

PROPOSAL TO INITIATE A
Bachelor of Arts (BA)
in
Latin American and Latino Studies
College of Arts and Sciences
University of Louisville

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On behalf of the LALS Steering Committee

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TABLE OF CONTENTS

Program Abstract	3
Section 1: Relevance of LALS to the University Mission and the 2020 Plan	5
Critical Area 1 - Educational Experience	5
Critical Area 2 - Research, Scholarship and Creative Activity	7
Critical Area 3 - Community Engagement	9
Critical Area 4 - Diversity, Opportunity and Social Justice	11
Critical Area 5 –Creative and Responsible Stewardship	12
Section 2: Program Description – BA in Latin American and Latino Studies	13
Organizational Placement of the Program	13
Timetable for Implementation of the Program	13
Requirements for the BA Degree in Latin American and Latino Studies	14
Sample Four-Year Plan of Study for a BA in LALS	17
Course descriptions for the BA in LALS	18
Section 3: Resources	18
Facilities	18
Library	18
Faculty	19
Budget Explanation and Justification of Expenditures	21
Section 4: “The Five Questions”	
1. Are more Kentuckians ready for post-secondary education?	21
2. Are more students enrolling?	22
3. Are more students advancing through the system?	26
4. Are we preparing Kentuckians for life and work?	27
5. Are all Kentucky’s communities and economy benefiting?	29
References	31
Appendix 1: Chart of LALS Majors Offered in US Colleges and Universities	
Appendix 2: Map Indicating Hispanic Population in Kentucky; NCLR Kentucky Fact Sheet	
Appendix 3: Hispanic Enrollment at UofL	
Appendix 4: Survey Results for BA in LALS at UofL	
Appendix 5: List of LALS Internship Sites	
Appendix 6: Course Descriptions	
Appendix 7: Syllabi for LAS 310 and LAS 311	
Appendix 8: Sample Four Year Plans	
Appendix 9: Budget Spreadsheet	
Appendix 10: Curriculum Vitae and AWP for Rhonda Buchanan	
Appendix 11: Letters of Support	

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Louisville, Kentucky**

ABSTRACT

Latin American and Latino Studies at UofL is an interdisciplinary program that promotes an understanding and appreciation for the diverse cultures of Latin America and Latino communities in the United States, with the ultimate goal of preparing students to become engaged citizens in our global society. The program was created in the fall of 2000 as Latin American Studies (LAS) and in the spring of 2001, a minor in LAS was approved. In 2005, a Graduate Certificate in Latin American Studies was approved, and in 2007 a minor in Latino Studies was approved and the program changed its name to Latin American and Latino Studies (LALS), as did the Graduate Certificate. Since its inception in 2000, student enrollment in the LALS Program has grown steadily and continues to attract new students on a regular basis. To date, 63 students have graduated with an LAS minor, 7 with a Latino Studies minor, and 27 with the LALS Graduate Certificate. The next stage of the LALS Strategic Plan is to offer a BA degree in Latin American and Latino Studies.

In institutions of higher education across the United States, Latin American and Latino Studies has become a crucial field of interdisciplinary inquiry offering undergraduate major and minor degrees that examine the historical, social, economic, and political structures of the Caribbean, and Central and South America, as well as the increasing importance of Latinos in the United States. A perusal of available websites indicates that colleges and universities across the country offer BA degrees in LAS, LALS, Latin American and Caribbean Studies (LACS), Latino Studies, and Chicano Studies. Some institutions offer an international major with a concentration in Latin American Studies and other institutions have Centers for Latin American and Latino Studies (see list, Appendix 1). Among UofL's 17 benchmark institutions, two offer a major in LALS, five offer a major in LAS, and 1 offers a major in LACS. In the state of Kentucky, there are 40 degree granting institutions, but to date, none offers a major in Latin American and Latino Studies. Western Kentucky University offers a minor in Latin American Studies through their LAS Program and Transylvania University offers a minor in Latin American and Caribbean Studies through their LACS Program. At the University of Kentucky a minor in Latin American Studies is offered through their LAS Program, and it is also possible to earn a BA or BS degree in International Studies, with an area of concentration in Latin America. **The UofL BA degree in Latin American and Latino Studies will be the only LALS major offered in the state of Kentucky.**

Since its inception in 2000, community engagement has been the cornerstone of UofL's LALS program. Undergraduate students are required to conduct an internship that serves members of the Hispanic community, locally or abroad. As the Latino population has grown in Louisville over the past decade, the number of LALS internship sites with local organizations has also increased, from just a few sites in 2002 to over twenty currently. The growth in the Hispanic population in Jefferson County and across the state of Kentucky reflects a national trend, which indicates that Hispanics represent the fastest growing demographic segment of the U.S. population. (For an interactive map showing the Hispanic population of the US, visit: <http://pewhispanic.org/states/population/>). In an unpublished report prepared for the Kentucky Governor's Office of Minority Affairs on April 5, 2011, State Demographer, Ron Crouch,

Director of Research and Statistics for the Kentucky Education and Workforce Development Cabinet, states: “Between the 2000 and 2010 Census when broken down by race and Hispanic origin, Kentucky’s Non-Hispanic White population grew by 137,642 or 3.8% and accounted for 46.3% or less than half of the state’s population growth; our Black population grew by 41,526 or 14.0%; and our “official” Hispanic population grew by 72,897 or 121.6%.” (“Kentucky Growing More Diverse: Results from the 2010 Census”). The 2010 Census indicates that in Jefferson County, the Hispanic population has increased from 12,370 in 2000 (the year the LALS program was initiated), to 32,542. According to Crouch, “official” census count is much lower than the actual figure: “[m]any believe the undocumented Hispanic population is significantly larger—probably by two to four times” (“Hispanic Immigration: A Key to Kentucky’s Economic Vitality” -- see map, Appendix 2).

The increase in the Hispanic population in the Kentuckiana area is also reflected in the growing number of Latino students enrolled in the Jefferson County Public School system. According to the Kentucky Department of Education, as of February of 2011, 3.1% of all students enrolled in the Jefferson County Public School (JCPS) system are Hispanic. According to Stephen Imhoff, Founder of Adelante Hispanic Achievers and President and Board Chairman of the JCPS Board of Education, in Jefferson County public schools alone there are 6,610 Hispanics in all grade levels, from pre-K to high school. The most recent figures available from UofL’s Office of Institutional Research and Planning indicate that the enrollment of Hispanic students in 2010 was 601 students (see chart, Appendix 3). In response to the increasing number of Latino students enrolling in Spanish classes at UofL, the Department of Classical and Modern Languages recently added Spanish language classes for “Heritage Speakers” to the curriculum. A new course, Spanish Conversation in the Community, was also added to provide students of Spanish the opportunity to practice the language with native speakers in Louisville.

With the ever-increasing importance of the Latino presence in the United States, there is also a growing interest in Latin American history, politics, and culture, and in issues concerning immigration, equality, social justice, multiculturalism, and identity. Currently, courses that fulfill the requirements for the LALS minors and LALS Graduate Certificate are taught by UofL research active faculty in the following departments: Anthropology, Classical and Modern Languages (Spanish), Communication, English, Fine Arts, Geography, History, Humanities, Law, Pan-African Studies, Political Science, Social Work, Sociology, and Women’s and Gender Studies, among others. Overall, the BA in LALS responds to the University’s mission to educate students with the knowledge, analytic abilities, and professional development skills that are important for both academic and non-academic careers.

The goal is to have the BA in LALS in place by the fall semester of 2012. Recruitment for this new degree program is already underway. In exit interviews with graduating students and surveys conducted for this proposal, students have responded positively to the proposal to offer a BA in LALS (see Appendix 4).

The following sections of the proposal narrative will address how a BA degree in Latin American and Latino Studies “will prepare Kentuckians for life and work” and how it will articulate with the University’s mission and the critical goals of the 2020 plan, and address the needs of our growing Latino student population. The proposal also includes information about collaboration with other institutions and organizations, and participation in the Kentucky Virtual University. Supporting evidence may be found in the appendices. Additional information about the LALS Program may be found on the LALS webpage:

<http://louisville.edu/latinamericanstudies>.

Section I: Relevance of the LALS Program to the University Mission and the 2020 Plan

The proposed BA in Latin American and Latino Studies will enhance all areas of the University's mission, which states:

The University of Louisville shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services.

The following sections of the proposal narrative will provide specific examples of how the LALS program already addresses the five critical areas outlined in UofL's 2020 Plan. The addition of a BA degree in LALS will only add more opportunities for our faculty, staff and students to respond to the goals of the 2020 Plan. These areas correspond to the items listed above in the university's mission statement, and also articulate with the Strategic Plan (2007-2017) of the College of Arts and Sciences: 1) Educational Experience, 2) Research, Scholarship and Creative Activity, 3) Community Engagement, 4) Diversity, Opportunity and Social Justice, and 5) Creative and Responsible Stewardship.

Critical Area 1 – Educational Experience: “The promise of a limitless future.”

