the College in the traditional academic disciplines is enriched by programs extending across social and behavioral sciences and beyond its boundaries. Building on the academic expertise and excellent teaching programs, the College actively contributes to the cultural, social and economic development of the regional and global community.

DEPARTMENT OF MEXICAN AMERICAN STUDIES
The Department of Mexican American Studies is committed to contemporary applied public policy research on Mexican Americans. As the leading public policy research center addressing issues of concern to this minority group in Arizona, the Department works collaboratively with key community agencies in promoting leadership and economic empowerment of Mexican Americans within the state and the nation. The Department achieves these goals through its applied research agenda, through its publications, and through the comprehensive undergraduate and graduate curriculum it offers students at the University of Arizona. As an intellectual center, it disseminates information to a broad audience including elected officials, educators, students, policy makers and other researchers.

THE MASTER OF SCIENCE IN MEXICAN AMERICAN STUDIES
The Mexican American Studies (MAS) Master of Science Program is a dynamic, stimulating, and practical course of study that has been developed to advance the understanding of the large Mexican American and Latino populations in the United States. Three strands of coursework are available: Latina/o Health and Wellness; Historical and Cultural Studies; and Critical Education and Migration Studies. Once applicants are accepted into this unique post-baccalaureate program, they choose the strand best suited to their educational and professional goals, such as going on to a doctoral program, studying law, medicine, public health, or working in public- or private-sector organizations that serve the growing Latino populations.

The Master of Science in MAS is designed to be an applied degree. The concentration in Latino Health and Wellness prepares students to conduct culturally competent health research, and to develop health programs targeting Latinos. The Historical and Cultural Studies strand offers a concentration dealing with contemporary scholarship, theory, and methodology in anthropology and history. The concentration in Critical Education and Migration Studies provides students with the qualitative and quantitative background necessary to both understand and implement policies aimed at Mexican Americans and the communities they live in.

II. DEGREE REQUIREMENTS

A total of 34 units are required for the Master of Science in Mexican American Studies. A minimum of 19 core units, 9 elective units, and either 6 thesis units (for the thesis option) or 6 additional elective units (for the examination option) are required for completion of this degree. Students are required to select one concentration from the three strands available in the MS program. After consulting with a faculty advisor, graduate students must select 9 elective units from one of the three strand options.

Students have the option of completing a thesis or taking a combination of oral and written exams to demonstrate their Master’s-level proficiency. Prior to initiating the second year of graduate study, or at the completion of eighteen units, students are required to declare whether they will select the thesis or the examination option. Students should select their course of study as early as possible to begin preparing their thesis work or examination papers from their first semester of study. Students who change options after taking steps toward one degree completion course of study will be required to complete all of the requirements of their newly selected course of study, even at the cost of additional academic units and time. Students have six years to complete all Master of Science coursework, including transfer credits or credits taken as a non-degree-seeking student.
MAS CORE COURSES
MAS 508  The Mexican American: Cultural Perspectives (3) (Fall)
MAS 509  Mexican Immigration (3) (Spring )
MAS 525*  Topics in Latino Health (3), (Fall )
MAS 560  Chicano Historical Thought (3) (Spring)
MAS 580a  Advanced Research Methods on Latinos (3) (Spring)
MAS 587  Chicana Gender Perspectives (3) (Spring)
MAS 595a  MAS Graduate Colloquium (1)

All students will take MAS 508 their first semester in the graduate program.

*Students who have already taken MAS 425 may not take MAS 525 for credit toward the graduate degree. Students may register for CPH 520, Racial and Ethnic Health Disparities, or see the Academic Coordinator for other substitution options.

ELECTIVE OPTIONS
Look for courses taught by MAS core faculty, affiliated faculty and courses offered in the following departments. A list of pre-approved electives is available.

Anthropology
College of Public Health
Gender and Women's Studies
History
Language, Reading and Cultures
Political Science
Psychology
Sociology
Spanish and Portuguese
Teacher and Teacher Education

Elective options offered by other departments are under the exclusive control of that department. They can be cancelled, changed, or restricted at any time. Their inclusion in the MAS pre-approved elective list does not guarantee MAS students access to these classes, but indicates we will accept them as electives toward the MS degree. These courses are difficult to get in to due to MPH program enrollment restrictions. Dual degree program students not experience registration restrictions on these courses.

OTHER ELECTIVE OPTIONS
Students may also receive credit for independent study and/or unpaid internships under the guidance of a faculty member approved by the DGS. Any independent study units or internships that will count toward the 34 total Master’s degree units must be approved in advance by the DGS and the Academic Coordinator. A total of no more than six (6) units of independent study and/or internship credits may be applied toward the Master’s degree. Please contact the Academic Coordinator regarding any independent study or internship credits you would like to pursue.

Students will not be allowed to register for independent studies/internships when core courses have not been completes and are being offered.

COURSE SUBSTITUTIONS
Substitutions for core courses are generally not permitted and are approved only in rare circumstances by the DGS and the Academic Coordinator. Those students who have previously taken MAS 425 and cannot count MAS 525 toward their Master’s degree. Any substitution of strand electives must first be approved by the DGS and the Graduate Coordinator. All course substitutions, including independent study classes and internships, must be cleared with the Academic Coordinator at the time of registration for classes. Please contact the Academic Coordinator to obtain a Petition for Course Substitution. Strand substitutions will be judged on a case-by-case basis.
DUAL DEGREE PROGRAM: MS/MPH

The MPH/MS Dual Degree Program allows students to earn a Master of Public Health and a Master of Science degree in Mexican American Studies. Students gain an advanced understanding of the Mexican American and Latino populations in the United States that prepares them to develop culturally-competent public health programs and policies targeting Latinos. This program provides subject and research competency on Mexican Americans as well as applied skills for working professionals and graduate students interested in better serving the Mexican American population of the Southwest. This dual degree program offers students the opportunity for interdisciplinary study allowing them to customize their dual degree by selecting any one of the six MPH concentration areas and by taking electives addressing issues relevant to Mexican American and Latino populations. The minimum number of required units varies based on the M.P.H. concentration. A minimum of 50% of credit hours must be unique to each degree and cannot be used for dual credit.

