

PROPOSAL FOR NEW UNDERGRADUATE PROGRAM

University of Louisville
Institution Submitting Proposal

Bachelor of Arts (BA)
Degree Designation as on Diploma

Bachelor of Arts in Latin American and Latino Studies
Title of Proposed Degree Program

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A. Introduction: Centrality to the Institution's Mission and Consistency with State Goals

Latin American and Latino Studies at the University of Louisville (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 objective 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. As of May 12, 2012, 65 students have graduated with an LAS minor, 9 with a Latino Studies minor, and 37 with the LALS Graduate Certificate. As of May 1, 2012, 30 students have declared the minor in Latin American Studies, 7 have declared a minor in Latino Studies, and 13 are pursuing the Graduate Certificate in LALS. The next stage of the LALS Strategic Plan is to offer a BA degree in Latin American and Latino Studies. 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. 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 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 participating departments (History, Geography, Political Science, and Spanish). Transylvania University offers a minor in Latin American and Caribbean Studies through their LACS Program. The University of Kentucky offers a minor in Latin American Studies through their LAS Program, and a BA or BS degree in International Studies, with a Thematic and Area Concentration (TAC Option) in Latin America, through their International Studies Major Program. The UofL BA degree in LALS 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, the "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" -- 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. 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 articulates with the University's mission and the critical goals of the 2020 plan and meets 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>.

The proposal for the BA in LALS was created in 2011, and passed initial stages of review in the College of Arts and Sciences. The document has been revised to meet the new CPE guidelines, which went into effect on January 1, 2012, and incorporates much of the narrative and supporting evidence from the original proposal. The following sections of the document will explain (1) how the proposed program relates to the institutional mission and strategic plan; (2) how the proposed program addresses the state's postsecondary education strategic agenda; and (3) how the proposed program furthers the statewide implementation plan. The Mission and the 2020 Plan of the University of Louisville articulates closely with Kentucky's "statewide 2011-2015 Strategic Agenda "Stronger by Degrees," and the statewide implementation plan, particularly for the following objective: **Balancing Quality and Quantity**: "One of the key challenges is balancing the need for high-quality credentials that allow individuals to be successful in their work, life, and communities with the demand to increase degree production and educational attainment. Strengthening current programs and expanding new ones will help the system control costs, both for the students and the state."

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, which in turn articulates with the statewide "Stronger by Degrees" 2011-2015 Strategic Agenda and Implementation 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 and the "Stronger by Degrees" statewide initiative. The following 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. **This goal corresponds to Policy Objective #1 and Policy Objective #4 of the statewide Strategic Agenda:** “Increase the number of college-ready Kentuckians entering postsecondary education” and “increase high-quality degree production and completion rates at all levels, and close achievement gaps, particularly for lower income, underprepared and under-represented minority students.” 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, which has been set at 1500. We recognize the importance of engaging the family in the recruitment, orientation, and retention processes, and assisting them with financial aid and scholarships opportunities.

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 explains why it is so important for universities to reach out to the families of Latino students:

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 plan to work closely with UofL’s Office of Admissions 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. One of the staff members, Jeanne Guerrero, Program Director of High School Dual Credit, is pursuing the LALS Graduate Certificate, and has collaborated with LALS on recruitment of Latino Students.

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. 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. For example, Jhalak Dholakia was awarded the 2012 Hershberg Award for the outstanding Spanish major and the 2012 Phi Beta Kappa Association Outstanding Graduate Award.

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 its 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:

LALS 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.

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.” **This corresponds to Policy # 6 of the statewide Strategic Agenda: “Increase basic, applied, and translational research to create new knowledge and economic growth.”** 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). In the summer of 2011, Jhalak Dholakia, completed the Latin American Studies internship at the Universidad Latina’s Medical School in Panama City, volunteering for several organizations that provide sex education to Panamanian youths. In the spring of 2012, Dr. Rhonda Buchanan served as the faculty advisor for her Senior Honors Thesis “Towards a Multifaceted Approach to Adolescent Reproductive Health Education: The Panamanian Case,” which was selected as the 2012 Outstanding Social Sciences Senior Honors Thesis. More importantly, Dr. Nash was so impressed with the thesis, that she offered to co-author a paper with Jhalak on the topic of AIDS. Jhalak presented her research at the 2012 Undergraduate Symposium on Research and Community Engagement, along with fellow LALS students Naseem Ansari, who highlighted her fall 2011 LAS internship at the Kentucky Racing Health Services Center, and Akash Gupta, who presented his research findings for his LALS internship with Children’s Aid Mission International in Guatemala City in June of 2011. The LAS internships have prepared all three students for their future careers in the field of medicine.

