

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

Fields marked with * are required

Name of Initiator:

Irene Vasquez

Email:*

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

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.

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

University	Location	Department Name	Level of Degree
University of Arizona	Tucson, Arizona	Mexican American Studies & Research Center	BA Mexican American Studies
Arizona State University	Tempe, Arizona	The Hispanic Research Center	BA Transborder Chicana/o and Latina/o Studies
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
University of California Berkeley	Berkeley, California	Chicano/Latino Studies Program in the Department of Ethnic Studies	BA & PhD Ethnic Studies, Chicano Studies Program
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
Colorado State University-Fort Collins	Fort Collins, Colorado	Ethnic Studies Department	BA
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
University of Texas Austin	Austin, Texas	Mexican American Studies	MA
University of Texas San Antonio	San Antonio, Texas	Mexican American Studies	BA
University of Texas Pan American	Edinburg, Texas	Mexican-American Studies	BA
Michigan State University	East Lansing, Michigan	Chicano/Latino Studies Program	BA, PhD
University of Minnesota	Minneapolis, Minnesota	Chicano Studies Department	BA

BA in Chicana and Chicano Studies (CSS)

Four Year Road Map

Course Subject and Title	Cr. Hrs.	Major	Minor/2nd 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 <i>anytime after 10th week - Use Degree Audit</i>						
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 nd 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 nd 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 nd Major Requirement	3		3		3	C
Elective any Level	3					D-
2 nd Major or Elective any level	3					C
2 nd Major or Upper-Division Elective	3				3	C
2 nd Major or Upper-Division Elective	3				3	C
Total	18					
Senior Visit - Advisement						
Departmental Check in						

Course Subject and Title	Cr. Hrs.	Major	Minor/2nd 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 nd Major Requirement	3		3			C	
SPA 200 level or above	3	3	3			C	
Total:	16						
Sophomore Advisement <i>Enhanced Degree Audit skills</i>							
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 nd 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 nd 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 nd Major or Upper-Division Elective	3				3	C	
2 nd Major or Upper-Division Elective	3				3	C	
2 nd 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

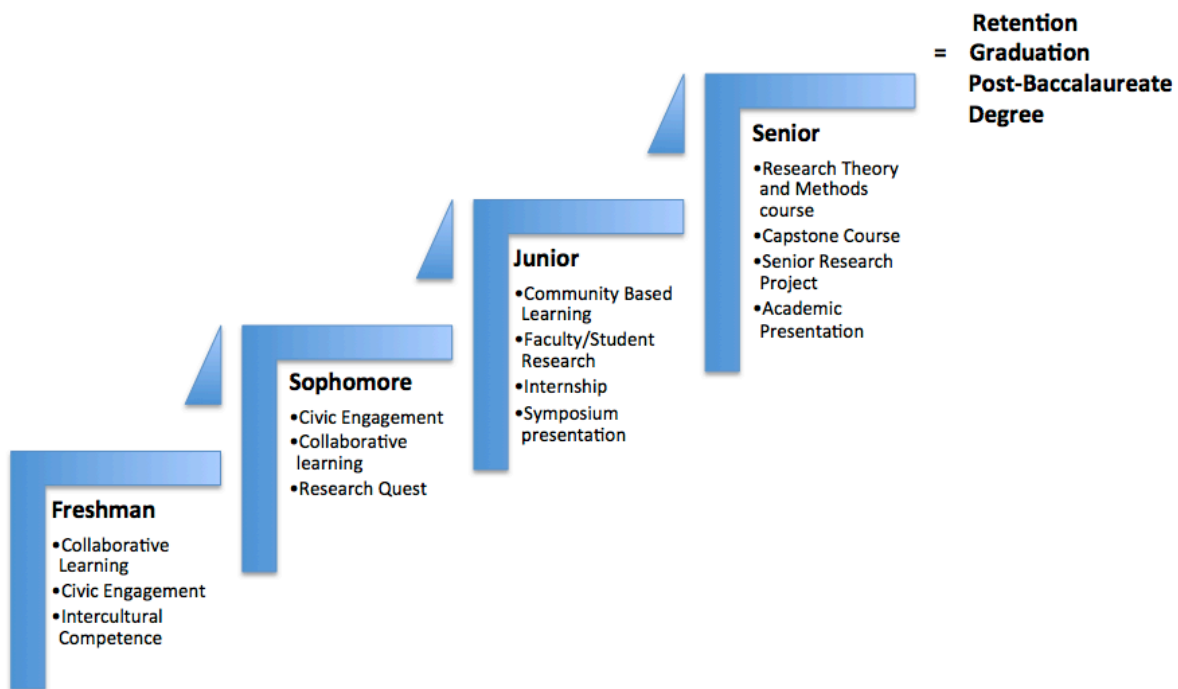
Career Opportunities and Pathways for Chicana and Chicano Studies Majors

- 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
Total survey participants	40

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

Preparation of Major – 9 units	Course Title
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.

Core Knowledge – 15 hours	Course Title
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.

Concentration 1 – Cultural Studies 12 hours	Course Title
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

Concentration 2 – Intersectional Politics and Social Movements – 12 hours	Course Title
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

Concentration 3 – Transnational Perspectives – 12 hours	Course Title
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.

New Mexico Cultural Landscapes - 12 hours	Course Title
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 21st 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.

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

Student Learning Outcomes Assessment	2012-2013	2013-2014	2015-2016	2016-2017
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