

## PROGRAM ABSTRACT - Form A

**Proposed Degree Title:** B.A. in Chican@ Studies

**COLLEGE:** College of Humanities, Arts, Behavior & Social Sciences (CHABSS)

**Proposed Implementation Date:** Fall 2016

**1. Description: Briefly describe the essential features of the curriculum that will be developed.**

**4 -YEAR PROGRAM:** The proposed Chican@<sup>1</sup> Studies major (hereafter, CHS) will focus on delivery of a lower and upper division interdisciplinary curriculum in areas such as community development, visual and performing arts, criminology and justice studies, culture, education, health, immigration, language, literature, media studies, social and civic engagement, history, geography, anthropology, sociology, psychology, and women's studies.

**GOALS:** CHS is a transformative major with one of its main goals being to increase students' agency through rigorous and thought-provoking curricular offerings that benefit both students and local communities. The CHS major examines the social, economic, educational, historical, visual and performing arts, and political experiences of Chican@s living in the United States using multiple perspectives and established-pedagogy. CHS is guided by four principles: community, social justice, intersectionality, and community empowerment. These principles align well with goals delineated in the Strategic Plan of the College of Behavioral and Social Sciences. CHS will serve as a bridge between the university and Chican@ communities in which the resources, skills, and knowledge that each possesses are mobilized as a means to address local, regional, and state concerns that impact CHS communities.

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<sup>1</sup> The term Chican@ has contested origins and meanings that have transformed from indigenous, to derogatory, to agentic. Contemporarily, Chican@ represents an inclusive socio-political and empowerment identity term frequently used to promote community development, educational attainment, and to increase retention in the U.S., in particular the U.S. Southwest. The CHS program's use of the term, Chican@ is to assert a formative American experience where new immigrants, upon arrival are integrated into a pre-existing historical continuum with cultural, economic, social, educational and political dimensions, and are not in a new or separate history. It is this inclusive continuum that makes Chican@ Studies the most appropriate framework for a new academic program at CSUSM. The term Chican@ also represents indigenous peoples from the Americas, who share a Spanish-origin language, heritage, and culture. The word Chicana/o itself commonly contains the a/o notation that signals gender inclusivity. The use of the "@" symbol reflects *current practices of inclusivity*, thus is adopted for the Chican@ Studies program at CSUSM. Please see a list of references regarding the history and use of the term Chican@ at the end of this document.

**THE CURRICULUM:** The curriculum in the CHS Program will be designed to provide academic and service opportunities to **all students** who are interested in the unique cultures, circumstances, and needs within Chican@ communities. The CHS course of studies will provide a rigorous relevant interdisciplinary program with a focus on Chican@ communities in the United States and all of their complexity (i.e., class, gender, religion, sexuality, linguistics, education, ethnicity, indigenusness, immigration, transnationality, and the impacts of globalization).

The curriculum will include courses on topics such as the histories of Latin American and Chican@ art, music, and theater and the work of contemporary artists; California, Mexico, United States, and borderlands history with an emphasis on the historical experiences of Chican@s from and in these areas; Chican@ languages and literature; the cultural and physical geography of the U.S. Mexico border; the education of Chican@ children; Critical Latino theory, Chicana feminist thought; and questions and issues of ethnicity and identity, especially as they pertain to the North County Chican@ population.

**A COLLABORATIVE COMMUNITY BASED PROGRAM:** In addition to its interdisciplinarity, the Chican@ Studies Program will focus on community-based learning practices including service learning and faculty-led undergraduate quantitative and qualitative research centered on and in collaboration with Chican@ communities.

The CHS major is part of a larger, well-established academic and professional community at CSUSM. The CHS major will emphasize an applied, collaborative, community-based curriculum. The CHS major will focus on engaging majors directly with the local Chican@ and indigenous communities living in Southern California where students can choose to perform community learning activities, conduct research, analyze local concerns, conditions, and issues, and share their results with these communities. CHS faculty will coordinate research activities related to CHS coursework with the CSUSM National Latino Research Center. Upper-division level internships will be developed in coordination with the CHABSS Career Readiness Initiative.

**INTER-DISCIPLINARITY:** The CHS major at CSUSM will draw upon applied interdisciplinary academic fields. This interdisciplinary approach critically highlights and addresses diverse issues that impact local CIIS communities in southern California and beyond. Students are introduced to CHS standpoints within Education, Health & Human Services, Science, Education, Sociology, Psychology, History, Women's Studies, Anthropology, Border Studies, Native Studies, Criminology and Justice Studies, Communication, Visual and Performing Arts, Human Development, Linguistics and Literature courses. CHS will contribute to the established features of CSUSM by joining the thriving group of interdisciplinary programs and helping students develop broader and innovative perspectives.