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,” 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, 73 students have graduated with LALS minors and completed internships, and of the 37 students who have completed the LALS Graduate Certificate, 23 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, Panama, and Peru. (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: for example, 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, under Maxwell Cooper's supervision. 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 Muhammad Ali Center, and helped the Frazier International History Museum create a tribute to Latin bandleader Tito Puente, a WW 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. **This section of the proposal clearly shows that the goals of the LALS program articulate with Policy Objective #7 of the statewide Strategic Agenda: "Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach."**

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, Latin Americans, 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 growing 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.” **The statewide implementation stresses that the success of the “Stronger by Degrees” Strategic Agenda depends on the following critical areas: “adequate funding, accountability, performance metrics and targets, implementation plans, reporting and benchmarking, incentives, and balancing quality and quantity.”**

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, 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. A minimum increase in funding is required to implement the new BA degree in LALS (see budget narrative for detailed explanation).

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, 100 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, 24 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 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.

B. Program Quality and Student Success

1. List all student learning outcomes of the program.

- Understand and explain the diversity of Latin America and how it relates to the region's history.
- Understand and explain the connections between US presence in Latin America and 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.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The curriculum for the BA in LALS has been designed as an interdisciplinary program, which incorporates courses in the areas of the Humanities and the Social Sciences that include Latin American and Latino content. The ultimate objective of the BA in LALS is to for students to graduate with a mastery of the knowledge, research strategies, and intellectual discourse of Latin American and Latino Studies, and a desire to implement that knowledge in their future careers.

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.

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 (Cultural Diversity) 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.

3. Highlight any distinctive qualities of this proposed program.

A distinctive quality of this proposed program is the incorporation of community engagement into the curriculum. Each student who graduates with a BA in LALS is required to complete an internship, volunteering a minimum of 80 hours with an organization that serves the local Latino community, or one that meets the needs of a community in a Latin American country.

4. Will this program replace or enhance any existing program(s) or track(s) within an existing program?

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 without negatively impacting current program resources. The majority of students currently enrolled in the LALS minor program have double or triple minors and majors, and in the case of one student, Jhalak Dholakia, a quadruple major. There is no evidence that the LALS minors or the LALS Graduate Certificate have had an adverse effect on any other academic programs. The BA in LALS will not replace an existing program, but it will enhance the curricular offerings of the Latin American and Latino Studies Program and other departments, such as the Departments of Anthropology, Classical and Modern Languages, History, and Political Science, to name only a few. 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.

5. Is there a specialized accrediting agency related to this program?

There is no national accrediting body for LALS programs.

6. Faculty Resources.

All LALS faculty are full-time who hold a PhD, or other advanced degrees, meet the SACS external standards, and support the objectives and the curriculum of the proposed program. Presently, there are no ranked faculty members, no adjunct faculty, no part-time 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 a substantial 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.) LALS 310, LALS 311, and LALS 680 are taught on a rotation basis by faculty from the Departments of Anthropology, Classical and Modern Languages, History, and Political Sciences (see Appendix 9 Faculty Roster Form). 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

Future Faculty Resources:

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, but a number of secondary appointments in LALS will be made in the near future. According to Dean James B. Judson, the Administration will create as many as 50 tenure-track lines from term appointments through the Contingent Faculty Reduction Plan, and a few of these tenure-track lines will have a secondary appointment assigned to the Latin American and Latino Studies Program. According to Dean Hudson, the recent hire of a Spanish professor with an expertise in Caribbean Studies was authorized because of the secondary appointment with LALS.

7a. Library Resources.

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.

7b. 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 12 people or more, and the meetings of the LALS Club, which was created in March of 2012. 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.

8. Admission, retention, and completion standards designed to encourage high quality.

The BA in LALS will follow the published institution-wide admission or transfer criteria, standards, or procedures. Students must be in good standing with a minimum GPA of 2.0 to enroll in the program. To improve retention and graduation rates, 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.

Students must demonstrate competency in Spanish or Portuguese in a 200 level class beyond General Education Requirements by the time they graduate. Students may take the AP language placement test for Spanish. 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.

9. Degree completion requirements for the program

Students must complete 121 hours for the BA in LALS with 36 hours in the degree program core. (See item 12 below).