Mexican American Studies Requirements:
Thirty-four (34) units are required for the MS in Mexican American Studies: a minimum of 19 core units, 9 elective units from the Latino Health Strand, and the choice of a 6 unit thesis or 6 units of electives and an oral examination.

Required Core Courses (19 units)
MAS 508  The Mexican American: A Cultural Perspective (3)
MAS 509  Mexican Immigration (3)
MAS 520  Racial and Ethnic Health Disparities: A Comparative Approach (3)
MAS 525  Topics in Latino Health (3)
MAS 580A Advanced Research Methods (3)
MAS 587  Chicana Gender Perspectives (3)
MAS 595A  MAS Graduate Colloquium (1)

Elective Courses (minimum 9 units – approved by Advisor)

Thesis or Examination Option (6)

Master of Public Health Requirements (42 – 47 units)

Core Courses (16 units)
CPH 573A Basic Principles of Epidemiology (3)
CPH 574 Public Health Policy and Management (3)
CPH 575 Environmental and Occupational Health (3)
CPH 576A Biostatistics for Public Health (3)
CPH 577 Sociocultural and Behavioral Aspects of Public Health (3)
CPH 596N Internship Preparation Course (1)

Internship (3-6 units)
CPH 909 Master’s Report “Internship” (3-6)

Required Concentration Courses (12-20 units)*

The list of required courses can be found in this catalog listed under the MPH discipline. These requirements may change from year to year and are specific to the year of acceptance into the MPH program.

Electives (6-12 units) – approved by Advisor

*The number of units varies based on the M.P.H. concentration. A minimum of 50% of credit hours must be unique to each degree and cannot be used for dual credit.
**Thesis Option**

When a student selects the thesis option, a thesis is required for completion of the M.S. degree. By the end of the second semester or before the nineteenth unit of graduate study, students on the thesis option must identify their thesis advisor which must be a MA&RS core faculty member. The student will submit a "prospectus" to the thesis advisor and will outline academic progress to date, those studies to be completed prior to writing the thesis and an outline of the research to be included in the thesis. The student then meets with his/her advisor to discuss the prospectus. The Director of Graduate Studies reviews this information and helps the candidate to formulate any new plans, if appropriate.

Master’s thesis committees must consist of three members; at least two must be tenure-track UA faculty members. If the third member is not a tenure-track UA faculty member, he or she must be approved by the Graduate College as a special member. A member who is not tenure-track will not be eligible to serve as sole chair of the committee but can serve as co-chair if approved to do so by the Graduate College. The student works with the faculty advisor to determine the additional two faculty members who will serve as secondary members. Once the committee has been finalized, the Thesis/Examination Committee Member Agreement form needs to be filled out and submitted the Academic Coordinator.

Preparation of the written thesis must follow Graduate College regulations. See the Graduate College webpage at [http://grad.arizona.edu/Current_Students/Manuals/](http://grad.arizona.edu/Current_Students/Manuals/) for the manual for submission of paper or electronic theses. Even if the student does not wish to submit their thesis for publication, they must meet Graduate College guidelines for submission of their thesis to the MAS department. **When the thesis is written, the student submits a completed copy of the rough draft to their student advisor and committee at least one month prior to the end of the academic term in which they are graduating.** The committee members will individually review the thesis and return it to the student with comments and corrections.

After addressing comments on the thesis from the graduate advisor and committee, the student will arrange a time and location to defend the thesis before the committee and other invitees. Upon successful oral defense of the thesis and obtaining approval from the committee for the final version of the thesis, the student prepares a final draft. One copy of the final draft must be delivered to the MA Graduate Program Academic Coordinator. If submitting the thesis for publication in the University of Arizona library stacks, a second copy of the final draft must be submitted to the Graduate College.

**Oral Examination Option**

When a student selects the oral examination option, they will submit three 15-page papers written during the course of their graduate studies and respond satisfactorily to a series of oral questions prepared by the examination committee to meet the requirements of the M.S. degree. Prior to initiating the second year or the nineteenth unit of graduate study, M.S. students who choose the examination option must identify their examination advisor. The student and advisor will work together to formulate a committee consisting of at least three members who will support the student through the examination process. Two of the three papers must be from MAS core courses, and the papers must have been written for classes taught by at least two of the faculty members serving on the committee. The papers cannot all have been written for the same faculty member. The student must have received a grade of A or B on each paper to qualify for submission to the examination committee.

The oral examination guidelines are as follows:

- Students must submit three (3) papers written and graded in at least two MAS core courses and one MAS elective course.
- Each paper should be at least 15 pages in length or equivalent, or at the discretion of the student’s faculty advisor.
- The student must provide all three papers to each oral exam committee member at least three weeks prior to the date of the oral exam.
- The student must provide the Plan of Study to their exam committee at least three weeks prior to the date of the oral exam.
Three (3) oral exam questions will be taken from each of the papers submitted. The student will receive six of the questions at least one week prior to the oral exam date and three questions in the oral exam. Thus, there will be a total of 9 questions the student must answer.