**CHICAN@ PEDAGOGY:** CHS pedagogy supports new knowledge and perspectives regarding the Chican@ experience in the United States. It focuses on integrating current issues into an existing American social and historical continuum that is relevant to students' communities of origin, the North County region, and Southern California.

Chican@ standpoints are at the center of this academic exploration and epistemology. Thus, the CHS major offers all students a comprehensive pedagogical approach that is based on social justice and an approach that connects global issues to local concerns. In addition, given that CSUSM is a Hispanic Servicing Institution, the CHS major would also serve as a compelling option to meet the educational needs of Chican@s students.

## ***2. Mission: How will this program benefit the college, university, region and/or state?***

The origin of Chican@ Studies dates to 1969 when educators at the University of California, Santa Barbara wrote El Plan de Santa Bárbara, which emphasized four significant areas, all of which speak to the CSUSM Mission:

- a critical need for higher education programs that recognize the needs and socio-cultural identities of Chican@ communities,
- the recognition of the life, contributions, and history of Chican@s in the United States.
- the value of reciprocal University/Community involvement,
- and the incorporation of traditional and innovative forms of education and research.

The main growth for CHS occurred in the context of civil rights struggles that encouraged educators to call upon high schools, colleges, and universities to recognize the marginalization of Chican@ communities, to address the neglected pedagogical needs of Chican@ students and to identify the institutional arrangements that resulted in high attrition rates. Forty-four years later, we face ongoing crises in education and Chican@ communities continue to exist in the margins, facing hardships with regard to education, health access, economics, and social justice. While improvements in overall Chican@ education have occurred, Chican@s significantly lag behind in all outcomes measures.

Additionally, we expect that CSUSM's CHS Program will enable students transferring from Chican@ Studies programs at 2-year feeder institutions, such as Palomar College, to continue into an upper division CHS Program. CSUSM students currently represent a significant percentage of the students enrolled in Chican@ Studies courses at Palomar. A Palomar College Chicano Studies faculty member reports that approximately 50% of his Chicano Studies Classes are CSUSM Students.<sup>2</sup> CSUSM's CHS Program is expected to retain CSUSM FTES by meeting their needs at our own campus.

The rapidly changing demographics of North County San Diego and surrounding regions and the recognition of CSUSM as a Hispanic Serving Institution (HSI) require that North San Diego County's only public university address the curricular and regional needs of the Chican@ population. The CHS Program will address the same parallel contemporary conditions that the original Santa Barbara's Chicano Studies program sought to address. This makes the CHS program at CSUSM an essential, relevant, and timely program, and one that is central to fulfillment of the University's mission. The CHS course of studies provides

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<sup>2</sup> Silverio Haro, CSUSM Office of Advising and a Chicano Studies adjunct faculty member at Palomar College.

a relevant interdisciplinary program with a focus on Chican@ communities in the United States and all of their complexity (i.e., class, gender, religion, sexuality, linguistics, education, ethnicity, indigenoussness, immigration, transnationality, and the impacts of globalization).

CSUSM is ideally situated geographically to fulfill the curricular needs of a growing Chican@ population through the creation of a vibrant CHS program with the goal of developing future scholars, teachers, researchers, and community professionals as the cultural, economic, political and social importance of Chican@ communities in the United States continues to increase, particularly in the U.S Southwest, in California, and more specifically, in Southern California. The CHS program is designed to fulfill three (3) functions in response to these curricular needs.

First, the CHS program provides Chican@ students a rigorous academic course of studies that allows them to examine an important but often overlooked American historical continuum through examination of and participation in the integrated social, economic, educational, and political experiences in their own communities and within a unique pedagogical structure that places community voices, experiences, and viewpoints at the very center of academic epistemology and exploration.

Second, the CHS program provides all CSUSM students with an understanding of the wider community in which the University resides. The interdisciplinary, collaborative learning pedagogy is designed to meet the needs of students preparing for a variety of careers including education, business, health, professional occupations and research within our diverse community. CHS serves the academic needs of CSUSM students and highlights the rich diversity found in American communities, and experiences.

Third, the CHS program provides graduating CSUSM professionals with applied community experience relevant to many fields in which our students will be serving the CHS community.

