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NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Date: November 1, 2017

Irene Vasquez
(Name of individual initiating Graduate Degree or Graduate Certificate)

Professor and Chair, 277-6414
(Title, position, telephone number)

ivasquez@unm.edu
(Email address)

Chicana and Chicano Studies
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☐ No ☒ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2019

Required Signatures:

Department Chair		Date 11/1/17
College Curricula Committee		Date 11/17/17
College or School Dean		Date 11/17/17
Dean of Library Services		Date 12/12/17
Office of the Registrar—Catalog		Date 1/4/17
FS Graduate Committee		Date 2/7/18
Dean of Graduate Studies		Date 3-2-18
FS Curricula Committee		Date 02/07/18
Office of the Provost		Date 4/9/18
Faculty Senate		Date
Board of Regents		Date

Additional Approvals for Degrees:

Board of Regents	Date
Council of Graduate Deans	Date
Academic Council of Higher Education	Date
Higher Education Department	Date
State Board of Finance	Date

Entered Banner _____ Entered Catalog _____ Copies Mailed _____

For Registrar's Office ONLY:

1. EXECUTIVE SUMMARY

UNM COLLEGE of UNIVERSITY LIBRARIES & LEARNING SCIENCES

University Libraries

December 11, 2017

Dr. Irene Vasquez
Department of Chicana Chicano Studies
University of New Mexico

Dear Dr. Vasquez,

The University Libraries has reviewed the Department of Chicana Chicano Studies' proposal for a Certificate Program in Chicana Chicano Studies. The main UNM Libraries has long been supporting research in Chicana Chicano Studies and its related disciplines, and we believe that we have the resources (books, journals, databases and primary resources) to support the proposed new Certificate program and the faculty at UNM currently teaching and conducting research in this area.

As new faculty are hired and as the program develops it is possible that new or additional library resources will be needed to support specific research areas. Since we operate with very limited, and frequently declining, resources the library may need to cancel existing resources to meet the need for new resources. We will work closely with the Department of Chicana Chicano Studies to identify not only new resources but also potential cancellations of existing resources as the need arises.

Sincerely,

Susanne K Clement

Susanne K. Clement
Associate Professor and Director of Collections
University Libraries
sclement@unm.edu
505-277-5176

cc:
Richard Clement, Dean of Libraries
Dr. Mark Emmons, Associate Dean of Public Services, University Libraries
Dr. Suzanne Schadl, Latino/Latin American Collections Curator and library liaison to Chicano Hispano Mexicano Studies, University Libraries

OFFICE OF ACADEMIC AFFAIRS

Date: November 1, 2017

To: Dr. Irene Vasquez, Professor and Chair of Chicana and Chicano Studies

From: Dr. Craig White, Interim Provost and EVP for Academic Affairs

Re: Graduate Certificate in Chicana and Chicano Studies (CCS)

CC: Dr. Richard Wood, Interim Senior Vice Provost for Academic Affairs
Dr. Pamela Cheek, Interim Associate Provost for Curriculum and Assessment
Dr. Alex Lubin, Interim Associate Provost for Faculty Development
Dr. Julie Coonrod, Dean of Graduate Studies

This memo is written in support of the establishment of a Graduate Certificate program in Chicana and Chicano Studies (CCS). The Office of the Provost commends the CCS Department on the time and thought it has put into the proposal for these degree programs. The proposal is innovative in capitalizing on an important opportunity for the University of New Mexico (UNM).

UNM is well positioned to meet the educational need addressed in these proposals. As stated in the Executive Summary, "UNM will be the first institution in New Mexico and the first among the four currently existing Hispanic Serving Institutions (HSI) with Very High Research Activity (RU/VH) to establish a Chicana and Chicano Studies MA and PhD programs." These programs will contribute to accomplishing UNM's academic mission and further solidify its status as a premier HSI. As the overall demographics of the United States follow those of New Mexico in moving to a "minority/majority" status, these programs will continue to increase in importance.

The department has provided a strong case that there is adequate student demand for a Graduate Certificate, the faculty and classes are in place to provide the instruction, and that there will not be significant additional funding required. In my judgment, the proposal is sufficiently well developed to recommend advancement to the stages of faculty review and approval.

The Office of the Provost looks forward to working with the faculty of the CCS Department in working through the approval process and assisting with any required further analysis.

The University of New Mexico – Scholes Hall Room 240 – MSC05 3400 – 1 University of New Mexico – Albuquerque, NM 87131
Phone: 505 277 2611 – Fax: 505 277 8700 – Email: provost@unm.edu – URL: www.provost.unm.edu

Graduate Certificate Program Proposal
Chicana and Chicano Studies

Executive Summary

This Preliminary Review proposal provides the program description, evidence of need/duplication, program content, evaluation and assessment, required resources, projected enrollment and costs for the development of a graduate certificate program in Chicana and Chicano Studies (CCS) at the University of New Mexico (UNM). A graduate certificate program in Chicana and Chicano Studies at UNM will employ and consolidate the existing intellectual, scholarly, and research resources at UNM and create a new dynamic, coherent, and cross-disciplinary intellectual community focused on the field of Chicana and Chicano Studies. Furthermore, a graduate certificate program in Chicana and Chicano Studies will strengthen the profile of UNM as a Carnegie Very High Research, Hispanic Serving Institution.

Within the state of New Mexico, a graduate certificate program in Chicana and Chicano Studies will fill an educational and academic vacuum. While undergraduate programs exist at New Mexico State University, Las Cruces and Western New Mexico State University, Silver City, in Chicana and Chicano Studies, there are no existing graduate certificate programs in the state of New Mexico. UNM will be the first institution in New Mexico and the first among the four currently existing Hispanic Serving Institutions (HSI) with Very High Research Activity (RU/VH) to establish a Chicana and Chicano Studies graduate certificate program. By establishing a graduate certificate program in Chicana and Chicano Studies, UNM will both be a leader among Very High Research Activity institutions and join prestigious research one universities in offering high quality teaching and research programs that address the needs of the 21st century. Moreover, a graduate certificate program in Chicana and Chicano Studies would optimize UNM's strategic geographic and demographic positions. As a border state with Mexico, UNM can benefit from the kind of studies a border state uniquely affords. And, the state's demographics further maximizes the available human and intellectual capital New Mexico uniquely offers, and from which this flagship University can benefit.

The Chicana and Chicano Studies graduate certificate program will be comprised of 12 units. Currently CCS is adding 500-level numbers to four existing 400-level and 400-level starred courses that will form the required courses for the graduate certificate. These courses include CCS 460/560 (Chicanos and Latinos in a Global Society), CCS 480/580 (New Approaches in Chicana and Chicano Studies), CCS 490/590 (Advanced Seminar in Chicana and Chicano Studies) and CCS 493/593 (Topics in Chicana and Chicano Studies).

Two Program Student Learning Outcomes will be evaluated at two-year intervals for the graduate certificate program. However, ongoing assessment will occur every year through student learning outcomes data collection. Chicana and Chicano Studies will assess the CCS 580 in the fall and CCS 590 in the spring semester within the second year. This assessment record captures data for half of the courses for the graduate certificate.

Chicana and Chicano Studies currently projects admitting cohorts of five students for the first four years of program implementation. Thereafter, and with the growth of additional faculty, CCS will increase admissions cohorts to 20. CCS has the faculty capacity inside the department and through its current Affiliated faculty to deliver a high-quality graduate curriculum. Given the current emphasis on graduate student recruitment and degree completion at UNM, the establishment of these degree programs in Chicana and Chicano Studies will provide a new source of graduate enrollment. Moreover, the implementation of graduate programs does not

require any additional financial resources. The graduate program will draw on already existing 400-level course in CCS that will be taught in conjunction with graduate level 500 courses. CCS' modest level of growth in FTEF over the past several years makes possible the establishment and of the graduate certificate programs as a nearly revenue neutral CCS and College of Arts' initiative.

The modest resources required to implement a graduate certificate program include the cost for releasing a faculty member from teaching in order to serve as a graduate advisor. The online BA degree, launched in fall 2016, also experienced a slight growth (1-2%) of enrollment during a time of shrinking enrollments for the campus overall. The projected growth rate for the CCS online degree program will contribute to new revenues in tuition and fees. Specifically, CCS projects the online degree revenue for the College of Arts and Sciences to rise to $331,825 when student cohort populations reach 25 per course. CCS will allocate funding from the online degree to support course release for a graduate advisor in the graduate certificate program.

The target audience for the certificate program are degree seeking MA and PhD students from UNM and also non-degree students from across the United States. As attested to by the impressive gains in undergraduate student enrollments, an investment in Chicana and Chicano Studies graduate certificate program will produce academic and programmatic benefits. CCS experienced a 14% increase in undergraduate enrollment from fall 2016. The online BA degree, launched in fall 2016, also experienced a slight growth (1-2%) of enrollment during a time of shrinking enrollments for the campus overall.

Through this proposal, Chicana and Chicano Studies seeks to become a premiere comprehensive academic department in this field. The addition of a graduate program will solidify its goal of becoming a major academic knowledge producer regarding Chicana and Chicano populations. A graduate program in CCS will complement and be complemented by UNM's world-class faculty, administrative units, libraries, academic programs, research centers, and student services units.

Executive Summary

1. Program Description and Purpose

a. What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any).

The Chicana and Chicano Studies Department (CCS) at the University of New Mexico is an interdisciplinary program. The department is proposing a 12-unit Graduate Certificate program in Chicana and Chicano Studies that is a stand alone program and is also available to graduate students at UNM. The department is also proposing a MA/PhD program which is a separate proposal from the Graduate Certificate program. The academic purpose of the department is to promote a critical understanding of Chicano, Hispano, Mexicano peoples and communities through teaching, research, and advocacy. Because our program resides at the flagship institution of the state that has the largest percentage of Hispanics in the country, this mission is integral to furthering the understanding of New Mexico's present and the nation's future. In keeping with the mission, Chicana and Chicano Studies proposes a 12-unit Graduate Certificate program in the field of Chicana and Chicano Studies. Given the changing dynamics of the economy and education in the 21st century, interdisciplinary and intercultural academic professional training is increasingly becoming significant in higher education. Graduate students in Chicana and Chicano Studies will be trained to utilize a critical set of perspectives and skills to address the complex lives, histories, and cultural experiences of Chicano peoples in local, regional, and transnational societies. A Graduate Certificate in Chicana and Chicano Studies will benefit graduate students at UNM in several ways.

First and foremost, the Graduate Certificate will provide graduate students with academic professionalization that will enhance their job and career prospects. Second, the Graduate Certificate will enrich curricular offerings for other students enrolled in M.A. and Ph.D. programs that currently do not offer a specialization in the area of Chicana and Chicano Studies. Third, the Chicana and Chicano Studies Graduate Certificate will enrich graduate student training through cross-disciplinary conversations and collaborations with graduate students and faculty members in a variety of departments and disciplines. Fourth, the Chicana and Chicano Studies Graduate Certificate will further evidence and advance the University of New Mexico's explicitly stated commitments as a Hispanic Serving Institution.

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

Chicana and Chicano Studies seeks to become a premiere comprehensive academic department in the U.S. The addition of a Graduate Certificate will solidify its goal of becoming a major academic knowledge producer of Chicano populations. A Graduate Certificate in CCS will complement and be complemented by UNM's world-class faculty, library, and academic programs.

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

UNM's mission and vision statements, outlined in the UNM 2020 strategic planning document, identify seven goals. Three of these goals are realized through the establishment of a Graduate Certificate in Chicana and Chicano Studies: Goal 1. Become a destination university, Goal 2. Promote institutional citizenship, and Goal 5. Advance discovery and innovation. Moreover, UNM seeks to advance the diversity mission of the university. The establishment of a Graduate Certificate will increase the number of graduate students and faculty members researching Chicano communities in the U.S.

A comprehensive Graduate Certificate in Chicana and Chicano Studies will also strengthen UNM's profile as a Hispanic Serving Institution. Graduate Certificates in this field are currently offered at the University of Northern Colorado, University of Texas-Austin, and University of California, Irvine. The establishment of a Graduate Certificate in Chicana and Chicano Studies will enhance UNM's reputation as a tier-one campus providing broad and diverse graduate-level opportunities. CCS expects that M.A. and Ph.D. students from other departments at UNM will find the Chicana and Chicano Studies Graduate Certificate useful, especially if their work is focused on this region or if our faculty's research agenda is more closely aligned with their aspirations.

