

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1090**

Fields marked with \* are required

Name of Initiator:	Donald Godwin	Email:*	<a href="mailto:dgodwin@unm.edu">dgodwin@unm.edu</a>	Date:*	08-30-12
Phone Number:*	505 272-0907	Initiator's Title*	Assistant Dean: Deans Office Administration		
Associated Forms exist?*	Yes ▼				
Faculty Contact*	Donald Godwin	Administrative Contact*	Nicole Bingham		
Department*	Pharmacy Practice and Administrative Sciences	Admin Email*	<a href="mailto:nicluna@salud.unm.edu">nicluna@salud.unm.edu</a>		
Branch		Admin Phone*	272-4992		

Proposed effective term:

Semester	Spring ▼	Year	2013 ▼
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**Course Information**

Select Appropriate Program	Graduate Degree Program ▼		
Name of New or Existing Program	* MS in Pharm Sci, PEPPOR concentration, emphasis in Clinical Trials		
Select Category	Emphasis ▼	Degree Type	MS
Select Action	Revision ▼		

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

[Catalog Title and Requirements for MS in Clinical Trials.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
These two minor curricular revisions reflect changes to the nature and regulation of clinical trials in America and the training necessary to prepare students to work in that area.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[MS in Clinical Trials revisions Faculty load and Budget implications.docx](#)

The minor revisions to the MS in Clinical Trials curriculum have very little budget or faculty workload implications. The replacement of the ENGL 513 with the new course PHRM 551 will not change faculty workload or budget as the new course has been taught for several years as a topics course. The substitution of PHRM 545 for PHRM 550 will also not have impact as 545 is regularly taught by existing faculty. These changes are needed, however, to modernize the curriculum and to reflect changes in clinical trials in America and will allow the program to attract the best and brightest students to the program.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1075**

**Fields marked with \* are required**

<b>Name of Initiator:</b>	Irene Vasquez	<b>Email:*</b>	<a href="mailto:ivasquez@unm.edu">ivasquez@unm.edu</a>	<b>Date:*</b>	08-04-12
<b>Phone Number:*</b>	505 277-0998	<b>Initiator's Title*</b>	Director, CHMS		
<b>Associated Forms exist?*</b>	Please Select ▼				
<b>Faculty Contact*</b>	Irene Vasquez	<b>Administrative Contact*</b>	Antoinette Rael		
<b>Department*</b>	Chicano Hispano Mexicano Studies	<b>Admin Email*</b>	arael64@unm.edu		
<b>Branch</b>	Main	<b>Admin Phone*</b>	505-277-6414		

**Proposed effective term:**

<b>Semester</b>	Fall ▼	<b>Year</b>	2013 ▼
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**Course Information**

<b>Select Appropriate Program</b>	Undergraduate Degree Program ▼		
<b>Name of New or Existing Program</b>	* Chicano Hispano Mexicano Studies Minor (name change)		
<b>Select Category</b>	Minor ▼	<b>Degree Type</b>	
<b>Select Action</b>	Name Change ▼		

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Final Revised and Compiled Final Proposal for a Minor Revision.doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

**Reason(s) for Request** \* (enter text below or upload a doc/pdf file)

Chicano Hispano Mexicano Studies is in the process of changing the name of the program to Chicana and Chicano Studies. This name change and all other associated changes to the reference "Chicano Hispano Mexicano Studies" is intended to more closely align the program and its courses with the field of Chicana and Chicano Studies. Chicana and Chicano Studies is the name of the field and is reflected in the naming of the National Association tied to the field, the National Association of Chicana and Chicano Studies. CHMS program faculty wish to more closely align the name of the program and courses in order to strengthen the visibility of the program on and off campus. Therefore, the name of the major, minor and program should all be consistent in using Chicana and Chicano Studies

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

**Revised Minor – Chicana and Chicano Studies**  
**College of Arts and Sciences**  
**18 Hours Minimum Requirement**

**Statement of Academic Purpose**

The Chicana and Chicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano and Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexican communities through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate minor as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana and Chicano cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism, and Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

Students may take any of the Chicana and Chicano Studies courses as electives, or they may enroll in the Chicana and Chicano Studies Major through the College of Arts and Sciences Advisement Center. Additionally, students in the Bachelor of University Studies or American Studies may design a special focus in Chicana and Chicano Studies

**Minor Study Requirements**

A minimum of 18 hours, including the following:

- CHMS 201 Introduction to Chicana and Chicano Studies
- CHMS 490 Advanced Seminar in Chicana/o Studies
- SPAN 202 Intermediate Spanish, or above, or an equivalent course taught in Spanish in another department. Must be taken in residence at The University of New Mexico.
- Six hours chosen from Course Listing A, distributed across at least two departments or programs. At least 3 of the 6 hours must be 300 level or above. May include up to three hours of Independent Study or other courses having relevant subject matter, with the approval of the Chicana and Chicano Studies Director.
- Three hours chosen from either Course Listing A or Course Listing B

June 30, 2012

**Course Listing A: Chicanas and Chicanos as a Central Focus (1)**

CHMS 310, CHMS 331, CHMS 332, CHMS 360, CHMS 362, CHMS 351, CHMS \*460, CHMS 364, CHMS 384, CHMS 393, CHMS 480, AMST 363, CRP 486, ENGL 365, ENGL 465, HIST 260, HIST 363, HIST 464, SPAN 301\*, SPAN 370, SPAN 371, SPAN 375, SPAN 479.

**Course Listing B: Chicana and Chicano-related Courses (1)**

CHMS 393, CHMS 495, AMST 185, AMST 186, AMST 309, AMST 360, ANTH 238, ANTH 337, CJ 413, ECON 239, FS 484, HIST 300, HIST 463, HIST 465, LING 435, POLS 308, POLS 301, POLS 307, POLS 400, PSY 374, SOC 326, SOC 331, SOC 420, SOC 428/528, WMST 200.

**(1) Topics courses with relevant content may count toward the minor with the approval of the Chicana and Chicano Studies Director.**

**\*Courses with these numbers must have a Chicana and Chicano Studies focus for course listing A or Chicana and Chicano-related focus for course listing B.**

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1072**

Fields marked with \* are required

Name of Initiator: Irene Vasquez

Email:\* [ivasquez@unm.edu](mailto:ivasquez@unm.edu)

Date:\* 07-18-12

Phone Number:\* 505 277-0998

Initiator's Title\* Director, CHMS

Associated Forms exist?\* 

Please Select

Faculty Contact\* Irene Vasquez

Administrative Contact\* Antoinette Rael

Department\* Chicano Hispano Mexicano Studies

Admin Email\* arael64@unm.edu

Branch Main

Admin Phone\* 505-277-6414

Proposed effective term:

Semester

Fall

Year

2013

**Course Information**

Select Appropriate Program

Undergraduate Degree Program

Name of New or Existing Program

\* Chicano Hispano Mexicano Studies (Core course)

Select Category

UG Core Course

Degree Type

Select Action

New

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
Chicano Hispano Mexicano Studies proposes to add the CHMS 201 (Introduction to Chicana and Chicano Studies) as an option in the Core Humanities requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Moreover, because the CHMS program utilizes high impact practices in its courses, the course may assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Humanities.  
[PDF Rationale and Course materials.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*  
[chms core course proposal memo.pdf](#)  
[PDF Justification for Core.pdf](#)

**Proposal to add CHMS 201 to the Core Humanities Curriculum**  
**201 Introduction to Chicana and Chicano Studies**  
**July 18, 2012**

**Form C Reasoning**

A. Justification for the course

Chicano Hispano Mexicano Studies proposes to add the CHMS 201 (Introduction to Chicana and Chicano Studies) as an option in the Core Humanities requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Moreover, because the CHMS program utilizes high impact practices in its courses, it is likely that the course can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Humanities.

B. Impact on long-range planning

Faculty members in CHMS approved the submission of the Introduction to Chicana and Chicano Studies to the Core curriculum at a retreat held in December 2012. CHMS currently has two joint tenure and tenure-track faculty members who teach this course as part of their course load and several part-time instructors (PTI) who teach the course. Because CHMS offers up to three sections of the course, program faculty believe that there is sufficient interest to sustain student enrollments for courses offered through the Core curriculum. CHMS faculty members believe that this course meets the Humanities Core competencies and that students who take this course should receive credit in the Core curriculum as well as in the minor. This proposal benefits the CHMS program and the students.

C. Budget impact

CHMS expects that student interest may increase if the Introduction to Chicana and Chicano Studies is approved. Typically it offers two, sometimes three, sections of the 201. As CHMS moves towards a major it plans to offer a larger section of the 201, which will increase student hours in the program. CHMS does not intend to offer additional sections or ask for additional resources.

D. Faculty workload implications.

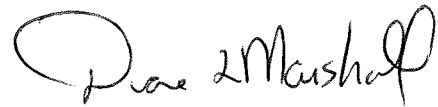
The increase in enrollments will directly impact the faculty workload. In particular, the number of hours dedicated to reviewing and grading student assignments will grow directly proportionate to the growth of students in the course. CHMS faculty members who teach the course are prepared to assume the workload. CHMS may hire a PTI to teach this course. In this case, the Director will assume the responsibility for advising the PTI on the expectations of student learning outcomes assessment in regards to Core competencies.

*Office of the Dean*

To: Dr. Irene Vasquez, Director, Chicano Hispano Mexicano Studies  
From: Dr. Diane L. Marshall, Associate Dean for Curriculum and Instruction  
Re: Proposal to include CHMS 201 in the UNM Core Curriculum  
Date: August 9, 2012

I am writing to confirm that the College of Arts and Sciences plans to continue to fund the teaching of CHMS 201. We will certainly fund this course for the 5-10 years required for adoption of the course into the Core Curriculum. In fact, hiring a new lecturer who is qualified to teach this course is in our hiring plan for this fiscal year.

I am generally supportive of this proposal as I think increasing the number and diversity of courses in the Core Curriculum will benefit our students. I will ask the Arts and Sciences Curriculum Committee to review the proposal early in the Fall Semester.





## **Proposal to add Chicano Hispano Mexicano Studies 201 (Introduction to Chicano Hispano Studies) to the UNM Core Curriculum**

**Form C Reasoning July 3, 2012**

### **Overview**

Chicano Hispano Mexicano Studies proposes to add the CHMS 201 (Introduction to Chicana and Chicano Studies) as an option in the Core Humanities requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Moreover, because the CHMS program utilizes high impact practices in its courses, it is likely that the course can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Humanities.

### **Rationale**

Faculty members in the Chicano Hispano Mexicano Studies (CHMS) believe that UNM will benefit from adding CHMS 201 to the Humanities Core requirement based on the following reasons:

- 1) The study of Mexican American and Latino population in the United States is significant to knowledge about diverse populations in the United States. Mexican descent populations have made important contributions to U.S. society. Furthermore, their country of origin borders the United States and, in particular, the U.S.-Mexico borderlands is a critical social and economic region to the state of New Mexico. Information about this population grouping can be integrated into the Core curriculum.
- 2) CHMS offers two sections of the CHMS 201 every semester. The course on average enrolls 30 students per section. While the course does serve the CHMS minor population, the majority of these students take the course to fulfill electives or to fulfill Group requirements in the College of Arts and Sciences. The course enrollments demonstrate an interest in the subject area. Undergraduate students therefore should be allowed to select the CHMS 201 to fulfill the UNM Core Humanities requirement.
- 3) The Introduction to Chicana and Chicano Studies is aligned with similar pedagogical goals as those for the UNM Core for Humanities (see table below). CHMS 201 is designed to introduce students to the content area of Chicana and Chicano Studies and strengthens students' critical thinking skills, written and verbal communications skills, and cultural competency abilities. In order to achieve the student learning outcomes, faculty members utilize the following assessment activities: reading and discussion of primary and significant texts, analysis of art and popular cultural practices, research and writing activities, and project-based learning. The student learning outcomes are aligned with the Core competencies articulated in NM HED Area V: Humanities and Fine Arts. Included below are a few examples of how CHMS 201 meets competencies in the Humanities and Fine Arts Core:
  - A. Students will utilize "aesthetic judgments" to analyze the central themes and characters and in the classic novel *Bless Mi Ultima* written by Rudolpho Anaya.
  - B. Students will examine "processes across a range of historical periods" by discussing how the Mexican Revolution of 1910 led to one of the largest migration waves of Mexicans to the U.S. Mexico borderlands and the impact that this population movement had on cultural development in the border region throughout the 20<sup>th</sup> Century?
  - C. Students will compare "contemporary modes of expression" and "contemporary thought" among diverse Chicana and Chicano Movement leaders and organizations and how each conceptualized civil rights in relation to the 14<sup>th</sup> Amendment.
  - D. Students will recognize the "diversity of human experiences" by examining how gender and sexuality shape artistic representations of the Virgen de Guadalupe.

<b>Humanities Competencies and Student Learning Outcomes Assessment</b> <b>Introduction to Chicana and Chicano Studies (CCS 201)</b>		
Humanities Competencies	CCS 201 Course Outcomes	Assessment Tool/Assignments*
Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theater and film).	Students will analyze and critically interpret significant examples of textual and cultural production among diverse Chicano and Mexican descent communities and explicate the social, economic, and historical context of these cultural and creative expressions.	Reading responses Essay on novel Museum Exhibit Review
Students will compare art forms, modes of art and expression and processes across a range of historical periods and/or structures such as political, geographic, economic, social, cultural religious and intellectual.	Students will analyze and critically interpret significant examples of textual and cultural production among diverse Chicano and Mexican descent communities and explicate the social, economic, and historical context of these cultural and creative expressions.	Museum Exhibit Review Cajita Research and Presentation
Students will recognize and articulate the diversity of human experience across a range of historical perspectives and/or cultural perspectives.	Students will assess the social, historical and cultural development of New Mexico's Hispano communities within the larger context of U.S. and Mexican American history.	Cajita Research and Presentation
Students will draw on historical and/or cultural perspective to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	Students will draw on diverse social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions and problems and issues of diverse Mexican descent populations.	Reading Responses Midterm Exam
Students will identify, analyze, and apply criteria for making aesthetic judgments in at least one field of the fine arts and in at least one field of the Humanities.	Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that is clear, compelling, and challenging.	Museum Exhibit Review Cajita Research and Presentation
Students should possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.	Students will evaluate historical and contemporary relationships of Chicanas and Chicanos to other U.S. populations	Essay on novel Museum Exhibit Review

\* Documentation explaining the assignments is attached in the Form C packet.

## Introduction to Chicana and Chicano Studies

### Course Description

This course introduces students to the interdisciplinary field of Chicana/o Studies and the diversity of experiences of Chicano/Hispano/Mexicano people(s). Students will explore the intersections of culture, place, and history as they impact Mexican and Latino descent communities in the United States. In order to appreciate the lives and experiences of Mexican descent people in the United States in their fullness, we need to understand their historical and cultural heritage and how historical events have shaped their lives and continue to influence their lived experiences, cultural practices, and creative expressions. The course will simultaneously maintain a thematic focus on the historical development of Chicana and Chicano Studies as a field and explore topics such as art, history, politics, literature, arts and media, popular culture, and the related issues of race/ethnicity, class, gender, and sexuality.

### Course Objectives.

- . Students will examine the multiple ways that “Chicanos” have been defined and named in the United States, as well as understand the contributions Chicanas and Chicanos have had made to the larger U.S. culture.
- . Students will evaluate historical and contemporary relationships of Chicanos/Hispanos/Mexicanos to other U.S. populations;
- . Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to Chicano, Hispano, and Mexicano communities in national and transnational contexts;
- . Students will assess the social, historical and cultural development of New Mexico’s Hispano communities within the larger context of U.S. and Mexican American history;
- . Students will interpret, analyze and evaluate textual and cultural production among diverse Chicano and Mexicano communities and explicate the social and historical context of cultural production.
- . Students will employ the terms, concepts, and methods required in the study of Chicano Studies through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration, educational, artistic expressions, and literature.
- . Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that are clear, compelling, and challenging.

### Required Texts

*Bless Me Ultima*. 1992. Rudolfo Anaya. New York: Warner Books;  
*Alambrista and the US-Mexico Border: Film, Music, and Stories of Undocumented Immigrants*. 2004. Nicholas J. Cull and David Carrasco eds. Albuquerque: University of New Mexico Press.  
*Barrio Boy* by Ernesto Galarza (University of Notre Dame Press, 1971)  
*Quixote’s Soldiers* by David Montejano (University of Texas press, 2010);  
These books are available at the UNM bookstore or can be purchased used.

### Additional Course Materials

Other readings will be assigned from a variety of sources. These will be available on e-reserve, and in some instances, may be emailed directly to you. A few films will be shown during class time. Access E-Reserves from the Zimmerman home page, find my last name, Samora and enter the password Lobo201. To fully access all course materials you will need a UNM email address and a current UNM ID.

## **Requirements/Evaluation**

- Students are expected to do all the class readings, participate in discussions and activities, analyze cultural texts in class, write response papers to the texts, complete an essay on a novel, complete a midterm exam and prepare an in-class presentations.
- Students will be expected to read 50 to 75 pages of text per class period. A few times during the semester the reading assignments will be longer. It may help to spread the readings out over a few days, rather than trying to read them all at one time. The readings are not difficult, but the concepts are. They may need time to settle.
- Each student will present a *cajita* to the class. This will be the final. An explanation handout will be provided.
- Written assignments include five response papers and one 7-page research paper due at the end of term.
- We will sometimes work in groups and there will be in-class assignments connected with the films.
- Each student will be responsible to lead class discussion on a rotating basis

## **Class Format**

The course teaching structure includes a mix of lecture, video presentations, group discussions, student presentations, projects, and guest presentations. This course is designed as discussion-based. You are expected to read all assigned articles and chapters. You will be assigned to lead discussion, please be prepared. All students are expected to participate. Your opinion and experience is valuable to our class. There will be two presentations that you will be expected to make to the class. Several documentaries and films will be shown during class. We will have one field trip.

## **Class Pedagogy**

In this course we will explore identity through an understanding of how economics, politics, history, family, gender, education, literature and the arts have shaped Chicano Studies and the diverse experiences of Chicano, Mexicano, and Hispano people in the United States. We will investigate how we have been shaped by our understanding of our place in American cultural life and how these events affect our individual identity formation. We will also explore what we each bring to the classroom and how we each contribute to our learning. To build this foundational base we need to understand the history of the Chicano experience in the United States with regard to perceived notions of racial, class, gender, and ethnic politics. Critical thinking will lead to the kind of critical questioning that decodes and deconstructs the function and formation of these elements in society. Students often bring strong views and opinions about race, gender, and class relations to their discussions. It is important our discussions take place in a safe and respectful pedagogical environment. The University is a social space that encourages the exchange of informed ideas and views. Because the subject matter is sensitive, respect must be given to all viewpoints.