Fourth, CSUSM has a reputation for faculty and students participating in community-based research and for the use of innovative, relevant projects that prioritize the voices, needs, and interests of local communities. The CHS major will continue to enhance this strength.

The CHS Program at CSUSM will stand alone from all other *neighboring* and *regional* Chican@ or Mexican American Studies Programs in this regard. While we recognize, value and support the theoretical teaching approaches and quantitative and qualitative research methods of the mainstream academy, we propose to enhance those through an emphasis on applied teaching, the performance arts, community partnerships, experiential learning, collaborative research, and a pedagogy of centering community voices and experiences.

The CHS program will serve to place CSUSM as a national intellectual center for training students to take leadership roles to serve local communities, advance policy issues, produce academically prepared professionals, and work with key stakeholders in

addressing critical issues in North County, Southern California, and the rest of the nation. This program will uniquely benefit the interests of students, the university, and local communities. Students and faculty will collaborate in rich, intellectually engaging courses, which will result in innovative research, community-based service, and research and creative projects. Culturally responsive and critical discussions of integrity, ethics, and trust among students, faculty, and with community members and associations, are essential elements of the core courses for CS. Finally, CHS provides an intellectual home for diverse populations of students and faculty across the university who prioritize the notions of critical questioning, giving voice to marginalized people, and community engagement in their education to create agency for improvement within local communities.

***2a. How is CHS aligned with the College and University Mission and Vision?***

Our University Mission states, “As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.”

The CHS major promotes fundamental CSUSM priorities of academic excellence, commitment to local communities, cultural diversity and educational equity. The CHS major significantly advances the university’s mission to respond to the increasing cultural and ethnic diversity needs in our local community, region and state, and benefits the university by teaching culturally aware ethics in research, professional behavior, and community work.

The CHS major is committed to enhancing student learning through the use of new and relevant pedagogy and curriculum. The CHS major highlights the University’s mission to advance civic responsibility, creativity, flexibility, responsiveness, personal, political and academic integrity, respect, fairness, and a future orientation for the individual student and the collective. The CHS major will intellectually engage students through applied and real world approaches to learning, the discovery of knowledge, the use of multiple perspectives, and by utilizing critical pedagogy that supports the university’s and the college’s focus on critical thinking and active student learning. The CHS major is responsive to the social context and flexible needs of students with diverse backgrounds. Several CHS courses will be offered as general education courses, contributing to the college’s exemplary goal of helping the university to deliver a true liberal arts education.

As a community-learning based program, the CHS major emphasizes the university’s commitment to local communities through collaborative partnerships, and community based research. By focusing on uniqueness of local Chican@ communities and promoting active learning and service to others as the highest goals of an educational institution, CHS benefits CSUSM by promoting public service opportunities for students that enrich our community, support student moral and ethical development, give voice to the voiceless, and prepare students for leadership roles in work, community, and society.

The CHS program at CSUSM thus is closely aligned with the vision and mission of the university and college. CHABSS recently adopted its new mission statement that is

centered on an “education rooted in the liberal arts tradition, responsive to new ideas and challenges, and attuned to the diversity of human experience. Grounded in the scholarly and creative activity of our faculty, our programs are dedicated to preparing students for lifelong careers of leadership, learning, creativity, professional achievement, and community service.” The CHS program will closely support the college’s mission and promote its diversity goals and commitment to community service.

As highlighted in the college’s mission, the student is at the center of the curriculum. The CHS major asks students to reflect on the past and look into the future, to engage in historical and cross-cultural perspectives, to work in the community, and to envision themselves as transformative agents for positive social change.

The CHS Major responds to the documented need of the local community. North County Chican@ Community residents also want a Chican@ Studies program. CSUSM’s National Latino Research Center’s (NLRC) Community Education initiative, “Universidad Popular,” offered free courses in Latino history, political science, and economics in 2012-2013. Over 100 “Universidad Popular” participants, representing broad sectors of the community including high school students, college and university students, community professionals, and community members with no formal education (i.e. landscapers, farmworkers, mechanics, garment factory workers etc.) endorsed a proclamation in support of a Chican@ Studies Program at CSUSM. They cite the relevance of Chican@ Studies for improving understanding of their community, situating their experiences within the broader society, promoting civic engagement, and community improvement (National Latino Research Center, October 23, 2013).

Finally, in a recent memo to the university community, President Haynes reminded us that we all share responsibility in maintaining “our core values of inclusiveness, cultural diversity, respect and openness” (Office of Communications, April 30, 2013). A major in CHS major will greatly enhance the way students, staff, faculty, and regional community members can work together to promote these values.