The BA in LALS will support the first critical area of the 2020 Plan, which mandates that:

UofL be the first choice for students who wish to excel in the classroom and in life, and that our students learn to be competent, mature and critical thinkers – important traits for navigating through the New Economy. In addition, we will work to ensure our students become responsible, informed and engaged citizens, involved in the cultural and social as well as the economic aspects of their communities. In short, we will prepare them for leadership roles in the emerging knowledge economy. (2020 Plan)

One of the goals of the 2020 Plan is to increase the number of baccalaureate degrees awarded annually. The LALS program is collaborating with the 55,000 Degrees Initiative, whose goal is for 55,000 to graduate with Bachelor's and Associate degrees by the year 2020. Of that 55,000, local African American leaders have set the goal of 15,000 bachelor degrees to be earned by African American students by 2020. LALS will play a crucial role in the goal to increase the number of BA degrees earned by Latino students in our community. Discussions are presently underway to set a specific goal for the number of degrees earned by Latino students in Louisville.

In a “Diversity in Academe: Creating a Hispanic College Culture,” a supplement of *The Chronicle of Higher Education*,” Diane Santiago, co-founder and vice-president for policy and research at Excelencia in Education, reflects on her personal educational experiences and states: “[s]tudies have shown that Latino families value education and are more likely than other groups to believe that a college degree will lead to a better life” (B22). In her article, “All Together: The Role of Latino Families in Higher Education,” Santiago stresses the importance of engaging the family in the recruitment, orientation, and retention processes, and assisting them with financial aid and scholarships opportunities:

For many Latino students who are the first in their families to go to college, the role of family is critical, for a variety of reasons. Family bonds are strong for many Latinos, which reinforces both cultural ties and a family’s sense of responsibility for success. Many Latino families have lower incomes and must struggle to cover college costs. Latino parents who immigrated to this country to provide more opportunities for their children are heavily invested in their success. There is a strong Latino family identity, and the success of children reflects upon the entire family.

Family is so important among Latinos that one-third of Latino undergraduates continue to live at home while they are enrolled. (B22)

As the number of Latino students enrolling in our LALS program increases, we would like to work more closely with UofL’s Office of Admission to help them engage the families of our Latino students, from recruitment to graduation. The Office of Admissions recently hired several Spanish-speaking staff members to address the needs of minority students, and collaborations with the LALS program have been initiated.

Students who pursue the LALS minor are among the brightest students at UofL. One of the “bragging rights” included under Educational Experience in the 2020 Plan, is the high number of UofL students who have earned Fulbright scholarships in recent years, a record setting 14 in each of the past two years. In 2010, two of the 14 Fulbrights were awarded to LAS minors and in 2011, three of the 14 Fulbrights were awarded to LALS students. In addition to the Fulbright Scholarships, one of our students who graduated with an LAS Studies minor in 2011 will be among the first to participate in the Appalachian program for Teach for America. Two of our Latino Studies minors, who happen to be brothers, were recipients of Louisville’s prestigious Bell Award, and others have studied abroad as World Scholars, Lewis Scholars, and Panama Scholars. Other honors, awards, and scholarships have been granted to many more LALS students over the past decade, and are highlighted on the LALS webpage.

Our students certainly fit the description of “responsible, informed and engaged citizens, involved in the cultural and social as well as the economic aspects of their communities” (2020 Plan). An internship, with a minimum of 80 hours, is a requirement for all students who pursue a minor in LALS, and will be a requirement for the new major as well. Although some students have opted to conduct the internship abroad in countries such as Argentina, Bolivia, Guatemala, Mexico, Panama, and Peru, the majority volunteer at local internship sites. To address the needs of Louisville’s growing Latino community, the program has added new internship sites each year, and now offers

students the possibility of volunteering for over twenty local organizations (see list, Appendix 5).

Given its interdisciplinary nature, this baccalaureate program will offer students a variety of courses in the areas of the humanities and social sciences, taught by a diverse faculty who has been recognized nationally and internationally for their expertise and accomplishments. Among the faculty who collaborate with the LALS program are professors who have won prestigious awards for teaching, research, and service. In addition to sharing their knowledge in the classroom and training students to be critical thinkers, our LALS professors also serve as mentors and offer students guidance outside the classroom. Our goal has always been to promote excellence in education, with compassion for others and awareness of social justice. The LALS Program promotes the mission of the College of Arts and Sciences to “improve life in the Commonwealth and particularly in the greater Louisville urban area, creating knowledge through its research, sharing knowledge through its teaching, and guiding all its students to realize their potential.”

Critical Area 2 – Research, Scholarship and Creative Activity: “The passion to break new ground.”

In her article, “Latin American Studies in the Twenty-first Century,” Dr. Marjorie Woodford Bray explains that “the transformation of the U.S. academic approach to Latin America came in the 1960s and 1970s” (23). According to Woodford Bray, the Civil Rights Movement, the Cuban Revolution, the Vietnam War, the decolonization of African countries, and the Peace Corps program contributed to student and faculty interest in Latin American area studies. In his article, “Latin American Studies Programs in the Twenty-First Century U.S. University,” Dr. Eric Hershberg, Director of the Center for Latin American and Latino Studies at the American University in Washington, D.C., refers to the critical role that LALS programs play in preparing students for the challenges of the future:

LAS programs are well situated to engage the communities that surround them and to play a trailblazing role in the efforts of U.S. universities to become more international in focus and action. As has been the case since their dramatic expansion during the post WWII and particularly post-Sputnik eras, a core mandate of LAS programs in the United States is to train the next generation of experts, imbuing in their students a deep knowledge of language and culture as well as the particularities of social, political and economic dynamics in the region. (10)

At UofL, the LALS Program has benefited from the expertise of an interdisciplinary core faculty with a strong commitment to research and a desire to share their knowledge with students. The LALS program occupies an important place within the larger mission of UofL’s quest for advancing knowledge and understanding of the problems of the 21st century. The 2020 Strategic Plan mandates that the university “[f]ocus investment of effort and resources on selected research areas, with ultimate national recognition of faculty and programs in these areas,” by promoting “interdisciplinary and innovative “niche” research and scholarship to rapidly develop national recognition.” The LALS program has developed regional, national and international initiatives.

LALS faculty members have received external and internal funds to support their research efforts, including grants and awards from the National Endowment for the Arts (NEA), the National Endowment for the Humanities (NEH), and Fulbright Fellowships. A number of internal funding sources, including the Richard and Constance Lewis Travel Fund for Latin American and Iberian Studies, administered by the LALS Program, and the Modern Languages Fund, administered by the Department of Classical and Modern Languages, have enabled LALS faculty members to conduct research in Latin America and students to participate in study abroad programs and conduct internships and research projects in Latin America. LALS faculty members have also been funded through UofL Intramural Research Initiative Grants, Research! Louisville grants, and A& S Research and Creative Activities Grants, and one faculty member is a University Scholar. LALS faculty members have also received UofL Distinguished Research, Teaching and Service Awards, and members of the LALS Steering Committee have won prestigious awards for service to the community, such as the Mosaic Award, and the University Distinguished Service Award for Service to the Community.

The LALS program offers UofL students the opportunity to enhance their knowledge of Latin America and their linguistic skills while studying in a Spanish-speaking country, thus addressing the university's goal of promoting global understanding and internationalization. Since 2003, the LALS program has offered an annual Study Abroad Program in Panama. During the month of May, students take courses on Panamanian culture, intercultural communication, and Spanish language, and gain first-hand knowledge about Panamanian culture, politics, history, and the ethnic composition of the country. The program also includes a service learning component in which UofL students are matched with children from the "Las Aldeas" Orphanage in Panama City. The time spent with the orphans always has a positive and lasting impact. For example, 2011 Panama Scholar, Phillip Garrard writes in the Fall 2011 issue of *Lou Magazine*: "We visited an orphanage and that was my favorite memory. It really hit home in lots of ways. I will never forget Luzmila, a little girl who was orphaned there with her three sisters and brother. We hung out and played with them – just really showed them some love!" ("Discovering Panama," 6). Many of our students return to Louisville with the desire to volunteer at local organizations that serve Latinos in Louisville. Students have also conducted internships in Panama, for example, in the summer of 2010, three UofL students volunteered for the Impacto Project in Bocas del Toro, a program that empowers children by teaching them digital photography, and in the summer of 2011, an LAS minor conducted an internship focused on reproductive health programs for Panamanian youths at the Medical School of the Universidad Latina in Panama City.

In 2009, the LALS Program spearheaded a university-wide initiative that led to the signing of a Memorandum of Understanding between the Universidad de Guanajuato (UG) in Mexico and the University of Louisville. Since then, professors from UG, including the university's president, Dr. Luis Felipe Guerrero Agripino, have lectured at UofL and our professors have given presentations at UG in Guanajuato, Mexico. Plans are underway to send UofL students to the UG in the near future. The LALS program has also collaborated with efforts to establish an MOU with La Universidad de La Plata, in Louisville's Sister City of La Plata, Argentina. In the summer of 2011, the first UofL student conducted research in a chemistry lab at the Universidad de La Plata, under the direction of Dr. Francisco Ibáñez, an Argentine professor who received his PhD in Chemistry at UofL, and in 2012, one of his doctoral students will conduct research at UofL. Additional collaborations are underway with the Universidad de Buenos Aires (UBA). In December of 2011, Dr. Fabian Crespo, Professor of Anthropology and

recipient of the 2011 Lewis Fellowship, taught a course at UBA that will lead to future exchanges between UofL and UBA, and also the Universidad de la Plata.