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

A Graduate Certificate in Chicana and Chicano Studies at UNM will employ and consolidate the existing intellectual, scholarly, and research resources at UNM and create a new dynamic, coherent, and cross-disciplinary community of intellectuals focused on the field of Chicana and Chicano Studies. Currently, at UNM there are 12 graduate programs in the College of Arts and Sciences, the College of Architecture and Planning, the College of Education, and the College of Fine Arts offering a M.A. and/or Ph.D. program with faculty that offer coursework related to Mexican American Studies. These programs provide graduate students with teaching, research, and scholarship opportunities tailored to the program's specific mission and related to Mexican descent populations, but without broad or specific attention to Chicana and Chicano Studies as a disciplinary field. While a number of faculty in these departments provide courses that address aspects of the study of Mexican people, life, and culture, most of these academic programs offer expertise in the context and scope of a single discipline: they do not pursue interdisciplinary knowledge about the complex and evolving development of Chicano communities, a central historic population in the U.S. Southwest. In these departments, few graduate level courses focus on Chicano populations. The Chicana and Chicano Studies Department at UNM is best positioned to offer subject-specialized guidance for interdisciplinary Chicana and Chicano Studies. Presently, CCS houses seven regular faculty who focus their research on Chicano and Mexicano populations. Moreover, faculty in departments outside of Chicana and Chicano Studies have expressed interest in collaborating with the Department to offer cross-listed courses. These strategic collaborations will strengthen the Graduate Certificate in Chicana and Chicano Studies and draw on the expertise of other faculty on campus. Establishing a Graduate Certificate in CCS holds the promise of invigorating academic and intellectual exchanges across campus.

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

CCS seeks to implement the certificate program beginning fall 2018.

f. Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments.

The Graduate Certificate in Chicana and Chicano Studies is designed as an area of specialization for students pursuing a Master's degree or a Doctorate in disciplines in the humanities, social sciences, fine arts, or the professional schools at the University of New Mexico. The Graduate Certificate provides graduate students the opportunity to complete a program that addresses themes and content related, but not limited to: gender and sexuality; race and ethnicity; arts and culture; political and social mobilization; immigration and citizenship; history and heritage; land grant studies; Chicana and Women of Color feminisms; and queer studies. Courses in Chicana and Chicano Studies are also available to graduate students not pursuing the Chicana and Chicano Studies Graduate Certificate.

Graduate Certificate Coursework – 12-unit certificate in Chicana and Chicano Studies

Students are required to take the core classes: CCS 560, CCS 580 and CCS 590; and select one additional CCS graduate level course from the CCS 593 options.

Graduate Certificate track (4 Courses)

Year	Fall Semester	Spring Semester
1	CCS 580- Theories and Methods in Chicana and Chicano Studies	CCS 560 Chicanos and Latinos in a Global Society
2	CCS 593 - Topics in Chicana and Chicano Studies	CCS 590- Capstone Seminar

*-Course can count for graduate-level credit in a department other than CCS, upon approval from that department.

Graduate Certificate in Chicana and Chicano Studies

Catalog Language

The Graduate certificate program is a stand alone program and is available to graduate students at UNM. Admitted graduate students may present Chicana and Chicano Studies as a transcripted graduate certificate with 12 credit hours of graduate study as follows:

12 credit hours of required courses, CCS 560, CCS 580, CCS 590 and CCS 593.
Students must receive at least a 3.0 GPA in all courses.

Applicants should complete and submit an online application at http://grad.unm.edu/graduate-programs/grad-app.html

In addition, students will need the following documentation:

- A substantive letter of intent (3-5, double-spaced pages) summarizing prior academic training and explaining current academic and professional objectives. The letter of intent should focus on scholarly and research interests and how they relate to the field of Chicana and Chicano Studies.
- One letter of recommendation
- One unofficial copy of transcript(s) from the university where the student received their BA and/or MA degree(s).

One official copy of transcripts from all post-secondary work should be sent to the following address: The University of New Mexico, Office of Admissions, Attn: Graduate Admissions, PO Box 4895, Albuquerque, NM 87196-4895

2. Justification for the Program

a. Evidence of Need

Over the past forty years, the Chicana and Chicano Studies program has provided academic coursework in the study of Mexican descent populations in New Mexico, the greater Southwest, and the United States. Many of our current students and alumni have indicated a strong interest in continuing graduate studies in CCS at UNM. However, the lack of a program has forestalled their opportunities. We lose our best students to a wide variety of programs outside the state of New Mexico because a graduate certificate program is not available at UNM.

b. Provide evidence of student demand.

Over the past forty years, the precursor of CCS, the Chicana and Chicano Studies program provided academic coursework and an academic minor in the study of Mexican descent populations in New Mexico, the greater Southwest and in the United States.

Interest in a graduate program coincides with the growing and continuing number of undergraduate students gravitating to the courses in Chicana and Chicano Studies. This portends promising growth in the number of graduate students attending UNM. The interest is manifested in the growing number of undergraduate majors in the program, now at 33.

CCS has had continuous enrollment growth over seven years. Now with the addition of the graduate level courses in Spring 2018, the department is experiencing enrollments of graduate students in the 500-level courses. 346 students have signed a petition of interest for the Graduate Certificate program in the Chicana and Chicano Studies.

FTE Enrollment from Fall 2011-Fall 2017

	F11	S12	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17	F17
# of CCS students	96	131	169	190	314	239	394	344	523	357	595	486	681
# of credit hours	288	393	507	570	942	717	1182	1032	1569	1071	1785	1458	2043
Annual growth	-	-	76%	45%	85%	26%	25%	44%	33%	3.7%	13.7%	36%	14%
Annualized averaged credit hours	340.5		538		829		1107		1320		1621		-
Change in Credit Hours	-		+58%		+54%		+33.5%		+19%		+22.8%		-

Chicana and Chicano Studies has conducted surveys among alumni, current graduates, majors, and other students enrolled in CCS courses. The results indicate the need for a comprehensive graduate certificate in Chicana and Chicano Studies.

Three exit surveys of graduates (N=18) from the CCS Bachelor's Degree program from spring 2015, spring 2016 and spring 2017 demonstrate that there is strong interest in the establishment of a Master's program at UNM. For example, 15 of 18 alumni responded "yes" when asked, "Would you be interested in attending a Chicana and Chicano Studies Master's program should one be offered at UNM?" On another survey among CCS majors and minors distributed during the fall 2015 semester, 13 of 15 students (86%) indicated interest in a Master's program in CCS with eight responding "yes", five responding "maybe" and two responding "no." In spring 2017, CCS added the question "Would you be interested in attending a Chicana and Chicano Studies PhD program should one be offered at UNM?" Of the four students who responded, one marked "yes", one marked "no" and two marked "maybe". There is a trend of strong student interest in an MA program and an almost equally strong interest in the PhD (50%-70%+) that support the viability and need for graduate program in Chicana and Chicano Studies. All students responding

"yes" in the various survey instruments, of course, would not necessarily have enrolled in such a program had it existed, but the numbers and proportions are suggestive of a continued interest in the field by graduating seniors. A focus group conducted among students in 2015 corroborates this interest in obtaining graduate degrees in CCS. Several students recommended the development of a graduate program. One noted: "I would also like to see CCS offer an interdisciplinary Master's and PhD program. If so, I would definitely consider continuing my education at the University of New Mexico" (CCS focus group participant, 8/24/15). Another observed: "One of the limitations is the lack of a graduate program, or any interdisciplinary graduate courses" (CCS focus group participant, 8/24/15).

In fall 2015, CCS launched a survey of all students enrolled (N=523) in CCS-housed courses. Of 251 who responded to the internet survey, 33 (13%) marked "yes" and 104 (41%) marked "maybe" to the question, "Would you be interested in attending a Chicana and Chicano Studies Master's program should one be offered at UNM?" These numbers are remarkable given that CCS had only recently launched the BA degree in Chicana and Chicano Studies. Evidently, there exists substantial interest among students in completing a graduate education in Chicana and Chicano Studies at UNM.

CCS faculty members are well positioned to support the development of a graduate certificate. In addition to mentoring graduate students in programs in which they are housed, CCS faculty also have supported graduate student initiatives emerging within CCS and in association with the Southwest Hispanic Research Institute. CCS faculty supported the Transnational Research Collective (TRC), established by students from American Studies, History, Latin American Studies, and Sociology. The TRC hosted meetings and workshops that fostered professional development and led to its members presenting their work at conferences in California, Florida and Michigan. The TRC also launched a Transnational Working Paper Series sponsored by the Southwest Hispanic Research Institute (shri.unm.edu). Since its inception, the student and professional support activities offered through the TRC include but are not limited to contributing to the success of students, completing academic abstracts, conference presentations, comprehensive exam preparation, research opportunities, professional networking development, professional writing activities and student publication. Currently, the TRC utilizes the conference space located in the SHRI/Chicana and Chicano Studies (CCS) complex. Graduate students in TRC borrow space and equipment including computer and audiovisual projection systems. In fall 2015, the graduate students involved in TRC developed a proposal in conjunction with the Chair of Chicana and Chicano Studies to refurbish a new workspace allocated to the Chicana and Chicano Studies Department in the Humanities building. The Chicana and Chicano Studies Department has agreed to share the space with TRC, allowing TRC to use the space inside and outside of business hours. The intention is to develop the space into a state of the art virtual lab and research hub that will support and improve communication with students and faculty from other universities to further their academic and professional growth. At this moment, the TRC membership and its activities have surpassed the capabilities of this space and further growth is restricted.

c. Provide evidence of demand for program graduates.

i. For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.

A Graduate Certificate program in Chicana and Chicano Studies will meet the needs of the changing local and national economy. The skills recent BA students develop and apply in non-academic career fields are those essential to interdisciplinary academic programs such as Chicana and Chicano Studies—critical reading and thinking, written, oral, and visual communication skills, emotional intelligence, intercultural competence, innovative research and design, and understanding and explaining big picture ideas or problems. Students graduating from a Chicana and Chicano Studies program can apply such abilities to a wide range of educational and professional areas where there is an increased demand for a diverse, highly-educated, skilled workforce. A 2016 Pew Research Center report notes a well-established trend: "employment has been rising faster in jobs requiring higher levels of preparation—that is, more education, training, and experience." Furthermore, employment has increased in jobs "requiring stronger social skills, namely interpersonal, communications or management skills" and analytical skills (Pew Research Center 2016).

ii. For full proposal, a discussion of the program's relationship to workforce development is also required.

Chicana and Chicano Studies excels in enriching students' abilities to apply the knowledge and skills they gain in the program in broad and diverse areas because of the emphasis on transferable skills. Transferable skills are skills and abilities developed in one context that can be transferred to other situations or contexts. Transferable skills include "soft" skills such as:

- Interpersonal skills
- Leadership skills
- Project/time management and organization
- Creativity & innovation
- Information/data management
- Written and oral communication skills

Transferable skills are increasingly important in higher education because academic and tenure-track positions are becoming scarce. A 2013 article from the Association of Governing Boards of Universities and Colleges notes that adjunct or contingent faculty now make up 75% of instructional faculty at colleges and universities. Despite a shrinking academic job market for graduate students, particular fields, especially the Humanities, have experienced rising enrollment numbers (Jaschik, 2017). The challenge therefore becomes ensuring that graduate students develop transferable skills within their degree programs that prepare them for changing and complex job markets—jobs beyond academe.

A report from the National Science Foundation (Doctorate Recipients from U.S. Universities: 2015) found that in non-science and engineering fields, "the share of doctorate recipients with definite commitments" for academic employment or postdoc study are near the 20-year low for the areas of education, humanities, and arts (2017:8-9). As a result, more students are pursuing employment in nonprofits, industry, and government.

d. Include any other information as appropriate that will support evidence of need for the university, state, or region.

With respect to the local economy, government is a major employer in Albuquerque (Bureau of Labor Statistics 2017). Behind government, education and health services, business, and finance are growing sectors, all of which require advanced degrees and transferable skills. Students who graduate with advanced degrees from interdisciplinary fields such as Chicana and Chicano Studies will be trained to perform well in burgeoning and innovative sectors, and can improve local and national workforce development.

e. Duplication

Currently, there are no graduate programs in Chicana and Chicano Studies in the state of New Mexico. Therefore, there is no duplication.

f. Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.

Graduate certificates programs in Chicana and Chicano Studies currently exists at the University of Texas, Austin, University of California, Irvine, and Northern Colorado University.

g. If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.).

Upon implementation, the CCS graduate program at the University of New Mexico will be the first graduate certificate program in the state.

h. For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.

N/A

i. For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.

N/A

3. Inter-institutional Collaboration and Cooperation

a. If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.

Chicana and Chicano Studies intends to enhance Inter-institutional cooperation through building on and expanding new partnerships with current campus partners.

The Southwest Hispanic Research Institute (SHRI) was established in 1980 and promotes multidisciplinary research on the Latino/Hispanic populations of New Mexico and the United States. SHRI offers an intellectual home for its faculty associates and invites the Hispano and Mexicano communities in New Mexico to connect with the University.