### **3. Demand: What evidence is there of adequate student demand for this program?**

*[Note that Board of Trustees classifies Anthropology, Art, Biology, Chemistry, Economics, English, Foreign Languages, Geography, Geology, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Speech/Communication and Theatre Arts/Drama as "Broad Foundation Programs" for which societal need and student demand are not "the preeminent criteria" for offering baccalaureate programs.]*

#### **Preliminary evidence of adequate student demand for the proposed program should include**

- (i) A list of other CSU campuses currently offering the proposed degree major program (see the CSU Mentor website at <http://www2.assist.org/browseAreas.do>)**

Eighteen (18) of the twenty-three (23) campuses in the CSU system have CHS or similar programs. Of the CSU campuses that are Hispanic Serving Institutions, (Hispanic Association of Colleges and Universities, HACU) all but CSUSM and CSU Monterey Bay (among the two newest additions to the system) do not yet have a Chicano Studies Program. The current CSU programs are the following:

- Bakersfield (H.S.I.):
  - Minor in Chicano Studies
  - Interdisciplinary Concentration in Chicano Studies
- Dominguez Hills (H.S.I.):
  - B.A. In Chicana/Chicano Studies
  - Minor in Chicana/Chicano Studies
- Channel Islands (H.S.I.):
  - B.A. in Chicana/o Studies
  - Minor in Chicana/o Studies: Transborder Communities
- Chico State:
  - Minor in Chicano Studies
- East Bay:
  - Option in Latina/o Studies under Ethnic Studies Program
- Fullerton (H.S.I.):
  - B. A. in Mexican American Studies
- Fresno (H.S.I.):
  - B.A. In Chicano Studie
  - Minor in Chicano/Latino Studies
  - Minor in Latin American Studies
- Humboldt State:
  - Major in Critical Race, Gender, and Sexuality Studies
  - Minor in Critical Race, Gender, and Sexuality Studies
- Long Beach (H.S.I.):
  - B.A. in Chicano/Latino Studies
  - Minor in Chicano and Latino Studies
  - Certificate in Chicano and Latino Studies
- Los Angeles (H.S.I.):
  - B.A. in Chicano Studies

- Minors in Central American Studies, MesoAmerican Studies, and Chicano Studies
- Northridge (H.S.I.):
  - B.A. in Chicana/o Studies
  - Chicana/o Studies
  - Masters in Chicana/o Studies
- Sacramento State:
  - B.A. in Ethnic Studies
  - Minor in Chicano Studies
- San Bernardino (H.S.I.):
  - B.A. in Ethnic Studies
  - Minor in Ethnic Studies – Chicano(a)/Latino(a) Studies
- San Diego State University:
  - B.A. in Chicana and Chicano Studies
  - Masters in Chicana and Chicano Studies
- San Francisco State University:
  - B.A. in Latina/o Studies (in the College of Ethnic Studies)
  - Minor in Latina/o Studies
- San Jose State:
  - Minor in Mexican American Studies
  - Masters in Mexican American Studies
- Sonoma State
  - B.A. in Chicano and Latino Studies (CALS)
    - Teacher Preparation Track
  - Minor in Chicano and Latino Studies
    - Emphases: Spanish language skills, Social science and community service
  - Minor in Latin American Studies
- Stanislaus (H.S.I.):
  - Minor in Chicano Studies



**(ii) A list of neighboring institutions, public or private, currently offering the proposed degree major program**

In addition to the 8 CSU universities in Southern California, 10 *additional* universities, both public and private, offer degrees similar to CHS or offer CHS courses within another major, such as Ethnic Studies.

- Cal Poly Pomona
  - Minor in Chicano/Latino Studies (in Department of Ethnic and Women's Studies)
- Cal Poly San Luis Obispo
  - Major in Comparative Ethnic Studies
  - Minor in Comparative Ethnic Studies
- Claremont Colleges (joint major): Scripps College, Pomona College, Pitzer College
  - B.A. in Chicana/o-Latina/o Studies
- Occidental College
  - B.A. in Latino and Latin American Studies
  - Minor in Latino and Latin American Studies
- University of California Los Angeles
  - B.A. in Chicana/o Studies
  - M.A./Ph.D. in Chicana/o Studies
- UC Riverside
  - B.A. in Chicana/o Studies (Department of Ethnic Studies)
- UC Santa Barbara
  - B.A. in Chicana and Chicano Studies
  - M.A./PhD in Chicana and Chicano Studies
- University of San Diego
  - Courses in Ethnic Studies major
- University of Southern California
  - B.A. American Studies and Ethnicity (Chicano/Latin Studies)
- UC San Diego
  - Concentration in Chicana/o ~ Latina/o Studies, Literature Department