10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):

- a. Total number of hours required for degree: 121**
- b. Number of hours in degree program core: 36**
- c. Number of hours in concentration: N/A**
- d. Number of hours in guided electives: 6**
- e. Number of hours in free electives: 17**

11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

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 Latin American Studies through participating departments (History, Geography, Political Science, and Spanish). Transylvania University offers a minor in Latin American and Caribbean Studies through their LACS Program. The University of Kentucky offers a minor in Latin American Studies through their LAS Program, and a BA or BS degree in International Studies, with a Thematic and Area Concentration (TAC Option) in Latin America, through their International Studies Major Program. 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 Western Kentucky University, Transylvania University, and the University of Kentucky. The directors of the latter three programs have been contacted by email and all have expressed interest in collaborating with the LALS Program at UofL.

12. List courses under the appropriate curricular headings. The following list of courses follows the UofL official catalogue layout. 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. All courses are worth three credit hours. All students who major in Latin American and Latino Studies will be required to take four core LALS courses: LALS 310 Introduction to Latin American and Latino Studies, LALS 311 Introduction to Latino Studies, LALS 400 LALS Internship, and LALS 490 LALS Senior Seminar.

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. The BA in LALS will follow the published institution-wide admission or transfer criteria, standards, or procedures. Students must be in good standing with a minimum GPA of 2.0 to enroll in the program.

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
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Minimum Total	34
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Arts and Sciences Programmatic Requirements

Hours

Type

General 101: A & S Orientation	1
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Foreign Language (completion of the intermediate level of a single foreign language)	12
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Electives in Natural Sciences or Humanities (in addition to courses counted toward General Education; 6 hours must be at 300 level or above)	9
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WR- two approved courses at the
300 level or above
(may be incorporated into other
degree requirements)

Minimum Total	22
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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
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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. Students also completing a second major in any of the areas below may use no more than 6 hours in that Department to fulfill this LALS requirement.

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), 520, 558(WR), 593

Minimum Total **36**

Minimum Supporting Courses Total 12

6 hours in the Social Sciences and 6 hours in the Humanities at the 300 level, or above other than LALS courses. Courses taken in the supporting HUM and SOCS requirements may not be double-counted in the College Programmatic Requirements.

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.)

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

Spring Semester

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

13. Distance Education Plans. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

LALS faculty have enrolled in Delphi U’s four-day distance learning workshop, May 7-10, 2012, for training on how to prepare on-line courses. Several faculty members have completed the training in previous years and others will complete the training in 2013. In the fall of 2012 and the spring of 2013, LALS 314 Special Topics in Latino Studies, will be offered on-line. 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 have agreed to teach on-line courses for LALS.

Timetable for the Implementation of the Program:

Fall 2011 – Tentative recruitment began. Students were 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.

C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

- 1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.**
 - a. Provide evidence of student demand at the regional, state, and national levels.**
 - b. Identify the applicant pool and how they will be reached.**
 - c. Describe the student recruitment and selection process.**
 - d. Identify the primary feeders for the program.**
 - e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**
 - f. Project estimated student demand for the first five years of the program.**

Evidence of Student Demand.

Evidence of student demand at the regional, state, and national levels has been discussed in detail in Section A of the proposal. 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. In fact, several LALS minors have expressed interest in converting the minor to the LALS major as soon as it is available. Support for the new degree was even expressed in the survey 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."

Applicant Pool.

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. We anticipate that the major will be of special interest to Latino students who would like to learn 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, which target Latino students. For example, LALS co-sponsored the 5th Annual Latino/Multicultural College Fair on campus in October of 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. Every fall, 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.

Once the BA in LALS is approved, a special brochure will be created that will be distributed widely on campus and 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. We will also announce the new BA in LALS through our Twitter account. An electronic announcement will be sent to the JCPS Board of Education, high schools, colleges, universities, and other regional organizations. In addition, arrangements have already been made for an article about the new BA program to appear in the first issue of UofL's *Cardinal* newspaper. In March of 2012, a new student RSO, the LALS Club, was established and although its primary mission is to serve the needs of the local Latino community, student members are excited about the new LALS major and have offered to help with recruitment, once it is approved.

Student Recruitment and Selection Process.

The BA in LALS will follow the published institution-wide admission or transfer criteria, standards, or procedures. Students must be in good standing with a minimum GPA of 2.0 to enroll in the program.