IDPI - Indigenous Design and Planning Initiative
CCS faculty members have worked with the Director of ID+Pi to support student research and success. ID+Pi is an initiative of the School of Architecture and Planning, University of New Mexico. Established in the Fall of 2011, it seeks to educate and inform Indigenous design and planning by engaging faculty, students, professionals and community leaders through culturally responsive practices. Its three principal areas of activity are academic, professional, and tribal. The overarching goal of this project is to foster sustainable communities among Indigenous populations—communities guided by principles of social justice and distinguished by healthy environments, strong local economies, and thriving cultures. Levi Romero, Assistant Professor in Chicana and Chicano Studies, is Affiliated Faculty professor of the Indigenous Design Planning Institute in the School of Architecture and Planning program. He has served on two iDPi graduate thesis committees, Saray Argumedo, 2016, Masters project, Community and Regional Planning / Indigenous Design Planning Institute, "*Proyecto Q'anil: Desarollo Comunetario Indigena, Case Study en Chiapas, Mexico*," and Nicole Carnavale, 2016, Masters project, Community and Regional Planning / Indigenous Design Planning Institute, "*Community-Based Learning Planning: Nambe Pueblo's Community Farm.*" Professor Romero is working with Native American student Melanie Zuni to establish an oral history documentation project with the pueblo of Isleta as a collaborative project with the Indigenous Design Planning Institute. Professor Romero served as a faculty instructor on iDPi's study-abroad program to Ecuador in summer 2015. In spring 2018, Professor Romero will be a faculty instructor for iDPi's study abroad class, *Preservation, Tourism, and Community Development,* to Puebla, Mexico.

The University of New Mexico's Center for Southwest Research and Special Collections specializes in preserving historical manuscripts, books, photographs, architectural drawings, recordings, and other library materials relating to New Mexico, the Southwestern U.S., and Latin America. It also houses the UNM Archives, which includes records from diverse activists and diverse time periods, all crucial for helping researchers to better understand political and social change in the 20th century Southwest. The Center's collection strengths include works on Native American, Chicano/Hispano, Latin American, and Spanish Colonial heritage.

4. Clientele and Projected Enrollments

a. Clientele

i. Describe the population of students that will be recruited for the program.

Chicana and Chicano Studies will recruit students for the Graduate Certificate program from a wide range of BA degree recipients from UNM, students from other New Mexico universities, and from colleges and universities across the United States. CCS will use email communication, paper correspondence, and social media to announce and recruit the opening of the graduate degree programs.

ii. Describe the admission requirements for the program.

Applicants to the Chicana and Chicano Studies Department graduate certificate program will submit all required application materials, except for official transcripts, through the online application process. The faculty admissions committee meets to evaluate applications once a year. The deadline for receipt of all application materials will be December 15 for the next fall semester. Applications must include the following:

- A substantive letter of intent (3-5, double-spaced pages) summarizing prior academic training and explaining current academic and professional objectives. The letter of intent should focus on scholarly and research interests and how they relate to the field of Chicana and Chicano Studies.
- One of recommendation (a Departmental requirement which must be received by December 15).
- One unofficial copy of transcript(s) from the university where the student received their BA and/or MA degree(s).

One official copy of transcripts from all post-secondary work should be sent to the following address: The University of New Mexico, Office of Admissions, Attn: Graduate Admissions, PO Box 4895, Albuquerque, NM 87196-4895

iii. Indicate how you plan to recruit students. For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.

b. Projected Enrollment

i. Provide a six-year projection of enrollments. For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first six years. A description of the methodology used to arrive at these projections should also be provided.

Methodology

The numbers below are based on one-third the annual total number of graduate students (N=12) employed as graduate student assistants or teaching assistants in Chicana and Chicano Studies. These students are employed in CCS based on their indicated interest in teaching in programs with an emphasis on Chicana and Chicano Studies. Moreover, they have signed a petition of interest in earning a CCS graduate certificate. We anticipate that this number will remain constant and increase over time as marketing and outreach efforts increase over time.

Yr	New Net Headcount	New FT	Return FT	Return PT	FTE	Credit Hours New FT	New FT	Retur n FT	Retur n PT	Tota l
1	4	0	0	0	4	24	0	0	0	24
2	4	0	8	0	8	48	0	48	0	48
3	4	0	8	0	8	48	0	48	0	72
4	4	0	8	0	8	48	0	48	0	96
5	4	0	8	0	8	48	0	48	0	120
6	4	0	8	0	8	48	0	48	0	144

5. Institutional Readiness for the Program

a. How many faculty are necessary for program delivery?

CCS can offer a graduate certificate program with the current FTEF in the department.

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

The graduate certificate program will have a neutral impact on faculty workload because the courses are currently offered and taught as undergraduate/graduate combined courses as part of our faculty's workload obligations.

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

CCS currently employs 1.2 FTE staff positions. This is sufficient for the graduate certificate program.

d. Will any GA/TA positions be used to assist graduate faculty in the program?

N/A

e. What faculty and staff development services will be needed?

Minimum faculty and staff development will be required in order to expand from the BA degree to graduate program. Faculty and staff will be asked to familiarize themselves with the online graduate admissions process administered by OGS.

f. 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

g. Are there any needs for additional or renovated space?

N/A

h. What, if any, existing external facilities will be used? For full proposal, discuss any agreements that have been or will be entered into for use of the facility.

N/A

6. Projected Cost of the Program

a. Provide a six-year projection of program costs including the new costs for program startup and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.

The graduate certificate program will be run primarily on currently existing courses and faculty workload. Therefore, there are now new resources or new costs.

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

Chicana and Chicano Studies currently offers an online degree. Revenues have grown from the first to the second year. We anticipate a growth in revenue over the next five years. Additional sources of new revenue for the CCS graduate certificate program may include external grant sources and funding from the New Mexico State Legislature.

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

N/A

d. For full proposal, a detailed six-year program budget is required outlining programs costs and anticipated state support based on the state funding formula and other areas of support.

7. Quality of the Program

a. Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.

Laura Belmonte, Assistant Professor of Chicana and Chicano Studies (1.0 FTE)

Education: B.A. University of New Mexico, PhD., Arizona State University, 2017.

Laura Belmonte is an Assistant Professor in the Department of Chicana and Chicano Studies. She was born in Albuquerque, New Mexico, and raised in the South Valley. Laura obtained her Bachelor's degree in Education in 2009, and subsequently a Master's Degree in Hispanic Literature in 2011. She completed her doctoral work at Arizona State University in Spanish, specializing in Chicano Cultural Studies, and will graduate with her PhD in December 2016. Laura is currently teaching Chicana and Chicano Studies courses at UNM, and continues to do research in Chicana and Chicano spirituality, decoloniality, and feminist studies.

Patricia Covarrubias, Associate Professor of Communications and Chicana and Chicano Studies (.5 FTE)

Education: B.A. California State University, Sacramento, M.A. California State University, Sacramento, 1999, Ph.D., The University of Washington, Seattle, 1999.

Patricia Covarrubias teaches courses in: cultural and intercultural communication; qualitative research methods; cultural metaphors; language, thought, and behavior; communication theory. Dr. Covarrubias' intellectual emphases are with cultural communication, language and social interaction, and the ethnography of communication. Her research has been dedicated to understanding and describing how indigenous culture influences peoples' ways of communicating and vice versa, and on describing how culturally grounded communicative practices reflect and create a unique life for groups of people.

LM García y Griego, Associate Professor of Chicana and Chicano Studies (.5 FTE) and History (.5 FTE), Director, UNM Land Grant Studies Program

Education:
A.B., Princeton University, 1973, M.A., El College de México, 1981, Ph.D., UCLA, 1988

Professor García y Griego's research focus is Spanish/Mexican land grants of the Southwest, Mexican-U.S. relations, Latino leadership networks, and U.S. immigration history and policy. His teaching has focused on the history and politics of the United States and Mexico since the 19th century, immigration policy and immigrant assimilation, and the history of the U.S.-Mexico borderlands. García y Griego has previously held faculty positions at the Center for International Studies at El College de México, the Department of Political Science at the University of California, Irvine, and he served as director of the Center for Mexican American Studies at the University of Texas at Arlington and the Director of the Southwest Hispanic Research Institute at the University of New Mexico. In addition to serving as the founding director of the UNM Land Grant Studies Program he currently serves on the board of trustees of the Cañón de Carnuél Land Grant and on the executive committee of the New Mexico Land Grant Consejo. His recent publications include: Sherrie Kossoudji, Louis De Sipio and Manuel García y Griego, eds., *Researching Migration: Stories from the Field* (New York: SSRC Books, 2007); "Dos tesis sobre seis décadas: La emigración a Estados Unidos y la política exterior mexicana," (Two theses and six decades: Emigration to the United States and Mexican foreign policy), in En busca de una nación soberana: relaciones internacionales de México, siglos XIX y XX, Jorge A. Schiavon, Daniela Spenser and María Vázquez Olivera, eds., (México City: CIDE and SRE, 2006), pp. 551-580; "La política exterior de México y la emigración a Estados Unidos: intereses y resultados," (Mexican foreign policy and emigration to the United States: interests and results), in Temas de política exterior, Ana Covarrubias, ed. (Mexico City: El Colegio de México, 2008); Manuel García y Griego and Roberto Calderón, Más allá del río Bravo: breve historia mexicana del norte de Texas (Mexico City: Secretaría de Relaciones Exteriores, Acervo Histórico Diplomático, 2013).

Dr. LM García y Griego has mentored graduate students in the Departments of History, American Studies, and Sociology with respect to their work on topics relating to international migration, remittance flows, immigrant incorporation in the United States, U.S.-Mexican relations, the war between Mexico and the United States (1846-1848), and the politics of the Mexican and Cuban revolutions and post-revolutionary periods. He also has served on committees and as informal advisor to students who have written theses or dissertations on *nuevomexicano*-Pueblo Indian relations in the eighteenth and nineteenth centuries, *nuevomexicano* place names and cultural histories, women and land management in the nineteenth and twentieth century New Mexico, *nuevomexicano* oral histories, and the land adjudication and legal history of land loss in New Mexico, Texas, and California since 1848. He has taught graduate courses on Chicano and Mexican history, quantitative analysis, and demography.

Patricia Rosas-Lopátegui, Assistant Professor, Chicana and Chicano Studies (1 FTE) Director, Transnational Latino Studies Certificate

M.A., Spanish, New Mexico State University, 1986, Ph.D., Romance Languages, University of New Mexico, 1990

Patricia Rosas Lopátegui in her nearly four decades of teaching face-to-face and more recently online, has published 11 books. Her research focuses on transnational feminist themes that are historically tied to ancient Greek and Mesoamerican mythology that have formed the body of Western Civilization's literature, including several prolific Mexican women writers. She is a first generation Mexican immigrant with extensive academic and professional experience teaching gender-based transnational themes at the university level in México and the United States. Her scholarly research promotes transnational cultural and literary exchanges across Latin América, México, and the United States. She actively presents articles at national and international conferences and book publishing events that include interviews with the Mexican print and broadcasting press.

Her research of one of México's most significant writers, Elena Garro—a transnational author who lived in Spain, United States, France, Japan, and Switzerland—has helped to develop a literary foundation to feminist and political views of México, the world, and the United States. She is committed to the principle of conserving vulnerable original manuscripts, diaries, and poems that Elena Garro provided to her in 1997, when she agreed to be her Literary Agent and exclusive authorized biographer. As a result of decades of research about Elena Garro, she has published her original and previously unpublished work and made it available to the academic community across Mexican, Latin American, United States, and European libraries. She recently published an updated edition of *El asesinato de Elena Garro* with newly researched interviews, previously undiscovered articles, and archival images with the original color prints from Universidad Nacional Autónoma de México (UNAM). She is currently finishing a book of Elena Garro's poems titled *Cristales de tiempo. Poemas inéditos,* contracted by Helena Paz Garro in 2006, that includes 80 pages of research into biographical and literary influences from various sources, including German romantic poetry, and it will be out in the Spring of 2016.

After being Elena Garro's Literary Agent for the last 18 years, Patricia became the Literary Agent for Guadalupe Dueñas in May, 2012. She recently assembled her published and unpublished work with an introduction she wrote about her life and contributions as a pioneer Mexican feminist in the book *Obras completas de Guadalupe Dueñas*, and it will be out in the Fall of 2016.

In the Spring of 2016, she published the book of Elena Garro's poems titled Cristales de tiempo. Poemas inéditos, contracted by Helena Paz Garro in 2006, that includes 80 pages of research into biographical and literary influences from various sources, including German romantic poetry. After being Elena Garro's Literary Agent for the last 18 years, Patricia became the Literary Agent for Guadalupe Dueñas in May, 2012. She recently assembled her published and unpublished work with an introduction she wrote about her life and contributions as a pioneer Mexican feminist in the book Obras completas de Guadalupe Dueñas, published by the prestigious editorial house Fondo de Cultura Económica, in March, 2017.

Levi Romero, Assistant Professor, Chicana and Chicano Studies (1 FTE)
Director, New Mexico Cultural Landscapes Certificate Program, Chicana and Chicano Studies
New Mexico State Centennial Poet

Education:
M.A., Architecture (Terminal Degree), University of New Mexico, 2000 B.A., Architecture, University of New Mexico, 1994

Levi Romero, Assistant Professor in Chicana and Chicano Studies and director of the New Mexico Cultural Studies Certificate Program in CCS, is from the Embudo Valley of northern New Mexico. Romero's documentary work focuses on cultural landscapes studies and sustainable building methodologies of northern New Mexico, including centuries-old traditions of acequia systems, molinos, salas and other agrarian and cultural contexts related to the upper Rio Grande watershed. He is currently working on an oral history project, "Following the Manito Trail", chronicling the diaspora of Nuevo Méxicanos to Wyoming and other parts of the Southwest. He is also assisting on several community projects, including La Sala Filantropica as an Oral History Documentation and Archive Center in Embudo. He is the author of several award winning books, including *Sagrado: A Photopoetics Across the Chicano Homeland*, *A Poetry of Remembrance*, and *In the Gathering of Silence*. His film documentary, *Going Home Homeless*, received the People's Choice Award at the 2014 Taos Short Films Festival. He was awarded the post of New Mexico Centennial Poet in 2012.