**(iii) Information indicating substantial regional demand for individuals who have earned this degree (contact the Career Center for assistance)**

The rigorous academic preparation and the applied emphasis address the concern voiced by employers who believe that “students should be broadly educated and should apply their learning to the real world during college” (Association of American Colleges and Universities, April 2013).

The CHS program prepares majors to meet our unique regional employment and community needs. CHS majors will gain analytical, communicative, and leadership skills that will enhance any professional career choice. For example, the CHABSS career counselor, Karie White, reported that research conducted by the CSU Employer Survey (2011) indicated that employers want the following characteristics:

- capacity to learn
- written and oral communication skills
- team work skills and flexibility
- employees who are representative of the diverse work force
- global skills (multiple language skills, multicultural knowledge, international experience)

In addition, in analyzing job announcements recently posted on a popular job search website (i.e., monster.com) within a 20 mile radius of San Marcos, 70 positions specified a preference for, or requirement of, a Spanish-speaking individual. And, 166 job announcements preferred and/or mentioned culture or culturally competent applicants. (Search conducted on May 19, 2013.)

The CHS major is responsive to the social content and varying needs of students seeking diverse employment opportunities, such as future teachers, nurses, social workers, criminal justice advocates, law makers, law enforcement practitioners, and other professionals. In conjunction with the CHABSS Career Readiness Initiative, the CHS program will provide a vibrant internship/mentoring component in the capstone course in the major, CHS will mentor majors so that they are well poised for graduate school and the professional/career marketplace. In summary, CHS will prepare majors for local, regional, state and national graduate studies programs and will leverage new employment opportunities for our students.

**(iv) Information indicating adequate student interest in the proposed program (e.g., numbers of minors, existing programs at feeder community colleges, or results of student surveys).**

In this section, we present data from a local “feeder” community college, the needs of a current CSUSM program, and research from two points of data collection about the possibility of having a CHS major at CSUSM.

First, Palomar College already has a thriving Chicano Studies program, which is part of the Multicultural Studies Department. They offer thirteen (13) courses. Their enriched

curriculum covers introduction to Chicano Studies, literature, art, social institutions, politics, language, and history.

Second, a federally funded program at CSUSM – the College Migrant Education Program – requires that first year students take a Chicano Studies course. Because such a program does not exist, they must enroll at Palomar College. This unmet need results in approximately 50 students per academic year being redirected away from CSUSM because of the absence of Chicano Studies (Source: Office of Migrant Education, 2013). As a consequence, vital FTE's that would assist in establishing a “need” within the college and the university are needlessly lost.

Third, to better understand the student’s interest in a CHS program and interest in a CHS major and minor, **two surveys** were conducted in the past four years (2012 and 2008).

## **THE CSUSM SURVEY (2012)**

The 2012 survey was administered at California State University San Marcos from March 2012 to May 2012. A total of one hundred and ninety-five (n = 195) CSUSM students participated in this inquiry.

### **The 2012 CSUSM survey asked the following three questions:**

- 1.) How supportive are you in seeing Chicano/a Studies offered at CSUSM? Why?
- 2) If offered, how interested would you be in choosing Chicano/a Studies major? Why?
- 3) If offered, how interested would you be in choosing Chicano/a Studies minor? Why?

### **Demographic information about respondents (n = 195)**

- Almost two-thirds of the student respondents are female, 71%.
- The majority (64%) of respondents identify themselves as Chicano/a.
  - 16% of students identified as Caucasian
  - 8% identified as Asian Pacific Islander
  - 6% identify as Multiracial
  - 5% identify as African American
  - 1% identify as Native American
- Students were surveyed across disciplines, however, the majority of respondents fell within 6 academic social sciences and human services majors and minors: Sociology; Criminology and Justice Studies; Human Development; Spanish; Liberal Studies and Women's Studies.
- Taken together, the largest demographic who participated in this study were women, identified as Chicano/a, majoring in Sociology, Criminology, or minoring in Spanish.