## **Attendance/Participation**

Because our course is comprised primarily of readings and discussion, students must be willing to commit to full participation. The emphasis here is on discussion and the exchange of ideas. This means attending class regularly (and I will take attendance), joining in the discussions (based on the required readings and in-class films), and, helping to lead presentations and discussions of some readings. Please note that 10 of 100 points are earned through class participation. I define participation largely in terms of your contributions to class discussion, both quality and quantity. I will also take note of your active contributions during group work.

## **Reading Responses**

Responses must be 1 page, typed in paragraph form. While I expect you to read every assignment carefully, each student will be required to turn in responses based on that day's reading assignment at the beginning of class 4 times during the semester. The class will be divided into two groups alphabetically by last name. The due dates for these assignments are noted in the syllabus. As you do the reading for this assignment, note any points you have questions about or would like to discuss in greater detail, or any content you find especially interesting or relevant. A handout detailing the requirements will be given out the second day of class. No late papers will be accepted unless you were sick or someone died. However, rewrites are always accepted for a higher grade. Each paper is worth 5 points for a total of 20 points.

## **Midterm**

The midterm exam will be held in class on \_\_\_\_\_. The exam is comprehensive, and requires you to analyze and synthesize course materials. The exam's format will be fill in the blank, short answer and essay, and your score will account for 20 percent of your grade.

## **1 Book Essay Exam on *Bless Me Ultima***

Student will write 5 to 7 page (typed, double-spaced, 12 point font, normal margins) essay on the novel. Student will receive a set of instruction for writing the essay. The essay will be worth 15 points.

## **Exhibit Review**

The review will be of a Mexican American or Latino focused exhibit at the National Hispanic Cultural Center. I will provide you with a handout detailing your instructions for carrying out this review. The exhibit review will be worth 10 points.

## **Cajita Project - Final**

The cajita (little box) project is an opportunity to creatively present your personal views of your place in United States culture as either an insider or as an outsider or somewhere in-between. The final project will be a presentation made during the final exam period. It will be a presentation to the class that incorporates all we have learned from the films, class field trip, both oral history interviews, and the readings. An instruction sheet will be given to you later in the semester. The project is worth 25 points and more detailed instructions will be forthcoming.

## **Formats**

All assignments written outside of class will be typed, double-spaced in a suitable 12-point font, and use one-inch margins. All assignments should have your name, the assignment, and the date the assignment is due. Multiple page documents should be numbered and stapled. Double-sided printing is acceptable and encouraged. Please print out all assignments, as I do not accept electronic submissions.

## **Late Assignments**

Late assignments are not accepted. Extraordinary circumstances (such as those that involve police cars or ambulances) may excuse a late assignment, but these are rare. Don't delay in contacting me.

## **Courtesy, Cell Phones, and Other Electronic Devices**

We will be covering many sensitive topics in this class, and you will be expected to behave in a mature way and to be open to the opinions of others. Above all, be courteous to your fellow classmates. Part of this is controlling one's cell phone and other electronic device use- when in class, you are not to answer calls or text messages, nor may you send a text message. Disruptions of this sort will not be tolerated.

## **UNM Policy on Academic Dishonesty**

The UNM Catalogue 2005-2006 page 43 lists the University policy on academic dishonesty as follows: Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. CHMS and the American Studies Department support this policy. If you are found guilty of academic dishonesty, you will receive an "F" for the class and be reported to the Dean of Students.

### **Attendance Policy**

Attendance and full participation is required for this class. Unforeseen circumstances arise which may make it impossible to get to class. For that reason, each student is allowed two absences. If a student is absent three or more times, their final grade will be lowered one full letter grade per absence. You may be dropped from the class if you have more than four absences, excused or unexcused.

### **Equal Access**

Qualified students with disabilities needing appropriate academic adjustments should contact Accessibility Services (Mesa Vista Hall 2021, 277-3506), which provides academic support to students who have disabilities.

### **Grading System**

Class Participation: 25 points

Response Papers: 25 points

Cajita Project and Presentation: 25 points

Research Paper: 25 points

A+ - 97 – 100	B+ - 87 – 89	C+ - 77 – 79	D+ - 67 – 69
A - 93 – 96	B - 83 – 86	C - 73 – 76	D - 63 – 66
A- - 90 – 92	B- - 80 – 82	C- - 70 – 72	D- - 60 – 62

**Course Schedule is subject to change as the semester proceeds**

### **Week 1 Introduction**

#### **August 21**

Introduction to the class, describe format of the class

Read the syllabus, icebreakers

#### **August 23**

Occupied America (OA) Chapter 1 (e-reserve); handout on reading response paper

### **Week 2: Historical Standpoint**

#### **August 28**

“What is a Chicano?”; OA Chapter 2 (e-reserve)

#### **August 30**

OA Chapter 3 (e-reserve); Victor Villaseñor film; Handout on Oral History Assignment

### **Week 3: Colonization of the Southwestern United States**

#### **September 4 Treaty of Guadalupe Hidalgo**

Treaty of Guadalupe Hidalgo (e-reserve), “Introduction” from *Guadalupe: Mother of the New Creation* by Virgil Elizondo (e-reserve)

## **September 6**

Chapter one (“Farewell Homeland”) and Chapter two (“Across the Dividing Line”) from *Becoming Mexican American* by George I. Sanchez (e-reserve)

**Due: Response 1 Group A**

## **Week 4**

### **September 11**

Articles regarding HB 2281 and SB 1070 (e-reserve); Appendix to *Moving Beyond Borders*, “Mestzaje: The Formation of Chicanos” by Julian Samora (241); “Constructive Marginality ‘Por el otro lado’” by Richard Navarro (72 in MMB); “*La conciencia de la mestiza/ Towards a New Consciousness*” from *Borderlands/La frontera* by Gloria Anzaldúa; (e-reserve)

### **September 13**

Begin novel *Bless Mi Ultima* by Rudolfo Anaya

**Due: Response 1 Group B**

## **Week 5: The Mexican American Generation**

### **September 18**

Cajita Project handout

Complete 1<sup>st</sup> half of *Bless mi Ultima*

Selected readings by George I. Sanchez, Ernesto Galarza, and Julian Samora on e-reserve.

### **September 20**

Newspaper articles by Ruben Salazar; “Introduction” from *Ruben Salazar: Border Correspondent* by Mario T. Garcia; Appendix II: Inquest into Salazar’s Death from *A History of the Mexican American People* by Julian Samora and Patricia Vandell Simon (all on e-reserve)

## **Week 6: Chicano Movimiento**

### **September 25**

Complete second half of *Bless Mi Ultima*

Part one of *Quixote’s Soldiers* by David Montejano, chapters 1-3

### **September 27**

Part one of *Quixote’s Soldiers* by David Montejano, chapters 4-6

Handout on final paper and presentation

**Due: Response 2 Group A**

## **Week 7: Chicano Movimiento cont.**

### **October 2**

Parts two and three of *Quixote’s Soldiers* by David Montejano

Alambrista (Camarillo, Griswold del Castillo, Groody)

**Due: First Oral History**

### **October 4: Chicana Epistemologies and Pedagogies**

Alambrista (Hing, Candelaria, Cuellar, Carrasco)

“Haciendo que hacer” by Francisca Godinez; “Here They Go Again With the Race Stuff” by Esthela Bañuelos on e-reserve

**Due: Response 2 Group B**

**Week 8: Chicana Epistemologies and Pedagogies cont.**

**October 9:** “Toward an Epistemology of a Brown Body” by Cindy Cruz; “Start with the Land” by Karleen Pendleton Jiménez

**October 11 Fall Break**

**Week 9: Family and Identity Formation**

**October 18**

Barrio Boy- Preface (ix), Intro (1), Part One (3- 71) Three Galarza articles (e-reserve)

**October 20**

Barrio Boy- Part Two (73-171)

**Midterm**

**Week 10**

**October 25**

Barrio Boy- Part Four (193-246), Part Five (247-266) and Glossary (267-275)

**October 27 –**

Field trip to the Torreon at the Nat’l Hispanic Cultural Center (date to be finalized)

**Due: Response 3 Group A and B**

**Week 11: Politics and Resistance**

**November 1**

“White Privilege” by Peggy McIntosh; “Failing to See” by Harlon Dalton (15-18); “Privilege as Paradox” by Allan G. Johnson (117-121); “White Privilege Shapes the U.S.” by Robert Jensen (e-reserve)

**November 3**

**Film:** Children’s March

**Due: Response 4 Group A and B**

**Week 12: Claiming Space**

**November 8**

“Through the Eyes of a Wetback” by Jorge Bustamante from *Los Mojados: The Wetback Story* edited by Julian Samora (e-reserve)

Documentary: *Mojados Through the Night*; in-class assignment on the film and reading to fill out.

**November 10**

Discussion of both *Mojados*

**Due: Book Essay due**

**Week 13: Mentoring Workshop**

**November 15**

**Due: Response 5 A**

**November 17**

Read:

**Due: Response 5 B**

**Week 14: Artistic Expression and Wrapping it all Up**

**November 22**

**Film:** La Onda Chicana

**November 24 Thanksgiving**

**Week 15:**

**November 29- Film:** “Milagro Beanfield War”



**December 1 – Film:** “Milagro Beanfield War” conclusion

**Week 16:**

**December 6- Cajita Project**

**December 8- Cajita Project**

**Finals Week:**

**December 13 Tuesday 10-12 noon Cajita Project Presentations and class potluck**

### Reading Discussion Questions

#### Acuña, Chapter 2

1. What was the ethnic makeup of the Spaniards?
2. What are the contributions of Muslims to New Mexico?
3. What is the Columbian exchange?
4. Acuña says that the colonial mentality and racial ambivalence are even today a factor among the Mexican people. What do you think?
5. Explain the new social, economic, political and cultural order of things with the arrival of the Spanish.

#### Anzaldua

1. What does Gloria Anzaldua mean by this following statements?  
“At some point, on our way to a new consciousness, we will have to leave the opposite bank, the split between the two mortal combatants somehow healed so that we are on both shores at once and, at once, see through serpent and eagle eyes” and “She has discovered that she can’t hold concepts or ideas in rigid boundaries. The borders and walls that are supposed to keep the undesirable ideas out are entrenched habits and patterns of behavior; these habits and patterns are the enemy within” (100-101).
2. Using the following quote, elaborate on how Anzaldua characterizes the experiences of woman of color in U.S. society:  
“The mestiza is a product of the transfer of the cultural and spiritual values of one group to another. “Being tri-cultural, monolingual, bilingual or multilingual, speaking a patois, and in a state of perpetual transition, the Mestiza faces the dilemma of the mixed breed: which collectivity does the daughter of a darkskinned mother listen to?” (100) *La mestiza* constantly has to shift out of habitual formations...The new *mestiza* copes by developing a tolerance for contradictions, a tolerance for ambiguity....not only does she sustain contradictions, she turns the tolerance into something else.” (101)
3. Read the two paragraphs on page 105 that relate to machismo. Do you agree with her definitions, her viewpoint?
4. Elaborate on the following statement by Anzaldua:  
“Tenderness, a sign of vulnerability, is so feared that it is showered on women with verbal abuse and blows. Men, even more than women are fettered to gender roles. Women at least have had the guts to break out of bondage. Only gay men have had the courage to expose themselves to the woman inside them and to challenge the current masculinity....We need a new masculinity and the new man needs a movement” (106).  
Comment.
5. Do you agree or disagree with the following statement by Anzaldua. Explain your response opinion?  
“Before the Chicanos and the undocumented worker and the Mexican from the other side can come together, before the Chicano can have unity with native Americans and other groups, we need to know the history of their struggle and they need to know ours.” (108)

L. Esthela Bañuelos , “Here They Go Again with the Race Stuff”  
Francisca E. Godinez, “Haciendo que Hacer”

1. What consejos, dichos, or family wisdom do you draw from in shaping a successful school performance?
2. Define *educación* as opposed to education.
3. What connections do you make between your cultural knowledge and strategies and the value of schooling to succeed in American society?

George Sanchez, *Becoming Mexican American*

Chapter 1

1. What push and pull factors does George Sanchez identify as inducing Mexican migration and immigration?
2. How did the railroad change Mexican village life?
3. How did the family structure and gender roles change before and after the Mexican Revolution?

Chapter 2

1. Sanchez described the border as being “porous” and that “crossing the border was a simple matter” before 1924. What does he mean by these statements?

“Constructive Marginality: En el otro lado”- Richard Navarro

1. What does the title of the article mean?
2. Explain Navarro’s use of the term liminality. How does the author characterize this state as liberating or self-destroying?
3. Explain the dicho - Se hace el camino al andar- you make the path by walking.

Cindy Cruz, “Toward an epistemology of a Brown Body”

“...I am suggesting that our production of knowledge begins in the bodies of our mothers and grandmothers, in the acknowledgment of the critical practices of women of color before us” (Cindy Cruz, 61).

1. Using the work of Gloria Anzaldúa, Cherie Moraga, and other feminist writers, Cindy Cruz shapes her theory of an epistemology of a Brown Body.
2. Explain the components of her theory? What is her theory about?
3. Cruz critiques the “enlightenment epistemologies”. How does her theory differ from enlightenment epistemologies?
4. How has the brown body (both male and female) been subjugated in the dominant culture?

Karleen Pendleton Jimenez, “Start With the Land”

1. Elaborate on the meaning of the following statement by Jimenez:  
“I hope for a pedagogy of the borderlands that can house the irrational, the angry, the tears, alongside the philosophical, and analytical, where the passions of our bodies are also permitted expression...Pedagogy on the borderlands is a place of possibility; it is where our diverse, hybrid bodies, and the generations of **‘warring ancestors’** inside them, sit in rooms together and might just deal with the dead, where there might be moments when **‘multiple perspectives’** (Elenes) are voiced and heard, where everybody might see the same river” (225-226).

2. Discuss Jimenez emphasis on storytelling and its importance in transmitting culture (227).

Virgil Elizondo, “Guadalupe, the Mother of the New Creation”

1. Explain how the reader can approach this essay as metaphor, as a believer, a non-believer, as a scholar, as an atheist, or as a poet.
2. Discuss how the author represents the Virgen de Guadalupe as “uniting people by synthesis” (xii).
3. Elaborate on Elizondo’s statement that “Differences between the two peoples... persists in the US to this day”(xv-xvi)

David Montejano, *Quixote’s Soldiers*

1. Montejano wrote that internal disagreement existed as to how to advance the Mexican American population politically. Explain this statement.
2. How does Montejano use the concepts of assimilation and accommodationism in his analysis? Do you agree or disagree with his use of the terms?
3. How does Montejano explain how Chicano identity and the Chicano Movement broke down the “clica” mentalities in Mexican American neighborhoods.

Mario Garcia

1. Garcia writes that it would be a mistake to call Salazar a Chicano writer. Salazar detested being called a Chicano writer (8). Why?
2. Garcia writes that Salazar’s work did not affect the politics of the movement and so he could not be called a Chicano writer (34-35). Explain Garcia’s assessment of Salazar.
3. Salazar wrote about Mexican American and Chicano identity. How did his readers respond to that identity (35)? How would you define that identity today?
4. What are your impressions of the account of the shooting of Ruben Salazar in the Appendix?
5. Refer to one of the columns by Salazar and write about your impression of his writing style and the content of the article you chose.

The Default of Leadership by George I. Sanchez (1950)

1. What are Dr. Sanchez’s main points concerning leadership needs?
2. Who does Sanchez blame for these failures in leadership and point to the text for examples?
3. Is Sanchez hopeful or hopeless about the possibility for change? Point to the text for your answer.

Declaration Under Oath by Julian Samora (1969)

1. What are Samora’s credentials? What has he done with his education?
2. What does Samora advocate for the education of Mexican American children?
3. What is Samora’s attitude toward this population? Point to the text for examples.

Research and Scholarly Activity by Ernesto Galarza and Julian Samora (1970)

1. Describe the conditions on college campuses when this document was written.
2. What do Galarza and Samora see as the most pressing issues? Do you agree or disagree with their assessment?
3. If Galarza and Samora had been successful in influencing colleges to a greater degree how might your college experience have been different and in what way?

## Introduction to Chicana and Chicano Studies 201

### Reading Response Guidelines

Writing a Reading Response is an opportunity to hone your critical thinking skills. You are asked to identify the basic elements of the readings. Some of these readings are scholarly, some are literature, and some are not academic at all. You are asked to develop connections between what you read and what you know through your own experiences and through other readings.

You will hand in five (5) responses worth five (5) points each. They should be 1-2 pages (no longer), double-spaced, 12-point font, with 1-inch margins. Double-sided prints are encouraged. No late assignments will be accepted, unless you have an unusual circumstance. Papers can be resubmitted for a higher grade at any time during the semester up until the final research paper is due. Please proof your paper for grammar and spelling errors. While this is not an English class, correct writing is a hallmark of the educated person.

#### Writing the Reading Response:

##### Label your paper Part One: Connections

The connections section is a space for readers to begin to consider some aspect of a text in depth. Find a phrase or sentence that resonates with you. Perhaps the author has put words to something that you have felt but never articulated. Maybe the author has made an observation that surprises you. Did it make you feel curious for more information? Copy the phrase or sentence into your document using quotation marks and a page number to indicate the source. Then write down what the quote makes you think of, or how it makes you feel. What does it remind you of in your own life experience? What other texts does it make you think of? Choose one or two phrases.

##### Label your paper Part Two: Analysis

Choose another quote from the text, one that you feel is evocative of the author's main argument, and spend some time developing the ideas it sparks. **This should not be a summary of the text.** The purpose of this section of response paper is to describe, using your own language, what the author is trying to do in their essay. What set of questions are they trying to think through? What ideas does the essay explore? What is the overall purpose of the essay? Use verbs like examine, evaluate, define, analyze, ask, explore, consider, and so on to describe what the author is doing.

Do you agree or disagree with this quote? What about it stood out for you? Does it help make the case the author is striving for, in your estimation? Are there relevant connections to a current event or sociopolitical issues? Did the ideas in the quote (and text) raise new questions for you? This part of the response should develop connections between the assigned readings and the world more generally.

**Remember, just liking or not liking something is not an adequate assessment.** You must go beyond your initial response to really explore the why's, how's, and what-if's of your reaction to the reading.

Finally, your response should make a connection to ideas from at least one other assigned reading from the semester, citing specific quotes when appropriate. These other readings can be from that week's assignment or from previous readings. This section should be one to one and a half pages.

##### Label your paper Part Three: Keywords/Key Concepts.

Keywords are concepts that enable the author to think beyond the usual way of seeing the world. They can be a word or a phrase (not a whole sentence). They open new space for thinking about the subject. They

are the phrases that speak to and develop the author's main idea. The purpose of the keywords sections is to identify the most interesting concepts in the text, and to describe how the author's use of the terms or phrases can change the way we think about the subject.