In many ways the LALS program addresses another goal of the 2020 Strategic Plan, which is to “integrate scholarship, basic and translational research, applied research and technology transfer with academic goals, community needs and extramural opportunities.” LALS collaborates with UofL’s School of Nursing by sending volunteer interns year-round to the Kentucky Racing Health Services Center, which offers healthcare to the employees on the Backside of Churchill Downs, many of whom are native speakers of Spanish (see the letter of support by Dr. Whitney Nash, Director of the KRHSC, Appendix 11). LALS also sends interns to interpret for CASA: Court Appointed Special Advocates and for the Kentucky Administrative Office of the Court Spanish Interpreting Division.

Community needs and extramural opportunities for our students are met on a regular basis through the many events and activities co-sponsored by the LALS Program, including lecture series, film festivals, concerts, theatrical performances, art exhibits and other cultural events related to Latin America and Latinos in the United States. Students, faculty, staff, and members of the community attend these free events. It is particularly beneficial to students to be able to meet the authors whose books they have read in class, artists whose works are exhibited on campus, and directors whose movies and documentaries are screened in classes and film festivals.

The 2020 Plan also recognizes the positive “Cultural and Social Impact,” that occurs when UofL collaborates with “downtown development projects that are bringing fine arts programming to Louisville.” As a Community Partner to the Kentucky Museum of Art and Craft (KMAC), the LALS Program assists the museum with its outreach to the local Latino community. Since 2006, the LALS program has collaborated with KMAC in its annual downtown Day of the Dead celebration, which draws more than 2000 visitors each year (see letter of support by Dr. Peter Morrin, Director of UofL’s Center for Arts and Culture Partnerships, Appendix 11). In 2010, the LALS program installed a large altar to remember the victims of the Haitian and Chilean earthquakes and solicited help from Haitians and Chileans living in Louisville. The 2011 LALS altar at KMAC commemorated “The Legacy of Community and University of Louisville Leaders” and involved collaborations with several departments, centers, and institutes. LALS also collaborated with KMAC on a successful NEA grant that resulted in an exhibit of contemporary Caribbean art entitled “Into the Mix,” currently on display from February to April, 2012. On February 4, 2012, LALS co-sponsored a panel discussion on “Contemporary Art from a Caribbean Perspective” at UofL, with four artists whose works are featured in the exhibit. For several years, the LALS program has assisted COPA, the Employee Resource Group (ERG) of Brown-Forman Distilleries, with their annual Hispanic Heritage celebrations and outreach to the Latino community. In August of 2011, the LALS program co-sponsored Career Day at Brown-Forman for Latino students from Fern Creek High School, and for the past two years, Brown-Forman has provided funds to support the creation of the LALS Day of the Dead altars at KMAC and the UofL campus.

Critical Area 3 – Community Engagement: “The insight to champion community.”

Service to the community, whether in Louisville or abroad, has been the foundation of the LALS Program since its inception in the year 2000. Internships are a requirement for undergraduate students who minor in Latin American Studies or Latino Studies, and an elective for graduate students who pursue the LALS Graduate Certificate. The internship will be required

for the BA as well. To date, 70 students have graduated with LALS minors and completed internships, and of the 27 students who have completed the LALS Graduate Certificate, 19 have elected to conduct an internship. Our volunteer interns have put their Spanish linguistic skills to good use and given their time, energy, knowledge, and talents to more than 20 local organizations that serve the Hispanic community, as well as foreign organizations in Argentina, Bolivia, Guatemala, Mexico, and Panama (see Appendix 5). As our local Latino community grows, we continue to add more internship sites to our list each year. Some of the local sites include: the Kentucky Racing Health Services Center (KRHSC) and the Klein Family Learning Center, which serve the employees of the Backside of Churchill Downs, Adelante Hispanic Achievers, the Americana Community Center, CASA: Court Appointed Special Advocates, Catholic Charities: Rescue and Restore Victims of Human Trafficking, Hispanic Latino Coalition, Kentucky Refugee Ministries, the Iroquois Branch of the Louisville Free Public Library, Adhawks Advertising and Public Relations, Inc., and our newest internship sites, Brown-Forman Distilleries, Big Brothers Big Sisters of Kentuckiana, and the Kentucky Administrative Office of the Court Spanish Interpreting Division. After consulting with the LALS Director, students are matched with an organization related to their personal career goals and interests: Pre-Med students volunteer at the KRHSC, future teachers mentor Latino middle school students for Adelante Hispanic Achievers, and those interested in careers in law may serve as interns for CASA or as interpreters for the court system.

In their exit interviews, many of our students state that the internship was the highlight of their LALS program, and in some cases, a life-altering experience. For example, Maxwell Cooper, a biology major and LAS minor who completed an internship in Panama in 2010, was offered a job at the KaluYala Research Institute, where he interned. One of our LAS minors who is majoring in biology, will intern at the KaluYala Research Institute in the summer of 2012. Many LALS interns continue to volunteer at their internship sites long after the three credit hours they receive are posted to their transcripts. For example, LAS minor Megan Reeves wrote in her final report for her internship at the KRHSC: “this has absolutely, without a single doubt, been one of the best things I have ever done in my life. I’m so thankful, So, so thankful. It’s not an internship to me anymore. It’s a commitment.” The internship program has been so successful that the directors of the various organizations we serve request more volunteers on a regular basis, while other directors ask that their organizations be added to the growing list of LALS internship sites.

In the previous section concerning Research, Scholarship and Creative activity, collaborations between the LALS program and the Kentucky Museum of Art and Craft and Brown-Forman Distilleries were mentioned. LALS has also collaborated with the Kentucky Derby Museum on its 2008 Dream Chasers Exhibit, which featured the artwork of the Backside employees, and in 2010 LALS was a co-sponsor for the first city-wide celebration of Hispanic Heritage, “Salsa in the Infield,” held in the infield of Churchill Downs. In 2010, LALS assisted Louisville’s Boys and Girls Club to erect an altar to Michael Jackson in the lobby of the Muhammad Ali Center, and helped the Frazier International History Museum create a tribute to Latin bandleader Tito Puente, a World War II veteran. That same year, the LALS helped the UofL Society of Physics Students install an altar dedicated to Galileo at the Louisville Science Museum, and assisted them with their 2011 altar to Benjamin Franklin. This year the LALS program also helped the art therapists of Kosair Children’s Hospital with an altar at KMAC to children who lost their battle with cancer and other diseases.

Over the past few years, community organizations and local officials have enlisted the assistance of the LALS program. For example, LALS participated in the “Cross Cultural Connections: African-American/Hispanic-Latino Relations,” a task force organized by the Louisville Metro Government Human Relations Commission in 2008. That same year, the LALS program assisted the Louisville Fire Department and the Louisville Metro Government Department of Public Protection with the establishment of Spanish language training for Firefighters and First Responders.

In the fall of 2011, the LALS Program was invited to join forces with CLASE, the Center for Latino Achievement and Success in Education, at the University of Georgia on their initiative to mentor and tutor Latino children in grades K-12. Dr. Pedro Portes, The Goizueta Foundation Distinguished Chair in Latino Teacher Education and CLASE Executive Director, has invited UofL’s LALS Program to participate in what promises to become a national initiative to ensure the academic success of Latino school children by matching them with university student tutors and mentors. (See letter of support from Dr. Pedro Portes, Appendix 11.)

In this section of the proposal, only a few examples of how the LALS program responds to the needs of our community have been highlighted. A complete history of our activities is chronicled in the LALS *Caminos* newsletter, posted on the LALS webpage.

Critical Area 4 – Diversity, Opportunity and Social Justice: “The courage to question convention.”

By its very nature, the LALS Program focuses on issues concerning diversity and social justice. Classes that fulfill requirements for the LALS minors and Graduate Certificate offer students the opportunity to study aspects of Latin American heritage such as race/ethnicity, class structures, economics, demographics, gender and sexuality, language, religion, and migration and transculturation, in addition to historical, social, and political factors that are unique to the nineteen countries of Latin America. Courses also examine the contributions of Latinos to the United States. Moreover, the LALS program embraces UofL’s commitment to diversity and its mission to serve the greater metropolitan community. The LALS internships with organizations that serve the local Hispanic community help to meet the needs of an under-represented segment of Louisville’s population. In many respects the LALS internships serve as economic drivers as they prepare UofL students for careers in business, health, social work, law, and other fields of employment that benefit from hiring employees with Spanish-speaking skills and knowledge of Latin American cultures.

LALS students are diverse in gender and ethnic background, and include traditional and non-traditional students. The program attracts students of color, including African-Americans, Latinos, Indians, and Asian individuals from diverse social backgrounds and age groups. As an interdisciplinary program, LALS has no full-time, tenure-track faculty of its own, but rather relies on UofL faculty from various departments whose courses fulfill requirements for the LALS minors and the LAS Graduate Certificate. The professors who teach courses for LALS are diverse in terms of gender and race, and include African-Americans, Latinos, and faculty of Indian heritage.