### **Question 1**

#### **How supportive are you in seeing Chicano/a Studies offered at CSUSM? Why?**

- The majority of students (56%) report being “**very supportive**” of a CHS program at CSUSM.
  - An additional 25% of students reported being “supportive” of a CHS program at CSUSM.
  - 13% reported being Neutral
  - 5% are “not supportive”
  - 1% is “very unsupportive”.
  - Overall, 81% of students expressed support (both very supportive and supportive combined).
- The most common responses students reported for wanting a CHS major:
  - An Hispanic Serving Institution should include a Chicano/a Studies major;
  - We have inadequate numbers of historical/herstorical perspectives at CSUSM
  - We need community and cultural perspectives related to Chicano/a Studies.
  - Students had taken a previous Chicano/a Studies course through Sociology, Arts, or Women's Studies and they found it beneficial.
  - CSUSM needs to bridge the gap between the local community and the

- university.
- Students want more diverse courses

### **Question 2**

**If offered, how interested would you be in choosing Chicano/a Studies major? Why?**

- One third (32%) of CSUSM students report being “very interested” in choosing a CHS major.
  - Another 23% of students reported being “interested” in choosing the CHS major.
  - 27% report being “neutral”
  - 15% report being “not interested”
  - 3% report being “very uninterested”
  - Overall, 55% of students expressed an interest in choosing a CHS major (both very interested and interested combined.)
- The most common responses student reported for choosing a CHS major if offered:
  - So that they could switch their current majors.
  - So they could take relevant courses.

### **Question 3**

**If offered, how interested would you be in choosing a Chicano/a Studies minor? Why?**

- A large number of students (38%) of CSUSM students reported being “very interested” in choosing a Chicano/a Studies major.
  - Another sizable group of student (28%) reported being “interested”
  - 19% report being “neutral”
  - 13% report being “not interested”
  - 2% report being “very uninterested”
- The most common reasons students reported for choosing a CHS minor if offered:
  - Community engagement and service learning is a valuable experience.
  - They are interested in the subject of this minor.

### **THE COMMUNITY SURVEY (2008)**

In an earlier data collection project, the National Latino Research Center’s CHS Working Network also developed a survey to assess student support for Chicana/o Studies in North San Diego County. Eighty-nine (89) participants completed the survey on February 7, 2008 during a community forum held at CSU-San Marcos. Note, this survey was part of a long term strategy to gauge interest in creating CHS at CSUSM.

**The 2008 North County student survey inquired about four topics:**

1. Their academic status
2. The importance of learning about history of Chicano/a communities
3. Previous exposure to Chicano/a Studies courses
4. Support for a Chicana/o Studies Program at CSU San Marcos

### **Demographic Information about Respondents:**

- Two-thirds of respondents were female students.
- The majority of respondents identified themselves as Chicana/o, Latina/o,
- The majority of respondents identified themselves as Chicana/o, Latina/o, Hispanic, or Mexican. Respondents could claim multiple self-identities.
  - 52% said they were Mexican or Mexican American.
  - 20% chose the “Other Ethnicity” category.
  - 71% of students identified themselves as Hispanic, Latino, or Chicana/o.

#### **1. Academic Status:**

- 96% of respondents were college students,
- 22% attended a local community college.
- 74% were first time students at CSUSM
- 27% were transfer CSUSM students.

#### **2. Importance of Learning about History of Chicanas/os.**

- The vast majority of respondents (86%) felt that it is important to “very important” to learn about the history of Chicana/os.
- 73% of first-time students and 57% of transfer students report it is “important” to learn about the history of Chicana/os.

#### **3. Previous Exposure to Chicano/a Studies courses.**

- Over half of students (55.8%), reported they had previously taken a CHS class.
- 76% of students, who said they had previously taken a CHS class at a community college.
- 54% took a Chicana/o Studies class at Palomar College
- 6% students reported taking Chicana/o Studies classes at CSUSM
- 5% took a Chicana/o Studies class at Mira Costa College

#### **4. Support for Chican@ Studies Program.**

- 98% of students said they would enroll in a CSUSM- CHS program if it was offered.
- 65% of community college students said they would enroll in a CSUSM-CHS program if it was offered.

In summary, there is significant student interest at CSUSM in CS. The student survey finds that students believe this curriculum is important to:

- learn more about their history and culture;
- attract and motivate students to attend CSUSM;
- give students a sense of belonging;
- encourage community service learning;
- enhance “traditional” U.S. history with a CHS perspective;
- and to introduce student to successful role models.