- Oral exam questions on course content are allowable, but the student must be provided these questions at least one week prior to the date of the oral exam.
- The oral exam will be at least 60 minutes in length, but will not exceed 90 minutes. The student should be prepared to discuss each paper in the first 10 minutes of the oral exam. After this presentation, the oral exam committee will commence with their questions.
- The student will be notified of she/he passed, failed, or needs to revise at the end of the examination. The student will have two weeks to revise their answers which will be assessed by the student’s oral exam committee chair. The chair will have the final say on the matter.

The student has one opportunity within one semester’s time to re-take a failed oral examination. The student’s three papers will be maintained on file at the Mexican American Studies Graduate Program upon successful completion of the Master’s degree requirements.

III. MA&RS AND GRADUATE COLLEGE POLICIES

ACADEMIC ADVISING

The Director of Graduate Studies (DGS) will assign incoming graduate students a provisional faculty advisor (from core faculty) based upon faculty availability. The student is encouraged to contact their advisor at the beginning of the semester. Students are encouraged to meet and consult with their advisor regularly throughout the semester. This is a provisional relationship; the person initially assigned may or may not correlate with student interests. This initial relationship is meant to assist with basic mentoring and scheduling, and to give the students time to explore potential contacts across the faculty.

Students have until the end of their first semester, December 1 to notify the DGS whether they will keep the provisional advisor or have selected a different advisor (from the MAS core faculty). It is up to the student to consult with the alternate faculty member, making sure that s/he will be able to step in as advisor, in advance of the December 1 deadline. Because faculty are not always available, students are urged to consult with faculty members to determine their availability as advisors as early as possible. It should be noted that due to faculty workloads and the inevitable unevenness of student interest in any given year, faculty may deny their request for advising. In most cases, the advisor will serve as the head of their thesis or examination committee and will provide academic direction and mentoring.

All students will meet with the Academic Coordinator at least once per semester to discuss their selected course of study and ensure they are making satisfactory progress toward their degree.

Any and all classes recommended by the Faculty Advisor must also be approved by the Academic Coordinator to ensure full departmental and Graduate College compliance.

INCOMPLETES

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.

Instructors are encouraged to use the Report of Incomplete Grade form as a contract with the student as to what course work must be completed by the student for the I grade to be removed and replaced with a grade. On the form, the instructor states: (1) which assignments or exams should be completed and when; (2) how this work will be graded; and (3) how the student’s course grade will be calculated. Both the instructor and student sign this agreement and both should retain copies.

Graduate students have a maximum of one calendar year to remove an Incomplete. An Incomplete not removed within one year is replaced with a failing grade of “E” and counted in determining the student’s grade-point average. If the
coursework cannot be completed within one year, the student may petition to extend the Incomplete. This petition must be submitted before the grades converts to an “E”.

Students with more than one incomplete will not be permitted to enroll for in any further courses, this includes MAS 910 Thesis units. If a student has accumulated more than one incomplete due to health issues or unexpected personal circumstances, they must apply for a Leave of Absence, see policy below.

TRANSFER CREDIT

No more than 20% of the minimum number of units required for a master’s degree can be transferred from other accredited institutions (e.g., if a Master’s degree requires 30 units, then no more than 6 units can be transferred from another university). Such transfer credit can be applied to an advanced degree only upon satisfactory completion of deficiencies as prescribed by the head of the major department in which the student seeks a degree. Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed. Grades of transfer work will not be used in computing the student’s grade-point average. Credit for correspondence courses or extension work from other institutions will not be accepted for graduate credit.

Students who wish transfer credit must submit an ‘Evaluation of Transfer Credit’ form before the end of their first year of study.

MASTER’S CONTINUOUS ENROLLMENT POLICY

- A student admitted to a Master’s degree program must register each Fall and Spring semester for a minimum of 3 graduate units from original matriculation until all degree requirements are met.

- If the degree program requirements are to be completed in the summer, the student must register for a minimum of 1 unit of graduate credit in either Summer I or Summer II. If not graduating in the summer term, Master's and Educational Specialist candidates do not have to register for graduate units during summer sessions unless they plan to make use of faculty time. If they do plan to use faculty time, they must enroll for a minimum of 1 unit of graduate credit in the term(s) in which they are using faculty time.

- All graduate students must maintain continuous enrollment in the University of Arizona Graduate College. A student admitted to a graduate degree program must register each fall and spring semester for a minimum of 3 graduate units from original matriculation until all degree requirements, including submission of the final copy of the thesis is completed, unless excused through a leave of absence (See Leave of Absence Policy, below). Students who fail to keep continuous enrollment will need to re-apply to the program.

- Students receiving teaching or research assistantships must register for a minimum of 6 units per semester. Graduate students do not have to register for graduate units during summer sessions unless they plan to make use of University of Arizona facilities or faculty time. If they plan to utilize facilities or faculty time they must enroll for at least 1 unit of graduate credit in any summer session. If degree requirements are completed during the summer term, the student must also be registered for a minimum of 1 unit of graduate credit during that term. If degree requirements are completed during an inter-session (winter session or the Pre-Session), the student must have been registered during the preceding semester. Students that fail to keep continuous enrollment must re-apply for admission if they wish to continue the Master of Science program.

- All graduate students must demonstrate satisfactory progress toward their Master of Science Degree. If satisfactory progress toward the Master of Science degree is not met, students will be changed to Provisional Status for one semester. If satisfactory progress is not demonstrated during the provisional semester, students will be disqualified from the Master of Science program.
SATISFACTORY ACADEMIC PROGRESS POLICIES

Graduate College Policy

Students enrolled in a graduate degree program must maintain a 3.00 average GPA and meet their department’s academic progress criteria toward degree completion. The minimum 3.00 GPA is based on all course work taken for graduate credit, whether or not the courses are offered in satisfaction of the specific requirements for a specific graduate degree.