Since its inception, the LALS Program has brought to campus each semester a wide variety of distinguished speakers whose public lectures and classroom lessons have contributed to the educational diversity goals of this university. These include, Dr. George Bruno, the U.S. Ambassador to Belize, Alicia Kozameh, a Jewish-Argentine writer and former political prisoner of the Argentine dictatorship, and Eduardo Heras León, a Cuban writer of African and Chinese

heritage. In October 2002, the LALS Hispanic Heritage Lecture Series was inaugurated by the Mexican writer, Dr. Alberto Ruy Sánchez, who spoke about the mysterious values of Mexican culture, and the following year by Dr. Gustavo Pérez Firmat, a Cuban writer who addressed the precarious relationship between the United States and Cuba. Other guest speakers include Dr. David William Foster, who gave a lecture on gender issues in Argentina, and Antonio Torres, a Mexican labor union activist, who spoke about problems created by the NAFTA agreement. LALS also co-sponsored “*Tres Vidas*,” which celebrated the lives of three extraordinary Latin American women through music, poetry, and theater. In 2011, the LALS Program, with co-sponsorship from Wesley House Community Services, the Kent School of Social Work, and the Department of Women’s and Gender Studies, arranged a campus event to commemorate the 20th anniversary of the Clothesline Project, which raises awareness of the many forms of violent abuse against women. Many other LALS events have focused on the history, politics, and artistic contributions of Latinos in the United States. Each year the LALS Program co-sponsors the Latin American Film Festival and the keynote Hispanic lecture presented at the annual Louisville Conference on Literature and Culture since 1900. These events, designed to highlight the rich cultural diversity of Latin America, are attended by faculty, staff, students, and many members of the Louisville community.

The fact that in the year 2000, UofL administrators saw the need to establish a Latin American Studies program and have supported the development of the LALS program over the past decade is evidence that LALS plays a key role in contributing to the strategic diversity plans of the College of Arts and Sciences and the University. The addition of a BA degree in LALS will provide even more opportunities to address the needs of our multicultural community and our expanding global economy through civic service. LALS graduates will be prepared to work with government and private agencies, locally, nationally or abroad that address cultural diversity and forms of social inequity in the workforce, such as discrimination and racial and ethnic stereotyping. The 2020 Plan states that at the University of Louisville “[w]e believe that education is the key to changing society, and it is through education that we will build a more tolerant, inclusive society both at home and abroad.” The LALS Diversity Plan embraces this conviction completely.

Critical Area 5 –Creative and Responsible Stewardship: “The will to achieve greatness.”

The 2020 Plan places emphasis on “accountability,” not only in terms of the way financial matters are handled, but also in the manner in which we prepare our students to become “tomorrow’s leaders”: “The 2020 Plan states that UofL will be an institution of uncommon ambition, dedicated to accomplishing its mission by wise use of its resources — the most important of which is our people including all the students, alumni, staff, faculty, administrators and friends who make up the university community.” Since 2002, the LALS Director submits an annual report to the Dean of the College of Arts and Sciences that summarizes the activities and achievements of the program. On a small operating budget of \$5,000 (2002-2007) and \$10,000 (2007-2012), the LALS program has organized and co-sponsored numerous events on campus and in the community. This has been possible because of generous support from the College of Arts and Sciences and from co-sponsoring departments and community organizations and businesses, such as the Kentucky Museum of Art and Craft and Brown-Forman Distilleries.

The LALS program also administers a generous scholarship endowment that was granted by Mr. and Mrs. Richard and Constance Lewis when the program was first created. Through the Richard and Constance Lewis Travel Fund for Latin American and Iberian Studies, 99 students

have studied abroad as Lewis Scholars since 2001, and 15 professors have conducted research abroad as Lewis Fellows. Lewis scholarship and fellowship awards average \$1000 per individual, which amounts to more than \$100,000 administered by LALS over the past decade. In 2003, the LALS program inaugurated an Annual Study Abroad Program in Panama, and with the generous support from the College of Arts & Sciences, 210 students have participated in the program as Panama Scholars. In May of 2012, 28 students will participate in the 10th Annual Study Abroad Program in Panama, which has been strengthened by collaboration between LALS and the Department of Communication.

Currently, the LALS Director and members of the LALS Steering Committee are working with the UofL Development Office to identify potential donors who would be willing to invest major funds in the LALS Program. The LALS Steering Committee has also investigated funding opportunities through federal agencies and plans are underway to submit applications for grants. As an interdisciplinary program we are in the position to secure funding from national research organizations in both the humanities and social sciences, such as the National Endowment for the Humanities (NEH), the National Science Foundation (NSF), the Ford Foundation, and the National Council of La Raza (NCLR). Successful grant applications will benefit the university's goal to increase levels of funded research and will also provide recognition for the program locally and nationally. Plans are also in place to offer on-line the required LALS introductory courses and other co-listed classes that lend themselves to distance learning pedagogy. As we move into the second decade of the program's existence, it is the goal of the LALS Steering Committee to pursue funding in the forms of endowments, research grants, and scholarships that will enhance the education of our undergraduate and graduate students and ultimately contribute to the welfare of our community.

Section 2: Program Description

Organizational Placement of the Program within the University's Structure:

The proposed BA degree in Latin American and Latino Studies will be housed in the Social Sciences Division, under the College of Arts and Sciences, and administered by a director, consistent with the existing structures and standards of University of Louisville undergraduate education. According to the College of Arts and Sciences Strategic Plan, the program will be converted eventually into a Department of Latin American and Latino Studies.

Timetable for the Implementation of the Program:

Fall 2011 – Tentative recruitment is already underway. Students have been given a survey to indicate their level of interest in the BA in LALS.

Spring and Summer 2012 – Student recruitment will begin as soon as the BA proposal is approved.

Fall 2012 – Student recruitment will begin officially, including admission to the major of the first class of students, and promotion, and marketing of the major.

Spring of 2016- The first group of students will graduate with a BA in LALS. Graduation may be earlier if students enroll in summer classes on campus or abroad, if students choose to double major after completing the General Education requirements, or if students pursuing an LALS minor decide to switch from the minor to an LALS major.

Program Description: BA in Latin American and Latino Studies

CIP Code: 05.0107

Effective Academic Year: 2012-2013

Students enrolled in the BA degree program in Latin American and Latino Studies will acquire a mastery of the knowledge, research strategies, and intellectual discourse of the discipline based on an interdisciplinary course of study that will include courses in the areas of the Humanities and the Social Sciences.

Requirements for the BA Degree in Latin American and Latino Studies

Major: LALS

Degree: BA

Program: Latin American and Latino Studies

Unit: College of Arts and Sciences (AS)

Note: Admission to the major requires a minimum cumulative grade point average of 2.0 and a minimum grade point average of 2.0 on courses in the major.

Completion of this degree requires work to be submitted for Learning Outcomes Measurement. For details, contact the LALS Director.

General Education

All degrees require the completion of the University-wide General Education Program; see the General Education requirements and the courses that fulfill them. Some General Education requirements may be met in the requirements for the major, in which case additional electives may be required to complete the minimum hours for the degree.

Hours

Type

General Education 34

Minimum Total 34

Arts and Sciences Programmatic Requirements

Hours

Type

General 101: A & S Orientation 1

Foreign Language 12
(completion of the intermediate level)

of a single foreign language)

Electives in Natural Sciences or Humanities 9
(in addition to courses counted toward General Education; 6 hours must be at 300 level or above)

WR- two approved courses at the 300 level or above
(may be incorporated into other degree requirements)

Minimum Total 22

Programs in Latin American and Latino Studies

Hours

Type

Required Courses:

LALS 310 Intro to LAS (CD2) 3
LALS 311 Intro to Latino Studies (CD1) 3
LALS 400 LALS Internship 3
LALS 490 LALS Senior Seminar (CUE/WR) 3

Language Requirement:
Spanish or Portuguese
at the 200 level, or demonstration
of equivalent language proficiency 3

Two courses from the Humanities 6
ARTH 342/542, 365, 544
ENG 369 (CD1), 373 (CD1), 549, 554
HUM 377, 380, 382
LALS 313 (CD1), 314 (WR)
ML 260 (HCD1), 313, 356 (CD1)
SPAN 403, 404, 524, 527, 528, 529, 530, 554

Three courses from the Social Sciences 9
6 of the required 9 hours must be at the 300 level or above.

ANTH 316, 325, 328, 333 (WR), 338, 347
COMM 440 (WRCD2)

GEO 510/LALS 510

HIST 331, 332, 333 (CD1), 533 (WR), 534 (WR), 535 (WR)

PAS 206 (SBCD2), 219, 227 (SBCD1), 247 (CD1), 329 (CD1), 346 (CD2), 360, 392 (WR), 396, 505, 510, 532, 533, 542 (WR), 547, 581

POLS 315(CD1), 330, 331(WR), 332(WR), 336(WR), 337, 370, 371, 495(WR), 506, 530, 563(WR)

SOC 210 (SBCD1), 323, 392(WR), 454(WR), 464(WR)

SW 303

Two electives with LALS content **6**

The two electives must be at the 300 level or above.