### **Hispanic Serving Institution**

CSUSM was declared a Hispanic Serving Institution in 2011. At that time President Haynes said the following, "Not only does achieving H.S.I. status align with two of our campus strategic priorities, Educational Equity and Academic Excellence, but it speaks of our commitment to reflecting and serving our region while raising the educational attainment rate of all students." Her leadership inspired faculty, students and staff to *continue* to work on curriculum and programmatic ideas to create a CHS major. A group of staff, faculty and students coordinated meetings and workshops to explain the curriculum building process, facilitate discussions, and create opportunities to gain feedback. Now, the working group is pleased to be able to present a program that manifests the stated commitment of "reflecting and serving our region."

#### ***4. Resources: Give preliminary estimates of the following resources needed to implement the program:***

##### **Additional faculty positions:**

Following the launch of the program in year one, delivery of the CHS program will likely draw on existing faculty from across the college, whose existing courses support the major. There may be need, however, for some faculty to be released from their departments to deliver new courses that will comprise the SD curriculum. Long-term faculty lines will need to be allocated in order to deliver a robust CHS major.

##### **Additional resources required for program administration (e.g., release time):**

The director will require one course release per semester, totaling two (2) per academic year.

##### **Additional staff support:**

The Program will be administered under the Interdisciplinary and Emerging Programs in CHABBS.

##### **Additional space requirements: None.**

##### **Additional specialized equipment and materials other than those expected to be provided by the Library and Instructional and Information Technology Services (IITS): None.**

#### ***5. Relation to Existing Programs: Describe the potential effect on existing programs (e.g., enrollment changes, opportunities for collaboration, resources).***

The CHS major will be structured much like existing interdisciplinary majors, such as Women's Studies and Global Studies, in that classes for the degree are provided by existing courses in Anthropology, Border Studies, Communication, Ethnic Studies, Film Studies, History, Human Development, Literature and Writing, Sociology, VPA, and Women's Studies. Additionally, existing courses in Education, for example, might also constitute

support for a CHS Major. Effects on existing programs and departments will be minimal. The weaving of the CHS major into existing course offerings from CHABSS departments ensures a low impact on any one department while promoting cross-disciplinary collaborations between departments.

Further, we believe that the CHS Major will *positively impact* lower enrollment programs, such as Film Studies, Border Studies, and Ethnic Studies, by providing CHS students learning opportunities in these disciplines. By designing the CHS major as a community-based, interdisciplinary program, impacts on resources to each contributing major are minimized while, at the same time, opportunities for cross-disciplinary collaboration in both research and instruction are promoted. The development of the CHS major provides existing departments the opportunity to capitalize on the research strengths of their faculty in areas such as border health, Chican@ vernacular rhetoric, criminal justice among Latinos, immigrant and migrant rights. Interaction with the CHS major will generate intellectual space for all related majors and minors from which to develop new courses that meet the needs of the major.

#### **CONCLUSION:**

That the community surrounding California State University San Marcos needs a Chican@ Studies Degree Program is indisputable. That the University should recognize the life, contributions, and history of Chican@s in the area and in the United States in general is obvious. The reciprocal benefits of University and community interaction and involvement will be substantial. The reputation of CSUSM as an engaged member of the North County Community will be enhanced by the establishment of the Chican@ Studies Program.

#### **References:**

Acuña, Rudolfo F. *Occupied America: A History of Chicanos*. 5th ed. New York: Pearson Longman, 2004. Print.

Martinez, Aja Y. *Critical race counterstory as rhetorical methodology: Chican@ academic experience told through sophistic argument, allegory and narrative*. University of Arizona Dissertation: 2012

Soto, Sandra K. *Reading Chican@ Like a Queer: The De-Mastery of Desire*. Austin: U of Texas P, 2010. Print.

Yosso, Tara J. *Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline*. New York: Routledge, 2006. Print.





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## MEMORANDUM

**DATE:** May 7, 2014

**TO:** Alicia Gonzales, Ph.D.  
Faculty Originator, Chican@ Studies

**FROM:** Hiring and Academic Planning Committee

**SUBJECT:** Chican@ Studies A-Form Submission

The committee thanks you as the faculty originator for the Chican@ Studies (CS) A-form proposal, along with other faculty involved, in submitting a thoroughly developed A-form. Overall, HAPC offers its strong and enthusiastic support for a B.A. in Chican@ Studies. Such a program is important academically and regionally for reasons delineated in the submitted form. In particular, its integration of community-based learning and emphasis on interdisciplinarity and intersectionality aligns well with CHABSS mission and values. Also, a strong case is made about the alignment of CS with the university mission and values as well as manifesting a commitment to serving as a Hispanic Serving Institution.