Additionally, each department has its own criteria by which a student is evaluated on academic progress. Failure to meet those academic progress requirements will result in the student being placed on academic probation by the Dean of the Graduate College.

Graduate students who have less than a cumulative 3.00 average GPA will be placed on academic probation. Students on probation are required to meet with their major advisor, discuss the steps necessary to remediate the problems that led to probation, and devise a written action plan to be submitted to the Graduate College.

Students whose cumulative GPA is below 3.00 for two consecutive semesters will be disqualified from their degree program. Disqualification results in the student being blocked from registration. The student’s department may petition for a one-semester extension of probation if the faculty believes that the student has a high probability of returning to good academic standing in one semester.

Disqualified students may apply for one of the following:

- Non-degree status, which allows them to continue taking graduate courses as non-degree seeking students, or
- Academic Renewal, if they wish to apply to a different degree program.

Students may apply for readmission to a degree program as early as the semester after their disqualification, if they achieve a cumulative GPA of at least 3.00 through additional graduate course work. A readmission request must be supported by the head of the major department and approved by the Dean of the Graduate College. There is no guarantee of readmission.

Mexican American Studies Policy

Students pursuing the Master of Science Degree in Mexican American Studies are required to demonstrate satisfactory academic progress toward degree completion. Satisfactory academic progress includes: maintaining a minimum grade-point average of 3.0 each semester of enrollment, and; enrolling in a minimum of 3 units per semester if a part-time student; or enrolling in a minimum of 6 units per semester if full-time. Additionally, part-time students must complete all degree requirements within 6 years of enrollment in the program. Further, all core courses for the degree should be completed within the first five (5) semesters of enrollment for part-time students, and within the first three (3) semesters of enrollment for full-time students. When a student fails to achieve a minimum GPA of 3.0 or does not demonstrate satisfactory academic progress as defines above, the department will request that the Graduate College convert the student to non-degree graduate status.

LEAVE OF ABSENCE POLICY

Academic Leaves of Absence (LOAs, i.e., leaves to take course work at another university, for research, field work, internships, professional development, etc.) are handled on a case-by-case basis by the student’s department and the Graduate College.

Medical Leaves -- Graduate students in degree programs may be granted a Medical Leave of Absence by the Dean of the Graduate College. Under extraordinary circumstances, LOAs may be granted retroactively for up to one year. Students will be readmitted without reapplying to the department and the Graduate College. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.
**Personal Leaves** -- Graduate students in degree programs may be granted a Leave of Absence for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College. LOAs may be granted retroactively for up to one year. LOAs are granted on a case-by-case basis for compelling reasons including birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will be readmitted without reapplying to the department and the Graduate College at the expiration of the LOA. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

Leaves of Absence may affect the status of a graduate student’s financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a Leave of Absence.

Failure to obtain a Leave of Absence or remain in continuous enrollment will result in penalties, as described in the Continuous Enrollment policy requirements above.

**Readmission Requirements**

Students registered in a program of study must enroll continuously until the completion of the degree.

A student previously enrolled in a University of Arizona graduate degree program, but who has not been officially enrolled for one or more semesters (fall/spring) and did not obtain an approved leave of absence, is required to apply for readmission. Previous admission to the Graduate College does not guarantee readmission at a later date. Financial penalties for violation of continuous registration requirements may also be imposed. A minimum grade-point average of 3.0 on all graduate-level study completed at The University of Arizona is required for readmission. Students who have been enrolled elsewhere since their last attendance at The University of Arizona must submit official transcripts of that study at the time of application for readmission. International students who have been outside the U.S. for two or more years since their last enrollment at The University of Arizona must submit current TOEFL scores. Additionally, international applicants who need visa documents to be issued by the Graduate Admissions Office are required to submit current financial guarantee statements.

**VI. SCHOLARSHIPS, FELLOWSHIPS, AWARDS**

A limited number of university scholarships, fellowships, traineeships, grants, and awards from diverse sources are available to academically meritorious graduate students. Interested students should contact their departments for information regarding a list of awards, specific guidelines, and availability. Graduate College awards are described below.

**Graduate Tuition Scholarships** waive non-resident tuition only. Eligibility requires the student to be admitted to regular graduate status in a graduate degree program, have a minimum GPA of 3.0, be in good academic standing, and be enrolled in 3 or more graduate units per semester.

**Graduate Fellowships** offer a maximum of $10,000 for one academic year. A full fellowship carries one waiver of non-resident tuition. Eligibility requires the student to be admitted to regular graduate status in a graduate degree program, have a minimum GPA of 3.2, be in good academic standing, and be enrolled in 9 or more graduate units each semester during the fellowship period.

Students should contact their departments for availability and application procedures regarding the above two awards. Waivers and fellowships are subject to Graduate College approval.

The Graduate & Professional Student Travel Fund provides funds to graduate and professional students in academic programs under the aegis of the Graduate College, to present invited papers, posters, or presentations at professional meetings, conferences, and symposia directly related to their educational development. [http://gpsc.arizona.edu/travel-grants](http://gpsc.arizona.edu/travel-grants)

The Graduate College Thesis/Dissertation Waiver provides a waiver of up to six (6) units of non-resident tuition for students who are in good academic standing, are enrolled in a minimum of three (3) and a maximum of six (6) 900-level units (thesis or dissertation), and will not be using university resources such as libraries, computer laboratories, and faculty time to any extent during the period covered by the waiver.
V. GRADUATE ASSISTANTSHIPS/FUNDING

Unless graduate students receiving funding from MA&RS have taken all their core classes they must enroll in MAS courses. A limited number of teaching/research assistant positions are available for qualified students. Teaching/research assistantships are based on availability of positions and the student’s progress towards degree with no incompletes.