Choose between one and three keywords, and describe the meaning and significance of the word or phrase as the author uses it. Do not just list the words. I want to know that you understand them. Give specific examples from the text to help illustrate the significance of the key concept.

### **Reading Response Rubric**

† The paper captures the meaning of the text under examination using original language (1 point).

† The language is clear, coherent, and concise (1 point).

† Each of the three sections - "connections," "analysis," and "keywords" - accomplishes their purpose (3 points)

**CCS 201**  
**Introduction to Chicana and Chicano Studies**  
**Midterm Review Guide**

The midterm exam will be held on Thursday, March 8. The exam is comprehensive, and requires you to analyze and synthesize course materials. The exam's format will be fill in the blank, short answer and essay, and your score will account for 25 percent of your grade.

**To be prepared for the exam:**

Review lecture notes and readings.

Be able to address the key terms and questions on this review sheet in some detail. Note, this review sheet is only a guide and I reserve the right to ask you about anything we have covered in this course.

For full credit, answer the questions posed, offer a strong analysis, and demonstrate knowledge of relevant course materials.

Describe specific examples from readings and lectures. If I have given an example in class, be prepared to offer additional examples. Whenever possible, cite the specific people, groups, or events.

**I. Course Concepts**

**Key Terms:**

1492/1598/1821/1848/1910/1924  
Chicano Movement  
Race and Ethnicity  
Frito Bandido  
Joaquin  
César Chávez

United Farmworkers  
Reies López Tijerina  
Courthouse Raid  
United Farm Workers  
Corky Gonzales  
Operation Gatekeeper

**Questions:**

- What are some of the terms that were used for Mexican origin peoples in New Mexico and the United States? Do I assert that there is a single best term that all people should use?
- With reference to my lectures, be able to define both race and ethnicity.
- During what time periods was New Mexico under Spanish, Mexican, and U.S. rule?
- What is a Chicano or Chicana? Be able to cite the characteristics of this identity as “created” by artists and political activists in the 1960s and 1970s.
- What is the Chicano Movement? Be able to cite how it was manifested in the naming of a homeland as *Aztlan* and in demands in schools and universities.
- Citing *Alambrista* and *Sanchez*, what are the waves of Mexican immigration to the US. According to your readings, describe how the US and Mexico's economies are tied. What does this have to do with labor? What promotes and hinders Mexican immigrants' integration into US society as depicted in the film *Alambrista* and related readings?
- Consider your readings from *Alambrista*, what are the perils that people face when crossing the border? Who is at fault for the human cost of these difficulties?

- The film *Alambrista* makes an argument about the place that Mexican immigrants enter the US social order? What is that place and what does it have to do with race and class? How do Sharon and Joe illustrate the complexities of the White working class and Chicano conditions?

## II. Key Texts

### Key Terms:

Hank Reyna	Antonio
Rudy	Luna/Marez
Rich-heard Road-ree-guess	Ultima

### Questions:

- What is a zoot suit? In the Luis Valdez film "Zoot Suit," how does the zoot suit represent a Chicano or Mexican American style? How does the experience of the zoot suiters in the film represent the Chicano or Mexican American experience?
- In what ways are the Luna and Marez families different? What are these families' characteristics? How does this serve as a conflict for Antonio? How does Ultima mediate that conflict?
- In what ways do modernity and social transformation impact the worlds of the Luna and Marez families? How do the "atom bomb" and the coming of the "Texans" symbolize that transformation? How will Antonio overcome that conflict?
- Who is Ultima and what is her role in the novel? What is her relationship to good, evil, and harmony?
- For Rodriguez, what is the significance of Spanish and English? Describe Rodriguez's his parents and his relationship to them.
- Richard Rodriguez and Cheech Marin's Rudy take different journeys. Both involve alienation. Describe that alienation. What can we learn from each?

### To consider as we move forward:

- In what ways does a Chicano consciousness described in the texts you have read fall short of describing the actual complexities of the Chicano and Chicana experiences? Does it fully describe your experience or the experiences of people you know?



**CCS 201**  
**Introduction to Chicana and Chicano Studies**  
**Spring 2012**

**Midterm**

Name: _____	A. Dates	5 points
	B. Fill in the Blank	20 points
	C. Short Answer	32 points
	D. Essays	10 points
	<b>Total</b>	<b>20 points</b>

Please write your answers on the attached paper.

**A. Dates (2 total):** According to the course timeline and class materials, what is the significance of each of the following dates?

1. 1598
2. 1924

**B. Fill in the Blank (1 points each, 3 points total):**

1. The Chicano Movement era civil rights leader \_\_\_\_\_ is known for both his political organizing and for writing the poem "Yo Soy Joaquín."
2. In the film *Alambrista*, the character named \_\_\_\_\_ teaches Roberto how to act like an "American." This person dies in an accident not depicted in the film.
3. The \_\_\_\_\_ was depicted in an advertising campaign that marketed a well known snack product.

**C. Short Answer (2.5 points each, 5 points total).** Please answer in the provided paper:

1. Describe the farmworkers' movement. Be certain to cite that movement's most significant leader and organization.
2. Consider your readings from *Alambrista*, what are the perils that people face when crossing the border? Who, according to the text, is at fault for the human cost of these difficulties?

**D. Essay (5 points each, 10 points total):** Answer the following essay questions. You must demonstrate your close and detailed reading with evidence drawn from the course texts.

1. In what ways do modernity and social transformation impact Mexican American communities in New Mexico? Where do you see evidence that Mexicans overcome that conflict.
2. What is a zoot suit? In the Luis Valdez film "Zoot Suit," how does the zoot suit represent a Chicano or Mexican American style? How does the experience of the zoot suiters in the film represent the Chicano or Mexican American experience?

## Chicana and Chicano Studies 201

### **Assignment:**

Each student is required to write and submit a 5-7 page essay response to the novel *Bless Mi Ultima*. Throughout the novel, a number of themes and issues arise that relate to this course. The essay provides the student with the opportunity to critically engage a literary work that foreground the experiences of Chicano, Hispano and Native American individuals and their associated cultural heritages.

### **Essay Prompts:**

1. Rudolfo Anaya writes that, “the supernatural and ordinary reality are worlds that exist side by side. I don’t believe the ‘the truth is out there,’ I believe it is within. To discover the truth and power within is to walk in the supernatural.” How do the characters of Ultima and/or Antonio reflect Anaya’s comments about the supernatural and the ordinary?
2. Rudolfo Anaya writes, “my mother was a very religious person, much like Antonio’s mother in the novel. I grew up completely imbued with the Catholic cosmology. Later I discovered there are many religions in the world, many spiritual paths. These paths are part of our inheritance as Nuevos Hispanos. They stretch from Mesoamerica to the Indian Pueblos of the Río Grande, but the Catholic Church in Mexico and in New Mexico had tried to wipe out the indigenous religions.” Discuss how Antonio and/or other characters embody the synthesis of the Catholic Spanish heritage and the Native American heritage of Hispano Mexican families in New Mexico.
3. Rudolfo Anaya writes, “here, people have struggled and survived for years, and they have not lost sight of the prize. We believe the region is a spiritual corridor; the earth nurtures us, and our deities can be invoked for the good of the community. Here, Native Americans have been saying prayers and keeping the world in balance for thousands of years. It’s difficult to make a living here, but beneath the daily struggle there exists a fulfilling spiritual sense. This is sacred space for us.” Discuss Anaya how underscores the sacred geography of the New Mexico landscape and how the literary landscape represents the complex history of New Mexico in the novel *Bless Mi Ultima*.
4. Rudolfo Anaya writes, “My family, and most people, were poor, but the setting was perfect for me...Economic poverty was there, but the spirit of the people sustained us through the most difficult times.” Explain how Anaya’s comment about the spirit of the people transcending economic poverty applies to the novel *Bless Mi Ultima*.

### **Recommended steps to complete the assignment**

1. Read the text
2. Review lecture and class notes
3. Write a rough draft
4. Revise and edit rough draft
5. **Submit final essay via an attachment to the mailbox on the course vista site by Saturday, July 15, 2012**

## Chicana and Chicano Studies 201

### Directions for the Cajita Project

We shall not cease from exploration  
And in the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time

T.S. Elliot

#### Purpose of the project:

Each student is asked to explore their own lives in relationship to the **place** they come from and share some aspect of that identity with the class. We are learning that place can be a social construction as well as geographic, cultural and even imaginary. It is simply the way our society operates. What has been your experience being from the place you were born? Have you been part of the dominant group or have you been a member of a non-dominant group? Do you carry multiple identities? How have you experienced this? Have you grown up not really exploring your birth home? Have you moved away from your place of birth? Do you resonate with a different locale? If so, tell us about that experience. Review the articles we have read, the presentations, and the films to determine how place has been presented. Many of these presentations are about memory, the heart, and finding one's place (identity).

#### Method:

Collect objects, poems, articles, clippings, music, photographs, and oral histories to share with the class during the presentations. Place the objects in, on, around, and/or over a container of your choice. The container should not be any larger than 18" in any direction and no smaller than a shoebox. The "cajita" does not have to be a box, but it does have to be a container of some description.

This "knowledge canvas" should show some aspect of your life as it is now, or as it was in the past. You are encouraged to include histories, photos, recollections and objects from your loved ones (relatives, friends, people special to you). Each object should be carefully chosen to tell a part of your story. Take care not to overload with photos (limit the photos to three), objects that represent eras in your life are important, too. Make sure the viewer knows that each object is precious to you. The viewer may not know the significance of the object, but can tell it has value by the way it is placed and viewed in the box.

I encourage you to be as creative and artistic as possible. You will have 10 minutes to talk about your box. Seven students will present each day. We will also have presentations on the final during our potluck.

#### Methodology:

**You are required to think about your life through the lenses of three other key concepts, in addition to place, that we explore in this class: hybridity/mestizaje, assimilation/ acculturation, and border crosser. Pick at least one of these categories, in addition to place, to reflect on in your talk and state clearly which other one you have chosen during your talk.**

#### Pedagogy:

You will be creating a story of ancestry, of biography, of autobiography, and of history interpreted through your understanding of your own life. This knowledge is already inside you. This assignment is an encouragement to validate your authentic self. Your cajita is a statement of self and community that is sacred. Your story is sacred, every story is sacred, and every person has a story.

This project is intended to lead the student back to the beginning. The beginning of your story is you.

CHMS 201: Introduction to Chicana and Chicano Studies  
Rubric/Grade Sheet for Cajita Presentation - 15 points total

Name of Student \_\_\_\_\_

**Content Quality:**

Did students follow the instructions carefully? Was the project thoughtful and well-conceived?

1. Is the Cajita presented in a container? (1) \_\_\_\_\_
2. Does the cajita contain descriptive objects, and only 2-3 photos? (2) \_\_\_\_\_
3. Are the objects carefully and thoughtfully presented within the Cajita? (1) \_\_\_\_\_
4. Do the objects connect the student's life to a descriptive place? (2) \_\_\_\_\_

**References:**

5. Does the student talk about his/her life within the context of the course materials presented to the class? (2) \_\_\_\_\_
6. Does the student include references to primary (including interviews) and academic sources from outside of the class? (2) \_\_\_\_\_

**Delivery:**

7. Is the student prepared? (1) \_\_\_\_\_
8. Is the talk authentic to the student? By this I mean, does the student convey his/her story in a genuine way so that we know this story is real? (2) \_\_\_\_\_
9. Is the talk descriptive of one of the following: hybridity/mestizaje, assimilation/ acculturation, or border crosser? (2) \_\_\_\_\_

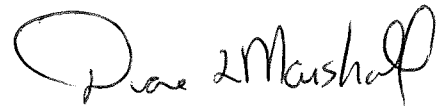


*Office of the Dean*

To: Dr. Irene Vasquez, Director, Chicano Hispano Mexicano Studies  
From: Dr. Diane L. Marshall, Associate Dean for Curriculum and Instruction  
Re: Proposal to include CHMS 201 in the UNM Core Curriculum  
Date: August 9, 2012

I am writing to confirm that the College of Arts and Sciences plans to continue to fund the teaching of CHMS 201. We will certainly fund this course for the 5-10 years required for adoption of the course into the Core Curriculum. In fact, hiring a new lecturer who is qualified to teach this course is in our hiring plan for this fiscal year.

I am generally supportive of this proposal as I think increasing the number and diversity of courses in the Core Curriculum will benefit our students. I will ask the Arts and Sciences Curriculum Committee to review the proposal early in the Fall Semester.



**Proposal to add CHMS 201 to the Core Humanities Curriculum**  
**201 Introduction to Chicana and Chicano Studies**  
**July 18, 2012**

**Form C Reasoning**

A. Justification for the course

Chicano Hispano Mexicano Studies proposes to add the CHMS 201 (Introduction to Chicana and Chicano Studies) as an option in the Core Humanities requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Moreover, because the CHMS program utilizes high impact practices in its courses, it is likely that the course can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Humanities.

B. Impact on long-range planning

Faculty members in CHMS approved the submission of the Introduction to Chicana and Chicano Studies to the Core curriculum at a retreat held in December 2012. CHMS currently has two joint tenure and tenure-track faculty members who teach this course as part of their course load and several part-time instructors (PTI) who teach the course. Because CHMS offers up to three sections of the course, program faculty believe that there is sufficient interest to sustain student enrollments for courses offered through the Core curriculum. CHMS faculty members believe that this course meets the Humanities Core competencies and that students who take this course should receive credit in the Core curriculum as well as in the minor. This proposal benefits the CHMS program and the students.

C. Budget impact

CHMS expects that student interest may increase if the Introduction to Chicana and Chicano Studies is approved. Typically it offers two, sometimes three, sections of the 201. As CHMS moves towards a major it plans to offer a larger section of the 201, which will increase student hours in the program. CHMS does not intend to offer additional sections or ask for additional resources.

D. Faculty workload implications.

The increase in enrollments will directly impact the faculty workload. In particular, the number of hours dedicated to reviewing and grading student assignments will grow directly proportionate to the growth of students in the course. CHMS faculty members who teach the course are prepared to assume the workload. CHMS may hire a PTI to teach this course. In this case, the Director will assume the responsibility for advising the PTI on the expectations of student learning outcomes assessment in regards to Core competencies.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1067**

**Fields marked with \* are required**

**Name of Initiator:** Irene Vasquez **Email:\*** [ivasquez@unm.edu](mailto:ivasquez@unm.edu) **Date:\*** 07-11-12

**Phone Number:\*** 505 277-0998

**Initiator's Title\*** Director, CHMS

Associated Forms exist?\*

Please Select ▼

**Faculty Contact\*** Irene Vasquez

**Administrative Contact\*** Antoinette Rael

**Department\*** Chicano Hispano Mexicano Studies

**Admin Email\*** arael64@unm.edu

**Branch** Main

**Admin Phone\*** 505-277-6414

**Proposed effective term:**

**Semester**

Fall ▼

**Year**

2013 ▼

**Course Information**

Select Appropriate Program

Undergraduate Degree Program ▼

**Name of New or Existing Program**

\* NEW Certificate in New Mexican Cultural Landscapes

Select Category

Certificate ▼

**Degree Type**

Undergraduate

Select Action

New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Final New Mexican Catalogue description.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

**Reason(s) for Request** \* (enter text below or upload a doc/pdf file)

CHMS seeks to establish a 15-hour certificate program in New Mexican Cultural Landscapes. A certificate program in New Mexican Cultural Landscapes draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the borderlands geographies, landscapes and expressive cultures, especially those located in the state of New Mexico. Chicano Hispano Mexicano Studies has engaged in a strategic planning process to identify areas of curricular innovation. Currently, the program has the faculty expertise, student interest, and proximity to cultural resources in the area of the study of Cultural Landscapes that distinguishes it from other Chicana and Chicano Studies program across the country. CHMS seeks to build its faculty and academic resources to offer a certificate program that draws on experiential learning to strengthen the undergraduate program.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Final Rationale NM Cultural Landscapes.pdf](#)



**Certificate – New Mexican Cultural Landscapes**  
**Chicano Hispano Mexicano Studies**  
**College of Arts and Sciences**  
**15 Hours Minimum Requirement**

**Statement of Academic Purpose**

The Chicano Hispano Mexicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano/Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate minor as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana/o cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, and Chicana feminism and/or Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

This certificate program is suited for UNM degree seeking students who are interested in pursuing a special focus in New Mexican cultural landscapes. In addition, this certificate is available to individuals seeking to enhance their knowledge and understanding of New Mexican populations in the United States. Additional unit requirements exist for non-degree seeking students.

**Certificate Requirements**

A minimum of 15 hours for UNM degree seeking students\*, including the following:

- Select 15 hours from the following sections:  
CHMS 342, CHMS 372, CHMS 374, ANTH 337, AMST 360\*, HIS 260, HIST 463, POLS 301, SPA 371, SPA 375, SPA 479, SOC 326

\*As per UNM guidelines non-degree seeking students pursuing the certificate in Transnational Latino Studies must earn a total of 30 units of college credit.

Form C –Introduction of Certificate Program  
New Mexican Cultural Landscapes  
Chicano Hispano Mexicano Studies (CHMS)

Rationale:

CHMS seeks to establish a 15-hour certificate program in New Mexican Cultural Landscapes. A certificate program in New Mexican Cultural Landscapes draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the borderlands geographies, landscapes and expressive cultures, especially those located in the state of New Mexico.

New Mexico is characterized by a rich and varied landscape that has been the subject of countless poems, novels, histories, folk art, folklore, cuentos, ballads, *dichos* (traditional sayings) and songs. Influenced by Indigenous, Middle Eastern, and European cultures, local and regional peoples have created a vernacular landscape that offers a plethora of informants for academic and scholarly study. Arabic, Spanish, Moorish, Roman, Indigenous, and other Old World architectural influences are still very much alive in New Mexican valleys in the same way that the language, foods, and customs/traditions of northern New Mexico maintain an active link to New Mexico's historical communities. As academics, architects and designers embrace cultural sustainability as a practice and philosophy in building and maintaining structures and communities, there is a need to more fully understand how Mexican and Indigenous peoples and communities in the New Mexican region contributed in myriad ways to regional social, cultural and economic development. A certificate program in New Mexican Cultural Landscapes will provide a critical perspective on past and current, local and regional traditions that support culturally-rich and sustainable communities.

Impact on Long Range-Planning:

During 2011-2012, CHMS faculty members have engaged in extensive academic planning efforts to enhance the quality of the academic program. These efforts centered on identifying potential areas of development that draw on the program faculty's areas of expertise and that are of academic interest to students enrolled in the program. In addition, CHMS faculty members identified areas of the curriculum that would take advantage of the unique capabilities of this academic program. Currently, CHMS has two core faculty, LM García y Griego and Michael Trujillo, whose research and teaching are focused on New Mexico. As Director of the UNM Land Grant Studies Program, García y Griego hires student interns that work in New Mexican rural communities and has a sustained outreach effort to community land grants and acequias. Trujillo has recently published a book focused on northern New Mexico. Both include New Mexico themes in their teaching. In addition, CHMS has a visiting faculty member in residence, Levi Romero, New Mexico's State Centennial Poet, whose research and teaching interests are centered on New

Mexican cultural landscapes. The certificate program meets the needs of the CHMS program in establishing a high quality program that distinguishes CHMS from other Chicana and Chicano studies academic programs offered in the United States. CHMS intends to continue to develop this particular area of the curriculum. Recently, the Dean of the College of Arts and Sciences has indicated in its first draft of the 2013-2014 CAS hiring plan that CHMS is expected to receive a Lecturer position. This addition will allow CHMS to further develop this curriculum focus.