Michael Trujillo, Associate Professor of Chicana and Chicano Studies (.25 FTE) and American Studies (.75FTE)

Education:
Ph.D., Social Anthropology, University of Texas at Austin, Borderlands Program, 2005 M.A., Social Anthropology, University of Texas at Austin, Borderlands Program, 1998 B.S., Anthropology, Central Washington University, Anthropology, 1995
B.A., Spanish, Central Washington University, 1995

Michael L. Trujillo is an associate professor at the University of New Mexico where he holds a joint appointment in the department of American Studies and the Chicana/o Studies program. His book, *The Land of Disenchantment: Latina/o Identities and Transformations in Northern New Mexico*, was released in February 2010 by the University of New Mexico Press. He is co-general editor of the Contextos Book Series at UNM Press and his writings have been published in the journals *Aztlán: A Journal of Chicano Studies, Cultural Dynamics,* and *Oxford Latino Bibliographies*. He earned a doctorate in Anthropology at the University of Texas in Austin. Dr. Trujillo's book *Land of Disenchantment* has been reviewed in *The Journal of American Folklore* and *The Journal of Anthropological Research.*

Irene Vásquez, Professor of Chicana and Chicano Studies (.75 FTE) and American Studies (.25 FTE)
Founding Chair, Chicana and Chicano Studies Department

Education:
Ph.D., History, University of California, Los Angeles M.A., History, University of California, Riverside B.A., History, University of California, Los Angeles

Irene Vásquez received her PhD from the History Department at the University of California, Los Angeles. She holds the position of Founding Chair of the Chicana and Chicano Studies Department at the University of New Mexico. Under her leadership, from 2013-2015, UNM established a Department of Chicana and Chicano Studies and a Bachelor's Degree in Chicana and Chicano Studies. She has a joint faculty position in Chicana and Chicano Studies and American Studies at UNM.

Irene Vásquez specializes in the intersectional histories and politics of Mexican descent populations in the Americas. Her research and teaching interests include U.S. and transnational social and political movements. She co-authored a book on the Chicana and Chicano Movement titled, *Making Aztlan: Ideology and Culture of the Chicana and Chicano Movement: Ideology, 1966-1977*, published by the University of New Mexico Press. She has written several essays in English and Spanish on the historic and contemporary relations between African Americans and Latin American descent peoples in the Americas. Irene Vásquez co-edited *The Borders In All of Us: New Approaches to Global Diasporic Societies*, published by New World African Press. She is currently working on publications centering on immigrant, human and women's rights organizing in the U.S. In addition, she has previously published essays on Indigenous peoples in what is today northern Mexico. Her current project is a history survey of Chicana women in the U.S. She has reviewed books for *Aztlan: A Journal of Chicano Studies,* the *Journal of African American History*, and the *New Mexico Historical Review*.

In the area of K-12 education service, Irene Vásquez serves as President of Semillas Sociedad Civil, a nonprofit organization that founded the first K-12 International Baccalaureate World Schools in Los Angeles, including Xinaxcalmecac: Academia Semillas del Pueblo and Anahuacalmecac: International University Preparatory High School of North America. She previously served on the Mayor's Education Advisory Council for the City of Los Angeles.

Affiliated Faculty for the proposed graduate programs in Chicana and Chicano Studies include 29 faculty representing six colleges.

Adán Ávalos, Assistant Professor, Cinematic Arts
Amy Brandzel, Associate Professor, American Studies and Women Studies
Ronda Brulotte, Associate Professor, Geography and Latin American Studies
Lisa Cacari-Stone, Associate Professor, College of Population Health
Leila Flores-Dueñas, Associate Professor, Department of Teacher Education, Educational Leadership and Policy (TEELP)
Ruth Galván Trinidad, Associate Professor, Language Literacy and Sociocultural Studies
Miguel Gandert, Director, Interdisciplinary Film and Digital Media
Myrriah Gomez, Assistant Professor, Honors
Felipe Gonzales, Professor, Sociology
Moises Gonzales, Assistant Professor, Architecture and Planning
Michelle Hall Kells, Associate Professor, English Department
Valeria Romero-Leggott, Vice-Chancellor, Health Sciences Center

Miguel López, Associate Professor, Spanish and Portuguese
Nancy López, Associate Professor, Sociology
Margaret Montoya, Emeritus Professor, School of Law
Anna Nogar, Associate Professor, Spanish & Portuguese
Adriana Ramírez de Arellano, Lecturer III, Women Studies
Barbara Reyes, Associate Professor, History
Ilia M. Rodriguez, Associate Professor, Communication and Journalism
Gabriel Sanchez, Professor, Political Science
Eleuterio Santiago-Díaz, Associate Professor, Spanish and Portuguese
Richard Santos, Professor, Economics
Wayne Santoro, Assistant Professor, Sociology
Rebecca Schreiber, Associate Professor, American Studies
Diane Torres-Velasquez, Coordinator, Teacher Education
Eliseo Torres, Vice-President, Student Affairs
Robert Otto Valdez, Executive Director, Robert Wood Johnson Foundation Center for Health Policy
Damián V. Wilson, Associate Professor, Spanish and Portuguese

Associated Centers and Institutes
El Centro de la Raza
Southwest Hispanic Research Institute
Center for Raza Planning

b. Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.

CCS graduate admission standards are modeled after the American Studies admissions standards.

c. What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?

Chicana and Chicano Studies will offer an academic curriculum that draws on faculty-student mentoring, utilizes intensive graduate research experiences, and community based learning opportunities in CCS 590 (Advanced Seminar).

d. What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).

CCS will make service learning projects and research-based service learning available to graduate students in the program in CCS 590 (Advanced Seminar).

e. What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?

The degree program will utilize the same advisory support provided to undergraduate students in the program. Faculty will serve as advisors. Students will be made aware of graduate student support activities available through CAPS, the library and the Office of Graduate Studies. No new additional services are required beyond those that are previously provided to Chicana and Chicano Studies

f. What student support will be needed (GA & TA positions, scholarships, internships, etc.)? CCS will draw on its existing GA/TA budget and request additional GA/TA funding as the program experience growth. The department will identify opportunities available through other departments and centers.

g. 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?

Student Learning Outcomes of the Graduate Certificate program

- Students will draw on diverse gendered, social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;
- Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse Chicana/o, and Latina/o communities in national and transnational contexts;
- Students will evaluate the applicability and relevance of theories and approaches to Chicana/o experiences and to the discipline.

h. How will the program's learning outcomes be measured? (For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.)

Two Program Student Learning Outcomes will be evaluated at two-year intervals for the graduate certificate program. However, ongoing assessment will occur every year through student learning outcomes data collection. Chicana and Chicano Studies will assess the CCS 580 in the fall and CCS 590 in the spring semester within the second year. This assessment record captures data for half of the courses for the graduate certificate.

Part II: Report Body

This page explains what should go in each section of the Report Body. Please complete your reporting on the subsequent pages and delete this explanatory page before submitting the report. You should complete this section for each of the SLOs assessed for the academic year you are reporting on. If you assessed three SLOs, you will complete this section three times. It is okay if there is some overlap between the sections.

Program Goal	**SLO**	**UNM Student Learning Goals**
Students will draw on diverse gendered social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;	Students in the degree program will demonstrate advanced competency in critically analyzing and interpreting significant examples of Chicano and Mexican texts and explicating the gendered, social, economic, and historical context of these cultural and creative expressions.	_X__ Knowledge _X__ Skills ___ Responsibility

Assessment Measures: Provide a description of the assessment instrument(s) used to measure this SLO. Please state the semester(s) the assessment instrument(s) was/were administered and if each is a direct or indirect assessment.

Direct: Final papers in CCS 580. Papers will be scored by the department faculty using a standardized rubric that examined the process and final outcome of the paper (see Appendix 2).

Indirect: 16 question exit survey that queries student perceptions of the effectiveness of the Chicana and Chicano Studies program courses. Students will be asked to measure their mastery of content and skills.

Performance Benchmark:

The criterion for success for the direct measure consists of 90% of the class earning 85% or higher in each area of the rubric.

The criterion for success for the indirect measure consists of 80% of the class marking the two highest criterion of the exit survey "adequately" and "very well" for how well they perceived the department helped them to conduct an independent research project or utilize such existing skills to do independent research.

Program Goal	SLO	UNM Student Learning Goals
Students will evaluate the applicability and relevance of theories and approaches to Chicana/o experiences and to the discipline.	Students will demonstrate the ability to write an advanced research paper and present their research at an academic venue. In this process, students will demonstrate the following abilities: write a compelling thesis statement, organize a research plan, conduct a literature review, collect and interpret data, examine the complexities and perspectives of an issue to different viewpoints, and recognize and test assumptions that enable theirs' and others' belief systems	Mark the UNM goal or goals this SLO aligns with. _X_Knowledge _X_Skills __Responsibility

Assessment Measures: Provide a description of the assessment instrument(s) used to measure this SLO. Please state the semester(s) the assessment instrument(s) was/were administered and if each is a direct or indirect assessment.

Direct: Final paper in the CCS 590 (capstone seminar). Papers will be scored by the department faculty using a standardized rubric that examined the process and final outcome of the paper (see Appendix 1).

Indirect: 16 question exit survey that queries student perceptions of the effectiveness of the Chicana and Chicano Studies program. Students will be asked to measure their mastery of content and skills. Students who graduated from the program took the survey online through Survey Monkey.

Performance Benchmark:

The criterion for success for the direct measure consists of 90% of the class earning 85% or higher in each area of the rubric.

The criterion for success for the indirect measure consists of 80% of the class marking the two highest criteria of the exit survey "adequately" and "very well" for how well they perceived the department helped them to conduct an independent research project or utilize such existing skills to do independent research

Assessment Instrument for CCS 590

Critical Thinking Rubric

	MASTERY LEVEL 3	INTERMEDIATE LEVEL 2	INTRODUCTORY LEVEL 1	NO EVIDENCE 0
Student Use of Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with little interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	No evidence of sources used or no assignment completed.
Student Use of Context and Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies some relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	No evidence of analysis or no assignment completed.
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that some understanding can be determined.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	No explanation of issues or no assignment completed.

Student's Position	Specific position Takes into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Others' points of view are acknowledged within position.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	No evidence of the student's position or no assignment completed.
Student's Conclusions	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	No conclusions stated or no assignment completed.

i. Prior to submission to the NMHED and NMGDC, the proposal should state that UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.

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

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

N/A - there are no existing accreditation and licensure requirements.

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

N/A

8. Assessment of Operations and Impact

a. In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?

In addition to the student learning outcomes assessment report, Chicana and Chicano Studies will utilize an exit survey and interview to determine the effectiveness of the graduate programs.

b. For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.

Outcome	Direct Measure	Indirect Measure	Years
1. Evaluate historical and contemporary conditions, issues, and challenges	Assess papers in Pro-Seminar CCS 560	Student self-evaluations in Theories and Methods in CCS 590	Years 1, 3, 6
2. Analyze intersectionality to understand the impact of the social construction of race, class, gender, and sexuality	Assess papers in 590	Student self-evaluations in CCS 590	Year 2, 6
3. Evaluate and apply relevance of theories and approaches to Chicana/o experiences	Assess final product in CCS 580	Student evaluations in CCS 580 Exit Survey	Year 3, 6

9. Administrative Responsibility for the Program and Institutional Commitment

a. What is the proposed governance structure of the program? For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.

Chicana and Chicano Studies is currently housed in the College of Arts and Sciences and reports directly to Dean Mark Peceny. CCS will maintain this line of communication as a graduate degree granting program. In addition, CCS has a set of ByLaws that provides the governance structure of the program.

Chicana and Chicano Studies Department By Laws

Preamble
The bylaws describe the procedures and policies by which the Chicana and Chicano Studies Department (CCS) at the University of New Mexico governs and carries out the responsibilities delegated to it as an academic department at UNM. CCS offers courses and academic programs that include teaching, research, and service learning experiences. Chicana and Chicano Studies supports strong ties among research, instruction, application, and service.

The bylaws enable CCS to encourage its academic personnel to achieve the expected standards in research, teaching, and service as described in the University's Faculty Handbook (cite document). These complement the Bylaws of the College of Arts and Sciences, the Faculty Handbook, and University Administrative policies, and are subordinate to them where relevant, or in conflict. These bylaws are binding upon current and future administrators and members of the department and supersede any previous operating practices. Departure from the procedures outlined in this document must follow the amendment procedure stated below.