Requirements for All Graduate Assistants/Associates (GAs)
As a graduate assistant, one must abide by the following requirements.
- A GA must be enrolled in at least six (6) units of graded graduate courses. Undergraduate or audited courses are not counted toward this requirement.
- A GA must maintain a cumulative graduate level GPA of 3.000 or higher. If newly admitted, the admit GPA is considered for this requirement.
- A GA may not work more than 60 cumulative hours per pay period while classes are in session. International students are limited to no more than 40 cumulative hours of work while classes are in session in keeping with the requirements of their visa.
- Departments may hold additional requirements that do not conflict with those listed here. Any such additions must be articulated in writing prior to hire.

Requirements for Teaching Assistants/Associates
As instructors, graduate assistants must encourage the free pursuit of learning and uphold the scholarly standards of their discipline. I will, if hired to teach, make every reasonable effort to foster honest academic conduct and to assure that my grades and evaluation of students reflects the students’ true merit. I will maintain a sufficient number of office hours, as determined by my hiring department, to provide opportunities for students to seek guidance from me. I will conduct each course I have agreed to teach, or assist in teaching, with general conformity as to the content, format and official description of the course as established by the faculty and approved by the President and the Arizona Board of Regents. I will conduct my classes and examinations at all regularly scheduled times and places. Whenever an emergency such as illness or accident prevent me from meeting a scheduled class, I will notify the department head/chairperson or my immediate supervisor as promptly as possible so that they may arrange a replacement.
I acknowledge that each member of the university community has a special obligation to preserve intellectual freedom, to respect the rights and dignity of others, to acknowledge the right of all to express differing opinions in a responsible manner, and to promote conditions that foster the free exchange of ideas.

- An international GA whose native language is not English must demonstrate proficiency in the English language via examination. Applicable examinations and sufficient scores are listed below. A passing score in any of these examinations is sufficient.
- A teaching assistant must complete the Graduate Assistant Teaching Orientation (GATO). This is an in-person orientation offered before Fall and Spring terms.
- A teaching assistant whose first teaching assistantship was after Fall 2007 must complete the Teaching Assistant Training Online (TATO) with a minimum score of 95%. This is an online resource available through d2l.arizona.edu.

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<th>English Language Proficiency Exams</th>
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<td>IBT TOEFL Speaking Section</td>
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Institutional Responsibilities
- A GA must be informed in writing of unsatisfactory performance and given sufficient opportunity to perform satisfactorily. A GA who continues to perform unsatisfactorily may have their position ended and will be financially responsible for any charges incurred due to lost GA benefits.
- Assistantships/Associateships do not guarantee future employment and are subject to availability of funds. Departments are not required to rehire a GA. Departments may end a position if funding is unavailable.
- Hiring departments must evaluate Teaching Assistants/Associates each semester. These records are to be submitted to the Graduate College after the close of each semester. Unsatisfactory performance must be addressed for rehire of the teaching assistant.
Graduate Assistant/Associate Responsibilities

- A GA on an academic contracts (please refer to page 1) is not required to work while classes are not in session, unless otherwise articulated in writing prior to hire.
- A GA is expected to perform whatever work may be necessary. Any special duties or arrangements must be articulated in writing prior to hire.
- A GA must inform their hiring departments of all employment to ensure that it will not interfere with their duties.
- A GA is subject to all rules, regulations, and policies of the Arizona Board of Regents and the University of Arizona. These include, but are not limited to those governing intellectual property, equal opportunity, affirmative action, conflict of interest, and code of conduct.

Benefits

- A GA is eligible for tuition related financial support during the Fall and Spring semesters. This benefits is not available during summer or winter sessions. The amounts of these waivers depend on FTE, enrollment, residency, and dates of employment. The values represented are maximum commitments toward their associated fees. Coverage of fees is limited to what is charged and is not applicable to other fees. Graduate assistants must take personal responsibility for determining their bursar’s account balances. The University of Arizona Graduate College is responsible only for administration of these benefits. For the purposes of tuition only, GAs are considered in-state students.

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<th>Base Tuition Coverage (Per Semester)</th>
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- A GA is eligible for payment of the student-only premium of student health insurance from the University of Arizona. One must enroll for the health insurance through http://student.uaccess.arizona.edu/. However, once a student is enrolled, they will be automatically re-enrolled in future semesters upon class registration (regardless of assistantship status) unless they cancel the coverage during an “Open Enrollment” period. These “Open Enrollment” notices will be communicated to all students through “Broadcast Email” to official University email addresses each major semester. Enrollment deadlines for fall 2010 and spring 2011 are Tuesday, September 7, 2010 and Wednesday, January 26, 2011 respectively. The credit for the premium will be applied to student’s account once enrollment in the insurance plan and GA hiring has been confirmed. Once the enrollment period closes, students will be unable to add, cancel, or change coverage until the next enrollment period. If a GA’s official start date falls after the hiring priority date, they will be credited a prorated amount. If a GA’s appointment ends before the designated end date on this contract, The University of Arizona will prorate the insurance credit and bill the difference to the student’s bursar’s account, for which they will be responsible. Enrollment information and benefits are available at http://www.health.arizona.edu/or by calling 621-6486.

- A GA is eligible for a 10% discount off the price of items purchase at all ASUA Bookstores. This benefit is available after the position information has been entered into the payroll system, and is not available retroactively. GAs must mention this benefit at the time of purchase to receive it.