The electives may be fulfilled by taking additional courses listed above, or two of the following courses*:

ARTH 365, 544

MKT 370, SW 472, SW 473

TA 326 (WRCD1), 365 (CD1)

WGST 333(CD1), 343(WR), 401, 520, 558(WR), 593

Minimum Total **36**

Supporting Courses

Hours

Type

Minimum Supporting Courses Total **12**

6 hours in the Social Sciences and 6 hours in the Humanities at the 300 level.

Minimum Electives **17**

Minimum Total **121**

* Substitutions may be approved by the LALS Director. Consult the LALS Advisor about Special Topics Courses and Independent Studies that may fulfill requirements for the major. (Special Topics Courses that may have LALS content include: ANTH 314, ANTH 548, ARTH 342/542, COMM 510, HIST 310, HIST 503, HON 336, HON 436, HON 446, HUM 562, ML 551, SPAN 313, 499, 599, TA 555.)

Note: Up to 3 courses (9 hours) may fulfill requirements for another major or minor, but students should take no more than 6 hours in either the area of Social Studies or Humanities, and choose electives in Social Sciences or Humanities other than courses used to fulfill the LALS major. Courses taken in the supporting HUM and SOCS course may not be double-counted in the College Programmatic Requirements. Students may choose to conduct a second internship to fulfill the minimum elective requirements. Only 45 hours may count toward the major.

Sample Four-Year Plan of Study for a BA in LALS (Total = 121 hours):

LEGEND OF REQUIREMENT CATEGORY

WC = Written Communication	OC = Oral Communication	M = Mathematics
S = Natural Science Lecture	SL = NS Lab	H = Humanities
SB = Social & Behavioral Sciences	A = Arts	CD1 = Cultural Diversity 1
CD2 = Cultural Diversity 2	MJ = LALS Major	P= Programmatic
SP = Supporting Courses		

Year One

Fall Semester

ENGL 101 (WC)-----3
 MATH (M)-----3
 *LANGUAGE I (P)-----4
 (SPAN/PORT)
 GEN 101(P)-----1
 (SB)-----3
TOTAL-----14

Spring Semester

ENGL 102 (WC)-----3
 NAT SCI (NS)-----3
 *LANGUAGE II (P)-----4
 (SPAN/PORT)
 LALS 310(MJ/CD2)-----3
 ARTS (A)-----3
TOTAL-----16

Year Two

Fall Semester

HUM –LALS (MJ) -----3
 HIST 101/102 (SB) -----3
 *LANGUAGE III (P) -----4
 (SPAN/PORT)
 (OC)-----3
 (H)-----3
TOTAL-----16

Spring Semester

HUM/NS ELECTIVE (P)---3
 NS/LAB (NS)-----4
 (WR) -----3
 *SPAN/PORT 200 (MJ)----3
 LALS 311(MJ/CD1)-----3
TOTAL-----16

Year Three

Fall Semester

HUM/NS ELECTIVE 300+(P)---3
 SB 300+-LALS (MJ) -----3
 FREE ELECTIVE-----3
 FREE ELECTIVE-----3
 FREE ELECTIVE-----3
TOTAL-----15

Spring Semester

SB –LALS (MJ)-----3
 HUM –LALS (MJ)-----3
 SB ELECTIVE 300+ (S)-----3
 SB ELECTIVE (S)-----3
 FREE ELECTIVE-----2
TOTAL-----15

Year Four

Fall Semester

SB ELECTIVE-300+(S)-----3
 LALS 400(MJ) -----3
 SB-LALS (MJ) -----3
 FREE ELECTIVE-----3

Spring Semester

FREE ELECTIVE -----3
 LALS ELECTIVE (MJ)-----3
 SB ELECTIVE (S)-----3
 LALS ELECTIVE (MJ)-----3

HUM/NS ELECTIVE 300+ (P)--3
TOTAL-----15

LALS 490 (MJ/WR)-----3
TOTAL-----15

* Students may take a language placement test to acquire retroactive credits for some or all of these classes.

Given the interdisciplinary nature of Latin American and Latino Studies, the new BA in LALS will combine easily with major and minors in other disciplines and attract students from many departments. Please see Appendix 8 for sample plans for a double major in LALS and Political Sciences, and a major in LALS with a minor in Anthropology.

Course Descriptions for the BA in LALS:

A list and description of courses that fulfill the requirements for the BA in LALS can be found in Appendix 6. Changes in the existing inventory of courses will be minimal. The LAS rubric will be changed to LALS to reflect the name of the program, effective summer 2012. Very few new courses need to be created and some current course offerings will be edited to meet the needs of the new program. For example, LAS 310, Introduction to Latin American and Latino Studies will be changed to LALS 310 Introduction to Latin American Studies, and a new course, LALS 311, Introduction to Latino Studies, will be added to the curriculum. Both of these courses will be offered for CD1 credit. The syllabi for these courses appear in Appendix 7. We will also add LALS 490 Latin American and Latino Studies Senior Seminar, which will fulfill the Culminating Undergraduate Experience (CUE) requirement. For a complete list of courses that fulfill LALS requirements, please visit the LALS webpage and click on Courses.

SECTION 3: RESOURCES

Facilities. In August of 2011, the LALS Program moved into three newly renovated office spaces on the third floor of Stevenson Hall, decorated to reflect the vibrant cultures of Latin America. Stevenson 304, 305, and 306 will be permanent office spaces for the LALS program. For nearly a decade, the LALS office was located in Humanities 329C, the small CML office of Dr. Rhonda Buchanan. A make-shift workspace was allocated to the Program Coordinator in the outer office of the 329 suite, which houses three other CML professors. There was no privacy or security, and the working conditions were challenging in the busy outer office suite. Now the LALS Program Coordinator, Senior has a private office space in Stevenson 304, the LALS Program Assistant has a secure space in Stevenson 305, which doubles as a conference room and has an interior door to Stevenson 306, the office of the LALS Director. The conference room is perfect for advising students and for small meetings of up to 6 people. The Department of Women’s and Gender Studies and the Liberal Studies Program have graciously allowed LALS to use their large conference rooms on the third floor of Stevenson Hall for the monthly LALS Steering Committee meetings, which are attended by 10-12 people. Nearby are offices occupied by Liberal Studies and Middle Eastern Studies. The offices of Women’s and Gender Studies are located at the opposite end of the third floor. Faculty who teach courses for the LALS program have their own office spaces in other buildings.

2. Library. As an interdisciplinary program, the BA in LALS will be supported by the vast library holdings from a diverse group of disciplines, including: Anthropology, English, Fine Arts, Geography, History, Pan-African Studies, Political Science, Sociology, Spanish, Theater Arts, and Women’s and Gender Studies, among many others. The collection includes books,

journals, film, and other media. Please see Appendix 11 for a written statement from Dean Robert Fox concerning the adequacy of current resources.

3. Faculty. Presently, there are no ranked faculty members, no adjunct faculty, and no graduate teaching assistants in the LALS program. Certain faculty members have been designated as LALS Affiliated Faculty because they teach courses that fulfill LALS requirements and they support the LALS program through service on the LALS Steering Committee, recruitment of students, and assistance with LALS activities. Currently, the only faculty member with an assigned commitment to the LALS program is the LALS Director (See Appendix 10 for c.v. and AWP). The LALS Director oversees all the internships (LALS 400, LALS 401, and LALS 681) year-round and serves as the faculty advisor to all students (see the c.v. for a list of internships.)

Below is a list of faculty members who teach courses that fulfill requirements for the LALS minors, the LALS Graduate Certificate, and the proposed BA in LALS.

Brandeis School of Law

Dr. Enid Trucios-Haynes

College of Business: Marketing

Dr. Dennis Menezes

Department of Anthropology

Dr. Fabian Crespo – LALS Affiliated Faculty Member

Dr. Lisa Markowitz – LALS Affiliated Faculty Member

Department of Classical and Modern Languages - Spanish

Dr. Rhonda Buchanan – LALS Affiliated Faculty Member and LALS Director

Dr. Gregory Hutcheson

Dr. Manuel Medina

Dr. Frank Nuessel

Dr. Clare Sullivan

Dr. Lisa Wagner

Department of Communication

Dr. Margaret D’Silva

Dr. Lindsey Della

Dr. Al Futrell

Dr. Joy Hart

Dr. Robert St. Clair

Dr. Kandi Walker

Department of English

Dr. Gabriela Nuñez

Department of Fine Arts

Dr. Christopher Fulton

Department of Geography and Geosciences

Dr. Margath Walker – LALS Affiliated Faculty

Department of Pan-African Studies and Caribbean Studies

Dr. Joy Carew

Dr. Henry Cunningham

Dr. James B. Hudson

Dr. Theresa Rajack-Talley

Department of Political Science

Dr. Julie Bunck - LALS Affiliated Faculty Member

Dr. Tricia Gray - LALS Affiliated Faculty Member

Dr. Michael Fowler

History Department

Dr. Christine Ehrick – LALS Affiliated Faculty

Kent School of Social Work

Dr. Adrian Archuleta

On October 1, 2010, Dean Hudson held a meeting with Chairs whose departments offer courses that support the LALS program. Faculty members of the Spanish Section of the Department of Classical and Modern Languages were also invited to this meeting, at which Dean Hudson asked for support of the LALS program and its new BA. He proposed the idea of assigning secondary appointments to the LALS program with a minimum percentage of 10% for teaching one course a year. At that meeting, Department Chairs expressed their willingness to support the development of the LALS Program.