Budget and Faculty Load Workload Implications:

CHMS offers nine or ten home courses each semester. Within its current scheduling and budget parameters, each semester CHMS offers one course in the area of New Mexican Cultural Landscapes. For example, in the fall CHMS may offer New Mexico's Literary Landscape and in the spring New Mexico Villages and Cultures. CHMS will continue to offer these two courses to meet credit hours in its minor, major and certificate programs. Additional faculty resources are not required to implement the certificate program and therefore there is no immediate financial impact. However, if CHMS receives the Lecturer position mentioned previously, this will provide a basis for continued development in this area.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1068**

Fields marked with \* are required

Name of Initiator: Irene Vasquez

Email:\* [ivasquez@unm.edu](mailto:ivasquez@unm.edu)

Date:\* 07-11-12

Phone Number:\* 505 277-0998

Initiator's Title\* Director, CHMS

Associated Forms exist?\* 

Please Select

Faculty Contact\* Irene Vasquez

Administrative Contact\* Antoinette Rael

Department\* Chicano Hispano Mexicano Studies

Admin Email\* arael64@unm.edu

Branch Main

Admin Phone\* 505-277-6414

Proposed effective term:

Semester

Fall

Year

2013

**Course Information**

Select Appropriate Program

Undergraduate Degree Program

Name of New or Existing Program

\* NEW Certificate in Transnational Latino Studies

Select Category

Certificate

Degree Type

Undergraduate

Select Action

New

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

[Final Transnational Catalogue description 1.doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
Chicano Hispano Mexicano Studies seeks to offer a 15-hour online certificate program in the area of Transnational Latino Studies. This curricular innovation would better align CHMS to other Chicana and Chicano Studies field innovations, draw on faculty expertise in the area of Latino Transnational Studies, and diversify the comparative content related to Chicano and Latino populations in the U.S. CHMS seeks to establish a 15-hour online certificate program in Transnational Latino Studies. In addition, faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the complex and vibrant make-up of U.S.-Mexican borderlands societies.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Final Rationale Transnational Online.pdf](#)

**Certificate – Transnational Latino Studies (Online)**  
**Chicano Hispano Mexicano Studies**  
**College of Arts and Sciences**  
**15 Hours Minimum Requirement**

**Statement of Academic Purpose**

The Chicano Hispano Mexicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano/Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate minor as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana/o cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, and Chicana feminism and/or Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

This certificate program is suited for UNM degree seeking students who are interested in pursuing a special focus in Transnational or Transborder Latino Studies. In addition, this certificate is available to individuals seeking to enhance their knowledge and understanding of Chicano and Latino populations in the United States. Additional unit requirements exist for non-degree seeking students.

**Certificate Requirements**

A minimum of 15 hours for UNM degree seeking students\*, including the following:

- Select 3 hours from each of the following sections:  
Section 1: Introductory Studies  
CHMS 102 or CHMS 201
- Section 2: Globalization  
CHMS 310 or CHS \*460
- Section 3: Gender and Expressive Culture  
CHMS 331, CHMS 364, or CHMS 365
- Select 6 hours from the following  
Section 4: Community Studies  
CHMS 384 or CHMS 351 (may take up to 6 hours) or CHMS 393

\*As per UNM guidelines non-degree seeking students pursuing the certificate in Transnational Latino Studies must earn a total of 30 units of college credit.

Form C –Introduction of Certificate Program  
Transnational Latino Studies  
Chicano Hispano Mexicano Studies (CHMS)

Rationale:

CHMS seeks to establish a 15-hour online certificate program in Transnational Latino Studies. A certificate program in Transnational Latino Studies draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the complex and vibrant make up of the U.S.-Mexican borderlands, geographies, societies and expressive cultures.

CHMS is positioned to offer an online certificate program in Transnational Latino Studies. This certificate program builds upon highlight faculty expertise in the area of Transnational Latino Studies. Two core faculty members, LM García y Griego and Irene Vasquez are Latin American historians by training and hold joint appointments in CHMS. Patricia Rosas Lopátegui, a half-time Lecturer, in CHMS specializes in transnational Chicana and Mexican feminist writers and transnational filmmaking. Affiliated faculty members also have expertise in transnational studies. CHMS core and Affiliated faculty members will teach in the Transnational Latino Studies certificate program. In addition, CHMS is prepared to offer online course delivery, which will contribute to the variety of course currently offered through the College of Arts and Sciences through the Extended University. Moreover, a certificate in Transnational Latino Studies will better situate CHMS in regards to comparable Chicana and Chicano Studies departments and programs at Tier 1 universities. CHMS has the academic assets to keep pace with the innovations that have taken place in the area of transnational and transborder studies within the field of Chicana and Chicano Studies. Several widely regarded Chicana and Chicano Studies programs at UTEP and Arizona State University have adopted transborder and transnational academic frameworks. The online certificate program in Transnational Latino Studies would better align the academic program to quality academic programs.

Impact on Long Range-Planning:

CHMS faculty members have engaged in academic planning efforts to enhance the quality of the academic program. These planning efforts centered on identifying potential areas of development that draw on the program faculty's areas of expertise and that are of academic interest to students enrolled in the program. Currently, Transnational Perspectives is one of the three primary areas of specialization in the CHMS minor program and constitutes a primary area of concentration in the proposed major. Clearly, this is an area that can be further developed and offered as a certificate program.

Budget and Faculty Load Workload Implications:

CHMS offers nine to ten home courses a semester. Within its current scheduling and budget parameters, CHMS provides one course a semester in the area of Transnational Studies. For example, in the fall CHMS offers Immigration and Assimilation as a crosslisted course with the History Department. In spring, CHMS offers Latinos in a Global Society as a crosslisted course with Management and Sociology, and offers Cine Chicano and Latino as a crosslisted course with Spanish and Media Arts. CHMS plans to continue to offer these two courses to meet credit hours in the minor and proposed major and certificate programs. Additional faculty resources are not required to implement the certificate program. Therefore, there is no immediate financial impact. Additional funds may be provided through the Extended University to make this certificate available to Mexican students in Mexico.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1063**

Fields marked with \* are required

Name of Initiator:	Irene Vasquez	Email:*	<a href="mailto:ivasquez@unm.edu">ivasquez@unm.edu</a>	Date:*	06-29-12
Phone Number:*	505 277-0998	Initiator's Title*	Director, CHMS		
Associated Forms exist?*	Yes ▼				
Faculty Contact*	Irene Vasquez	Administrative Contact*	Antoinette Rael		
Department*	Chicano Hispano Mexicano Studies	Admin Email*	arael64@unm.edu		
Branch	Main	Admin Phone*	Antoinette Rael		

Proposed effective term:

Semester	Fall ▼	Year	2013 ▼
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**Course Information**

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* Chicano Hispano Mexicano Studies Minor (requirements revision)		
Select Category	Minor ▼	Degree Type	Undergraduate
Select Action	Revision ▼		

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Final Revised and Compiled Final Proposal for a Minor Revision.doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

Chicano Hispano Mexicano Studies seeks to revise the minor by decreasing the number of required units from 24 units to 18 units. CHMS envisions the revision as part of its planning efforts to strengthen the quality of the program while lessening the time to graduation for students in the minor program. CHMS seeks to revise the minor from 24 to 18 units. CHMS will accomplish this by reducing the number of elective hours in the minor. CHMS maintains that the revamping of the Introduction to Chicana and Chicano Studies and to the capstone course have resulted in a curricular and pedagogical adjustments that align with the reduction of hours.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Rationale Revision of Minor.doc](#)



**Revised Minor – Chicana and Chicano Studies**  
**College of Arts and Sciences**  
**18 Hours Minimum Requirement**

**Statement of Academic Purpose**

The Chicana and Chicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano and Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate minor as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana and Chicano cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism, and Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

Students may take any of the Chicana and Chicano Studies courses as electives, or they may enroll in the Chicana and Chicano Studies Major through the College of Arts and Sciences Advisement Center. Additionally, students in the Bachelor of University Studies or American Studies may design a special focus in Chicana and Chicano Studies

**Minor Study Requirements**

A minimum of 18 hours, including the following:

- CHMS 201 Introduction to Chicana and Chicano Studies
- CHMS 490 Advanced Seminar in Chicano Hispano Mexicano Studies
- SPAN 202 Intermediate Spanish, or above, or an equivalent course taught in Spanish in another department. Must be taken in residence at The University of New Mexico.
- Six hours chosen from Course Listing A, distributed across at least two departments or programs. At least 3 of the 6 hours must be 300 level or above. May include up to three hours of Independent Study or other courses having relevant subject matter, with the approval of the Chicana and Chicano Studies Director.
- Three hours chosen from either Course Listing A or Course Listing B

June 30, 2012

**Course Listing A: Chicanas and Chicanos as a Central Focus (1)**

CHMS 310, CHMS 331, CHMS 332, CHMS 360, CHMS 362, CHMS 351, CHMS \*460, CHMS 364, CHMS 384, CHMS 393, CHMS 480, AMST 363, CRP 486, ENGL 365, ENGL 465, HIST 260, HIST 363, HIST 464, SPAN 301\*, SPAN 370, SPAN 371, SPAN 375, SPAN 479.

**Course Listing B: Chicana and Chicano-related Courses (1)**

CHMS 393, CHMS 495, AMST 185, AMST 186, AMST 309, AMST 360, ANTH 238, ANTH 337, CJ 413, ECON 239, FS 484, HIST 300, HIST 463, HIST 465, LING 435, POLS 308, POLS 301, POLS 307, POLS 400, PSY 374, SOC 326, SOC 331, SOC 420, SOC 428/528, WMST 200.

**(1) Topics courses with relevant content may count toward the minor with the approval of the Chicana and Chicano Studies Director.**

**\*Courses with these numbers must have a Chicana and Chicano Studies focus for course listing A or Chicana and Chicano-related focus for course listing B.**

Form C –Revision of Minor  
Chicano Hispano Mexicano Studies (CHMS)

Rationale:

CHMS seeks to revise the minor from 24 to 18 units. CHMS will accomplish this by reducing the number of elective hours in the minor. This revision is intended to facilitate time to graduation for undergraduate students in the program. CHMS maintains that the revamping of the Introduction to Chicana and Chicano Studies and capstone courses have resulted in a stronger curricular and pedagogical developments that support the reduction of hours. Moreover, students will still be able to select elective units from a variety of programs and departments to gain a greater breadth of understanding of Mexican American and Latino populations in the United States.

Impact on Long Range-Planning:

CHMS faculty members believe that the decrease of hours in the minor program from 24 to 18 units will better support student success by reducing the time to graduation.

Budget and Faculty Load Workload Implications:

CHMS offers nine to ten courses a semester and crosslists approximately 10 courses with a variety of programs and departments. Overall, there may be a small decrease in numbers associated with the courses offered in the minor program. These may be spread across the units that currently list courses in the CHMS minor. Because there are many selections to choose from and students must take their elective units from different programs and departments, this means that the overall reduction of students in a particular program or department will be limited. CHMS faculty believe the benefit of graduating students sooner will bring monetary benefits that will offset the fewer numbers of students enrolled in courses offered as electives in the minor program.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1062**

Fields marked with \* are required

Name of Initiator: Irene Vasquez

Email:\* [ivasquez@unm.edu](mailto:ivasquez@unm.edu)

Date:\* 06-25-12

Phone Number:\* 505 277-0998

Initiator's Title\* Director, CHMS

Associated Forms exist?\* 

Please Select ▼

Faculty Contact\* Irene Vasquez

Administrative Contact\* Antoinette Rael

Department\* Chicano Hispano Mexicano Studies

Admin Email\* arael64@unm.edu

Branch Main

Admin Phone\* Antoinette Rael

Proposed effective term:

Semester

Fall ▼

Year

2013 ▼

**Course Information**

Select Appropriate Program

Undergraduate Degree Program ▼

Name of New or Existing Program

\* Chicano Hispano Mexicano Studies (Subject Code)

Select Category

Subject Code ▼

Degree Type

Minor

Select Action

New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
Chicano Hispano Mexicano Studies requests a subject code that is aligned with the name change to Chicana and Chicano Studies. Therefore, we request to use CCS in lieu of CHMS. We believe this subject code more accurately represents the proposed name and is more appropriate. In addition, there is less likelihood that this subject code may be confused with the Chemistry subject code, which had happened in the past with the CHMS subject code.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1058**

Fields marked with \* are required

**Name of Initiator:** Irene Vasquez      **Email:\*** [ivasquez@unm.edu](mailto:ivasquez@unm.edu)      **Date:\*** 06-17-12  
**Phone Number:\*** 505 277-0998      Initiator's Title\* Director, CHMS

Associated Forms exist?\* Yes ▼

Faculty Contact\* Irene Vasquez      Administrative Contact\* Antoinette Rael  
Department\* Chicano Hispano Mexicano Studies      Admin Email\* arael64@unm.edu

Branch Main      Admin Phone\* Chicano Hispano Mexicano Studies

**Proposed effective term:**  
Semester Fall ▼      Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* NEW BA Chicana and Chicano Studies

Select Category Major ▼      Degree Type Baccalaureate

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

[Final Revised and Compiled Final Proposal for a Major Word F.doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

CHMS proposes a major in Chicana and Chicano Studies to fill a critical educational need to provide quality academic programming in a nationally recognized field of study. Faculty and students engaged in a year long planning process that identified a need for major in Chicana and Chicano Studies at UNM. UNM is the only Tier 1 research university that currently lacks a major in Chicana and Chicano Studies or a similar option (i.e. Ethnic Studies major with a concentration in Chicana and Chicano Studies). The proposed Chicana and Chicano Studies degree is framed with the High Impact framework that is intended to increase retention and graduation rates as well as pathway to post-baccalaureate degrees. The B.A. degree in Chicana and Chicano Studies will add to programs that emphasize the understanding of diversity and the contributions of multiethnic Chicano and Latino populations within the United States. Please see the attached full proposal for the Baccalaureate degree proposal in Chicana and Chicano Studies.

[Curricular Overview.pdf](#)  
[High-Impact Educational Practices.pdf](#)  
[List of CCS BA studies programs IN US.pdf](#)  
[Final Chicana and Chicano 2012 Road Map.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Final Proposal for a Baccalaureate Degree in Chicana and Ch 2.docx](#)

**Major– Chicano Hispano Mexicano Studies**  
**College of Arts and Sciences**  
**36 Hours Minimum Requirement**

**Statement of Academic Purpose**

The Chicana and Chicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano and Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate major, minor, and two certificate programs as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana and Chicano cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism and Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

Students may take any of the Chicana and Chicano Studies courses as electives, or they may enroll in the Chicana and Chicano Studies Minor or certificate programs through the College of Arts and Sciences Advisement Center. Additionally, students in the Bachelor of University Studies or American Studies may design a special focus in Chicana and Chicano Studies for their major.

**Major Study Requirements**

A minimum of 36 hours, including the following:

- CHMS 102 Introduction to Comparative Global and Ethnic Societies
- CHMS 201 Introduction to Chicana and Chicano Studies
- SPAN 202 Intermediate Spanish, or above, or an equivalent course taught in Spanish in another department. Must be taken in residence at The University of New Mexico.
- CHMS 332 Introduction to Chicana Studies
- CHMS 365 Chicana/o Cultural Studies
- CHMS 384 Community Based Learning in Chicano Hispano Communities
- CHMS 480 New Approaches in Chicana and Chicano Studies
- CHMS 490 Advanced Seminar in Chicano Hispano Mexicano Studies
- Twelve hours chosen from one area of the three following concentrations: Cultural Studies, Intersectional Politics and Social Movements, or Transnational Perspectives. May include up to three hours of Independent Study or other courses having

## Major in Chicana and Chicano Studies

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June 30, 2012

relevant subject matter, with the approval of the Chicana and Chicano Studies Director.

### Concentration1 – Cultural Studies

CHMS 342, CHMS 351, CHMS 393, AMST 186, 360\*, 363, ANTH 238, 337, 340, ENGL 265, 365, 465, HIST 260, SPAN 301\*, 370, 371, 375, 479

### Concentration2 – Intersectional Politics and Social Movements

CHMS 360, CHMS 362, CHMS 364, 393, AMST 185, CRP 486, HIST 363, POLS 301, 307, 308, 400, SOC 326, 331, 420, 428/528, PSY 374, WMST 200

### Concentration 3- Transnational Perspectives

CHMS 310, CHMS \*460, CHMS 331, CHMS 393, AMST 309, ANTH 340, ECON 239, HIST 300, HIST 463, 464, HIST 465, SPAN 101, 301, SPAN 307

## **Chicano Hispano Mexicano Studies 2012 Curriculum Packet**

### **Overview**

The program faculty of the Chicano Hispano Mexicano Studies Program (CHMS) at UNM have engaged in curricular and programmatic planning over the past two years. The first year of planning involved discussions over the future development of CHMS. The second year entailed extensive programmatic discussions, curricular mapping, and student learning outcomes assessment planning among faculty members. Through its current curriculum proposal, CHMS envisions that it will accomplish its primary objectives of building the academic quality and visibility of Chicana and Chicano Studies and supporting student success at UNM.

### **Components of the Curriculum Proposal**

The CHMS curriculum proposal involves multiple components intended to strengthen the academic quality of the program and ensure student success. The program will grow from one offering a minor to one offering a major in Chicana and Chicano Studies and two certificate programs (Online Transnational Latino Studies and New Mexico Cultural Landscapes). Seven courses, previously taught as special topics courses, are being introduced as regular courses. One course (Introduction to Chicana and Chicano Studies) will be submitted for consideration into the Core curriculum. In addition, the minor program will be reduced from 24 to 18 units in order to streamline the delivery of academic content and reduce time to graduation for undergraduate students. The program faculty members are also proposing a name change from Chicano Hispano Mexicano Studies to Chicana and Chicano Studies and an associated subject code change to align the program name with the field of Chicana and Chicano Studies and the National Association of Chicana and Chicano Studies (NACCS).