- A GA may elect to defer any base tuition amount not covered by other GA benefits and/or mandatory miscellaneous fees. One must go to https://grad.arizona.edu/My_GradCol/ to access the GA Deferment Election Screen to enroll in this plan. Details of this plan can be found in the Graduate Assistant/Associate Manual.

- A GA whose appointments end earlier than the contracted end date may be financially responsible for any charges incurred due to lost GA benefits.

Additional Information

More information concerning this position is available in the Graduate Assistant Manual. The University of Arizona Graduate College can be contacted concerning this position by emailing gahelp@grad.arizona.edu.
VI. FACULTY

ANTONIO ESTRADA, MSPH, PH.D.
Antonio (Tony) Estrada is a professor and the director of Mexican American Studies. He first came to the Center in 1991, and earned his masters and doctorate degrees in Public Health from the UCLA School of Public Health in 1986. Dr. Estrada’s primary interests are in Hispanic health, focusing on health promotion and disease prevention within this population. Additionally, he has a keen interest in applied public health policy as it affects the health status and access to health care among Hispanics. He was the principal investigator of a five-year study, funded by the National Institute on Drug Abuse (NIDA), that developed, implemented and assessed a culturally innovative HIV/AIDS risk reduction program targeting Hispanic injection drug users and their female sexual partners in Tucson (“One-To-One Program”). Dr. Estrada was also the principal investigator for another NIDA-funded study on the U.S.-Mexico border, targeting Mexican-origin drug injectors for HIV/AIDS risk reduction (“Por Nosotros”). He is the co-author of the book ¡Sana! ¡Sana! Mexican Americans and Health, published by the University of Arizona Press in 2001. He also teaches chronic disease epidemiology, Hispanic health, and applied research methods at the University of Arizona.

YOLANDA BROYLES-GONZALEZ, PH.D.
Dr. Yolanda Broyles-González is a professor in the department, and until fall 2004 was professor of Chicano Studies and German Studies at the University of California, Santa Barbara. The focal points of her research and teaching are popular culture, gender, oral tradition, Native American culture, and the popular performance genres of the U.S.-Mexico borderlands, of which she is a native. Among her publications is the first academic study of the legendary singer and National Medal of Arts recipient Lydia Mendoza, entitled Lydia Mendoza’s Life in Music/La Historia de Lydia Mendoza. Norteño Tejano legacies (Oxford University Press, 2001). Broyles-González also published a comprehensive raza women’s anthology entitled Re-emerging Native Women of the Americas. Native Chicana Latina Women’s Studies (Kendall Hunt, 2001). In 1991 she became the first native Chicana woman to chair an academic department within the University of California system and was among the first native women in the nation to be promoted to full professor at a major research university. Under her leadership the very first proposal for a Chicano/a Studies doctorate degree in the nation was created. In 1996 Dr. Broyles-González was honored with the lifetime Distinguished Scholar Award from the National Association for Chicana & Chicano Studies. Other distinguished national and international awards have come from the National Endowment for the Humanities, the Ford Foundation, and the Fulbright Foundation.

JULIO CAMMAROTA, PH.D.
Dr. Julio Cammarota, an associate professor in the department, is a 2001 graduate of the University of California, Berkeley, where he earned a Ph.D. in Social and Cultural Studies in Education. The University of Arizona Press recently published his book, Sueños Americanos, Barrio Youth Negotiating Social and Cultural Identities. As is noted on the UA Press website, the book is “One of the most extensive studies of barrio youth available, Sueños Americanos concludes with a discussion of social justice education for Latino youth and how this educational approach meets their academic needs while providing opportunities for self-determination and community activism.” His dissertation, “First Jobs: the Perceptions and Experiences of Work for Latino Youth,” was the result of years of ethnographic research in Oakland, California. He is the recipient of an Annie E. Casey Social Justice and Youth Research Grant to research Latino youth and problems of social inequalities in and beyond their school.

ROSARIO CARRILLO, PH.D.
Assistant Professor Rosario Carrillo was born in Mexico City and raised in Los Angeles. Dr. Carrillo earned a bachelor’s in Chicana/o Studies at UCLA in 1993 at the height of the student hunger strike for a Chicana/o Studies Department. She has taught Latina/o elementary students in the Long Beach Unified School District and adult students in the Detroit Public Schools. She is the recipient of a LGBT Institute 2009-2010 grant to fund an Oral History project that supports an on-going student-faculty reading group, and a grant from the UA Social and Behavioral Sciences Research Institute for her “Latina Communicative Practices, Technology, and Empowerment” project. Conducted in Summer 2008, the project involved collecting survey and interview data on existing literacy efforts that serve Latinas 18-25 years of age. For her master’s thesis, she investigated how Latina/o familial funds of knowledge can be harnessed for computing and literacy learning. Her research was published in Scholars in the Field: The Challenges of Migrant Education and won the Judith and Howard Sims Medal Award in 2001. Dr. Carrillo has also written about the engendered genre of humor casero mujerista (womanist humor of the home) in the landmark book Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology. For her dissertation, she focused on how out-of-school Latina mothers’ ways of knowing make use of three communicative practices – oral, literate, and embodied. Her scholarship is informed by her experience as a community activist in organizations like MANA of Detroit, a Latina association. She continues to analyze the role of Latina mothers in constructing and reflecting ways of knowing that are pedagogical and aesthetic, as well as instrumental in the academic, personal, and communal well-being of Latina/o adults and youth.
**Patrisia Gonzales, Ph.D.**