Membership

1. The department Faculty shall consist of the Professors, Associate Professors, Assistant Professors, Lecturers, and Instructors including part-time and temporary appointees.
2. The voting members of the department shall include all faculty members with continuing appointments (lecturers, probationary and tenured faculty) with at least a .25 FTE workload appointment in CCS. Visiting faculty may be accorded certain rights upon approval of the voting faculty. Any exception to the CCS voting membership must be granted after consultation with the faculty and approval of a two-thirds of the voting faculty.
3. Members must be sensitive to possible conflicts of interest and recuse themselves when such conflicts may arise over specific issues. Other members may notify the Chair of perceived conflicts of interest or raise the question at a department meeting.

Department Meetings

1. The Chair will call meetings but in the absence of the Chair, the Associate Chair may call meetings. Three faculty members as a group may call a meeting of the faculty.
2. At least one department meeting will be held each month throughout a semester unless the Chair deems otherwise.
3. All committee recommendations shall be presented in department meetings for consideration and discussion except when electronic communication is more pertinent.
4. Quorum for departmental meetings is defined as 50% of the voting faculty plus one. Absent faculty may constitute part of the quorum through written and/or electronic participation.
5. All committee recommendations must receive a simple majority vote of a quorum present with the exception of hiring recommendations. Faculty hiring recommendations must receive two-thirds support of the quorum.
6. Except for urgent business that requires an immediate response, the Chair must announce meetings at least three (3) working days in advance by written or electronic notice, with an agenda distributed at that time.
7. Any items on which votes will be taken at a meeting must be introduced in the meeting agenda.
8. A new item of business may be discussed and acted upon with the approval of at least two-thirds of the voting faculty present.
9. Voting in department meetings normally shall be done by a show of hand. Faculty may participate in meetings and cast a vote via conference call or submit a proxy vote via electronic communication. Absent faculty may constitute part of the quorum through written and/or electronic participation. Any voting member may request the use of a secret ballot on any vote. A simple majority will decide a vote.

10. All decisions made by the voting membership require a simple majority with the exception of faculty hiring recommendations.
11. Minutes of all meetings shall be recorded and distributed by the Unit Administrator within 3 weeks.

Department Roles and Responsibilities
Chair
1. The Chair is officially appointed by the Dean, upon consultation with the department faculty and the taking of a vote of all voting faculty members.

Duties
1. The Chair of the department is the main administrative officer of the department and the official representative and spokesperson for the department to the administration and other institutions, except as the Chair may authorize other individuals to speak officially for the department.
2. The Chair shall carry out university policies in all matters pertaining to the department.
3. The Chair shall seek to share the responsibilities for departmental activities with members of the department through dialogue and shared governance practices.
4. The Chair shall collaborate with faculty to enhance the quality of instruction and scholarship in the department, including assignment of teaching responsibilities. The offering of the core courses of the undergraduate program shall be the primary means to ensure assignment distribution.
5. The Chair is responsible for the day-to-day operation of the department which includes supervising staff and dealing with faculty concerns.
6. The Chair shall arrange for the constitution of committees or appointment of committee chairs and members.
7. The Chair shall designate the Associate Chair or, when unavailable, a faculty member to handle the Chair's responsibilities in the event of the Chair's temporary absence. The Chair shall notify the Dean of such an absence and the name of the person substituting during that period.
8. The Chair will prepare and disburse the department budget in consultation with the faculty and the departmental budget priorities.
9. The Chair shall inform the department of university and college directives, action, and policies, as well as other circumstances and conditions which may affect the department.
10. The Chair will undertake the annual reviews of all faculty with continuing appointments, including coordinating with supervisors of faculty with joint appointments, in accordance with the UNM Faculty Handbook, and the Provost and College guidelines and recommend action to the Dean regarding probationary review, tenure, and promotion of faculty as outlined in the UNM Faculty Handbook.

Associate Chair
The Associate Chair shall be appointed by the department Chair and serves at the pleasure of the Chair. The Associate Chair will assist in areas defined by the Chair and in representing the department in all matters before university officials in the absence of the Chair. The Associate Chair will be provided one course release per academic year.

Department Student Advisor
The faculty position of Department Student Advisor is to carry out faculty-developed processes, regulations, and requirements in response to departmental advising policies and procedures. The Department Student Advisor will hold the position for a two-year period and be provided one course release per academic year.

Committees
1. The Personnel Advisory Committee (PAC) consists of at least three elected members of the department ideally with representatives from each rank: assistant, associate, and full professor. The term of office is two academic years with members serving staggered terms. The chair of the PAC will be elected at the first fall semester department meeting.
a. The PAC Committee will be consulted and will advise the Chair in preparing recommendations on such personnel matters as vacancies, sabbaticals, leaves of absence, and annual performance evaluations.
b. The PAC Committee will be consulted and will advise the Chair in preparing recommendations on probationary reviews, promotion and tenure, and post-tenure reviews except when a committee already exists for those purposes.
c. A member of the PAC may not participate in his/her own review.
d. Only Associate and Full Professors can participate in discussions or voting regarding, probationary, tenure or promotion reviews.
2. The Executive Committee shall consist of the voting members of the faculty. Visiting faculty may be invited to meetings upon approval of the faculty. The Executive Committee is the recommending body for departmental decisions outside of the scope of hiring and promotion and tenure. The Executive Committee will take all recommendations to the department meetings for further discussion and decision making.
3. The Promotion and Tenure Committee will conduct the department's review for tenure and for promotion to the rank of Associate Professor and Professor. It will also conduct third year reviews of ladder-rank untenured faculty.
4. The Curriculum Committee shall consist of at least three members of the department appointed by the Chair. The term of office is for one year, renewable.
a. The Curriculum Committee approves courses that will receive CCS prefixes. The Committee must act on those courses before they are submitted to the UNM workflow process.
i. The Curriculum Committee is responsible for the ongoing development and evaluation of the Major, Minor, and Certificates.
ii. The Committee will make recommendations on degree requirements to the department; such requirements can be changed only upon agreement of the voting majority of the department members.

b. Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.

10. Additional Information

a. For preliminary proposal, provide any additional information needed to make the case for development of a full proposal. For full proposal, provide any additional information to support the request for the proposed degree program.

11. Attachments full proposal only

a. Department of Labor documentation, if applicable

See Appendix A

b. Formal needs assessment

N/A

c. List of similar programs (state and regional)

See Appendix D

d. List of potential employers

See Appendix E

e. List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable

See Appendix F

f. Letters of support from external partners or stakeholders

See Appendix G

h. Letters of support from NM institutions of higher education (strongly recommended prior to presenting program to NMGDC)

12. Additional Attachments for submission to NMHED and NMGDC (supplied by Provost's Office and Office of Graduate Studies) and for CIP Code approval (submitted by Provost's Office).

a. Documentation of institution's priority for the proposed program.

b. A copy of the Form D with signatures

c. The final executive summary, proposal, and supporting documentation

d. Minutes from the Board of Regents meeting, noting approval

Attachment A

U.S. Dept of Labor Statistics for New Mexico	2016
Occupation (SOC code)	Annual median wage[2]
Human Resources Managers (113121)	84190
Education Administrators, Elementary and Secondary School (119032)	81900
Education Administrators, Postsecondary (119033)	74550
Education Administrators, All Other (119039)	70950
Social and Community Service Managers (119151)	61750
Managers, All Other (119199)	89380
Human Resources Specialists (131071)	54920
Meeting, Convention, and Event Planners (131121)	44610
Fundraisers (131131)	47950
Urban and Regional Planners (193051)	54600
Social Scientists and Related Workers, All Other (193099)	73060
Substance Abuse and Behavioral Disorder Counselors (211011)	49780
Educational, Guidance, School, and Vocational Counselors (211012)	52200
Marriage and Family Therapists (211013)	46860

Child, Family, and School Social Workers (211021)	39570
Social Workers, All Other (211029)	52140
Health Educators (211091)	45170
Probation Officers and Correctional Treatment Specialists (211092)	41790
Social and Human Service Assistants (211093)	32400
Community Health Workers (211094)	31770
Community and Social Service Specialists, All Other (211099)	37040
Lawyers (231011)	80910
Paralegals and Legal Assistants (232011)	41360
Legal Support Workers, All Other (232099)	41370
Area, Ethnic, and Cultural Studies Teachers, Postsecondary (251062)	70880
Social Sciences Teachers, Postsecondary, All Other (251069)	50140
Education Teachers, Postsecondary (251081)	65670
Library Science Teachers, Postsecondary (251082)	67000
Criminal Justice and Law Enforcement Teachers, Postsecondary (251111)	56670
Law Teachers, Postsecondary (251112)	140510
Social Work Teachers, Postsecondary (251113)	61830
Art, Drama, and Music Teachers, Postsecondary (251121)	64970

Communications Teachers, Postsecondary (251122)	71030
English Language and Literature Teachers, Postsecondary 251123)	70130
Foreign Language and Literature Teachers, Postsecondary (251124)	73300
History Teachers, Postsecondary (251125)	80550
Philosophy and Religion Teachers, Postsecondary (251126)	84380
Graduate Teaching Assistants (251191)	19270
Recreation and Fitness Studies Teachers, Postsecondary (251193)	67190
Vocational Education Teachers, Postsecondary (251194)	57250
Postsecondary Teachers, All Other (251199)	52910
Preschool Teachers, Except Special Education(252011)	27050
Kindergarten Teachers, Except Special Education (252012)	55740
Elementary School Teachers, Except Special Education (252021)	55740
Middle School Teachers, Except Special and Career/Technical Education (252022)	52960
Secondary School Teachers, Except Special and Career/Technical Education (252031)	52150
Career/Technical Education Teachers, Secondary School (252032)	55780
Special Education Teachers, Preschool (252051)	60210
Special Education Teachers, Kindergarten and Elementary School (252052)	59230
Special Education Teachers, Middle School (252053)	48920

Special Education Teachers, Secondary School (252054)	51610
Special Education Teachers, All Other (252059)	57200
Adult Basic and Secondary Education and Literacy Teachers and Instructors (253011)	32220
Self-Enrichment Education Teachers (253021)	29560
Teachers and Instructors, All Other, Except Substitute Teacher s(253097)	47770
Substitute Teachers (253098)	22530
Archivists (254011)	45680
Curators (254012)	50020
Museum Technicians and Conservators (254013)	40470
Librarians (254021)	47430
Instructional Coordinators (259031)	63240
Teacher Assistants (259041)	21790
Education, Training, and Library Workers, All Other (259099)	38800
Art Directors (271011)	59300
Multimedia Artists and Animators (271014)	53580
Artists and Related Workers, All Other (271019)	44580
Producers and Directors (272012)	65370
Public Relations Specialists (273031)	55580

Technical Writers (273042)	71350
Writers and Authors (273043)	48970
Interpreters and Translators (273091)	59700
Media and Communication Equipment Workers, All Other (274099)	68800
Healthcare Support Workers, All Other (319099)	35060
First-Line Supervisors of Correctional Officers (331011)	47460
Firefighters (332011)	34110
Correctional Officers and Jailers (333012)	32210
Childcare Workers (399011)	19260
Recreation Workers (399032)	19420

(2)Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours.

(8)Estimate not released.

SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm

Date extracted on : Oct 29, 2017

Appendix C

	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5	2021-2022 YEAR 6
Operating Expenses	$18,307	$17,442	$17,442	$17,442	$17,442	$18,442
Faculty Salaries	$361,714	$394,921	$394,921	$459,921	$459,921	$524,921
Staff Salary	$35,893	$35,893	$35,893	$35,893	$35,893	$43,893
GA/TA/ TPT Salaries	$60,963	$60,963	$60,963	$75,963	$75,963	$90,963
Total I&G Budget	$476,877	$509,219	$509,219	$589,219	$589,219	$678,219
Changes to CCS based on CAS reallocation of funds	$60,000[1] +$6,743[2] -$865[3]	$33,207[4] -$1,730[5]		$60,000[6] $15,000[7]		$65,000[8] $8,000[9] $1,000 [10]

[1] This cost includes a new hire in Transnational Latino Studies for fiscal year 2017.
[2] This refers to a staff increase to support MOPS program
[3] 16-17 CAS OE budget reduction
[4] This increase is related to a .50 lateral line transfer from the Department of Communications to Chicana and Chicano Studies
[5] 17-18 CAS OE budget reduction
[6] This includes the cost for a new hire in Social Sciences position for fiscal year 2019.
[7] This includes the cost of an additional .50 GAship
[8] This includes a cost of a new hire in Social Sciences position for fiscal year 2019.
[9] This includes a cost growth of a current .20 Administrative Assistant from .20 to .50
[10] This includes a $1,000 increase for travel funds

Appendix D

List of Regional and State Chicana and Chicano Studies Related Programs, 2017			
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	BA Interdisciplinary 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, PhD 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 Chicano Studies
Colorado State University-Fort Collins	Fort Collins, Colorado	Ethnic Studies Department	BA Ethnic Studies
University Northern Colorado-Greeley	Greeley, Colorado	Hispanic Studies	BA, Graduate Certificate, Minor Mexican American Studies
Michigan State University	East Lansing, Michigan	Chicano/Latino Studies Program	BA, PhD Chicano/Latino Studies
University of Minnesota	Minneapolis, Minnesota	Chicano Studies Department	BA in Chicano 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 Mexican American Studies
University of Texas El Paso	El Paso, Texas	Chicano Studies	BA Chicano Studies