#### I. Baccalaureate Degree in Chicana and Chicano Studies:

CHMS proposes a Bachelors' Degree in Chicana and Chicano Studies with a 36-unit major in the College of Arts and Sciences. A Bachelor's degree in Chicana and Chicano Studies prepares students to live and work in a complex and changing 21st century society. Students in the degree programs will demonstrate lifelong skills in advanced-level critical thinking skills, effective writing and verbal communications skills, and cultural competency. The composition of the population of New Mexico and of the United States is increasingly heterogeneous. Moreover, the Latino population is growing rapidly and has become a plurality in New Mexico. Other states now have "majority-minority" populations. There is a critical need for a



college-educated population that has a basic familiarity with ethnic diversity and with the trajectory of the U.S. Latino population. As a High Impact Program, Chicana and Chicano Studies is likely to contribute to the retention of first generation students thus making their entry into the middle class a likely possibility. A major in Chicana and Chicano Studies will position students to contribute to and meet the economic needs of the 21st century global economy.

## II. Revision of the Minor:

CHMS seeks to revise the minor from 24 to 18 units. CHMS will accomplish this by reducing the number of elective hours in the minor. This revision is intended to facilitate time to graduation for undergraduate students in the program. CHMS maintains that the revamping of the Introduction to Chicana and Chicano Studies and to the capstone course have resulted in a curricular and pedagogical adjustments that align with the reduction of hours.

## III. Certificate Program in Transnational Latino Studies

CHMS seeks to establish a 15-hour online certificate program in Transnational Latino Studies. A certificate program in Transnational Latino Studies draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the complex and vibrant make-up of U.S.-Mexican borderlands societies.

## IV. Certificate Program in New Mexico Cultural Landscapes

CHMS seeks to establish a 15-hour certificate program in New Mexican Cultural Landscapes. A certificate program in New Mexican Cultural Landscapes draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the borderlands geographies, landscapes and expressive cultures, especially those located in the state of New Mexico.

## V. Status Change of Special Topics courses to Regular courses:

CHMS faculty members have identified six courses that have previously been taught as Special Topics courses to be designated as regular courses in the CHMS program. These courses support the three areas of concentration in the minor and in the proposed major: Cultural Studies, Social and Political Movements, and Transnational Perspectives. Over the past few years, CHMS has offered 70% of its course offerings as Special Topics courses. The introduction of regular courses will strengthen the quality of the minor and major. Currently, student transcripts reflect an unusually large number of Special Topics courses in the minor. CHMS seeks to transition the following Special topics courses to a regular course status:

Latinos in a Global Society  
Chicana/o Movement  
Chicano and Latino Civil Rights  
New Mexico's Literary Landscape and Beyond  
New Mexico Villages and Cultural Landscapes  
Raza Genders and Sexualities

#### VI. Introduction of New Course in Comparative and Ethnic Studies:

CHMS is introducing a new course titled "Introduction to Comparative Ethnic and Global Societies". The course will be a required course in the major and is intended to strengthen student knowledge regarding ethnic and global populations in the United States. CHMS is working with Africana Studies and Women's Studies to offer this on a team-taught basis. This team-taught aspect of the course will be developed in the coming academic year and is intended to further interdisciplinary and transdisciplinary conversations among faculty and students.

#### VII. Introduction of CHMS 201 into Core Curriculum

Chicano Hispano Mexicano Studies proposes to add the CHMS 201 (Introduction to Chicana and Chicano Studies) as an option in the Core Humanities requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Moreover, because the CHMS program utilizes high impact practices in its courses, it is likely that the course can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Humanities.

#### VIII. Program Name Change

The Chicano Hispano Mexicano Studies Program Faculty and the Chicano Hispano Mexicano Studies Advisory Board propose changing the name of Chicano Hispano Mexicano Studies to Chicana and Chicano Studies for academic and programmatic reasons. This proposal resulted from academic planning discussions and dialogues that occurred during meetings of the CHMS program faculty and CHMS Advisory Board meetings over the past two academic years. The name change aligns Chicana and Chicano Studies with the discipline of Chicana and Chicano Studies, which exists at college campuses and universities across the nation and is in line with the title of the national association called the National Association of Chicana and Chicano Studies (NACCS). NACCS hosts an annual conference highlighting trends and developments in the field of Chicana and Chicano Studies.

#### IX. Subject Code Change

CHMS request changing its current subject codex index from CHMS to CCS. This change aligns more closely to Chicana and Chicano Studies and also is aligned with the name of the National Association of Chicana and Chicano Studies.

# High-Impact Educational Practices



## First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

## Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

## Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

## Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

## Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

## Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

## Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

## Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

## Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

## Capstone Courses and Projects

Whether they're called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Table 1

### Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
Senior				
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Table 2

### Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++
Senior				
Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Source: *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh, (Washington, DC: AAC&U, 2008). For information and more resources and research from LEAP, see [www.aacu.org/leap](http://www.aacu.org/leap).

**BA DEGREES IN CHICANA/O STUDIES OR RELATED FIELDS IN U.S. UNIVERSITIES AND COLLEGES**

<b>University</b>	<b>Location</b>	<b>Department Name</b>	<b>Level of Degree</b>
<b>University of Arizona</b>	<b>Tucson, Arizona</b>	<b>Mexican American Studies &amp; Research Center</b>	<b>BA Mexican American Studies</b>
<b>Arizona State University</b>	<b>Tempe, Arizona</b>	<b>The Hispanic Research Center</b>	<b>BA Transborder Chicana/o and Latina/o Studies</b>
Canyon College	Carmichael, California	BA Online School of Chicano Studies	BA Chicano Studies
Claremont Colleges	Claremont, California	Chicana/o~Latina/o Studies Department	BA Chicano/Latino Studies
California State University Channel Islands	Camarillo, California	Chicana/o Studies	BA Chicana/o Studies
California State University Dominguez Hills	Carson, California	Chicano/Chicana Studies Department	BA Chicano/Chicana Studies
California State University Fresno	Fresno, California	Chicano and Latin American Studies Department	BA Chicano Studies
California State University Los Angeles	Los Angeles, California	Department of Chicano Studies	BA & MA Chicano Studies
California State University Long Beach	Long Beach, California	Department of Chicano & Latino Studies	BA Chicano & Latino Studies
California State University Northridge	Northridge, California	Department of Chicana/o Studies	BA & MA Chicana/o Studies
San Diego State University	San Diego, California	Department of Chicana and Chicano Studies	BA & MA Chicana/o Studies
San Francisco State University	San Francisco, California	Department of Raza Studies	BA La Raza Studies
California State University Sonoma	Rohnert, California	Department of Chicano and Latino Studies	BA in Department of Chicano and Latino Studies
Loyola Marymount University	Westchester, California	Department of Chicana and Chicano Studies	BA Chicana/o Studies
Ohlone College	Fremont, California	Chicano Studies Department	BA Chicano Studies Program
Stanford University	Stanford, California	Stanford Center for Chicano Research	Interdisciplinary Major Chicana and Chicano Studies
<b>University of California Berkeley</b>	<b>Berkeley, California</b>	<b>Chicano/Latino Studies Program in the Department of Ethnic Studies</b>	<b>BA &amp; PhD Ethnic Studies, Chicano Studies Program</b>
University of California Davis	Davis, California	Department of Chicana/o Studies	BA Cultural Studies and Social/Policy Studies from the College of Letters and Science
University of California Irvine	Irvine, California	Department of Chicano /Latino Studies	BA Chicano/Latino Studies, minor, certificate program, and a graduate emphasis
University of California Los Angeles	Los Angeles, California	César Chavez Department of Chicana and Chicano Studies	BA Chicana/o Studies
University of Riverside	Riverside, California	Ethnic Studies	BA Ethnic Studies, Chicano Studies & PhD through Ethnic Studies w/ Emphasis in Chicano Studies
University of California Santa Barbara	Goleta, California	Chicana and Chicano Studies Department	BA, MA, & PhD Programs
Metropolitan State College, Denver	Denver, Colorado	Chicano Studies Department	BA
<b>Colorado State University-Fort Collins</b>	<b>Fort Collins, Colorado</b>	<b>Ethnic Studies Department</b>	<b>BA</b>
University Northern Colorado-Greeley	Greeley, Colorado	Hispanic Studies	BA, Minor in Mexican American Studies
New Mexico State University	Las Cruces, New Mexico	Chicano Programs	Supplementary Major Chicano Studies
Western New Mexico University	Silver City, New Mexico	Department of Chicana/Chicano and Hemispheric Studies	BA Chicano Hemispheric Studies
Austin College	Sherman, Texas	Center for Southwestern and Mexican Studies	BA, Minor
Our Lady of the Lake	San Antonio, Texas	Mexican American Studies Department	BA
University of Texas El Paso	El Paso, Texas	Chicano Studies	BA
<b>University of Texas Austin</b>	<b>Austin, Texas</b>	<b>Mexican American Studies</b>	<b>MA</b>
University of Texas San Antonio	San Antonio, Texas	Mexican American Studies	BA
University of Texas Pan American	Edinburg, Texas	Mexican-American Studies	BA
<b>Michigan State University</b>	<b>East Lansing, Michigan</b>	<b>Chicano/Latino Studies Program</b>	<b>BA, PhD</b>
<b>University of Minnesota</b>	<b>Minneapolis, Minnesota</b>	<b>Chicano Studies Department</b>	<b>BA</b>

## BA in Chicana and Chicano Studies (CSS)

### Four Year Road Map

Course Subject and Title	Cr. Hrs.	Major	Minor/2 nd Major	Core	UD	Min Grade
Semester One:						
CCS 102 Introduction to Ethnic Studies	3	3				C
ENGL 101 Composition 1	3			3		C
Freshman Academic Choice	3					D-
MATH 121, 129, or STAT 145	3			3		C
Second Language	3			3		C
Total:	15					
Freshman Advisement		anytime after 10th week - Use Degree Audit				
Semester Three:						
C&J 130 or PHI 156	3			3		C
Social Behavioral Science	3			3		C
CCS 332 Intro to Chicana Studies	3	3			3	C
CCS Select one course from “Specialization”—Cultural Studies or Intersectionalism or Transnationalism	3	3				C
Minor or 2 <sup>nd</sup> Major Requirement	3		3			C
Total	15					
Will be transferred at end of semester						
Semester Five:						
Social Behavioral Science	3			3		C
CCS 384 Community Based Learning	3	3			3	C
Fine Arts	3			3		C
Minor or 2 <sup>nd</sup> Major Requirement	3		3		3	C
Upper-Division Elective	3				3	D-
CCS Select one course from “Specialization”—Cultural Studies or Intersectionalism or Transnationalism	3	3			3	C
Total	18					
Visit Career Services						
Semester Seven:						
CCS 480 Approaches in Chicana/o Studies	3	3			3	C
Minor or 2 <sup>nd</sup> Major Requirement	3		3		3	C
Elective any Level	3					D-
2 <sup>nd</sup> Major or Elective any level	3					C
2 <sup>nd</sup> Major or Upper-Division Elective	3				3	C
2 <sup>nd</sup> Major or Upper-Division Elective	3				3	C
Total	18					
Senior Visit - Advisement						
Departmental Check in						

Course Subject and Title	Cr. Hrs.	Major	Minor/2 nd Major	Core	UD	Min Grade	Notes
Semester Two:							
CCS 201 Intro to CHMS	3	3				C	
ENGL Composition 2	3			3		C	
Physical and Natural Science	4			4		C	
Minor or 2 <sup>nd</sup> Major Requirement	3		3			C	
SPA 200 level or above	3	3	3			C	
Total:	16						
Sophomore Advisement		Enhanced Degree Audit skills					
Semester Four:							
Humanities	3			3		C	
CCS 365 Chicana/o Cultural Studies	3	3			3	C	
CCS Select one course from "Specialization"—Cultural Studies or Intersectionalism or Transnationalism	3	3			3	C	
Elective any level	3					D-	
Minor or 2 <sup>nd</sup> Major Requirement	3		3			C	
Total	15						
Program Orientation within first 6 weeks							
Semester Six:							
Humanities	3			3		C	
CCS Select one course from "Specialization"—Cultural Studies or Intersectionalism or Transnationalism	3	3			3	C	
Minor or 2 <sup>nd</sup> Major Requirement	3		3			C	
Upper Division Elective	3				3	D-	
Physical and Natural Science	3			3		C	
Elective	3					D-	
Total	18						
Apply for degree after 4th week							
Program Check in							
Semester Eight:							
CCS 490 Capstone	3	3			3	C	
Upper Division Elective	3				3	D-	
2 <sup>nd</sup> Major or Upper-Division Elective	3				3	C	
2 <sup>nd</sup> Major or Upper-Division Elective	3				3	C	
2 <sup>nd</sup> Major or Upper-Division Elective	3				3	C	
Total	15						
Senior Visit Advisement							
Graduation Fair							
Degree Total	130	36	21	37	54		

**The University of New Mexico Core Curriculum (36 units)**

Writing and Speaking: (3-9 units)

Mathematics: (3 units)

Physical and Natural Sciences: (7 units)

Social and Behavioral Sciences: (6 units)

Humanities: (6 units)

Foreign Language: (non-English language; 3 units)

Fine Arts: (3 units)

**Arts and Sciences College Minimum Requirements**

· Total credit hours = 128

· 300/400 level credit hours = 54

· Minimum credit hours taught in A&S = 96

**University Residence Requirements**

a. Minimum hours = 30

b. Senior standing = 15 past 92

c. In major = One half

d. In minor = One quarter

**Minimum graduation GPA = 2.00**

For more information see the catalogue at [www.unm.edu](http://www.unm.edu)

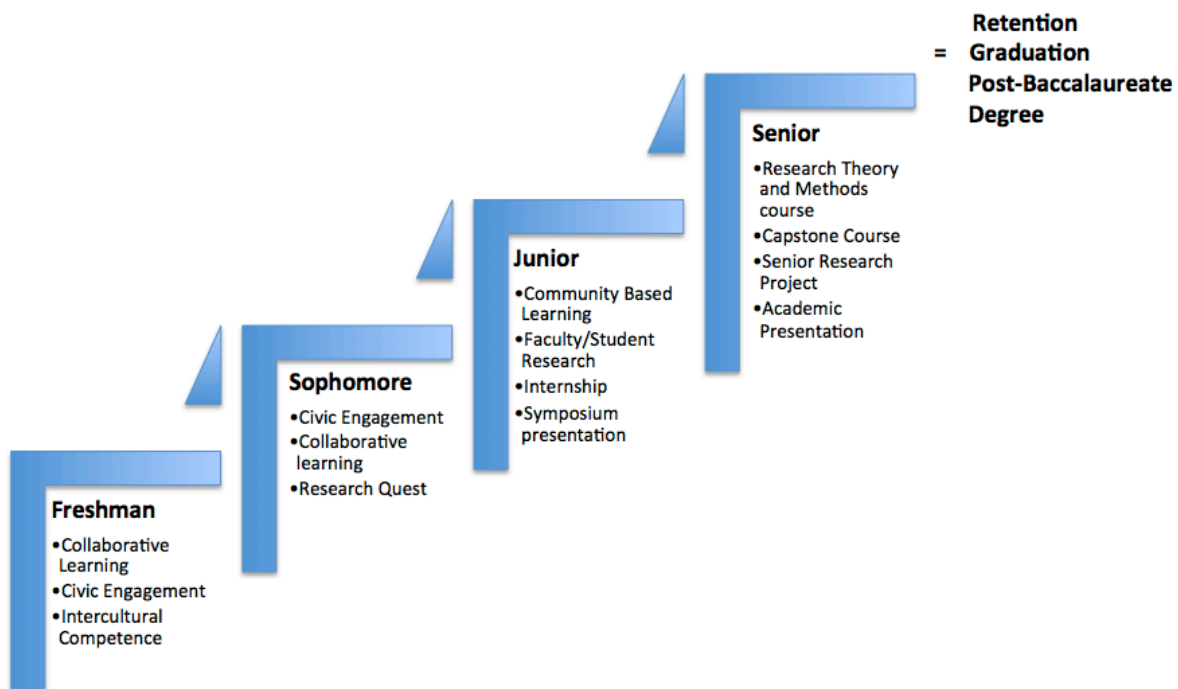
**Career Opportunities and Pathways for Chicana and Chicano Studies Majors**

- Federal, State, City or Local government official
- K-12 Teacher
- College Professor
- Counselor
- Advisor
- Social Worker
- Journalist
- Business Owner
- Community Organizer
- Public Administrator
- Probation Officer

# Proposal for a Baccalaureate Degree in Chicana and Chicano Studies

July 18, 2012

Irene Vasquez





July 18, 2012

## B.A. Degree Program in Chicana and Chicano Studies

### Founding Committees

#### Chicano Mexicano Studies Program

Jacobo Baca, PhD. Candidate, History Department and Adjunct Instructor  
Senaida García, Student representative, Chicano Hispano Mexicano Studies  
Manuel García y Griego, Associate Professor, History and Chicano Hispano Mexicano Studies  
Michael Trujillo, Assistant Professor, American Studies and Chicano Hispano Mexicano Studies  
Antoinette Rael, Administrative Assistant, Chicano Hispano Mexicano Studies  
Carolina Rodríguez, Student representative, Chicano Hispano Mexicano Studies  
Olivia Romo, Student assistant, Chicano Hispano Mexicano Studies  
Patricia Rosas Lopategui, Lecturer, Chicano Hispano Mexicano Studies  
Carmen Samora, Visiting Research Assistant Professor, Chicano Hispano Mexicano Studies and Director of the Julian Samora Legacy Project  
Irene Vásquez, Associate Professor, American Studies and Chicano Hispano Mexicano Studies

#### Affiliated Faculty

Jesse Alemán, Professor: English Department  
Josephine De Leon, Office of Diversity and Equity  
Tobías Durán, Director Center for Regional Studies  
Viola Florez, Professor, College of Education  
Ruth Galván Trinidad, Associate Professor: Language Literacy Sociocultural (Invited)  
Miguel Gandert, Director, Interdisciplinary Film and Digital Media (Invited)  
Felipe Gonzales, Professor, Sociology  
Michelle Hall Kells, Associate Professor, English Department  
Enrique Lamadrid, Chairperson, Spanish and Portuguese  
Miguel López, Associate Professor, Spanish and Portuguese  
Nancy López, Associate Professor, Sociology  
Gabriel Meléndez, Chair, American Studies  
Margaret Montoya, Professor, School of Law  
Barbara Reyes, Associate Professor, History  
Valerie Romero-Leggott, Vice President, HSC Diversity, Associate Professor, Family and Community Medicine  
Richard Santos, Professor, Economics  
Antoinette Sedillo López, Professor, School of Law  
Christine Sierra, Professor, Political Science  
Diane Torres-Velasquez, Coordinator, Teacher Education  
Robert Otto Valdez, Executive Director, Robert Wood Johnson Foundation Center for Health Policy  
Margaret Werner-Washburne, Professor, Biology

#### Associated Faculty

Anna Nogar, Assistant Professor, Spanish and Portuguese  
Michael Candelaria, Philosophy  
Moises Gonzales, Assistant Professor, Architecture and Planning  
Wayne Santoro, Sociology  
Eliseo Torres, Vice-President, Student Affairs  
Cristobal Valencia, Assistant Professor Anthropology  
Maria Velez, Assistant Professor, Sociology  
Melina Vizcaino-Aleman, Assistant Professor, English

#### Associated Centers and Institutes

El Centro de la Raza  
Center for Regional Studies  
Southwest Hispanic Research Institute  
Center for Raza Planning

July 18, 2012

## **1. Program Description**

### **a. What is the program and why should we offer it? Include the program's major goals.**

Chicano Hispano Mexicano Studies at UNM proposes the establishment of a Baccalaureate degree in Chicana and Chicano Studies. In the past ten years, Chicana/o Studies undergraduate and graduate programs have expanded in institutions of higher education. UNM currently is the only flagship university in the U.S. southwest that does not offer a major or masters program in Chicana/o Studies or a comparable degree program (see Appendix I). Chicano Hispano Mexicano Studies is well positioned to offer a B.A. degree in Chicana and Chicano Studies.