Assistant Professor Patrisia Gonzales joined the department in Fall 2007. As the granddaughter of Kickapoo, Commanche and Macheul peoples who migrated throughout the present-day United States and Mexico, Dr. Gonzales specializes in Indigenous ways of knowing and Indigenous medicine. She obtained her Ph.D. in Mass Communications from the Department of Life Sciences Communication at the University of Wisconsin - Madison. Her works have been cited in various anthologies and scholarly endeavors. She has received various human rights awards for the national *Column of the Americas*, which she co-authors with Roberto Rodríguez, and for her book *The Mud People* (Chusma 2003). As a Kellogg Fellow (1997-1999), she explored community healing and helped to establish a *promotora* project on traditional medicine in New Mexico. She is a *promotora* of Mexican Indigenous Medicine, an herbalist and an apprenticing Traditional Birth Attendant. As a “promotora-investigadora” or community health promoter-researcher, her courses and research combine applied Indigenous medicinal knowledge with explorations into under-girding philosophies and world views. Her scholarship examines Indigeneity from a hemispheric perspective; Indigenous communication practices; Mesoamerican symbols and codices as medicinal texts; and Indigenous medicine as a parallel system(s) of knowledge that challenge and expand the paradigms of Western science. She collaborates with the Indigenous Birthworkers Network and the Indigenous Wellness Research Institute at the University of Washington. In the Spring of 2009 she was awarded a $9,800 grant from the UA Office of the Vice President of Research and the UA Foundation for a collaborative research project on the preservation and adaptation of Indigenous medicine.

**Anna Ochoa O’Leary, Ph.D.**

Dr. Anna Ochoa O’Leary is an Assistant Professor of Practice, and received her doctorate in Anthropology from the University of Arizona. She has been a lecturer in the department since 2000, teaching a range of classes on Mexican American culture and contemporary issues related to U.S. Latinos. In 2007 Kendall Hunt published a textbook that she edited, titled *Chicano Studies, the Discipline & the Journey*, which is based on her experience teaching “Overview of Mexican American Studies” (MAS 265). She won a prestigious Fulbright Scholarship in 2006 to document and analyze encounters between U.S. immigration enforcement agents and undocumented female migrants from the time they are apprehended in the field to the time they are released. Her current research and teaching interests continue to focus on the education, culture and urban politics of Mexican/U.S.-Mexican populations, the political economy of the U.S.-Mexico border, and gender issues. Her community activities include participation in several non-profit community-based groups, such as the Arizona Border Rights Foundation, Fundación México, and Las Adelitas Political Association.

**Lydia Otero, Ph.D.**

Dr. Lydia R. Otero is an associate professor and teaches courses in culture and history. Otero received a master’s degree in history from California State University, Los Angeles, and a Ph.D., also in history, from the University of Arizona. Otero’s work on claiming place, historic preservation, and Mexican American resistance have appeared as contributions to various anthologies. Otero’s book, *La Calle: Spatial Conflicts and Urban Renewal in a Southwestern City* is scheduled for release in September 2010 by the University of Arizona Press. Having deep family roots on both sides of the Arizona-Sonora border inspired Otero’s interest in regional history. The professor’s next book project examines how Mexican American activism transformed the implementation of the U.S. Department of Housing and Urban Development’s Model Cities Program in Tucson during the late 1960s and early 1970s. Otero is actively involved in the Tucson Unified School District’s Mexican American Studies Advisory board and serves on the board of directors of Save Ethnic Studies, a non-profit organization supporting educational programs that incorporate a critical consciousness perspective in their curriculum. Otero is the 2010-2011 chair of the Organization of American Historians’ Committee on the Status of African American, Latino/a, Asian American, and Native American (ALANA) Historians and ALANA Histories. Currently, Otero serves as the MA&RS Director of Graduate Studies, and directs the department’s public history program, Nuestras Tierras, Nuestras Culturas, Nuestras Historias that is designed to reclaim, preserve, and document the experiences and contributions of people of Mexican descent in the United States-Mexico border region. For more information go to: [http://otero.faculty.arizona.edu/welcome_my_university_arizona_homepage](http://otero.faculty.arizona.edu/welcome_my_university_arizona_homepage)

**Roberto Rodríguez, Ph.D.**

Dr. Rodríguez is an assistant professor in the department. He is a longtime award-winning journalist/columnist who returned to school in 2003 in pursuit of a Master’s degree (2005) and a Ph.D. in Mass Communications (2008) at the University of Wisconsin - Madison. Many of his awards have come about in the area of defense of the First Amendment and human rights. He returned as a result of a research interest that developed pursuant to his column writing concerning origins and migration stories of Indigenous peoples of the Americas. His current field of study is the examination of maize culture, migration, and the role of stories and oral traditions among Mexican and Central American peoples. For the past several years, in conjunction with UCLA’s César E. Chávez Department of Chicana and Chicano Studies – where he and Patrisia Gonzales were named Distinguished Community Scholars in 2003 – he has also embarked upon collaboratively creating Indigenous Studies within the discipline of Mexican/Chicana/o Studies. His work, based on a series of interviews with Indigenous elders throughout the continent, has resulted in several documentaries, including: *Amxaltli San Ce Tojuan – We Are One* (2005). He continues to write Column of the Americas, which was first syndicated by Chronicle Features, then by Universal Press Syndicate. He was a senior writer for *Black Issues in Higher Education* from 1990-2000 and is the author of: *Justice: A Question of Race* (Bilingual Review Press, 1997).
ANDREA J. ROMERO, PH.D.
Dr. Andrea Romero is an associate professor in both the Department of Mexican American Studies and the Department of Family Studies & Human Development. She earned a M.A. in Psychology in 1995 and Ph.D. in Social Psychology, with a minor in Quantitative Methods and Analyses, in 1997 from the University of Houston. She worked at Stanford University as a researcher for two and a half years on a cancer prevention program in elementary schools in East San Jose. Her research interests include Latino adolescent health, and health promotion programs for underserved communities. Her research has focused on social, psychological, and cultural influences on adolescent’s mental health (depressive symptoms and self-esteem) and physical health (obesity, physical activity, risky sexual behavior, and smoking). She has published on the topics of ethnic identity, ethnic socialization, discrimination, sociocultural stress, Latino mental health and depression. Her scholarly articles have appeared in publications such as the Journal of Child and Family Studies, the Journal of Community Psychology and the Hispanic Journal of Behavioral Sciences. In 2002 Romero was awarded nearly one million dollars in funding for a three-year substance abuse and HIV prevention research project from the U.S. Substance Abuse and Mental Health Services Agency. The project was a collaboration between the UA, the Southern Arizona AIDS Foundation (SAAF), and the City of South Tucson. Most recently she is the Co-Investigator of a newly funded National Institutes of Health grant to improve home care for the elderly.