University of Texas Austin	Austin, Texas	Mexican American Studies	BA, MA, & PhD Mexican American Studies
University of Texas San Antonio	San Antonio, Texas	Mexican American Studies	BA Mexican American Studies
University of Texas Pan American	Edinburg, Texas	Mexican-American Studies	BA Mexican American Studies

Appendix F: Chicana and Chicano Studies Community Advisory Board

Academic year 2015-16 Member List

Name	Surname	Membership category
Irene	Vasquez	Tenure/Tenure track Faculty
LM	García y Griego	Tenure/Tenure track Faculty
Michael	Trujillo	Tenure/tenure track Faculty
Patricia	Rosas-Lopátegui	Lecturer/Full Time Faculty
Levi	Romero	Tenure/Tenure track Faculty
Patricia	Perea	Faculty/Visiting Asst. Prof
Belmonte	Laura	Tenure/Tenure track Faculty
Antoinette	Rael	CCS staff
Ruth	Trinidad-Galván	SHRI
Barbara	Reyes	SHRI
Rosa	Cervántes	El Centro
Joe	Garcia	Community/La Plazita
Marisol	Archuleta	Community/SWOP
Trisha	Martinez	Graduate student
Vacancy		Graduate student

Appendix E: List of Potential Employers

ACLU
Albuquerque Center for Peace and Justice
Albuquerque Public School District
Arts Alliance
Big Brothers Big Sisters of Central New Mexico
Center for Law and Poverty
Center for Southwest Culture
Domestic Violence Resource Center
Dual Language Education of New Mexico
El Centro de Igualdad y Derecho
Encuentro
Enlace Comunitario
Equality New Mexico
Hispanic Chamber of Commerce
Juntos
La Plazita Institute
Museum of International Folk Art Museum
Native American Community Academy
New Mexico Department of Cultural Affairs
New Mexico Health Resources
New Mexico Humanities Council
New Mexico Human Rights Project
New Mexico Kids Matter
New Mexico Voices for Children
New Mexico Children, Youth, and Families Department
New Mexico Rural Water Association
The New Mexico Immigrant Law Center
New Mexico Music Commission
New Mexico Museum of Art
National Hispanic Cultural Center
New Mexico Small Business Center
Somos Un Pueblo Unido
South Broadway Cultural Center
Southwest Organizing Project
South Valley Academy
Transgender Resource Center of New Mexico
Teatro Paraguas
Young Women United
United Way of Central New Mexico
Working Classroom
Warehouse 508
Youth Works

Appendix A: Department of Labor documentation

Attachment A

U.S. Dept of Labor Statistics for New Mexico	2016
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Education Administrators, All Other (119039)	70950
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Managers, All Other (119199)	89380
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Fundraisers (131131)	47950
Urban and Regional Planners (193051)	54600
Social Scientists and Related Workers, All Other (193099)	73060
Substance Abuse and Behavioral Disorder Counselors (211011)	49780
Educational, Guidance, School, and Vocational Counselors (211012)	52200
Marriage and Family Therapists (211013)	46860

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Artists and Related Workers, All Other (271019)	44580
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Technical Writers (273042)	71350
Writers and Authors (273043)	48970
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Recreation Workers (399032)	19420

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(8)Estimate not released.

SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm

Date extracted on : Oct 29, 2017

Appendix D

List of similar programs (state and regional)

Appendix D: List of Regional and State Programs

List of Regional and State Chicana and Chicano Studies Related Programs, 2017			
University	Location	Department Name	Level of Degree
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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	BA Interdisciplinary 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
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Metropolitan State College, Denver	Denver, Colorado	Chicano Studies Department	BA Chicano Studies
Colorado State University-Fort Collins	Fort Collins, Colorado	Ethnic Studies Department	BA Ethnic Studies
University Northern Colorado-Greeley	Greeley, Colorado	Hispanic Studies	BA, Graduate Certificate, Minor Mexican American Studies
Michigan State University	East Lansing, Michigan	Chicano/Latino Studies Program	BA, PhD Chicano/Latino Studies
University of Minnesota	Minneapolis , Minnesota	Chicano Studies Department	BA in Chicano 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 Mexican American Studies**
University of Texas El Paso	**El Paso, Texas**	**Chicano Studies**	**BA Chicano Studies**
University of Texas Austin	**Austin, Texas**	**Mexican American Studies**	**BA, MA, & PhD Mexican American Studies**
University of Texas San Antonio	**San Antonio, Texas**	**Mexican American Studies**	**BA Mexican American Studies**
University of Texas Pan American	**Edinburg, Texas**	**Mexican-American Studies**	**BA Mexican American Studies**

Appendix E

List of potential employers

Appendix E: List of Potential Employers

ACLU
Albuquerque Center for Peace and Justice
Albuquerque Public School District
Arts Alliance
Big Brothers Big Sisters of Central New Mexico
Center for Law and Poverty
Center for Southwest Culture
Domestic Violence Resource Center
Dual Language Education of New Mexico
El Centro de Igualdad y Derecho
Encuentro
Enlace Comunitario
Equality New Mexico
Hispanic Chamber of Commerce
Juntos
La Plazita Institute
Museum of International Folk Art Museum
Native American Community Academy
New Mexico Department of Cultural Affairs
New Mexico Health Resources
New Mexico Humanities Council
New Mexico Human Rights Project
New Mexico Kids Matter
New Mexico Voices for Children
New Mexico Children, Youth, and Families Department
New Mexico Rural Water Association
The New Mexico Immigrant Law Center
New Mexico Music Commission
New Mexico Museum of Art
National Hispanic Cultural Center
New Mexico Small Business Center
Somos Un Pueblo Unido
South Broadway Cultural Center
Southwest Organizing Project
South Valley Academy
Transgender Resource Center of New Mexico
Teatro Paraguas
Young Women United
United Way of Central New Mexico
Working Classroom
Warehouse 508
Youth Works

Appendix F

List of advisory committee or board members, if applicable.
Minutes of advisory committee or board meetings, if applicable

Appendix F: Chicana and Chicano Studies Community Advisory Board

Academic year 2015-16 Member List

Name	Surname	Membership category
Irene	Vasquez	Tenure/Tenure track Faculty
LM	García y Griego	Tenure/Tenure track Faculty
Michael	Trujillo	Tenure/tenure track Faculty
Patricia	Rosas-Lopátegui	Lecturer/Full Time Faculty
Levi	Romero	Tenure/Tenure track Faculty
Patricia	Perea	Faculty/Visiting Asst. Prof
Belmonte	Laura	Tenure/Tenure track Faculty
Antoinette	Rael	CCS staff
Ruth	Trinidad-Galván	SHRI
Barbara	Reyes	SHRI
Rosa	Cervantes	El Centro
Joe	Garcia	Community/La Plazita
Marisol	Archuleta	Community/SWOP
Trisha	Martinez	Graduate student

Appendix H

Letters of support from external partners or stakeholders

UNIVERSITY OF
NORTHERN
COLORADO

October 10, 2017

Chicano/Chicana Studies Department
1829 Sigma Chi Rd NE
Albuquerque, NM 87131
MSC02 1680
Attn: Cecilia Frescas/Provost Craig White

Dear Provost White:

We are excited to hear about the proposal to initiate a Master's and Ph.D. program in Chicano/Chicana Studies at the University of New Mexico. The Department of Hispanic Studies at the University of Northern Colorado is currently in the process of starting a Graduate Certificate program in Mexican American Studies in 2018-19. Since many of our students may want to continue their graduate education by pursuing a Master's or Ph.D. in Chicano/Chicana Studies at the University of New Mexico, we believe that the establishment of such a program is a positive development and will be of great interest to prospective students here in Colorado.

As part of the review process, we have been asked to provide information about our students and programs in Mexican American Studies. We currently have a robust program in Mexican American Studies, which is housed within the Department of Hispanic Studies at UNC. Our department also offers degrees in Spanish and teaching endorsements in TESL and Bilingual/Bicultural Education. The Mexican American Studies program at UNC consists of two B.A. programs (one in the liberal arts tradition and the other leading to Colorado teaching licensure in Social Studies) and a minor in Mexican American Studies. The two B.A. programs currently have a total enrollment of approximately 25 students and the minor has approximately 10 students. This semester (Fall 2017), we have three sections of our introductory Mexican American Studies course (MAS 100) with a total enrollment of 154 students. The Graduate Certificate program that will begin here in 2017-18 will also consist of an option for undergraduate students to complete their B.A. along with a Graduate Certificate in Mexican American Studies in five years. Part of the rationale for the creation of this program was the increased interest in Mexican American Studies from the local school district and the implementation of dual enrolled MAS courses. In short, we feel that there is a great deal of interest in this field at the local level throughout Colorado as well as regionally and nationwide.

It is difficult for us to gauge how many of our students will continue to pursue an advanced degree in Mexican American Studies, but there is certainly widespread interest in academic careers. In the most recent report from our Alumni Office, many of our Mexican American Studies majors reported that they were employed by school districts (Fort Collins, Greeley, and Denver metro area) and some reported that they were currently employees of institutions of higher learning (University of Northern Colorado, Colorado State University, University of New Mexico, and University of Texas-El Paso). Unfortunately, however, we do not have any concrete data on the number of students that have (or will) pursue an advanced degree in Mexican American Studies.

We hope that the information that we have provided will be helpful as you start to review the proposal for establishing a Master's and Ph.D. program in Chicano/Chicana Studies at the University of New Mexico. In our opinion, this is an exciting development and the program will be of great interest to students and scholars in the field of Mexican American Studies. Please let us know if we can provide any additional information as you move forward.

Regards,

Dr. George A. Thomas
Professor and Chair
Department of Hispanic Studies

Dr. Priscilla Falcon
Professor and Program Coordinator
of Mexican American Studies
Department of Hispanic Studies

Dr. Jonathan Alcántar
Assistant Professor of Mexican American Studies
Department of Hispanic Studies

Dr. Dennis Aguirre
Assistant Professor of Mexican American Studies
Department of Hispanic Studies

UNM UNIVERSITY LIBRARIES

October 30, 2017

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

To the UNM Board of Regents, Provost and Faculty Senate,

The Chicana and Chicano Studies department at the University of New Mexico has proposed the establishment of a Master's and Ph.D. in Chicana and Chicano Studies. When successful, UNM will be the first institution of higher education in the state of New Mexico to offer a Master's and Doctoral degree in Chicana and Chicano Studies. The creation of these programs is a tremendous accomplishment for the *nuevomexicano* and Chicana/o community of New Mexico.

Here at the Indigenous Nations Library Program, we support Indigenous curriculum of Native American Studies and Chicana—Chicano Studies. We are well adept in supporting advanced degrees and graduate students in information literacy, collection development, research consultation and providing culturally sensitive learning spaces.

This letter is in support of the establishment of the Master's and Ph.D. degree in Chicana and Chicano Studies at the University of New Mexico. My position as Program Specialist, alongside my professional experiences have provided me with an in-depth understanding of the value and benefits that a culturally relevant and interdisciplinary degree, such as Chicana and Chicano Studies affords one in a professional and community setting.

A degree in Chicana and Chicano Studies offers graduate students with an intellectual space to hone and fully develop their communication skills, critical and creative thinking, reasoning, collaborative abilities, intercultural competencies, and solution seeking and leadership capacities. Furthermore, a degree in Chicana and Chicano Studies provides students with the language and experience to work with diverse communities and affirms student's commitment to social, environmental, and civic responsibility. Graduate students from Chicana and Chicano Studies will have multi-modal skills to innovatively apply practical skills to successfully support and complete projects and goals of various organizations.

I firmly believe that a Master's and Ph.D. in Chicana and Chicano Studies will offer students the understanding, skills, and abilities to develop and maintain the strength and competence to participate fully in the 21st Century economic, scientific, political, cultural, and intellectual life of our global society. I am committed to supporting the development and implementation of Chicana and Chicano Studies graduate programs at the University of New Mexico.

Sincerely,

Kevin Brown, MA
Program Specialist,
Indigenous Nations Library Program

UNM SCHOOL of MEDICINE | Department of Pediatrics

To whom it may concern,

It is my hope that with this letter I will demonstrate to you how I am in a position to select medical trainees and how graduates from a graduate program established by the Department of Chicana and Chicano Studies (CCS) at the University of New Mexico would be uniquely positioned for a successful application because of the skills the program would give them.

My name is Alfonso Belmonte, and I am an Associate Program Director for the Pediatrics Residency Program and Diversity Liaison for the Department Pediatrics at the UNM School of Medicine. I enthusiastically write this letter in full support of the CCS's application for a graduate program.

As an Associate Program Director, I am deeply involved with the "Intern Selection Committee", a committee that interviews and ranks applicants to our Pediatric Residency Program, and therefore very familiar with the elements of a successful application for a residency position.

Through conversations with faculty, studying their website and analysis of their stated Student Learning Outcomes, I am aware of the CCS's emphasis on multidisciplinary approaches, advocacy and multilingualism and multiculturalism. These skills are indispensable for a Pediatrician.