The first new secondary appointment to LALS will come from the Department of Classical and Modern Languages, which just completed a successful search for a new tenure-track Assistant Professor of Spanish, with an area of expertise in Caribbean culture. On July 1, 2012, Dr. Paloma Fernández Sánchez, will join the faculty as an Assistant Professor of Spanish, with a secondary appointment in LALS.

According to Dr. Lisa Markowitz, the Department of Anthropology has identified a Latin Americanist archeologist as a priority hire for the near future. Dr. Markowitz, Departmental Chair, is supportive of the idea of a secondary appointment of 10% for this new tenure-track faculty line. Dr. Fabian Crespo's term line was recently converted to a tenure-track line in the Department of Anthropology. Future hires in the Departments of History and Political Science would also be beneficial to the LALS program. For more than five years, discussions have taken place with professors and chairs of these two departments about the need to hire faculty with area expertise in Latin America and Latinos in the U.S., and there has been support for this. Dr. Tricia Gray's term line was recently converted to a tenure-track line in the Department of Political Science.

Since its inception, the LALS Program counted on the support of Dr. Clarence Talley, Professor of Sociology and founding member of the LALS Steering Committee. We were deeply saddened by his passing on January 28, 2011. Dr. Talley included units concerning Latinos in the

Sociology classes that he taught. He was also instrumental in proposing a new line for the Sociology Department with an area of interest in Latino issues, but unfortunately, these plans have yet to come to fruition. The LALS Steering Committee would wholeheartedly support the hiring of a new Assistant Professor of Sociology with an area of expertise in Latino Studies and a secondary appointment to the LALS program.

It is possible to offer the new BA in LALS with the present core of faculty, but if more professors were assigned secondary appointments in the LALS Program, with a minimum 10% allotment, the program would be in a better position to achieve the goals of the A & S Strategic Plan. Listed under “Key Departmental and Programmatic Goals” of the A & S Strategic Plan are the addition of two LALS tenure-track faculty lines, one by 2009 and the second by 2011. Unfortunately, with repeated budget cuts over the past five years, it has not been possible to hire these two tenure-track LALS professors. We hope this situation will be remedied in the near future.

Budget Explanation and Justification of Expenditures:

Personnel Support (I). The College of Arts and Sciences Dean’s Office is providing salary and fringe benefit compensation for the LALS Program Director through an A-12 appointment supplement. The Program Director will devote 8% effort to the oversight of the BA program and 2% effort to advising students. The A & S Dean’s Office is providing salary (\$25,056) and fringe benefit (\$7,140) compensation for the Program Coordinator Senior (currently 53% full-time based on 20 hours/5 day week over 261 days per year), who will devote 50% of the 53% appointment (10 hours/ 5 day week) toward the management of the BA program records, communications, and budget maintenance. A 10% commitment (one course per year) is included for a full-time faculty in the Department of Classical and Modern Languages who will participate in the BA program instruction. Support for an advisor (0.1 FTE) will come from the A & S Dean’s Office, and will start during the second year of the program. A 3% adjustment in salaries and fringes are reflected in budgeted amounts for the second through fourth year of the budget.

Operating Costs (II 1-3). The College of Arts and Sciences Dean’s Office is providing support to cover the operating expenses for the BA program as well as travel support in the 3rd and 4th year for the Program Director to attend pedagogical conferences related to the degree program and recruiting expenses. Also, funds in the amount of \$1000 per year are included to cover the cost of book and journal acquisitions related to the degree program. In the 5th year, an additional \$1000 will cover the cost of library acquisitions, as stipulated in Dean Fox’s letter. A 3% adjustment in support (excluding library expenses) is reflected in budgeted amounts for the second through fourth year of the budget.

Section 4. THE FIVE QUESTIONS

1. Are more Kentuckians ready for post secondary education?

a. List and describe any program admission or transfer criteria, standards, or procedures that are more specific than the published institution-wide admission or transfer criteria, standards, or procedures.

The BA in LALS will follow the published institution-wide admission or transfer criteria, standards, or procedures.

b. State any provisions you may have for advanced placement.

Students may take the AP language placement test for Spanish.

c. What preparation (e.g., math, science, foreign language, specific skills and knowledge) is required for entrance into the program?

Students must demonstrate competency in Spanish or Portuguese in a 200 level class beyond General Education Requirements by the time they graduate. In the case of the LALS minors, students usually enter the program after completing 12 hours at UofL or the equivalent in high school, and typically need only one or two more semesters of Spanish to complete the requirement. Over the past decade, many students who have declared a minor in LALS, have been Spanish majors and minors with an advanced level language competency. The BA in LALS should attract students who wish to double major in Spanish and LALS, as well as students who minor in Spanish.

d. Detail arrangements with lower-level schools (e.g., feeder high schools, community and technical colleges, and universities) to ensure adequate preparation of entering students.

No special preparation is necessary in the lower-level schools. If students transfer from community and technical colleges or other universities, their transcripts will be reviewed by an advisor who will determine what classes, if any, may transfer for UofL credit. The advisor will design an individualized plan of study for transferring students, as is done for all students who inquire about the program. Once the BA in LALS is approved, a special brochure will be created that will be sent to area high schools and regional colleges and universities to advertise the new program. The new BA in LALS will also be announced prominently on the LALS webpage and Facebook page, and a new LALS poster will be created. An electronic announcement will be sent to the JCPS Board of Education, high schools, colleges, universities, and other regional organizations, such as Adelante Hispanic Achievers, an organization that mentors Latino middle school students.

2. Are more students enrolling?

a. Document the need for the program, including student demand and employer demand for graduates of the program. What are the estimated student enrollments for the first five years? How many students will be drawn from other majors? How many new students will be attracted to the program? Data should be gathered and reported to assess need for the program based on survey research and/or forecasts for occupations related to the discipline.

Given the interdisciplinary nature of the LALS curriculum, a BA in LALS will prepare students for a career in a number of diverse fields. See question 5b below for details. Based on the enrollment of undergraduate students who have declared a minor in LAS or Latino Studies over the past five years, we expect the estimated student enrollment to reach twenty-five by the fifth year. Over the past three years, LAS 310 Introduction to Latin American and Latino Studies has had enrollments of over 20 students. Our current figures for students who have declared the minor in LAS is 27 and the minor in Latino Studies is 10. These figures do not reflect the number of students who have declared the minors since the beginning of the spring 2012 semester and have not yet been notified by the Advising Center of their acceptance. In 2011, 8 students graduated with an LAS minor and 4 with a Latino Studies minor. We anticipate that the

BA in LALS will attract students who wish to declare double majors in Anthropology, History, Pan-African Studies, Political Science, and Spanish, among other disciplines.

In the fall of 2011, a survey was distributed to students in classes taught by professors of Anthropology, History, Political Science, and Spanish. Students in the LAS 310 course also completed the survey, in addition to students in the LALS program. It was distributed electronically to the LALS listserves that reach LALS minors, Lewis Scholars and Panama Scholars. A total of 97 surveys were collected and results were tabulated and appear in Appendix 4. Students have responded favorably to the proposed BA in LALS. Support for the new degree was even expressed by students who stated that the BA in LALS would not be of interest to them personally. For example, one student responded: "I think this is long overdue. With such a high concentration of Latinos in Louisville and around Kentucky, this major is essential in being able to be effective in the workplace." Another student responded: "I am not personally interested in a BA in LALS because I am dedicated to another major, but I still think that offering students a BA in LALS would be a wonderful opportunity for others and gives great potential for the University to further our worldwide outreach." In the survey, many students remarked that they would have declared a major in LALS had the BA degree been available several years ago. For example, one student wrote in the survey: "This is amazing. I wish this had existed when I first came to UofL."

b. Project the full-time headcount enrollment and the part-time headcount enrollment. Show how the projections were determined. Estimate the number of students projected above who will be drawn from existing programs within the institution and the net increase in institutional enrollment in the fifth year of the program.

As stated in the previous answer to 2a, the estimated full-time headcount for students in the LALS program should reach 25 by the fifth year, based on enrollment figures over the past five years. It is difficult to estimate the number of students who will be drawn from existing programs within the institution. Students who have declared the minor in LALS have been majors in Anthropology, Business, Communication, English, Fine Arts, History, Liberal Studies, Political Science, Spanish, and Women's and Gender Studies. The BA in LALS will also combine well with these majors and with the minor in Caribbean Studies, and the Social Change minor. While it is impossible to predict the future, based on the steady enrollment of students in the LALS program over the past ten years, it is safe to say that our enrollment figures will continue to increase, along with the number of students who graduate each year.

c. Briefly describe any identified institutional, local and regional needs to which the proposed program would be responsive.