RAQUEL RUBIO-GOLDSMITH, J.D., LLM.
Adjunct Lecturer Raquel Rubio-Goldsmith specializes in research and teaching on Mexican-American women's history, human rights, and immigration issues. A native of Douglas, Arizona, she completed undergraduate and graduate degrees in Law and Philosophy at the National Autonomous University of Mexico (UNAM). She has taught at Pima Community College since 1969 and, since 1983, at the University of Arizona, where her primary focus has been the history of Mexicanas and Chicanas. She has taught courses on Mexican and Latin American history as well as developed curricula on Afro-American, Yaqui and Tohono O’odham histories. Rubio-Goldsmith has won numerous awards for teaching excellence. She has presented papers on Mexican women on the U.S.-Mexico border, a subject she has studied for many years, before national and international conferences, and published the results of her research in a number of scholarly articles. She is currently doing research for a book on women who fled the Mexican Revolution and took refuge in Southeastern Arizona. Students and colleagues know her as a community activist devoted to immigration rights, women’s rights, and civil rights in general. As a member of several community boards and as a public speaker she constantly presents a Chicana perspective. Since 1994 she has been active in providing information on the Zapatista Revolution in Mexico through Pueblo Por La Paz in Tucson, and the National Commission for Democracy in Mexico.

ADA WILKINSON-LEE, PH.D.
Assistant Professor Ada Wilkinson-Lee completed her postdoctoral work as a WARMER Fellow with the National Center of Excellence in Women’s Health at the University of Arizona. Both her Ph.D. and Master’s degrees are from the University of Arizona. She received her Ph.D. is in Family Studies and Human Development with a focus on culture, health and families. Her Master’s degree is in Mexican American Studies with an emphasis in Latino Health. Her research interests include Latino health and how cultural processes affect the developmental processes of both individuals and families. Her interest in Latino health has stemmed from growing up in a border community and seeing firsthand the challenges that her family and community have to overcome in order to receive adequate health care. She has published articles that focus on Latino parent-adolescent communication, provider cultural sensitivity, and adolescent emotional distress. She is an evaluator for the Racial and Ethnic Approaches to Community Health across the U.S. (REACH U.S.) program which was created to address the health disparity rates of cervical cancer among Latinas and underserved women in the Tucson community.
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The Master’s program is a standard two-year program. While faculty and staff will help you to successfully earn your M.S., you are ultimately responsible for making sure that you meet all requirements and deadlines for both the department and the Graduate College.

1. Select your Advisor by December 1.
   Notify DGS and Academic Coordinator whether you will keep the provisional advisors or have you selected a different advisor.

2. Master’s Plan of Study, (Due 2nd semester in residence).
   http://grad.arizona.edu/academics/degree-certification/mpos

   The Master’s Plan of Study is a collaborative production of the student, his/her Advisor and the Academic Coordinator. The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and (3) additional course work to be completed to fulfill degree requirements. The Plan of Study must have the approval of the student’s major professor and Department Head or DGS before it is submitted to the Graduate College. There is a Plan of Study fee.

3. Select Thesis or Examination Option. (Due by the end of the 2nd semester).
   Notify DGS and Academic Coordinator whether you will select the Thesis or the Examination Option. Students who change options after taking steps toward on degree completion course of study will be required to complete all of the requirements of their newly selected course of study, even at the cost of additional academic units and time.

4. Completion of Degree Requirements. (Due the week after finals ends, earlier if you need special verification that your requirements have been completed.)

   When the student’s department determines that the student has completed all degree requirements, a Completion of Master’s Degree Requirements form, signed by the three faculty members of the student’s committee (two of whom must be tenure-track faculty members in the major field) will be submitted to the Graduate College. Approval of this form by the Dean of the Graduate College will certify completion of degree requirements. Modifications to the Plan of Study may be made on the Completion of Degree Requirement form or on the Changes in Student’s Records form. Modifications may consist of changes in coursework, changes in addresses, or changes in names. Name changes also require that an official name change be filed with the Registrar’s Office. All outstanding fees must be cleared before the final completion date. Any financial encumbrances will delay mailing of the diploma and transcripts. All grades must be submitted for Incompletes and current semester coursework must be received before the degree is considered completed. A student must be in good academic standing at the time of submission of the Completion of Master’s Degree Requirements form.

Please see Deadlines for filing these forms at: http://grad.arizona.edu/academics/degree-certification/deadlines-for-graduation you can find all the forms you need at My Grad Coll: https://grad.arizona.edu/gc/