The primary goals of the program include:

1. Offer an interdisciplinary curricular program and programmatic opportunities that support academic excellence and intellectual inquiry among faculty and students.
2. Provide a culture of learning that supports student academic success through integrated and sequenced high impact teaching and learning practices.
3. Engage in educational programming and partnerships that bridge connections with the UNM student population and the surrounding communities
4. Provide conceptual tools to assist students to be successful in their post-graduate careers.

### **b. How does the program fit within the unit's future plans?**

In fall 2011, the College of Arts and Sciences Interim Dean Mark Peceny initiated a strategic planning process. Several key strategic planning priorities emerge from a review of materials from the 2011 Chairs' and Directors' retreat as well as key documents distributed through the academic year. It is important to note that Chicano Hispano Mexicano Studies moved to the College of Arts and Sciences in February 2012. Several College of Arts and Sciences' documents highlight the following priorities: enhancing national research excellence; addressing the curricular needs of graduate and undergraduate students; strengthening the delivery of the core curriculum; increasing student retention and graduation rates; and diversifying research and teaching expertise. The latter item includes augmenting support for Latin American Studies and internationally-oriented curriculum.

July 18, 2012

**c. How does the program fit within the UNM mission and strategic plan?**

The proposed Baccalaureate program in Chicana and Chicano Studies is well positioned to support and enrich the UNM mission and strategic plan. (Strategic Framework, 2008 and Beyond).

“The mission of the University of New Mexico is to serve as New Mexico’s flagship institution of higher learning through demonstrated and growing excellence in *teaching, research, patient care, and community service.*”

CHMS proposes a 36 unit major that supports faculty and student research interests, innovative and rigorous curricular opportunities, and service learning and civic engagement experiences. All students enrolled in the Chicana and Chicano Studies major program will participate in structured high impact practices. Research on undergraduate student success demonstrates that programs that expose students to two to three high impact practices throughout their undergraduate education increase student retention and graduation rates (Appendix II provides a bibliographic listing of materials on High Impact Practices in post-secondary learning).

A degree program in Chicana and Chicano Studies can contribute to increasing undergraduate student retention and graduation rates by immersing students in High Impact practices from the freshman to senior year. In particular, the CCS degree program fits the university strategic planning priorities in three specific areas: Student success (graduation and retention); Systemic Excellence (research, undergraduate education, and diversity); Healthy Communities (urban/rural health, education and training, research and outreach); and Economic and Community Development (community capacity building and leadership)

Freshmen and Sophomore students will engage in a series of lower-division courses that expose them to diversity in regards to the histories, cultures, peoples and communities of Mexican and Latino descent in local, regional and global contexts (High Impact Practice 1). Currently, CHMS is working with Africana Studies and Women’s Studies to develop a co-taught and co-offered course for students enrolled across the three programs (High Impact Practice 2). Faculty members will also develop collaborative course assignments in the introductory level courses that encourage freshman to participate in the Writing Across the Curriculum symposium and Research Quest held in the spring semester of the academic year (High Impact Practice 3 and 4). Faculty members will also build in opportunities for students to engage in 5 hours of civic engagement (High Impact Practice 5) in introductory courses. By the end of the freshman year, students enrolled in the Chicana and Chicano Studies program will have participated in 1 to 4 High Impact practices.

July 18, 2012

Throughout their sophomore, junior and senior years, students in the CCS degree program will be exposed to an additional three to four high impact practices. Students will be encouraged to participate in the Undergraduate Research and Creativity conference scheduled in the spring semester and a symposium co-facilitated by CHMS and the library (High Impact Practices 5 and 6). Required coursework includes a community-based learning course (High Impact Practice 7). In addition, student will complete a sequenced research and methods experience that culminates in a capstone presentation to be delivered at an academic conference (High Impact Practice 8 and 9). The most advanced students will be selected to present at the annual conferences sponsored by the National Association of Chicana and Chicano Studies and Rocky Mountain Council on Latin American Studies.

**d. How does the program fit with related offerings at UNM?**

Chicano Hispano Mexicano Studies currently offers a 24 unit interdisciplinary minor, which both utilizes and crosslists courses from a variety of existing programs and departments across the UNM campus. In the College of Arts and Sciences, CHMS crosslists courses and offers courses as part of the minor program with Africana Studies, American Studies, Anthropology, Economics, English, Communications and Journalism, Native American Studies, Sociology, Spanish and Portuguese, Political Science, Psychology, and Women's Studies. CHMS will continue to utilize and crosslist active courses included in the minor as well as expand the number of offerings from programs and departments at the university. The interdisciplinary foundation will provide opportunities for greater interactivity and interdepartmental and interprogram cooperation as well as augment course enrollments in sister departments and programs. As a result, students overall will be exposed to a wide variety of faculty throughout the campus whose courses are utilized in the program.

**e. Assuming timely approval, what is the program development and implementation timeline?**

CHMS aims to make the Bachelors' degree in Chicana and Chicano Studies available to students in fall 2013. This requires that the major proposal go through all levels of faculty and administrative review during the 2012-2013 academic year.

**2. Evidence of Need**

**a. Provide evidence of student demand.**

Chicano Hispano Mexicano Studies has engaged in a process to gauge student interest in a Chicana and Chicano Studies major. To date, the Director, Irene Vásquez has met with over half of the current 28 minors in Chicano Hispano Mexicano Studies. Thus far, all of them agree that if CHMS were a major in the College of Arts and Sciences, they would immediately declare the major.

July 18, 2012

In addition, CHMS held a sample survey at an Open Forum held in February 2012 at UNM to discuss the future of CHMS. 40 students present (8 who listed they were minors) completed the survey with the following responses to the question below:

**If Chicana and Chicano Studies were a major at UNM, how likely would you be to choose this major?**

Extremely likely	8
Very likely	9
Likely	3
Somewhat likely	8
-----	
Not at all likely	11
Decline to answer	1
<b>Total survey participants</b>	<b>40</b>

The above-referenced survey is telling because it demonstrates that 70% of the 40 students present at the open forum indicated a somewhat likely to extremely likely degree of interest in the program. Another way of looking at the figure is to state that 20 of those surveyed would declare a major and 8 would be interested in declaring a major. Significantly, the majority of students present at the brown bag did not identify as majors, which underscores the appeal for a Chicana and Chicano Studies major among a broad range of students. Finally, several undergraduate student organizations have submitted a petition to the CHMS Director, Irene Vásquez, asking for the creation of a major in Chicano Studies.

**b. Indicate how you plan to recruit students.**

Chicano Hispano Mexicano Studies plans to recruit students by participating in outreach events on the UNM campus. In addition, once the major is approved the CHMS Director intends to visit a variety of community colleges to inform students of opportunities to major in Chicana and Chicano Studies at UNM. In fall 2012, CHMS will inaugurate online courses targeted to high school students in surrounding high school campuses. CHMS will publicize information about the CHMS minor program to students completing the course as part of their high school graduating requirements. Students declaring the minor will be recruited to become majors.

CHMS will continue to use its annually sponsored programming to inform enrolled students of the degree program in Chicana and Chicano Studies. For example, CHMS will expose students to the degree program through its co-sponsored JSLP brown bags for undergraduate students.

July 18, 2012

In fall 2011, CHMS inaugurated a xicana-ostudiesblog site, which to date has received over 3600 hits and far outnumbers the audience currently served by the UNM CHMS website. In addition to the blog, CHMS will continue to utilize Facebook to highlight CHMS students, faculty and programmatic opportunities. CHMS also plans to maximize the use of the Lobo Vault space to highlight faculty and student successes including teaching, research and service learning accomplishments

**c. How does the program fit with similar and related offerings in the state and region? (Show it does not duplicate existing programs in the market.)**

The proposed degree in Chicana and Chicano Studies does not duplicate any existing programs in the state or region. UNM is also the only flagship campus in the southwest that does not offer a B.A. or M.A. degree in Chicana and Chicano Studies.

The proposal for a Chicana and Chicano Studies BA degree at UNM highlights three critical areas: (Cultural Studies, Intersectional Social and Political Movements and Transnational Perspectives). In addition, CHMS proposes to offer two certificate programs, one in the area of Cultural Landscapes of New Mexico and a second in Transnational Latino Studies. These certificates will provide students with the opportunity to focus on the histories and expressive cultures of Nuevomexicano communities or the complex transnational dynamics that have historically and contemporarily shaped Chicano and Latino communities in the U.S.

Western New Mexico University is the only institution in the state that currently offers a B.A. degree in Chicana and Chicano Studies. The B.A. degree at Western New Mexico University is a 49 unit major in Chicano and Hemispheric Studies. The geographic distance between Western New Mexico and the University of New Mexico is 183 miles. It is unlikely that students in the Albuquerque and surrounding regions would attend Western New Mexico to receive their B.A. degree in Chicana and Chicano Studies. Offering a B.A. degree in Chicana and Chicano Studies at UNM would better address the needs of students in Albuquerque and the surrounding locales. Moreover, the curricular focus of the proposed B.A. degree program at UNM is distinct from the Western New Mexico model because of how it draws on the High Impact framework and focuses on critical social theory and community based learning and promotes undergraduate research. One specific example of the clear distinction between the programs is that the UNM model includes a capstone and community based learning requirement, which the Western New Mexico program does not offer.

New Mexico State University offers a Supplementary Chicano Studies major in the Languages and Literature program. This program does not offer an integrated and systematized interdisciplinary degree in the way that the UNM model herein proposes by systematically drawing on the recent intellectual and theoretical innovations grounded in the discipline of Chicana and Chicano Studies. Rather, the New Mexico State University Chicana and Chicano Studies concentration is made up of a compilation of courses focused

July 18, 2012

on the Mexican American population and offered through traditional departments such as Sociology, History, English and Spanish. The UNM proposal seeks to follow the current intellectual trends of offering a Chicana and Chicano Studies degree program through specific Chicana and Chicano Studies courses, while also including courses from other programs and departments. In addition, the New Mexico State model does not incorporate the capstone and community based learning opportunities or the high impact framework that distinguishes the UNM proposed B.A. model and makes it a unique and truly student-centered Baccalaureate degree.

**d. Provide evidence of demand for program graduates.**

CHMS proposes a Bachelors' Degree in Chicana and Chicano Studies with a 36-unit major in the College of Arts and Sciences. A Bachelor's degree in Chicana and Chicano Studies prepares students to live and work in a complex and changing 21st century society. Students in the degree program will demonstrate advanced lifelong critical thinking skills, effective writing and verbal communications skills, and intercultural competency. The composition of the population of New Mexico and of the United States is increasingly heterogeneous. Moreover, the Latino population is growing rapidly and has become a plurality in New Mexico. Other states now have "majority-minority" populations. There is a critical need for a college-educated population that has a basic familiarity with ethnic diversity and with the trajectory of the U.S. Latino population. As a High Impact Program, Chicana and Chicano Studies is likely to contribute to the retention of first generation students thus making their entry into the middle class a likely possibility. A major in Chicana and Chicano Studies will position students to contribute to and meet the economic needs of the 21st century global economy.

**3. Program Content and Quality**

- a. Describe the curriculum. Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (*Draft catalog copy will be required for full proposal.*)**

**Preparation for the Major**

Courses required for the preparation of the major support the academic development of students in several ways. First the courses are intended to introduce students to the field of Chicana and Chicano Studies. Second, the courses support student understanding of the intersectional histories and experiences of communities of color in the United States and how these have been shaped by local and global dynamics. Third, the courses reinforce and support the development of dual language skills. Fourth, students completing the lower-division coursework of the major will have participated in 3 to 4 High Impact practices.



July 18, 2012

<b>Preparation of Major – 9 units</b>	<b>Course Title</b>
CHMS 102 (New course)	Introduction to Comparative Global and Ethnic Societies
CHMS 201	Introduction to Chicana and Chicano Studies
SPAN	Spanish 202 Intermediate Spanish, or above, or an equivalent course

### **Core Knowledge in the Major**

The courses in the required upper-division curriculum immerse students in the breadth of knowledge that makes up the field of Chicana and Chicano Studies. The courses are designed to reinforce student knowledge of the growing complexity of the field of Chicana/o Studies, examine how gender intersects with race/ethnicity, social status, and sexuality in shaping the experience of Chicana and Chicano populations in the United States, and guide student understanding of the theories, methods and approaches applied in existing body of literatures. Students will be required to complete a capstone assignment and present in an academic and community based forums. Students completing the upper-division coursework of the major will have participated in 3 to 4 High Impact practices.

<b>Core Knowledge – 15 hours</b>	<b>Course Title</b>
CHMS 332	Introduction to Chicana Studies
CHMS 365 (offer as Eng 365)	Chicana/o Cultural Studies
CHMS 384	Community Based Learning
CHMS 480	Approaches in Chicana/o Studies
CHMS 490	Capstone

### **Areas of concentrations**

Coursework in the areas of concentrations offer students opportunities to explore in depth one of the core areas of knowledge in the field of Chicana and Chicano Studies. Students will select one area and complete the equivalent of a semester of study in the area of specialization.

<b>Concentration 1 – Cultural Studies 12 hours</b>	<b>Course Title</b>
CHMS 342	Race Culture Gender Class in NM History
CHMS 351	Expediciones
CHMS 393	Topics Courses
AMST 186	(All Sections) Intro to SW Studies
AMST 360	003 SW Critical Landscapes
AMST 360	101 Southwest Studies
AMST 360	401 Folk Art and Material Culture in the Southwest
AMST 363	Chicano Latino Film



Proposal for a Baccalaureate Degree in Chicana and Chicano Studies

July 18, 2012

ANTH 238	Cultures of the Southwest
ANTH 337	Anthropology of New Mexico
ANTH 340	Culture and Power in the Americas
ENGL 265	Intro to Chicana/o Literature
ENGL 365	Chicana/o Cultural Studies
ENGL 465	Chicano-a Literature
HIST 260	History of New Mexico
SPAN 301	001 Lit Chicana Y Latina
SPAN 301	010 Iconic Women-Iconos
SPAN 301	006 Corridos and Counter Culture
SPAN 301	102 Vatos/Home girls in Lit and Film
SPAN 301	180 Hispanic Culture and Language
SPAN 370	Survey of Chicano Literature
SPAN 371	Spanish of the Southwest
SPAN 375	Southwestern Hispanic Folklore
SPAN 479	New Mexico Folklore

<b>Concentration 2 – Intersectional Politics and Social Movements – 12 hours</b>	<b>Course Title</b>
CHMS 360 (previously taught as Special Topics)	Chicano/Latino Civil Rights
CHMS 362 (previously taught as Special Topics)	Chicana/o Movement
CHMS 364 (previously taught as Special Topics)	Raza Genders and Sexuality
CHMS 393	Topics Courses
AMST 185	Intro Race Class Ethnicity
CRP 486	Planning Issues in Chicano Communities
HIST 363	Early History of Mexican-Americans
POLS 308	Hispanics in US Politics
POLS 301	Government of New Mexico
POLS 307	The Politics of Ethnic Groups
POLS 400	Gender and Race: US Political Leadership
PSY 374	Cross Cultural Psychology
SOC 326	Sociology of NM
SOC 331	Social Movements
SOC 420	Race and Cultural Relations
SOC 428/528	Sociology of Mexican Americans
WMST 200	Intro to Women Studies

July 18, 2012

<b>Concentration 3 – Transnational Perspectives – 12 hours</b>	<b>Course Title</b>
CHMS 310	Immigration and Assimilation
CHMS *460 (previously taught as Special Topics)	Latinos in a Global Society
CHMS 331 (offered as WMS 331)	Transnational Feminisms
CHMS 393	Topics Courses
AMST 309	Globalization and Social Movements
ANTH 340	Culture and Power in the Americas
ECO 239	Economics of Race and Gender
HIST 300	007 Post Revolutionary Mexico
HIST 464	U.S.-Mexico Borderlands
HIST 465	History of Mexican Immigration
SPAN 301	002 Indigenas en Mexico Colonial
SPAN 301	003 Indigenas en Mexico Colonial
SPAN 307	008 Family Migration Narrative
SPAN 101	101 Migracion y la Familia Transnacional
HIST 463	Hispanic Frontiers

### **Certificate in New Mexican Cultural landscapes**

CHMS seeks to establish a 15-hour certificate program in New Mexican Cultural Landscapes. A certificate program in New Mexican Cultural Landscapes draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the borderlands geographies, landscapes and expressive cultures, especially those located in the state of New Mexico.

New Mexico is characterized by a rich and varied landscape that has been the subject of countless poems, novels, histories, folk art, folklore, cuentos, ballads, *dichos* (traditional sayings) and songs. Influenced by Indigenous, Middle Eastern, and European cultures, local and regional peoples have created a vernacular landscape that offers a plethora of informants for academic and scholarly study. Arabic, Spanish, Moorish, Roman, Indigenous, and other Old World architectural influences are still very much alive in New Mexican valleys in the same way that the language, foods, and customs/traditions of northern New Mexico maintain an active link to New Mexico's historical communities. As academics, architects and designers embrace cultural sustainability as a practice and philosophy in building and maintaining structures and communities, there is a need to more fully understand how Mexican and Indigenous peoples and communities in the New Mexican region contributed in myriad ways to regional social, cultural and economic development. A certificate program in New Mexican Cultural Landscapes will provide a critical perspective on past and current, local and regional traditions that support culturally-rich and sustainable communities.