In my day to day practice as an academic pediatrician I am confronted by problems that can only be addressed via multidisciplinary approaches. I must constantly work with nurses, specialist, social-workers, case managers, and many others, to provide excellent care. Graduates from CCS would be adept at coordinating multiple experts into a cohesive product, and therefor would be attractive applicants to a residency program.

CCS expects that their students can "apply community-responsive research and reasoning in working with diverse communities", Student Learning Objective #5. This skill set would naturally translate to advocacy. When I review an application, previous work in advocacy is something I am constantly looking for as it is a stated value of our pediatric residency program and the American Academy of Pediatrics. As a Pediatrician, I am uniquely positioned to advocate for a segment of our society who literally do not have a vote. For these reasons, a graduate from their program would be likely ranked highly by me in the intern selection committee.

Lastly, CCS emphasizes multilingualism and multiculturalism, skills that are quintessential to aspiring medical students. The UNM School of Medicine Admissions Policy Statement, available at https://som.unm.edu/education/md/admissions/som-admissions-policy-statement.pdf, states, "Diversity benefits all students by…promoting cross-cultural and cross-racial understanding." As the Diversity Liaison for the Department of Pediatrics, I can attest to the importance of these skills at both the resident physician and faculty level as well. Our state's large Hispanic and First Nation populations often have value systems different than traditional western medicine. To establish a therapeutic relationship, I must explore, understand and respect

Health Sciences Center •MSC10 5590 • 1 University of New Mexico •Albuquerque, NM 87131-0001 •Phone 505.272.5551 •Fax 505.272.6845
pediatrics.unm.edu •211 Lomas Blvd NE •ACC Third Floor Albuquerque, NM 87131-0001

those values. I must adjust my therapeutic plan to balance scientific data and cultural values. I firmly believe graduates from a CCS graduate program are trained in and skilled in this navigation of multicultural values.

It is my firm belief that students trained in multidisciplinary approaches, advocacy and multilingualism and multiculturalism make strong applicants to the medical field. Furthermore, it is my current practice to look for these skills in each application I review. Expanding UNM Chicana and Chicano Studies program to include a graduate program will only strengthen the caliber of their students, strengthen the quality of the applications to the medical field and in the long run will make culturally sensitive physicians who fight to end health disparities that are ubiquitous in our state.

Alfonso Belmonte, MD, FAAP
Pediatric Hospitalist
Assistant Professor of Pediatrics
Associate Program Director Pediatric Residency Program
Diversity Liaison Department of Pediatrics
University of New Mexico Children's Hospital

Appendix I

Statements of support from students, staff, faculty, and community

The University of New Mexico

Southwest Hispanic Research Institute
MSC02 1680
1 University of New Mexico
1829 Sigma Chi Rd. NE
Albuquerque, NM 87131-0001
Telephone: (505) 277-2965
www.unm.edu/~shri

October 30, 2017

Dr. Craig White, Provost
and the Academic Senate
University of New Mexico

I am writing on behalf of the Faculty Associates of the Southwest Hispanic Research Institute (SHRI), to enthusiastically endorse the Master's and Doctoral programs in Chicana and Chicano Studies (CCS) at the University of New Mexico. The department of Chicana and Chicano Studies has generated a strong proposal for the addition of a Graduate Certificate, MA and PhD program, and the Associate Faculty unanimously voted to support the CCS proposal, at two of its regularly scheduled meetings, a general monthly meeting and the Annual Retreat.

UNM is a Hispanic Serving Institution, and a Carnegie-designated "Very High Research Institution," both significant designations that make it an ideal location for graduate programs in Chicana and Chicano Studies. The Chicana and Chicano Studies Departments are vibrant and growing programs in the United States. Currently there are 29 programs at colleges and universities across the country. At UNM, CCS has had continuing enrollment growth in its Bachelors' degree program, which not only demonstrates the persistent interest by students in the Department's offerings, but is especially significant during recent years when the University has experienced diminishing numbers of enrollment across its colleges and departments. Many alum and current students have solidly demonstrated interest in pursuing graduate studies in CCS at UNM.

SHRI Associate Faculty are integral and supportive stakeholders of the proposed programs. Historically, SHRI and CCS have had a strong academic and programmatic partnership, offering courses that serve to fulfill elective requirement in the major, and crosslisted courses that introduced students to interdisciplinary scholarship on Chicano/Latino Studies. Students in graduate programs across campus have worked closely with CCS/SHRI faculty, and have in turn recruited them for their graduate program committees. CCS/SHRI faculty have also mentored graduate students on campus and have collaborated on the development of several of the Institute's most dynamic academic/research programs, including the Transnational Research Collective (TRC), the Humans of New Mexico Oral History Project and the Community Engaged Research, Teaching and Service Field Schools.

The TRC convenes graduate students from across the university to engage in academic dialogs and initiatives to enhance graduate student education. Through the support of CCS, SHRI has published the Working Paper Series, which highlights the research specializations of UNM graduate students. The Humans of New Mexico is a not-for-profit project that highlights the population of New Mexico and shows the diversity of the State. It is a community-wide and UNM graduate student effort to capture the complex issues that affect New Mexico's communities and offers a platform to voice everyday practices of resistance to societal pressures. The students involved are focused in studies from various fields and disciplines on campus including History, American Studies, Engineering, Chicana and Chicano Studies, Psychology, Anthropology, English and Art Studio. Students are involved in collecting oral histories to help document the region's communities' history, legacy, strategies for survival and resiliency. Currently, graduate student participants are involved in the entire effort of the interview gathering process, from initially planning and scheduling interviews, designing the interview questions, transcribing the interviews, and organizing the materials for dissemination of findings at scholarly venues.

The Community Engaged Field Schools is an initiative that was first implemented in the summer of 2013. This project was initially developed as a service-learning initiative that brought together UNM faculty and students, and Northern New Mexico community members for the purpose of offering UNM students an opportunity to develop skills in community participatory-based service-learning work. The Institute, in collaboration with CCS, has successfully continued its support of the project, which is now in its 5th year of implementation. Throughout these years, the project has expanded and has included CCS Faculty and Affiliates and SHRI Faculty Associates from the School of Architecture, and the Colleges of Education and Arts & Sciences. SHRI has partnered with CCS to offer cross-listed courses, hire adjunct faculty, offer graduate level field school courses, and provide funding and support services to facilitate this critical expansion.

The CCS M.A. and Ph.D. programs will certainly contribute to our educational mission and goals by providing graduate level course offerings, attracting exceptional graduate students, and enhancing innovative and rigorous research in Chicano/Latino scholarship at UNM. The Southwest Hispanic Research Institute Faculty Associates unanimously endorse the CCS graduate program, and urge you to support its proposal.

Sincerely,

Bárbara O. Reyes

Bárbara O. Reyes
Director, Southwest Hispanic Research Institute
and Associate Professor, Department of History
1 University of New Mexico MSC02 1680
505.277.0084 breyes3@unm.edu

UNM

CHICANA CHICANO STUDIES

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is a petition in support of the proposed Chicana and Chicano Studies Graduate Certificate program. We, the undersigned students, faculty, staff, and community members of the University of New Mexico wish to express our support for this essential and unique development in Chicana and Chicano Studies. This new addition to the Chicana and Chicano Studies Department will strengthen cross-departmental and interdisciplinary scholarship produced at the University of New Mexico. We thank you in advance for your support of our petition.

Respectfully,
We the undersigned

Petition in Support of the CCS Graduate Certificate Program

	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
1	Nalleli Reyes Garcia	Student	101653557	Nalleli Reyes	10/16/17
2	Natalia Toscano	UNM student	101800753		10/16/17
3	Gustavo Garcia	UNM phd student			
4	Isaiah Romo	UNM Student	101772258		10/16/17
5	Fraylon Orozco	UNM student	101667698		10/16/17
6	Elias Vasquez	UNM STUDENT	101738382		10/17/17
7	FRANCISCO LEFEBRE	COMMUNITY MEMBER			10/17/17
8	Margarita Sancho	Community Member			10/17/17
9	Alexandra Villegas	UNM Student	101795947		10/22/17
10	Moises Santos	UNM Student	101651474		10/30/17

UNM

CHICANA CHICANO STUDIES

11	Cassie Smith	PhD Student	100344543	Cassie	10/30/17
12	David Garcia	Community scholar		David	10/30/17
13	Rosas Lopategui	Faculty CCS		Rosas Lopategui	10/31/17
14	ANA PATRACAR	PhD STUDENT		A. PATRACA	10/31/17
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UNM

CHICANA CHICANO STUDIES

83	Bethany Baca	student	101379594		10/31/17
84	VIVIAN FELIPE	Student	101516491		10/31/17
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UNM
CHICANA CHICANO
STUDIES

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

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We the undersigned

Petition in Support of the CCS Graduate Certificate Program

	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
1	Ulises Fortuno	ABHS student			10/30
2	Sage Simpson	ABHS Student			10/30
3	Zeiri Hernandez	ABHS student			10/30
4	Juliana Ortiz	ABHS Student			10/30
5	Kevin Torres	ABHS Student			10/30
6	Ruben Guevara	ABHS Student			10/30
7	Sierra Trujillo	ABHS Student			10/30
8	Milenyer Rangel	ABHS Student			10/30
9	Matthew Trujillo	ABHS Student			10/30
10	Job Maes	ABHS student			10/30
11	Sarahi Garcia	ABHS student			10/30
12	Jacob Martinez	ABHS Student			10/30

UNM

CHICANA CHICANO STUDIES

	Name	student		signature	date
13	RAymondMartinez	ABHS Student	N/A		10/30
14	Juan R	ABHS student	n/a	Juan R	10/30
15	Eva Molina	ABHS student	n/a	Eva Molina	10/30
16	[illegible]				
17	HayleeBarela	ABHS		HayleeBarela	10/30
18	Edwin River				10/30
19	Ivan Cano				
20	Genesis Gordinez				
21	Sergio Molero				
22	Teresa Lechuga			Teresa Lechuga	10/30
23	[illegible]				
24	Alfredo Rodriguez			Alfredo Rodriguez	10/30
25	Lynette Diaz			Lynette Diaz	10/30
26	Juan Rios			Juan Rios	10/30
27	Rosalia Alvidrez				
28	Diego Leyba				
29	Alex Fernandez				
30	Victoria Morales			Victoria Morales	10/30
31	April Guerrero				10/30
32	Anna Maria Ramos				10/30
33	Tino Holguin			Tino Holguin	10/30
34	[illegible]				10/30
35	[illegible]				
36	Nalleli garcia	SVA		Nalleli garcia	10-30
37	Ana Marquez	SVA		Ana Marquez	10-30
38	Gladis Dominguez	SVA		Gladis Dominguez	10-30

UNM

CHICANA CHICANO STUDIES

39	Maribel Montes				10/30
40	Martin Herrera				10/30
41	Lilia Valenzuela	Yo Teacher			10/30
42	Oteiza Ortega	Teacher			10/30
43	KENIA ANDRADE				10-30
44					
45	~~Guillermo Mejorco~~			OK	
46	Guillermo Mejarro				10-30-17
47	Marisella S.				10-30-17
48	Katrina Lizarraga			Katrina	10-30
49	Miguel Garcia				
50	Shawntel Began				10/30
51	Estrella Morales				10-30
52	Jeanne Gutierrez			Jeanne	10-30
53	Fabian Arcos	teacher/student			10-30
54					
55					10:30
56	David G			David Gomez	10/30
57	Azenett M			Azenett M	10-30
58	Patty A			Patty A.	
59	Alina Muñoz				10/30
60	Silvia Perez				10/30
61	Esmeralda N				10/30/17
62	Fatima HDZ				10/30/17
63	Ana Palma				10-30
64	Gabby Astorga				10/30

UNM

CHICANA CHICANO STUDIES

65	Alonso Perez			Alonso Perez	10-30 10/30
66	Alan M			Alan M	10/30
67	Roque Castillo			Roque Castillo	
68	Chrastian Villa			Chrastian Villa	10/30
69	Humberto Velez			Humberto Velez	10/30
70	Ariana Villalobos			Ariana Villalobos	10-30
71	Mary Gutierrez	Staff		Mary Gutierrez	10/30
72	Y. Talamantes	Staff		Y. Talamantes	10/30
73	Shelley Roberts	Consultant		Shelley Roberts	10/30
74	Gilbert Marquez	Staff			10/30/17
75	Thora Lechuga	Staff		Thora Lechuga	10/30/17
76	Julie Reyna				10/30/17
77	Destiny Smith				10/30/17
78	Yamira Perez			Yamira Perez	10/30/17
79	Adrian Gonzalez	student		Adrian Gonzalez	
80	Jonathan Marquez	Student		Jonathan Marquez	
81	Natalie Ortiz	Student		Natalie Ortiz	10/30/17
82	Fabian Lopez	Student		Fabian Lopez	10/30/17
83	Mauricio G.	Student		Mauricio G.	10/30
84	Brayan V.	Student		Brayan Vazquez	10/30
85	Manuel A.	Student		Manuel A.	10/30
86	Francisco Camille	Student		Francisco C.	10/30
87	Karen Estrada	Student		Karen Estrada	10/30
88	Dariana Miramontes	Student		Dariana Miramontes	10/30
89	Adrian Martinez	Staff			
90					