We will continue to use the same recruitment techniques that have proven to be so successful over the past ten years. The LALS Program participates in many recruitment programs on campus. The director and other LALS faculty attend these events and information is made available to students at our LALS booth. In addition, information about our program is displayed at the numerous extra-curricular events that LALS co-sponsors. A sign-up sheet is always available for students to provide their contact information and the director follows up afterward and makes advising appointments with those who have expressed interest. The LALS 310 Introduction to LALS course has served as a recruiting tool as well. Although the course is designed for our LALS students, others enroll and are often recruited into the program. The Annual Study Abroad Program in Panama always attracts new recruits to our program. In recent years, our own LALS students have recruited their friends to our undergraduate and graduate programs. New recruits are given LALS t-shirts, posters, and other tokens of appreciation. After determining that students meet the standard requirements to be accepted into the program and can complete the requirements for the program by the semester they plan to graduate, they are

encouraged to apply on-line to our programs. The recruitment and selection process for the BA in LALS will be handled in a similar fashion.

Primary Feeders for the Program.

Students who have declared the minors in LALS have been majors in Anthropology, Business, Communication, Economics, English, Fine Arts, History, Liberal Studies, Political Science, Social Work, Spanish, and Women’s and Gender Studies, among others. The BA in LALS may be pursued as a “stand-alone” program or may be combined with a major or minor from another department. 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. The BA in LALS will also combine well with these majors and with the minor in Caribbean Studies, and the Social Change minor. 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.

Evidence of Projected Net Increase in Student Enrollments.

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 25 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. As of March 1, 2012, 30 students have declared the minor in LAS, and 9 have declared the minor in Latino Studies. These figures do not reflect the number of students who have applied recently for the minors and whose applications have not yet been approved by the A & S Advising Center. In 2011, 8 students graduated with an LAS minor and 4 with a Latino Studies minor.

It is difficult to estimate the number of students who will be drawn from existing programs within the institution. 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. This increase will result in a net increase in total student enrollments at the University of Louisville.

Estimated Student Demand.

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.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester
2012	0	0
2013	0	0
2014	1	12
2015	5	24
2016	12	30

2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state, and national levels.

Selected Jobs for Graduates with BA in LALS	Mean Annual Salary (Louisville-Jefferson County)	Mean Annual Salary (State of Kentucky)	Mean Annual Salary (National)
Child, Family, and School Social Worker	\$37,770	\$37,300	\$43,850
High School Teacher	\$50,090	\$50,040	\$55,990
Interpreter	\$39,640	\$40,630	\$49,790
Marketing Specialist	\$53,540	\$54,520	\$66,850
Nurse	\$58,460	\$58,130	\$67,720
Police Officer	\$43,920	\$38,820	\$55,620

Source: Bureau of Labor Statistics (<http://www.bls.gov>)

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, LGE, Humana, 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.

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).

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.

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. 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 Adhawks Advertising and Public Relations, Inc., and President of La Cámara, Appendix 11.) In the spring of 2012, Mr. Ruiz invited the LALS Director to join the Kentucky Educational Alliance Team whose goal is to collaborate with the 55,000 Degrees Initiative to increase the number of degrees earned by Latino Students.

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

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. 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 the Kentucky Educational Alliance Team, as well as the 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.

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.

4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

a. If similar programs exist in Kentucky,

i. Does the proposed program differ from existing programs? If yes, please explain.

Yes. This will be the only BA degree offered in Latin American and Latino Studies in the state of Kentucky. See response to iii below.

ii. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.

In addition to serving the growing number of Latino students who live in the Kentuckiana area, this BA will attract college-bound Latino students from other cities and towns across the state, and in neighboring states.

iii. Is access to existing programs limited? If yes, please explain.

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 participating departments (History, Geography, Political Science, and Spanish). Transylvania University offers a minor in Latin American and Caribbean Studies through their LACS Program. The University of Kentucky offers a minor in Latin American Studies through their LAS Program, and a BA or BS degree in International Studies, with a Thematic and Area Concentration (TAC Option) in Latin America, through their International Studies Major Program.

The UofL BA degree in LALS will be the only LALS major offered in the state of Kentucky. In addition, community engagement is a significant component of the UofL BA degree in LALS. In addition to numerous service learning activities, the degree requires an internship with an organization that serves members of the Latino community. The BA or BS in International Studies offered at the University of Kentucky, has an area of concentration in Latin America, but not Latino Studies.

iv. Is there excess demand for existing similar programs? If yes, please explain.