July 18, 2012

During 2011-2012, CHMS faculty members have engaged in extensive academic planning efforts to enhance the quality of the academic program. These efforts centered on identifying potential areas of development that draw on the program faculty's areas of expertise and that are of academic interest to students enrolled in the program. In addition, CHMS faculty members identified areas of the curriculum that would take advantage of the unique capabilities of this academic program. Currently, CHMS has two core faculty, LM García y Griego and Michael Trujillo, whose research and teaching are focused on New Mexico. As Director of the UNM Land Grant Studies Program, García y Griego hires student interns that work in New Mexican rural communities and has a sustained outreach effort to community land grants and acequias. Trujillo has recently published a book focused on northern New Mexico. Both include New Mexico themes in their teaching. In addition, CHMS has a visiting faculty member in residence, Levi Romero, New Mexico's State Centennial Poet, whose research and teaching interests are centered on New Mexican cultural landscapes. The certificate program meets the needs of the CHMS program in establishing a high quality program that distinguishes CHMS from other Chicana and Chicano studies academic programs offered in the United States. CHMS intends to continue to develop this particular area of the curriculum. Recently, the Dean of the College of Arts and Sciences has indicated in its first draft of the 2013-2014 CAS hiring plan that CHMS is expected to receive a Lecturer position. This addition will allow CHMS to further develop this curriculum focus.

<b>New Mexico Cultural Landscapes - 12 hours</b>	<b>Course Title</b>
CHMS 342	Race Culture Gender Class History NM History
CHMS 372 (Previously taught as a Special Topics)	New Mexico Villages and Cultures
CHMS 374 (Previously taught as a Special Topics)	New Mexico Literary Landscape
ANTH 337	Anthropology of New Mexico
AMST 360	003 South West Critical Landscapes
AMST 360	101 Southwest Studies
AMST 360	401 Folk Art and Mat Culture SW
HIST 260	History of New Mexico
HIST 463	Hispanic Frontiers
POLS 301	Government of New Mexico
SPAN 371	Spanish of the Southwest
SPAN 375	Southwestern Hispanic Folklore
SPAN 479	New Mexico Folklore
SOC 326	Sociology of NM

July 18, 2012

CHMS offers nine or ten home courses each semester. Within its current scheduling and budget parameters, each semester CHMS offers one course in the area of New Mexican Cultural Landscapes. For example, in the fall CHMS may offer New Mexico's Literary Landscape and in the spring New Mexico Villages and Cultures. CHMS will continue to offer these two courses to meet credit hours in its minor, major and certificate programs. Additional faculty resources are not required to implement the certificate program and therefore there is no immediate financial impact. However, if CHMS receives the Lecturer position mentioned previously, this will provide a basis for continued development in this area.

### **Online Certificate in Transnational Latino Studies**

Transnational Latino Studies as a certificate program will offer students an interdisciplinary online certificate that enhances their undergraduate education. Through an examination of historical and contemporary dynamics, students will explore the complex issues facing Latino descent communities in the United States and in a variety of transnational settings. The online certificate program will also better prepare students, who are enrolled in formal academic programs and who will be working in the diverse workforce environments of the 21<sup>st</sup> century, to understand multiethnic and multilingual Latino descent populations.

CHMS seeks to establish a 15-hour online certificate program in Transnational Latino Studies. A certificate program in Transnational Latino Studies draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the complex and vibrant make-up of the U.S.-Mexican borderlands, geographies, societies and expressive cultures.

CHMS is positioned to offer an online certificate program in Transnational Latino Studies. This certificate program builds upon faculty expertise in the area of Transnational Latino Studies. Two core faculty members, LM García y Griego and Irene Vasquez are Latin American historians by training and hold joint appointments in CHMS. Moreover, their research has highlighted ways in which Chicana and Chicano issues transcend the border region, particular as regards to the southwestern United States and northern Mexico. Patricia Rosas Lopátegui, a half-time Lecturer in CHMS, specializes in transnational Chicana and Mexican feminist writers and transnational filmmaking. Affiliated faculty members also have expertise in transnational studies. CHMS core and Affiliated faculty members will teach in the Transnational Latino Studies certificate program. In addition, CHMS is prepared to offer online course delivery, which will contribute to the variety of courses currently offered through the College of Arts and Sciences through the Extended University. Moreover, a certificate in Transnational Latino Studies will better situate CHMS in regards to comparable Chicana and Chicano Studies departments and programs at Tier 1 universities. CHMS has the academic assets necessary to keep pace with the innovations that have taken place in the area of transnational and transborder studies within the field of Chicana and Chicano Studies. As a point of comparison, highly regarded Chicana and Chicano Studies programs at UTEP and Arizona State University have adopted transborder and

July 18, 2012

transnational orientations in their curricula. The online certificate program in Transnational Latino Studies would better align the academic program to quality academic programs.

<b>Online certificate in Transnational Studies- 15 hours</b>	<b>Course Title</b>
<b>Introductory Courses – Select one course from the following:</b> CHMS 201  CHMS 102	Introduction to Chicana and Chicano Studies Introduction to Comparative and Global Ethnic Societies
<b>Globalization– Select one course from the following:</b>  CHMS 310 CHMS *460	Immigration and Assimilation Latinos in a Global Society
<b>Gender and Expressive Culture– Select one course from the following:</b> CHMS 331 (Offered as WMST 331) CHMS 365 (Offered as ENG 365)	Transnational Feminisms Chicana/o Cultural Studies
<b>Community Studies– 6 units</b>  CHMS 384 (up to 3 units) CHMS 351 (up to 6 units) CHMS 495 (up to 3 units)	Community Based Learning Expediciones Undergraduate Problems

CHMS offers nine or ten home courses each semester. Within its current scheduling and budget parameters, each semester CHMS offers one course in the area of Transnational Studies. For example, in the fall CHMS may offer Immigration and Assimilation as a crosslisted course with the History Department. In the spring, it may offer Latinos in a Global Society as a crosslisted course with Management and Sociology, and Cine Chicano and Latino as a crosslisted course with Spanish and Media Arts. CHMS plans to continue to offer at least two of these courses to meet credit hours in the minor and proposed major and certificate programs. Additional faculty resources are not required to implement the certificate program and therefore there is no immediate financial impact. Additional funds may be provided through the Extended University to make this certificate available to Mexican students in Mexico.

July 18, 2012

**b. What are the expected student learning outcomes for the program? (What will the students know and what will they be able to do when they complete this program?)**

**Six Student Learning Outcomes for the Chicana and Chicano Studies Degree Program**

1. Students will assess and apply diverse social, historical, economic and cultural perspectives as they impact Mexican and Latino populations in the United States to develop global and intercultural competencies.
2. Students will analyze and critically interpret significant examples of textual and cultural production among diverse Chicano and Mexican descent communities and explicate the social, economic, and historical context of these cultural and creative expressions.
3. Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that is clear, compelling, and challenging.
4. Students will employ advanced research skills in producing a research paper or project for public presentation.
5. Students will demonstrate an ability to engage in creative problem-solving in a community based learning setting; and
6. Students will evaluate the applicability and relevance of specific theories and approaches to Chicana/o experiences and to the interdisciplinary field of study.

**c. What instructional model(s) will be used in delivering the program?**

CHMS intends to continue offering an excellent academic curriculum that utilizes new media approaches, community based learning opportunities, and intensive undergraduate research experiences. The program will offer survey, lecture and seminar courses. CHMS also will continue to build its selection of online courses.

**d. If applicable, describe any accreditation issues, including the following:**

Currently, the field of Chicana and Chicano Studies does not have an accreditation body or process. CHMS would anticipate that should such a body or process be established that CHMS would seek accreditation.

**1. Will accreditation be sought for the program? If so, describe the process and expenses involved.**

N/A

**2. How does the program affect any existing accreditation and licensure requirements?**

N/A

July 18, 2012

#### **4. Evaluation and Assessment**

**a. What is the governance structure of the program? Thorough discussion is especially important for interdepartmental and intercollegiate programs.**

The CHMS minor program is currently coordinated through a multi-leveled interactive governance structure involving the CHMS Director, the CHMS Core Faculty (faculty whose lines are in CHMS) the CHMS program faculty (including the tenure and tenure track faculty as well as PTI instructors), and a CHMS Advisory Board (comprised of representatives from CHMS program faculty, CHMS staff, UNM student services staff and undergraduate and community representatives). The Core and Program faculty design curricular and policy matters in conjunction with advise from the CHMS Advisory Board. The CHMS Director is responsible for the administration of the academic units. On course scheduling matters, the CHMS Director coordinates with department Chairs and program Directors on the offering and cross listing of courses.

**b. How will the program's learning outcomes be measured?**

The CHMS Director carries the primary responsibility for completing an annual student learning outcomes report. The Director will develop a comprehensive four-year assessment plan to measure learning outcomes. CHMS faculty will develop and use rubrics that link course student learning outcomes to the program learning outcomes. Course rubrics are based on the LEAP rubrics available on the website for the Association of American Colleges and Universities. Rubrics will be used to measure learning outcomes in selected core courses in the program as well as program learning outcomes.

All CHMS teaching faculty will also be involved in collecting data from courses, particularly those teaching the core-required curriculum. CHMS will use both formative and evaluative assessment in the five-year plan.

**c. What other measures to evaluate program effectiveness are contemplated?**

CHMS will develop and administer student satisfaction surveys with enrolled students and CHMS alumni. This information will be used in combination with the course data to measure student learning and satisfaction. The program will utilize the capstone course to measure the progression of student learning.



July 18, 2012

**d. Chicana and Chicano Studies Four-Year Course and Program Assessment**

<b>Student Learning Outcomes Assessment</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2015-2016</b>	<b>2016-2017</b>
1. SLO's to be assessed	1, 4, 5	2, 3, 6	1, 4, 5	2, 3, 6
2. What will be assessed?	CHMS 201 (Spring) CHMS 384 (Fall) CHMS 490 (Spring)	CHMS 201 (Fall) CHMS 332 (Spring) CHMS 490 (Spring)	CHMS 102 (Fall) CHMS 201 (Spring) CHMS 384 (Fall) CHMS 490 (Spring)	CHMS 201 (Fall) CHMS 332 (Spring) CHMS 490 (Spring)
3. What evidence will be used (direct or indirect?)	Assignment Rubrics Student Presentations Student Surveys Interviews/ Focus Groups	Assignment Rubrics Portfolios Student Presentations	Assignment Rubrics Student Presentations Student Surveys Interviews/ Focus Groups	Assignment Rubrics Portfolios Student Presentations
4. How will the evidence be evaluated?	The Instructor of Record will collect the data and meet with the Director to discuss the results of the data. A short report will be generated by the Instructor of Record and the Director. The report will be shared with the program faculty. The program faculty will examine and analyze the results.	The Instructor of Record will collect the data and meet with the Director to discuss the results of the data. A short report will be generated by the Instructor of Record and the Director. The report will be shared with the program faculty. The program faculty will examine and analyze the results.	The Instructor of Record will collect the data and meet with the Director to discuss the results of the data. A short report will be generated by the Instructor of Record and the Director. The report will be shared with the program faculty. The program faculty will examine and analyze the results.	The Instructor of Record will collect the data and meet with the Director to discuss the results of the data. A short report will be generated by the Instructor of Record and the Director. The report will be shared with the program faculty. The program faculty will examine and analyze the results.
6. How will curriculum decisions be made?	Program faculty will evaluate and discuss the results of student learning outcomes assessment during CHMS program faculty meetings.	Program faculty will evaluate and discuss the results of student learning outcomes assessment during CHMS program faculty meetings.	Program faculty will evaluate and discuss the results of student learning outcomes assessment during CHMS program faculty meetings.	Program faculty will evaluate and discuss the results of student learning outcomes assessment during CHMS program faculty meetings.

**5. Required Resources**

**e. How many faculty are necessary for program delivery and what are their qualifications?**

CHMS can offer a Bachelor's degree with the currently existing faculty workload. The CHMS minor is 24 units. CHMS has planned a 36 unit major. The expansion of units from 24 to 36 is the equivalent of one semester. CHMS anticipates that current minors will declare a



July 18, 2012

major. In the past CHMS has offered 70% of its courses as Special Topics. The program plans to shift away from an ad hoc offering of courses to a regular systemized curriculum with core knowledge and areas of specialization. An analysis of the degree requirement reveals that CHMS currently has the faculty workload to offer a degree program.

CHMS does anticipate program growth and development over the next five years based on current growth patterns and as a result of the development of a baccalaureate degree program. Therefore, CHMS has developed a hiring plan that grows the faculty from its current 1.75 FTE to 4 FTE over the next five years. When CHMS grows more expansively, additional faculty lines will be needed to support quality expansion and curricular relevancy in the field of Chicana and Chicano Studies. Currently, CHMS offers 10 courses a semester. Based on road map of degree completion, students could complete a degree in the period of four years to five years.

**f. How will this program affect the workload of current faculty and support staff?**

CHMS offers a minor program. As a minor, CHMS currently completes the same functions and operations of an academic department in the College of Arts and Sciences (i.e. hiring of faculty, scheduling, budget planning, enrollment management and learning outcomes reports). The only immediate impact on staff and faculty will be that the faculty advisor will need additional training to be able to provide more extensive advising on the overall university and degree requirements. In addition, CHMS expects more work for the Director and the faculty in regards to measuring learning outcomes. However, these accountability measures are required of all academic programs and, ultimately, the program would be expected to absorb additional workload.

**g. Will additional faculty or staff be required? What is the cost?**

As mentioned above, CHMS can offer the degree program on the currently existing faculty. CHMS currently has 1.5 FTE (.25 pending). In line with program expansion, CHMS, aims to grow its FTE from 1.5 to 4 over the next five years.

**h. What faculty and staff development services will be needed?**

The CHMS Director will seek additional training in advising from the College of Arts and Sciences.

**i. What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?**

N/A

July 18, 2012

**f. Are there any needs for additional or renovated space?**

CHMS is currently in need of a seminar space. However, the program currently functions without one. If CHMS is moved to accommodate the Anderson School of Management then additional space to accommodate faculty offices, a faculty conference room, and a student conference room, as well as a lab space to accommodate a small computer lab for students will be requested.

**g. What student support services are likely to be needed and to what extent (CAPS, library, ITS, advising, etc.)? What is the estimated cost?**

The degree program will utilize the same advisorial support provided to minors. In fact, we expect that a majority of the current minors will change to a major in Chicana and Chicano Studies. The only notable difference is advising students of the number of units and the types of courses they will be required to complete in a degree program.

**h. What student support will be needed (GA & TA positions, scholarships, internships, etc.)?**

CHMS will request a Graduate Teaching Assistantship position through the College of Arts and Sciences. However, the major as proposed can be taught over the next several years without additional GA & TA support.

**i. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.**

**Projected Enrollment and Costs**

**Enrollments in Chicano Hispano Mexicano Studies, 2010-2015  
(Actual and Projected)**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Actual	Actual	Projected	Projected	Projected
# of students	164	231	242	254	267

Student enrollments in the Chicano Hispano Mexicano Studies programs grew by over 30% in the 2011-2012 academic year. Student interest and strategic planning efforts in CHMS partly account for the growth in student enrollment. Over the next five years, CHMS projects that it will continue to grow by a minimum of 5% annual growth. As a result of systematic efforts, CHMS has grown the student credit hours generated by CHMS offerings.

July 18, 2012

**CHMS Credit Hours, 2010-2015  
(Actual and Projected)**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Actual	Actual	Projected	Projected	Projected
Student credit hours	492	693	726	762	801

CHMS has developed a five-year hiring plan and will be requesting additional FTE to support program development. However, additional faculty lines are not immediately required in order for CHMS to offer a baccalaureate degree. Please see Appendix \_\_ for five year faculty hiring plan

**CHMS Projected FTE growth**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Projected FTE growth	.5	1.5	1.75	3	4

**a. If applicable, describe anticipated sources of new revenue required for the program.**

CHMS is currently expanding the number of online and television delivery courses. The number of TV and online courses will grow in the first year by 50%, grow by 33% in the second year, and grow by 33% in the third year.

**Project sources of Extended University Revenue, 2010-2015**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
# of courses	0	1	2	4	10
\$ earned	0	10,000	10,000	20,000	30,000

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1057**

Fields marked with \* are required

Name of Initiator:

Irene Vasquez

Email:\*

[ivasquez@unm.edu](mailto:ivasquez@unm.edu)

Date:\*

06-17-12

Phone Number:\*

505 277-0998

Initiator's Title\*

Director, CHMS

Associated Forms exist?\*

Please Select ▼

Faculty Contact\*

Irene Vasquez

Administrative Contact\*

Antoinette Rael

Department\*

Chicano Hispano Mexicano Studies

Admin Email\*

arael64@unm.edu

Branch

Main

Admin Phone\*

Chicano Hispano Mexicano Studies

Proposed effective term:

Semester

Spring ▼

Year

2013 ▼

**Course Information**

Select Appropriate Program

Undergraduate Degree Program ▼

Name of New or Existing Program

\* Chicano, Hispano, Mexicano Studies Program

Select Category

Department ▼

Degree Type

Undergraduate

Select Action

Name Change ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

[Chicana and Chicano Studies Statement of Purpose.doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

The name change from Chicano Hispano Mexicano Studies to Chicana and Chicano Studies offer greater academic visibility nationwide and a closer alignment to the field of Chicana and Chicano Studies. This field of study exists at a variety of college campuses and universities across the nation. The name change will also be in line with the title of the national association called the National Association of Chicana and Chicano Studies (NACCS). NACCS hosts an annual conference highlighting trends and developments in the field of Chicana and Chicano Studies. The name change will occur with the proposal for a Bachelor s degree in Chicana and Chicano Studies to provide consistency in the title of the program and alignment with the field of Chicana and Chicano Studies. Please see the attached detailed rationale for the name change.

[Rational for Name Change.doc](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Rational for Name Change.doc](#)

## **Chicana and Chicano Studies**

### **College of Arts and Sciences**

#### **Statement of Academic Purpose**

The Chicano Hispano Mexicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano/Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate minor as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana/o cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, and Chicana feminism and/or Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

Students may take any of the Chicano Hispano Mexicano Studies courses as electives, or they may enroll in the Chicano Hispano Mexicano Studies Minor through the College of Arts and Sciences Advisement Center. Additionally, students in the Bachelor of University Studies or American Studies may design a special focus in Chicano Hispano Mexicano Studies for their major.

Proposed Name Change for Chicano Hispano Mexicano Studies  
University of New Mexico  
June 16, 2012

### Rationale

The Chicano Hispano Mexicano Studies Program Faculty and the Chicano Hispano Mexicano Studies Advisory Board at the University of New Mexico propose changing the name of Chicano Hispano Mexicano Studies to Chicana and Chicano Studies for academic and programmatic reasons. This proposal resulted from academic planning discussions and dialogues that occurred during meetings of the CHMS program faculty and CHMS Advisory Board meetings over the past two academic years. The process for considering a name change has gone through several consultative steps detailed below.