UNM
CHICANA & CHICANO STUDIES

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

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Respectfully,
We the undersigned

Petition in Support of the CCS Graduate Certificate Program

	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
1	Adrian Chavez	Student	101769006		10/26
2	Valentina Rael	Student	101783046		10/26
3	Ivett Martinez	Student	101764133		10/26
4	Candi Kirkpatrick	Student	101771854		10/26/2017
5	Siddiki Mustafa	Student	101761954		10/26/
6	Anthony Orozco	Student	101776160		10/26
7	Sara Vigil	Student	101775270		10/26
8	Rachel Hidalgo	student	101784738		10/26
9	Gabriella Darling	Student	101769059		10/26
10	Giselle Chavez	Student	101773922		10/26

35	Savannah Castillo	student	1017746028		10/16
36	Remy Sinegal	student	1017844468		10/16
37	Layla Gette	student	101784124		10/16
38	Karen Campa	student	101690559		10/16
39	Matthew Bullock	student	101777196		10/26
40	Madison Muniz	student	1017847789		10/26
41	Brianna Meyer	student	101784255		10/26
42	Abigail Bromley	student	101784728		10/26
43	Jazmyn Negele	student	101789731		10/26
44	Shawn Gallegos	student	101776601		10/26
45	Madus Lupple	student	101787978		10/26
46	Shyanne Nourse	student	101695320		10/26
47	Madeline Brown	student	101787148		10/26
48	Jonathan Meza	student	101770765		10/26
49	Bolton Spencer	student	101807136		10/26
50	Sugam Kafle	student	101798971		10/26
51	Ana-Alicia Reyes	student	101783389		10/26
52	Irene solano	student	101763200		10/26/17
53	Jovan Garcia	student	101763343		10/26/17
54	Michael Woods	student	101730976		10/26/17
55	Jason Upshaw	student	101768125		10/26/17
56	Jakeline lopez	student	101787726		10/26/17
57	Jacob Martinez	student	101778471		10/26/17
58	Matt Gerber	student	101800454		10/26/17

83	Allyssa Rivera	Student	1017996601	Allyssa Rivera	10/26/17
84	Katelynn Baca	Student	1017777249	Kate Baca	10/26/17
85	Zachary Smith	Student	1017623331	Zachary Smith	10/26/17
86	Diana Salado	Student	1016085017		10/26/17
87	Sidumi Hernandez	Student	1017604033		10/26
88	Alyssa Bonilla	Student	1017928494		10/26
89	Esmeralda Mendoza	Student	1017846744		10/26/17
90	Enredith López	student	1017566859		10/26/17
91	Alicia Vigil	Student	1017832177		10/26/17
92	Marisol Jaramillo	Student	1017992131		10/26
93	Maite Aguirre	Student	1017271148	Maite Aguirre	10/26/17
94	Maddie Clancy	Student	1017601972		10/26
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UNM
CHICANA CHICANO STUDIES

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Petition in Support of the CCS Graduate Certificate Program

	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
1	Willy Cordeth	student	100952050		10/5
2	Leah C. Cook	Student	101540677		10/5
3	Dylan Maynard	Student	101783988		10/5
4	Nicolas Kennedy	Student	101493198		10/5
5	Michael Bartholemy	Student	101311980		10/5
6	KAWEH MOSHREH	Student	101550794		10/5
7	Elise Matton	Student	101506278		10/5
8	Carter Barnwell	Student	101704217		10/5
9	Jairo Marshall	student	101581333		10/5
10	Reilly Hatch	Student	101264970		10/5

UNM

CHICANA CHICANO STUDIES

11	Emily Northcutt	student	101748908	Emily Northcutt	10/5
12	Meja Allen	Student	101567566	Meja Allen	10/5
13	Margaret Depaul	Student	101588912	Margaret Depaul	10/15
14	Amanda	Student	101690615	Amanda Yanez	10/16
15	Amanda Mogel	student	101700894	Amanda Mogel	10/6
16	Sean Gruber	Student	101698155	Sean Gruber	10/6/17
17	JEANNETTE DOMINGUEZ	STUDENT	101813471	Jeanette Dominguez	10/4/17
18	Luis Carrizal	Student	101714807	L Carrizal	10/6/17
19	Kenn McGee	Student	101785237	Kenn McGee	10/9
20	Karla Campos	student	101775212	Karla Campos	10/9
21	Marcos Gonzalez	student	101527879	Marcos	10/9
22	Marley Hidalgo	student	101784737	Marley S Hidalgo	10/9
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UNM

CHICANA & CHICANO STUDIES

Board of Regents and Faculty Senate
University of New Mexico
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We the undersigned

Petition in Support of the CCS Graduate Certificate Program

	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
1	Steve Cabrera	Student	101637930	Steve Cabrera	11/1
2	Austin Barnes	Student	101796094	Austin Barnes	11/1
3	Arati Martinez	Student	101684662	Arati Martinez	11/1
4	Janice Devereaux	Student	101373348	Janice Devereaux	11/1
5	Dominic Lundquist	Student	101623202	Dominic Lundquist	11/1
6	Elias Vasquez	Student	101739382	Elias Vasquez	11/1
7	Sonora Rodriguez	community member	—	Sonora Rodriguez	11/1
8	Cheyenne Payne	student	101805566	Cheyenne Payne	11/1
9	Devon Garcia	Student	101742211	Devon Garcia	11/1
10	Annette Rodriguez	Faculty	—	Annette Rodriguez	11/1

35	Vanessa Martinez	Student	10173575	Vanessa Martinez	11/1
36	Sierra Dunn	Student	101609808	Sierra Dunn	11/1
37	Ashley Kinsel	student	101627130	Ashley Kinsel	11/1/17
38	Robyn Silverton	student	10136759	Robyn Silverton	11/1/17
39	Charlene Herrera	student	101753967	Charlene Herrera	11/1/17
40	Andrew J. Garcia	student	101824466	Andrew Garcia	11/1
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3. CATALOG DESCRIPTION

Graduate Certificate in Chicana and Chicano Studies

Catalog Language

Degree and non-degree admitted students may present Chicana and Chicano Studies as a transcripted graduate certificate with 12 credit hours of graduate study as follows:
12 credit hours of required courses, CCS 560, CCS 580, CCS 590 and CCS 593.
Students must receive at least a 3.0 GPA in all courses.

Applications should include:

1. Letter of intent, which may include any significant experience applicant brings to Chicana and Chicano Studies, and which explains the candidate's goals.

2. Undergraduate transcript.

3. One letter of recommendation.

Applications should be sent to:
Graduate Advisor, Chicana and Chicano Studies
MSC02 1680
1829 Sigma Chi Rd, NE
Albuquerque, NM 87131

Graduate Certificate in Chicana and Chicano Studies

Catalog Language

The Graduate certificate program is a stand alone program and is available to graduate students at UNM. Admitted graduate students may present Chicana and Chicano Studies as a transcripted graduate certificate with 12 credit hours of graduate study as follows:

12 credit hours of required courses, CCS 560, CCS 580, CCS 590 and CCS 593.
Students must receive at least a 3.0 GPA in all courses.

Applicants should complete and submit an online application at http://grad.unm.edu/graduate-programs/grad-app.html

In addition, students will need the following documentation:

- A substantive letter of intent (3-5, double-spaced pages) summarizing prior academic training and explaining current academic and professional objectives. The letter of intent should focus on scholarly and research interests and how they relate to the field of Chicana and Chicano Studies.
- One letter of recommendation
- One unofficial copy of transcript(s) from the university where the student received their BA and/or MA degree(s).

One official copy of transcripts from all post-secondary work should be sent to the following address: The University of New Mexico, Office of Admissions, Attn: Graduate Admissions, PO Box 4895, Albuquerque, NM 87196-4895

5. LIBRARY IMPACT STATEMENT

UL Collections and Services Supporting
Master's and PhD Degree in Chicana/Chicano Studies

The University Libraries (UL) system contributes to the UNM Mission by providing high quality research sources, both in print and online. The library promotes the use of these resources and contributes to student learning and success through an array of services designed for students, faculty and staff both on and off campus. The UL home page, http://elibrary.unm.edu, provides detailed information about these services and links to the library's catalog, electronic resources, and digital collections.

Subject Specialists are available to CHMS graduate students developing their research skills and pursuing their unique research questions. The interdisciplinary nature of CHMS means that almost any subject specialist could be of assistance. But the following are most knowledgeable of CHMS related topics and resources.

Suzanne Schadl(schadl@unm.edu), Latino/Latin American Collections Curator and library liaison to Chicano Hispano Mexicano Studies

Paulita Aguilar (paulita@unm.edu), Native American Studies and Anthropology Specialist with the Indigenous Nations Library Program

Glenn Koelling (gkoelling@unm.edu), University Libraries and library liaison to English Department

Samuel Sisneros, Archivist (ssisne01@unm.edu), Archivist, Center for Southwest Research and Special Collections

For many years, these librarians/archivists and others have developed and tailored workshops for undergraduate and graduate courses with Chicano/Mexicano/Borderlands content. Materials supporting such work have long been an important area of emphasis in the UL and in special collections at the Center for Southwest Research (CSWR). The following online research guides maintained by these subject specialists demonstrate applicable tools and resources.

Chicana Hispano Latino Studies: http://libguides.unm.edu/chicana_studies
Spanish Colonial and Mexican Era Documents: Researching at the Center for Southwest Research
http://libguides.unm.edu/c.php?g=375302
Chicana/o Studies (Archival Collections) Coming soon
Iberian studies: http://libguides.unm.edu/Iberian_Studies

Collections
UNM's online catalog has millions of records for print and electronic books, journals, magazines, newspapers, government documents, DVDs, sound recordings, music scores, and other locally owned resources. WorldCat, which combines the catalogs of over 13,000 libraries worldwide, provides direct links to the Interlibrary Loan for resources from other notable libraries

Book collections are strong for Mexican and New Mexican Pre-Columbian, Spanish Colonial and modern periods. The following subject fields in the catalog yield substantial results for supporting proposed CHMS courses: United States – Ethnic Relations; Race Relations; Cultural Pluralism – United States; Gender Identity; Mexican Americans; Hispanic Americans; Mexican American- Authors, Hispanic American – Authors; United States -- Emigration and immigration; Feminism and . The Latino/Latin American collections curator will work with CHMS to fill in any holes identified in these collections.

Specialized databases further enhance the availability of materials for CHMS proposed courses. These include, but are not limited to the following: America: History and Life; American West; Arte Público Hispanic Historical Collection; Chicano Database; Ethnic NewsWatch & Ethnic NewsWatch History; Hispanic American Newspapers, 1808-1980; Hispanic American Periodicals Index – HAPI; Hispanic Newsstand, US; Latino American Experience; New Mexico Newspapers Project; El Hispano and Chicano News Net.

Archival Collections at the UL's Center for Southwest Research support CHMS proposed research goals and include significant holdings documenting the Spanish, Mexican, Hispano and Chicano history and cultures of the Southwest. Our strengths include resources for Spanish Colonial studies, land grant studies, and the contemporary archives of community activists, labor leaders, writers, publishers, performers, artists, teachers, and scholars. Examples of these archival collections include: Alfonso Chavez Montoya Papers; Alfonso Sanchez Papers; Alianza Federal de Pueblos Libres Collection; Carlos Espinosa Cansino Papers; Cecilio García Camarillo Papers; Chicano Student Movement at Western N.M. University Oral History Project; Córdova v. Vaughn Municipal School District Papers; Demetria Martínez Papers; Eduardo Hernández-Chávez and Ysaura Bernal-Enríquez Papers; Francisco E. Martinez Papers; Frank I. Sanchez Papers; Gloria Montoya Chávez Papers; Irene I. Blea Papers; Joel Nossoff Chicano Movement Collection 1968-1970; La Cooperación del Pueblo de Tierra Amarilla Collection 1969-1994; La Compañia de Teatro de Alburquerque; League of United Latin American Citizens (LULAC); New Mexico Records 1952-2001; Peter Nabokov Papers; Reies López Tijerina Papers; Sociedad Protección Mutua de Trabajadores Unidos Records; South Martineztown Urban Renewal Project Oral History Interviews; Tonantzin Land Institute Records; UNM Faculty Involved in Chicano Movement Oral History Project; Rudolfo Anaya Papers; Denise Chavez Papers; Angel Flores Papers; Leo Romero Papers and Sabine R. Ulibarrri Papers. The Center for Southwest Research also has strengths in the history, arts, and cultures of Mexico, in both archives and special collection library resources which support comparative North American and Latin American studies. Access and digital tools for these resources include the Rocky Mountain Online Archives (rmoa.unm.edu); New Mexico's Digital Collections (econtent.unm.edu); and Chronicling America: Historic American Newspapers (chroniclingamerica.loc.gov/), all of which are consortial resources managed or participated in by the Center for Southwest Research.