As has been stressed throughout this proposal, the new BA in LALS will be responsive to the needs of the growing Latino population in Louisville and the state of Kentucky, and in particular, to the younger generation of Latinos enrolled in our schools. In the year 2000, the number of Latino students enrolled at UofL was 254. In 2005 the number of Latino students enrolled was 339, and in 2010, the number was 601. These figures were supplied by the Office of Institutional Research and Planning. Becky Patterson, Director of the Office of Academic Planning and Accountability, explains this increase in enrollment figures: "Due to the mandated change in the way that UofL collected and reported race/ethnicity data beginning in fall 2010, data from fall 2010 and after are not intended to be comparable to previous years. The change in fall 2010 allowed students the opportunity to select more than one race (previously students

could only select a “primary” race/ethnicity), and if they selected ‘Hispanic’ and any other race, students are reported as ‘Hispanic’ (not two or more races). These changes were mandated by the US Department of Education. There will be an increase in the number of Hispanics we are reporting simply by this definitional change” (see chart, Appendix 3).

In “More Hispanics Enroll in College,” a recent article that appeared in the *Courier Journal*, Justin Pope states:

In just a year the number of Hispanics ages 18 to 24 on American college campuses grew by nearly a quarter, while the number of white students that age declined, highlighting a substantial and increasingly rapid demographic transition in higher education.

The 24 percent increase – about 350,000 additional young Hispanics in college in 2010 compared to the year before – was reported Thursday in a study of Census data by the Pew Hispanic Center.

The LALS Program recognizes the importance of engaging Latino students and their families and will assist them from the early stages of recruitment, application, and orientation to the later stages of their undergraduate career: advising, mentoring, career counseling, and finally graduation.

d. Describe any unusual or special faculty/student needs to which the program would be responsive.

The BA in LALS should be of interest to some Latino students who enroll at UofL. A number of Latino students have declared a minor in LAS or Latino Studies. If more Latino students choose to major in LALS at UofL, this would contribute to the 55,000 Degrees Initiative. The LALS Director serves on UofL’s Hispanic Latino Advisory Board, which seeks to create scholarship opportunities for UofL’s Latino students. LALS also assisted the university with its Cardinal Covenant Scholarship by translating documents into Spanish for the UofL webpage. In addition, LALS is working with the Office of Admissions to offer assistance for their recruitment of Latino students. As for faculty needs, the hiring of new faculty in LALS could lead to increased numbers of minority professors at UofL, especially if the top candidates are of Hispanic origin.

e. Describe any exceptional circumstances that favor the development of this program, for example, special facilities, grants, and/or patrons.

As previously mentioned, LALS now has its own office space on the third floor of Stevenson Hall. Since its inception in 2000, students have studied and conducted internships abroad and professors have conducted research in Latin America with funding from the Richard and Constance Lewis Travel Fund for Latin American and Iberian Studies. See the section on Critical Area 5 – Creative and Responsible Stewardship for specific information about the Lewis Scholarships and Fellowships and the plans to seek additional funding through UofL’s Development Office. The LALS Program is also allotted an annual S & E budget of \$10,000 and recently created a Gift Account. We hope that LALS Alumni will contribute gifts to the program.

f. Detail plans for student recruitment (include specific plans to attract non-traditional students, including minorities, and to address gender-related issues).

Our diversity plan stresses that the LALS program is open to all students and indeed, we have attracted traditional students, non-traditional students and minorities, including students of Hispanic, Asian, and Indian heritage, and those with disabilities. Gender-related issues are discussed in the LAS 310 class and have been the topic of LALS co-sponsored campus lectures. We anticipate that Latino students will have a particular interest in learning more about their history and culture. Working with the Office of Admissions, we will send Latino students information about our program via email and direct mailings.

In the foreword to *Latinos in Higher Education*, Patricia Gándara makes the following observation: “Today, fewer than 10% of Latinos in the 25-29 year old cohort hold a B.A. degree compared to almost 54% of Asians, 34% of Whites, and almost 18% of Black students. There is much work to be done to close this enormous education gap” (ix). Although that gap may have closed a bit since 2003, Gándara poses several valid questions that should be considered as we prepare our students to become responsible global citizens:

We now find ourselves at the beginning of a new century with a grave dilemma: how to provide equal access to higher education for Latino and other underrepresented students in the face of multiple barriers and few political tools. The dilemma extends as well to the need to educate the whole population about the important role of a diverse student body and faculty in preparing the next generation of leaders to function in a multi-ethnic global society. (x)

Many of the students at UofL, and other institutions of higher learning, are not traditional 18 to 21 year-old co-eds, but rather older students, some raising children with a spouse or alone, and some who have part-time or full-time jobs in order to make ends meet. Currently, we have students enrolled in our program who are more than 50 years old, and others in their 40’s and 30’s. In his article “Seize the Moment,” Anthony P. Carnevale points out that this is often the case for Latino students:

Many Hispanic students are older than the typical undergraduate, are parents, or are working. These facts underlie many of the other issues affecting Hispanic higher education. More than half of the Hispanics in college are over the age of 25 and are more likely to enroll in nearby community colleges and to attend part-time, since parenting and employment obligations tend to make relocation and full-time study difficult. Both of these factors affect how likely students are to complete their studies. (17)

Studies have shown that Latino students are particularly vulnerable to a high attrition rate after enrolling in college. Patricia Gándara explains the problem in the following way:

When they do go to college, Latinos are more likely than any other group to attend (affordable and local) two-year colleges where their chances of transferring to a four-year institution and earning a degree are exceptionally low. While more than half of all Latino college students are found in community colleges, it is estimated that no more than 5% of these students will actually go on to complete a B.A. (ix)

In his article “‘Being There for Us’: Latino Students and Their First-Year Experiences in Urban Community Colleges,” Romero Jalomo, Jr. reiterates Gándara’s remarks and proposes that “Latino students must find a satisfying and rewarding first year college experience if they are to persist and achieve their educational goals” (87). Although Jalomo refers to the challenges facing Latino students enrolled in community colleges, his observations are also pertinent to those first year Latino students who attend a four-year college or university, and apply to students of other ethnic backgrounds as well.

The LALS program participates in outreach and recruitment programs on and off campus. For example, LALS co-sponsored the 5th Annual Latino/Multicultural College Fair on campus in 2009, which drew more than 850 Latino students to UofL from high schools across the state. In August of 2011, LALS co-sponsored Brown-Forman’s “Latino Career Day” and arranged a panel of speakers, including LALS students, to talk to the Latino students of Fern Creek High School about opportunities awaiting them at UofL. LALS participates in UofL’s Annual Campus Preview Day. Over the past five years, the number of Spanish-speaking families who attend this recruitment event has increased dramatically, so much so that the LALS Director often spends 50% of the time speaking in Spanish to potential students and their parents. Indeed, this was the case at the Campus Preview Day, held on October 14, 2011. María Bowles Gutiérrez and her mother came to the LALS booth to inquire about our program. The LALS Director spoke to them in Spanish and learned that the Mrs. Gutiérrez was a native of Bolivia and that her daughter is about to graduate from Manual High School and is a member of the first class of Adelante Hispanic Achievers (AHA) to do so. The LALS program has collaborated with the AHA since its inception in 2003, and has helped them with their programs to mentor local Latino middle school children. As the first class of AHA students prepares to graduate from area high schools, the LALS program has already begun to recruit students to our programs.

g. Provide a statement of your institution’s EEO status and plans.

The University of Louisville’s statement on Affirmative Action and Equal Opportunity Employment can be found at <http://louisville.edu/hr/affirmativeaction/aa/plan.html>

3. Are more students advancing through the system?

a. What is the anticipated time-to-graduation for full-time and part-time students entering this program?

Most full-time students should complete the BA in LALS in four years. A part-time student should be able to complete the degree in five to seven years, depending on the number of courses taken each semester.

b. Describe your plans for collaborating with other institutions to offer this program. Why is it necessary that your institution offer the program? Include a list of other Kentucky institutions offering similar or related programs at this and other levels. Describe arrangements for transfer and articulation into and from this program within the institution and in the state. Describe the extent to which student transfer has been explored and coordinated with other institutions. Provide information about completed, signed articulation agreements.

At present, there is no BA in LALS offered in the state of Kentucky and therefore UofL will not be in competition with another institution in the state or the region. In the state of

Kentucky, there are 40 degree granting institutions, but to date, none offers a major in Latin American and Latino Studies. Western Kentucky University offers a minor in LAS through their LAS Program and Transylvania University offers a minor in Latin American and Caribbean Studies through their LACS Program. At the University of Kentucky a minor in LAS is offered through their LAS Program, and it is also possible to earn a BA or BS degree in International Studies, with an area of concentration in Latin America. Indiana University offers a minor and a certificate in Latin American Studies. The closest institutions to offer a BA in LALS are located in the Chicago area.

The LALS program has handled transfer cases in the past and will continue to do so as each case presents itself. Students receive individual advising, and courses taken at other institutions in the United States or abroad are evaluated to determine if they may count toward the UofL requirements. At this time, the LALS has no signed articulation agreements with other institutions. We do plan to advertise the BA at Indiana University Southeast, the University of Kentucky, the Jefferson Community and Technical College, McKendree College, Bellarmine University, Spalding University and other regional schools in Kentucky, such as WKU, Transylvania University and the University of Kentucky.

c. What plans are in place for delivering this program through the Kentucky Virtual University and other distance learning technologies?