No, given that no other institution in Kentucky offers a BA in Latin American and Latino Studies.

v. Will there be collaboration between the proposed program and existing programs?

i. If yes, please explain the collaborative arrangements with existing programs.

ii. If no, please explain why there is no proposed collaboration with existing programs.

Presently, no other college or university in Kentucky offers a BA in LALS, however, information about the new degree has been shared with the Directors of the LAS programs at UK, WKU, and Transylvania University. The LALS Program at UofL will encourage collaborations with other regional universities, for example, sharing our resources to bring in guest lecturers who may speak at several institutions or working together on symposia, panel discussions, or conferences that could rotate annually from one institution to another. The directors at UK, WKU and Transylvania expressed a willingness to collaborate with UofL's LALS program.

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. Will this program require additional resources? Yes, but they will not be substantial. In 2005, when the proposal for the Graduate Certificate was presented to the APC committee of the Faculty Senate, a higher level of support was recommended. At that time the LALS S&E budget was doubled and the LALS Director was granted an additional course release. The current LALS budget reflects the 2005 recommendations of the Faculty Senate, and for this reason, minimum additional funds are needed to implement the new BA in LALS (see details in the budget below).

Budget Explanation and Justification of Expenditures:

Personnel Support. The College of Arts and Sciences Dean's Office currently provides salary and fringe benefit compensation for the LALS Program Director through an A-12 appointment supplement. The Program Director will devote 8% effort overseeing the BA program and 2% effort advising students from the A-12 appointment (total FTE = 0.1 effort committed from the supplement). The A & S Dean's Office currently provides of \$25,056 (salary and fringe benefits/fica at 15%) for the LALS Program Coordinator, Senior who will manage the BA program records, communications, and budget. Effort committed to the BA program is equivalent to 0.13 FTE. The A & S Dean's Office currently provides \$7,077 annually (salary and fringe benefits/fica at 15%) for a LALS Program Assistant. This assistant will commit 52% effort on the BA program (equivalent to 0.52 FTE). A 10% commitment (one course per year) is included for a full-time professor appointed in the Department of Classical and Modern Languages, who will participate in the BA program instruction (total 0.1 FTE committed to LALS). 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. The College of Arts and Sciences Dean’s Office currently provides \$10,000 for the annual operating expenses of the LALS program. An additional \$1,000 will be added to the operating budget to cover expenses associated with the BA in LALS. In addition, funds in the amount of \$1,000 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 from the College of Arts and Sciences 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. Funds in the amount of \$384 will be drawn each year from the LALS S&E account to reinstate a subscription to the *Artes de México* journal for the Ekstrom Library.

2. Will this program impact existing programs and/or organizational units within your institution? Y/N If yes, please describe the impact.

This program will not impact in a negative way any existing programs or organizational units at UofL. Faculty who teach courses that fulfill the LALS requirements are housed in their respective departments and the courses they teach for LALS count as part of their teaching load.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

The following budget indicates that for a relatively small budgetary outlay, the new BA in LALS will impact the city of Louisville and the state of Kentucky for years to come.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

A. Funding Sources, by year of program	2012	2013	2014	2015	2016
Total Resources Available from Federal Sources New Existing					
Narrative Explanation/Justification					
Total Resources Available from Other Non-State Sources New Existing					
Narrative Explanation/Justification:					
State Resources New Existing					
Narrative Explanation/Justification:					

Internal Allocation					
Internal Reallocation	29,912	33,980	34,959	35,965	37,032
<p>Narrative Explanation/Justification: The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units. The College of Arts and Sciences Dean's Office currently provides salary and fringe benefit compensation for the LALS Program Director through an A-12 appointment supplement in the amount of \$14,231 annually in 2012, which will be adjusted annually. Support for two staff members will continue (LALS Program Coordinator, Senior (\$3,220/y, 0.13 FTE) and LALS Program Assistant (\$3,652/y, 0.52 FTE)) in 2012 and adjusted annually. A newly hired Assistant Professor of Spanish in CML will teach one LALS course per year (10% commitment, \$6,425/y, 0.1 FTE). The A&S Dean's Office will commit 10% (0.1 FTE) of a part-time advisor's effort to assist with advising for the BA program beginning in the fall of 2013. A 3% adjustment in salaries and fringes are reflected in budgeted amounts for the second through fifth year of the budget. There will be no reduction of existing program resources.</p>					
Student Tuition New Existing					
<p>Narrative Explanation/Justification: Describe the impact of this program on enrollment, tuition, and fees.</p>					
TOTAL	29,912	33,980	34,959	35,965	37,032