### Background

In December 2012, after deliberations that occurred previously over a period of one year and a half years, the Chicano Hispano Mexicano Studies Advisory Board unanimously endorsed a name change from the current Chicano Hispano Mexicano Studies to Chicana and Chicano Studies. The CHMS advisory board is made up of CHMS and SHRI faculty, student, staff and community representatives. In December 2012, the CHMS Advisory Board forwarded the recommendation to the CHMS program faculty. During the December 15, 2012 CHMS retreat, the CHMS program faculty voted unanimously to support the name change from Chicano Hispano Mexicano Studies to Chicana and Chicano Studies. On February 21, 2012, CHMS offered a public forum on the CHMS program at UNM. During the forum the name change proposal was announced and a consensus was reached on the name change and, further, a proposal for a Chicana and Chicano Studies Baccalaureate degree at UNM

### Rationale

The CHMS Advisory Board and the CHMS program faculty voted to endorse a name change based on the following:

- The name change aligns Chicana and Chicano Studies with the discipline of Chicana and Chicano Studies, which exists at college campuses and universities across the nation and is in line with the title of the national association called the National Association of Chicana and Chicano Studies (NACCS). NACCS hosts an annual conference highlighting trends and developments in the field of Chicana and Chicano Studies.
- The name change will occur with the proposal for a Bachelor's degree in Chicana and Chicano Studies to provide consistency in the title of the program and alignment with the field of Chicana and Chicano Studies.

### Name Change Endorsements

On April 20, 2012, faculty affiliates of the Southwest Hispanic Research Institute endorsed the name change. In May 2012, the Chairs of the New Mexico Land Grant Council and the League of United Latin American Citizens sent letters of endorsement addressed to Provost Chaouki Abdallah.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1051**

Fields marked with \* are required

**Name of Initiator:** Amber Mattson

**Email:\*** [midgetl@unm.edu](mailto:midgetl@unm.edu)

**Date:\*** 04-24-12

**Phone Number:\*** 7-9929

**Initiator's Title\*** Administrative Assistant/Scheduling Coordinator

Associated Forms exist?\*

Please Select ▼

**Faculty Contact\*** Luke Lester

**Administrative Contact\*** Amber Mattson

**Department\*** Electrical and Computer Engineering

**Admin Email\*** amattson@ece.unm.edu

**Branch**

**Admin Phone\*** 277-9929

**Proposed effective term:**

**Semester** Fall ▼

**Year** 2012 ▼

**Course Information**

Select Appropriate Program

Graduate Degree Program ▼

**Name of New or Existing Program**

\* Ph.D. Engineering Electrical & Computer Engineering

Select Category

Concentration ▼

Degree Type

Select Action

Revision ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

[ECE Concentration changes.doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

(REGISTRAR'S NOTE: THIS FORM REQUESTS CHANGES TO THE COMPUTER ENGINEERING CONCENTRATION THAT INCLUDE CHANGES TO THE CORE COURSES, ELIMINATION OF ANY EMPHASIS, ADDITION OF AN EMPHASIS, AND REVISION OF EMPHASES REQUIREMENTS. IT ALSO REQUESTS FOR THE ELECTRICAL ENGINEERING CONCENTRATION CHANGES TO CORE COURSES, AN EMPHASIS NAME CHANGE, ADDITION OF AN EMPHASIS, AND CHANGES TO THE EMPHASES REQUIREMENTS.) The emphases and core courses for the Electrical and Computer Engineering concentrations have changed to provide more relevant education for the students within each emphasis. The hours of technical electives for a Ph.D. have been decreased to promote a greater focus on the emphasis courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

# Graduate Program

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## Ph.D. in Engineering

### Concentration in Computer Engineering

Emphases are: Computer Architecture, ~~High-Performance Computing~~, Computer Graphics and Vision, Computer Networks and Systems, Image Processing, and Computational Intelligence.

Computer Engineering Core Courses:

ECE ~~500, 509~~, 516, 517, 520, 522, 533, 536, 537, 538, 539, 540, ~~547~~, 549.

Computer Engineering Emphases:

- Computer Architecture: ECE 520, ~~537~~, 522, 538.
- ~~High-Performance Computing: 509, 537, 538.~~
- Computer Graphics and Vision: ECE 516, 533, 537.
- Computer Networks and Systems: ECE 536, 537, 540.
- Image Processing: ECE ~~517~~, 533, 537, ~~539, 641~~.
- Computational Intelligence: ECE 517, ~~533~~, 537, ~~539~~, 549.

### Concentration in Electrical Engineering

Emphases are: ~~Control-Systems~~ Systems and Controls, Signal Processing, Image Processing, Communications, Optoelectronics, Applied Electromagnetics, ~~and~~ Microelectronics, ~~and~~ Power and Energy.

Electrical Engineering Core Courses:

ECE 500, 520, 523, 533, 534, 539, 541, 542, 546, 560, 561, ~~565~~, 569, 570, 572, 576, 582, 584, 588.

Electrical Engineering Emphases:

- ~~Control-Systems~~ Systems and Controls: ECE 500, 541, 546.
- Signal Processing: ECE 500, 539, 541.
- Image Processing: ECE ~~500~~, 533, 539, 541.
- Communications: ECE 500, 541, 542.
- Optoelectronics: ECE 561, ~~565~~, 570, 572.
- Applied Electromagnetics: ECE 534 or 569, 560, 561.
- Microelectronics: ECE 520, 523, 576.
- Power and Energy: ECE 582, 584, 588.



## Course Requirements

In addition to the general University doctoral degree requirements listed in the Graduate Program section of the UNM Catalog, students pursuing a Ph.D. must choose an area of emphasis and take three courses (9 hours) from this area of emphasis, one course (3 hours) from another computer engineering or electrical engineering emphasis, and ~~42~~ 36 hours of technical electives. The department also requires at least two credit hours of ECE 590, Graduate Seminar. No more than 9 hours of problems courses (ECE 551 or 651) will count toward the Ph.D. Other program information is available at <http://www.ece.unm.edu>.

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*(end of Graduate Program section, delete the following)*

~~Areas of focus are: Computer Architecture, Computer Graphics and Vision, Computer Networks and Systems, Image Processing, and Computational Intelligence.~~

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1034**

Fields marked with \* are required

**Name of Initiator:** Jeanmarie Keim

**Email:\*** [jkeim@unm.edu](mailto:jkeim@unm.edu)

**Date:\*** 02-22-12

**Phone Number:\*** 505 277-1353

Initiator's Title\* Associate Professor: Individual Family Comm Educ

Associated Forms exist?\*

Please Select ▼

Faculty Contact\* Jean Keim

Administrative Contact\* Cynthia Salas

Department\* IFCE

Admin Email\* casalas@unm.edu

Branch

Admin Phone\* 277-4318

Proposed effective term:

Semester

Spring ▼

Year

2012 ▼

**Course Information**

Select Appropriate Program

Graduate Degree Program ▼

Name of New or Existing Program

\* Ph.D. Counselor Education

Select Category

Degree ▼

Degree Type

Ph.D.

Select Action

Revision ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

[The Doctorate in Counselor Education rev.doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards for counselor education doctoral programs require a minimum of 96 credits. Doctoral programs have also experienced modified course requirements in the latest standards revision. The Counselor Education faculty are proposing these revisions to the PhD, in accordance with CACREP standards, and in preparation for our site visit.  
[Doctorate in Counselor Education old Catalog text.doc](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

## The Doctorate in Counselor Education

The Doctor of Philosophy degree in Counselor Education is designed for those who have completed a Master's degree in Counseling or an allied field and who are licensed or are eligible for professional licensure in Counseling or a closely related profession. The doctoral program is accredited by CACREP. A minimum of 94 credits are required to successfully complete the program including a 24-hour supportive area and a dissertation. The Counselor Education program will accept up to 36 hours of graduate transfer credit to be applied to the Ph.D. program. All substitutions of courses must be approved by the Counselor Education program faculty before a substitute course can be used to fulfill a requirement. A course may be used to fulfill requirements in more than one area, but the student's program of studies must still include 94 credit hours.

The program requires that students develop competency in teaching, research, supervision and consultation. These competencies, added to the professional expertise in counseling demonstrated at the point of admission into the doctoral program, enable the doctoral graduate to successfully carry out a wide range of supervisory, consultative, teaching, research and counseling activities in a variety of professional settings. Graduates are well suited to: college or university faculty positions in counselor preparation programs; supervisory roles in counseling services, mental health clinics, hospitals, schools and private practice settings; mental health consultation with individuals, groups and organizations, and direct preventive or remedial mental health services. The program is not a psychology program and does not prepare students for psychology licensure.

### Admission

Admission to the program is based on scholarship, academic background, work experience, letters of reference, a writing sample, a statement of intent, culturally diverse experience and scores on the Graduate Record Examination. Final selection of candidates is made after an interview of finalists. For additional information on the program and application procedures, contact the Counselor Education Program. Admission to the program is for fall semester of each academic year only.

### Doctoral curriculum Includes:

Counseling Core Courses (12 credits)

Research (16 credits)

Teaching (6 credits)

Supervision (6 credits)

Consultation (3 credits)

Diversity Studies (9 credits)

The doctoral program requires 600 hours of internship involving practical experience in supervision, teaching and/or consultation. Internships are arranged with any program faculty and coordinated by the doctoral program coordinator.

### Supportive Area (24 credits)

Typical supportive areas from other programs that students select include, but are not limited to: Educational Leadership, Educational Psychology, Family Studies, Health Education, Management, Psychology, Public Administration, Public Health, Organizational Learning and Instructional Technology,

and Language, Literacy and Sociocultural Studies. The courses selected from a supportive area are approved by the student's advisor and Program of Studies Committee members.

Dissertation (18 credits)

## AA Associate of Arts Business Administration (61 Credits)

The Associate of Arts in Business Administration is meant for that student who wants to transfer into a Bachelor of Business Administration program offered at Anderson School of Management on the Albuquerque Campus or through the UNM Gallup Bachelor and Graduate Programs. The student will complete all general education and the lower divisions business courses needed for application to Anderson School. (See UNM General Bulletin for Admission Requirements).

### GENERAL EDUCATION REQUIREMENTS (46):

#### Communications (9):

Engl 101 Comp 1: Exposition	3cr
Engl 102 Comp 11: Analysis & Argument	3cr
Engl 219 Technical & Professional Writing <i>OR</i>	3cr
Engl 220 Expository Writing	3cr

#### Math (6):

<b>Math 121 College Algebra</b> <i>OR</i>	3cr
Math 150 Pre-Calculus Mathematics	
<b>Math 162 Calculus</b> <i>OR</i>	4cr
Math 180 Elements of Calculus 1	3cr

#### Humanities (3):

Choose from AMST 186, HIST 101, 102, 161, 162;	3cr
PHIL 101, 102, 111, 156, 201, 202;	

#### Physical/Natural Sciences (7):

Two courses plus one corresponding lab from: Anthr 121L, 150/151L, Astronomy 101/101L; Biology 110/112L, 123/124L; Chemistry 111L, 121L, 122L, 131L, 132L, Earth Science& Plan Sci 101/105L, 201L; Env Sci 101/102L; Geography 101/105L; Natural Science 261L, 262L, 262L; Physics 102/102L, 105, 151/151L, 152/152L, 160/160L, 161/161L

#### Social and Behavioral Sciences (15):

Two more courses from AMST 182 or 185; ANTH 101, 110 or 130; ECON 105 or 106, Community and Regional Planning 181, GEOG 102, LING 101; POLS 110, 200, or 220, 240; PSY 105 and SOC 101

#### Fine Arts (3):

Choose from ARCH 101, ARTH 101, 201, 202; MUS 139

#### Second Language (3):

One from any of the lower division non-English language offerings of the Departments of Linguistics; Spanish and Portuguese, Foreign Languages, including American Sign Language 201, 210, 211, or 310, Navajo, or Foreign Language in another department and program.

#### Business Core (9):

CS 150L Computer for Business Students	3cr
STAT 145 Introduction to Statistics <i>OR</i>	3cr
MGMT 290 Introduction to Business Statistics	
MGMT 202 Principals of Financial Accounting <i>OR</i>	3cr
MGMT 101 Fundamentals of Accounting I <i>AND</i>	
MGMT 102 Fundamentals of Accounting II	
MGMT 113 Management: An Introduction	3cr
MGMT 195 Introduction to Entrepreneurship <i>OR</i>	3cr
MGMT 222 Introduction to Marketing	3cr

#### Electives (6):

Mgmt 101 and Mgmt 102 can be taken at UNM-Gallup and substitute for Mgmt 202 at UNM-Anderson. MGMT 222 Principles of Marketing can count toward the BBA MGMT 322 requirement if students successfully complete an additional marketing course with a grade of B or better.

FOR ADVISEMENT: Contact the Business Technology, (505) 863-7511.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C959**

Fields marked with \* are required

**Name of Initiator:** Coleen Arviso

**Phone Number:\*** 505 863-7708

**Email:\*** [ccarviso@unm.edu](mailto:ccarviso@unm.edu)

**Date:\*** 09-29-11

**Initiator's Title\*** IT Faculty: Gallup Branch

**Associated Forms exist?\*** Yes

**Faculty Contact\*** Coleen Arviso

**Administrative Contact\*** Jody Sowers

**Department\*** Business and Technology

**Admin Email\*** Business and Technology

**Branch** Gallup

**Admin Phone\*** 505 863-7679

**Proposed effective term:**

**Semester** Fall

**Year** 2012

**Course Information**

**Select Appropriate Program** Undergraduate Degree Program

**Name of New or Existing Program** \* AA Pre-Business Administration

**Select Category** Major

**Degree Type**

**Select Action** Name Change

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

[AA Associate of Arts Business Administration.doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
**REGISTRAR'S NOTE: THIS FORM REQUESTS A NAME CHANGE FOR THE MAJOR FROM PRE-BUSINESS ADMINISTRATION TO BUSINESS ADMINISTRATION, AS WELL AS REVISION OF THE MAJOR REQUIREMENTS.** The AA-Pre Business Administration would remove Pre from the name. The AA in Business Administration update will better serve our students and branch. The new program change will shift to meet and ensure a flawless articulation with the UNM Anderson School of Management. The UNM Albuquerque Anderson School of Management contact person is Dr. Dante Di Gregorio. Dr. Di Gregorio supports this change and will help in the curriculum process. Dr. Dante Di Gregorio, Associate Professor Office: 505.277.3751 ; Fax: 505.277.9868 ; Email: Digregorio@mgt.unm.edu

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

## AA Associate of Arts Business Administration (61 Credits)

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Engl 219 Technical & Professional Writing <i>OR</i>	3cr
Engl 220 Expository Writing	3cr

#### Math (6):

<b>Math 121 College Algebra</b> <i>OR</i>	3cr
Math 150 Pre-Calculus Mathematics	
<b>Math 162 Calculus</b> <i>OR</i>	4cr
Math 180 Elements of Calculus 1	3cr

#### Humanities (3):

Choose from AMST 186, HIST 101, 102, 161, 162;	3cr
PHIL 101, 102, 111, 156, 201, 202;	

#### Physical/Natural Sciences (7):

Two courses plus one corresponding lab from: Anthr 121L, 150/151L, Astronomy 101/101L; Biology 110/112L, 123/124L; Chemistry 111L, 121L, 122L, 131L, 132L, Earth Science& Plan Sci 101/105L, 201L; Env Sci 101/102L; Geography 101/105L; Natural Science 261L, 262L, 262L; Physics 102/102L, 105, 151/151L, 152/152L, 160/160L, 161/161L

#### Social and Behavioral Sciences (15):

Two more courses from AMST 182 or 185; ANTH 101, 110 or 130; ECON 105 or 106, Community and Regional Planning 181, GEOG 102, LING 101; POLS 110, 200, or 220, 240; PSY 105 and SOC 101

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MGMT 290 Introduction to Business Statistics	
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MGMT 101 Fundamentals of Accounting I <i>AND</i>	
MGMT 102 Fundamentals of Accounting II	
MGMT 113 Management: An Introduction	3cr
MGMT 195 Introduction to Entrepreneurship <i>OR</i>	3cr
MGMT 222 Introduction to Marketing	3cr

#### Electives (6):

Mgmt 101 and Mgmt 102 can be taken at UNM-Gallup and substitute for Mgmt 202 at UNM-Anderson. MGMT 222 Principles of Marketing can count toward the BBA MGMT 322 requirement if students successfully complete an additional marketing course with a grade of B or better.

FOR ADVISEMENT: Contact the Business Technology, (505) 863-7511.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C840**

Fields marked with \* are required

**Name of Initiator:** Magdalena Avila

**Phone Number:\*** 505 277-8175

**Associated Forms exist?\***

Please Select ▼

**Email:\*** [avilam@unm.edu](mailto:avilam@unm.edu)

**Date:\*** 10-21-10

**Initiator's Title\*** Assistant Professor

**Faculty Contact\*** Magdalena Avila

**Administrative Contact\*** Gloria Napper Owen

**Department\*** HESS

**Admin Email\*** College of Education

**Branch** Main

**Admin Phone\*** Health Education

**Proposed effective term:**

Semester

Fall ▼

Year

2012 ▼

**Course Information**

Select Appropriate Program

Graduate Degree Program ▼

Name of New or Existing Program

\* MS Health Education

Select Category

Degree ▼

Degree Type

MS

Select Action

Revision ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**  
See current catalog for format within the respective college (upload a doc/pdf file)

[Current COM HED Requirements 2011\[1\].doc](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
HED 576 is being added to the core requirements for the Master of Science in Community Health Program. Three elective hours were eliminated to keep the core requirements at 36 hours.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*



Current Comm. Health program  
2011-2012 Course Catalog

EDPY 511	Introduction to Educational Statistics	3
HED 506	Health Behavior Theory	3
HED 507	Research Design	3
HED 511	Administration Aspects of Sch/Com Hlth	3
HED 571	Advanced Community Health	3
HED 572	Program Planning in Health Education	3
HED 574	Epidemiology	3
HED 582	Health Promotion in Multicultural Settings	3
<u>HED 595</u>	<u>Field Experience</u>	<u>3</u>
Total		27

Students will complete the 36 hour program with approved electives.

Plan 1: Thesis

Required course work, 27 hours; approved elective coursework, 3 hours; thesis, 6 hours  
(defense of thesis required).

Total Program: 36 hours

Plan 2: No Thesis (Passing Comprehensive Examination Required)

Required course work; 27 hours, approved elective course work, 9 hours.

Total Program: 36 hours

Proposed Comm. Health program.  
2011-2012 Course Catalog

EDPY 511	Introduction to Educational Statistics	3
HED 506	Health Behavior Theory	3
HED 507	Research Design	3
HED 511	Administration Aspects of Sch/Com Hlth	3
HED 571	Advanced Community Health	3
HED 572	Program Planning in Health Education	3
HED 574	Epidemiology	3
HED 576	Measurement and Evaluation	3
HED 582	Health Promotion in Multicultural Settings	3
HED 595	Field Experience	3
Total		30

Plan 1: Thesis

Required course work, 30 hours; thesis, 6 hours (defense of thesis required).

Total Program: 36 hours

Plan 2: No Thesis (Passing Comprehensive Examination Required)

Required course work, 30 hours, approved elective course work, 6 hours.

Total Program: 36 hours