Plans are underway for a group of LALS faculty, including the LALS Director, to attend a four day distance learning workshop in May of 2012, offered on campus by the Delphi Center. The goal is to offer LALS 310 Introduction to Latin American Studies as a face-to-face class each fall and as an on-line course each spring. The new LALS 311 Introduction to Latino studies will be offered as a face-to-face class in the spring and on-line in the fall. Plans for offering supporting classes in other departments are also underway. Several instructors (on campus and off) have been contacted about teaching on-line courses for LALS.

4. Are we preparing Kentuckians for life and work?

a. How does the program prepare Kentuckians for life and work?

According to the National Council of La Raza (NCLR), approximately 7 of the 10 states with the highest rate of growth in the Latino population between 1990 and 2000 were in the Southern United States (“Census 2010”). Within this same time period, the Latino population in Kentucky increased 172%. (NCLR Kentucky State Fact Sheet, see Appendix 2). According to more recent statistics from NCLR (2000-2010), the Latino population in Kentucky has doubled since these previous findings. This indicates that Hispanics and Latinos continue to resettle in non-traditional locations across the United States. This requires communities and community members to be increasingly prepared for these changes in demography and the unique cultural characteristics and specific needs of this population. Significant changes in the demography of a community, particularly when it involves a non-English speaking population, will mean that formal systems of support (e.g., law enforcement, hospitals, social welfare agencies, and schools) will need individuals with in-depth knowledge of these groups which includes bilingual individuals, those with specific cultural knowledge, and knowledge of pre-migration and post-migration factors influencing community integration and cultural adaptation for Latinos. Organizations, businesses, and governmental institutions with these resources will assist the community in preparing for these transitions. The LALS internships, described in detail in

Critical Area 3: Community Engagement, offer students the opportunity to explore their career interests under the supervision of professionals in the field of medicine, law, education, social work, and business, among others.

b. What are the accreditation expectations for this program? Are there recommended criteria and/or other program standards available from an accrediting body, certifying agency, or professional society? If so, identify the source and compare your program with the recommendations and/or standards.

There is no national accrediting body for LALS programs.

c. Discuss the program objectives and the evaluation scheme planned for the program. If the proposed program relates to or articulates with an existing program within the institution, describe the process and results of the most recent evaluation of this related program that may provide a base of support for the proposed program.

Student Learning Outcomes for LALS majors are:

- Understand and explain the diversity of Latin America and how it relates to the region's history.
- Understand and explain the connections between the US presence in Latin America and the Latin American presence in the US.
- Understand and explain the current political and economic issues in Latin America and explain how this shapes the region's relationship with the US and other countries in the world.
- Understand and explain the history and diversity of the US Latino population and articulate the contributions of US Latinos to the economy, politics, and culture of the United States.

The BA in LALS may be pursued as a “stand-alone” program or may be combined with a major or minor from another department. These combinations have been described in Section 2. Program Description and sample four year plans are included in Appendix 8 and show how the BA in LALS articulates with other departments. Included are four year plans for a double major with Political Science as well as a major in LALS combined with a minor in Anthropology. Similar plans will be drafted for each of the majors that may combine with the LALS major, such as History, Liberal Studies, Marketing, Pan-African Studies, Sociology, Spanish, and Women's and Gender Studies.

d. Describe how the program's quality will be demonstrated in terms of faculty qualifications, available resources, support services, and student outcomes.

All LALS faculty hold PhD or other advanced degrees. Student learning outcomes will be evaluated in class through assignments, class discussions, quizzes, exams, journals, blogs, service learning and field work, group projects, and research papers. The introductory classes also include service learning assignments that place the student in the community so that they have the opportunity to interact with members of the local Latino community. Students will enroll in LALS 490: LALS Senior Seminar, which will serve as the required Culminating Undergraduate Experience course.

UofL offers students support through the advising centers, First Year Initiatives, the Reach program, the Delphi Center, the Disabilities Resource Center, LGBT Services, among others.

e. If the program is designed to prepare a student for a particular occupation, describe the competencies the student will have upon completion of the program and how these will be evaluated.

N/A

f. Are there licensure requirements for graduates of this program?

No.

g. What are the projected degree completions? Project the number of graduates during each of the first five years.

2012 – Graduate 1 student.

2013 – Graduate 2 students.

2014 – Graduate 4 students.

2015 – Graduate 8 students.

2016 – Graduate 12 students.

5. Are Kentucky's communities and economy benefiting?

a. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, labor interests). If an external advisory committee has been used in the development of the proposal, identify committee members and their affiliations and describe the committee's role in developing and overseeing the program.

The LALS program has collaborated in the past and will continue to collaborate with Louisville's Hispanic Latino Coalition, the Hispanic Latino Business Council, La Cámara: The Chamber for People of All Colors, the Mayor's Globalization Office, and the Louisville Metro Human Relations Commission, and many organizations that serve the local Latino community, such as Adelante Hispanic Achievers, the Americana Community Center, the Kentucky Refugee Ministries, and the Louisville Free Public Library – Iroquois Branch, among others where LALS students have conducted internships. Officers and members of these organizations serve on the LALS Steering Committee and the LALS Auxiliary Resource Group, and they have provided valuable input for this proposal. (See letter of support from Ben Ruiz, CEO of Adhawk Advertising and Public Relations, Inc., and President of La Cámara, Appendix 11.)

b. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

Given the interdisciplinary nature of the LALS curriculum, a BA in LALS will prepare students for a career in a number of diverse fields: healthcare, education, social work, foreign services, government agencies, international business or regional business with international interests, law enforcement, legal agencies and court interpretation, Not-for-Profit organizations, and also Post-Graduate Degree Programs (MA and PhD). Students graduating with a BA in LALS will be positioned to find employment locally with firms and organizations with

investments in Latin America and interests in serving the needs of the local Latino community. For example, COPA, the ERG of Brown-Forman Distilleries has collaborated with the LALS program on internships and events related to outreach to the local Latino community, and would be interested in hiring graduates with double majors in LALS and International Business. Other large firms that have supported outreach to the local Latino community are Yum Brands, UPS, Papa Johns, TJ Maxx, Lowes, and Toyota, to name only a few. The Hispanic Latino Business Council and La Cámara are two local organizations whose leaders support the 55,000 Degrees Initiative to increase the number of degrees earned by Latino students. While local employment opportunities for Latino graduates abound, it should be stressed that many students enrolled in the LALS Program are not of Hispanic heritage, but are highly marketable because of their Spanish linguistic skills and knowledge of Latin American and US Latino cultures.

An article in the Louisville *Courier Journal*, “Hispanic Population on the Rise,” alludes to the changing face of Kentucky: “Jefferson County saw its Hispanic population grow by nearly 6,000 people between 2000 and last year, the most of any Kentucky county, according to figures from the U.S. Census Bureau” (Davis, D1). In 2007, the estimated figure for the Hispanic population in Jefferson County, which includes the city of Louisville, was 18,300, “the actual number could be two to three times that many, partly due to the large number of undocumented workers in the region” (Davis, D1). The article goes on to state that since the 2000 census, neighboring Shelby County saw an increase of 115% in its Hispanic population, while just across the Ohio River, Clark County, Indiana recorded an increase of 53% (D1). A 63% increase in six years has been noted in the Hispanic population of Central Kentucky, particularly in the counties surrounding Lexington (Lannen, 2007). Louisville joins the ranks of other cities, such as Indianapolis, Memphis, and Nashville, whose immigrant population has exploded in the last few years. The latest census shows that diversity is on the rise throughout the United States, particularly among those of Hispanic origin. Demographers of the Pew Hispanic Center have noted that none of the traditional immigrant gateways, including Los Angeles, Chicago and New York, remains among the fastest-growing Hispanic centers (Davis, D2). The 2010 Census indicates that the Hispanic population in the Kentucky has increased since 2007.

c. What other benefits to Kentucky’s community and its economy will the program provide?

Officers of Louisville’s Hispanic Latino Coalition and the Hispanic Latino Business Council are tracking the growth of the Latino population in Louisville and estimate the current Hispanic population in Jefferson County to be approximately 60,000, about double the official 2010 census count. Dr. Enid Trucios Haynes, Professor of Immigration Law at UofL’s Brandeis School of Law, and officer of Louisville’s Hispanic Latino Coalition states that according to the US Census Data Factfinder, “there was a big growth in Latino-owned businesses from 2000-2007 based on the Census Bureau Economic Survey data. In 2007 there were 3,679 Latino-owned businesses in Kentucky with \$850 million in receipts. In 2002 there were 2094 Latino-owned businesses with \$769.6 million in receipts. This increase represents a 76% growth.” Students graduating with a BA in LALS will be prepared to use their knowledge and linguistic skills in the Kentuckiana area.

In her book, *¡Latino Boom? Everything you Need to Know to Grow your Business in the U.S.*, Chiqui Cartagena cites Adrienne Pulido, contributing editor for research and trend at *Hispanic Market Weekly*, one of the leading Hispanic trade publications: “Latinos are fueling the growth of many industries that need young labor to bolster productivity. Cities like Pittsburgh,

Cleveland, Portland, Nashville and Louisville, Kentucky, are trying to attract more immigrants because they do not have enough young people in the labor force to help their economies grow” (32).

The UofL BA in LALS will contribute to the growth of our local economy by providing future workforce for local businesses and organizations comprised of bright, compassionate Latino and non-Latino students.

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