B. Breakdown of Budget Expenses/Requirements	2012	2013	2014	2015	2016
Staff:					
Executive, Administrative, Managerial New Existing (A-12 Appointment-salary and fringe benefits, 0.1 FTE)	14,231	14,658	15,098	15,550	16,017

<u>Other Professional</u> New Existing (2 LALS Staff - total 0.65 FTE)	6,872	7,078	7,290	7,509	7,734
<u>Faculty</u> New Existing (CML Hire – 0.1 FTE)	6,425	6,618	6,816	7,021	7,231
<u>Graduate Assistants</u> New - none Existing - none					
Student Employees New - none Existing - none					
Narrative Explanation/Justification: <i>Includes salaries of all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i> The College of Arts and Sciences Dean’s Office currently provides salary and fringe benefit compensation for the LALS Program Director through an A-12 appointment supplement in the amount of \$14,231 annually in 2012, which will be adjusted annually. Support for two staff members will continue (LALS Program Coordinator, Senior (\$3,220/y, 0.13 FTE) and LALS Program Assistant (\$3,652/y, 0.52 FTE)) in 2012 and adjusted annually. A newly hired Assistant Professor of Spanish in CML will teach one LALS course per year (10% commitment, \$6,425/y, 0.1 FTE). The A&S Dean’s Office will commit 10% (0.1 FTE) of a part-time advisor’s effort to assist with advising for the BA program beginning in the fall of 2013. No assistantships will be provided. A 3% adjustment in salaries and fringes are reflected in budgeted amounts for the second through fourth year of the budget. There will be no reduction of existing program resources.					
Equipment and Instructional Materials New Existing					
Narrative Explanation/Justification:					
Library New Existing	1,000 384	1,000 384	1,000 384	1,000 384	1,000 384
Narrative Explanation/Justification: Funds in the amount of \$1,000 per year are included to cover the cost of book and journal acquisitions related to the degree program. In the 5 th year, an additional \$1,000 will cover the cost of library acquisitions, as stipulated in Dean Fox’s letter. Funds in the amount of \$384 will be drawn each year from the LALS S & E account to reinstate a subscription to the <i>Artes de México</i> journal for the Ekstrom Library.					
Contractual Services New Existing					
Narrative Explanation/Justification					

Academic and/or Student Support Services New – Part-time Advisor Existing		3,213	3,309	3,409	3,511
Narrative Explanation/Justification: 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.					
Other Support Services New Existing	1,000	1,030	1,061	1,093	1,126
Narrative Explanation/Justification: The current operating budget of the LALS Program will increase by \$1000 (adjusted 3% annually) starting in the first year to cover additional expenses associated with the BA program. The current budget provided by the College of Arts and Sciences’ Dean’s Office covers expenses related to the LALS minors, the LALS Graduate Certificate, and supplies and equipment.					
Faculty Development New Existing					
Narrative Explanation/Justification					
Assessment New Existing					
Narrative Explanation/Justification					
Other New Existing					
Narrative Explanation/Justification:					
TOTAL New Existing	29,912	33,980	34,959	35,965	37,032

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

a. Which components will be evaluated? Courses will be evaluated using on-line student evaluations.

b. When will the components be evaluated? Courses will be evaluated at the end of each semester.

- c. When will the data be collected?** Data will be collected at the end of each semester.
- d. How will the data be collected?** Data will be collected electronically via on-line student evaluations.
- e. What will be the benchmarks and/or targets to be achieved?** The target will be at or above the college average scores.
- f. What individuals or groups will be responsible for data collection?** The Office of University Institutional Research collects the data.
- g. How will the data and findings be shared with faculty?** The Office of University Institutional Research provides each faculty member with an electronic report within three weeks of collecting the data.
- i. How will the data be used for making programmatic improvements?** Improvements to course instruction and curricular offerings will be based in part by the ratings and comments that students make on the teaching evaluations, and responses to the senior exit interviews.
- 2. What are the measures of teaching effectiveness?** Every course is evaluated each semester and faculty members undergo yearly personnel reviews in their respective departments.
- 3. What efforts to improve teaching effectiveness will be pursued based on these measures?** Each program conducts a yearly review of student learning outcomes. A five year review is required of all programs at UofL.
- 4. What are the plans to evaluate students' post-graduate success?** Surveys will be sent to alumni on a regular basis to track their success. Currently, we encourage all LALS students to be Friends of the LALS Facebook Page. This has been a great tool for maintaining communication with our alumni.

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