In the spirit of collegiality, we offer several points for your consideration, in no particular order.

- A helpful elaboration of "Chican@" is offered in footnote 1. Is there existing scholarship that may be cited to indicate disciplinary endorsement of "Chican@" rather than the conventional Chicana/o? What academic literature may be offered that supports use of Chican@?
- Throughout the form, "CS" is used as short-hand to reference the program. We suggest an alternative acronym since Computer Science already uses CS as its abbreviation on our campus.
- The program (see "Curriculum") is "designed to meet the unique needs and interests of Chican@ students and communities," which reads as though the CS major is exclusionary of non-Chican@ students. We don't believe this is the intention, but the language conveys otherwise.
- There is some language that we interpret as essentializing students who would major in CS. Is bilingualism an expectation of majors? One example where linguistic preferences surfaces appears on p. 9 regarding employment expectations.
- Programmatic growth – The CS major is one that will play a role in meeting the university's mission and status of HSI simultaneously, the major is not likely to be a large one. We encourage you to acknowledge or speak to the expected size of the major. In addition, consider addressing how growth of CS may or may not be impacted by (or, impact) other related area

studies programs such as Ethnic Studies, which offers a minor and exists on the UAMP as a B.A., and Native Studies, which offers a minor.

- Resources: How many hires would be needed to deliver the program after year one? We identify joint hires as one possible way to transpire those hires; thus, what are possible units with which to ally? Second, a potential need for "some faculty to be released from their departments to deliver new courses" is indicated, estimate how many. Related, are there particular departments already in mind? If a department is unable to release a faculty member to deliver CS curriculum, would lecturers be a solution? Finally, in terms of staffing needs, would there be a need for additional staff support? A concern is that the existing AC for interdisciplinary programs currently supports several programs; thus, does adding another interdisciplinary program warrant additional support (student or otherwise)?
- There is inconsistency in citing "Chican@/Latin@" rather than Chican@ in document. As well, "Latin@" is used occasionally, is "Latin@" being used interchangeably with Chican@?

The preceding comments and/or inquiries are provided as feedback that may inform future paperwork (e.g., the P-form). Given the diverse audiences to review the CS A-form, consider if you want to revise it before it moves to other review levels. To reiterate, HAPC supports the CS major and leaves up to the CS originator to decide whether to submit the current A-form to the next committee level or, to revise it in light of feedback from HAPC. If the latter option is selected, then HAPC requests that a revision be provided to the Chair of HAPC for record-keeping. A second review of the A-form will not be necessary, pending notification of whether a revision will be undertaken, as this HAPC gives its full support.

Should you have any questions, please contact the Chair via email.

Regards,

Nancy Caine, At Large Representative  
Sandra Doller, A&H Representative  
Michelle A. Holling (Chair, SBS Representative)  
Sheryl Lutjens, SBS Representative  
Oneita Billings, Staff Representative  
Patty Seleski, Associate Dean, Ex-officio  
Scott Greenwood, Associate Dean, Ex-officio

**REVIEW PROCESS**

1. Alicia Gonzales, Ph.D. *Alicia M. Gonzales* Date 10/4/2014  
Originator (Signature)

2. N/A Date \_\_\_\_\_  
Program/Department Director/Chair\* - if applicable

3. \_\_\_\_\_ Date \_\_\_\_\_  
Hiring and Academic Planning Committee  
*See attached memo*

4. \_\_\_\_\_ Date \_\_\_\_\_  
College Curriculum/Planning Committee\*

4. *Mark Stoddard Henke* 11/03/15  
College Dean (or Designee)\*

Date received in Academic Programs 11/3/15

\* Signature indicates support that the proposed program move forward for consideration for placement on the UAMP.

**REVIEW PROCESS**

1. Alicia Gonzales, Ph.D. *Alicia M. Gonzales* Date 10/4/2014  
Originator (Signature)

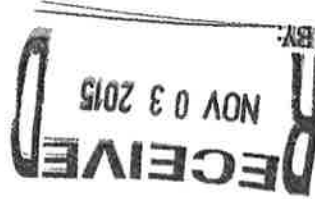
2. N/A Date \_\_\_\_\_  
Program/Department Director/Chair\* - if applicable

3. \_\_\_\_\_ Date \_\_\_\_\_  
Hiring and Academic Planning Committee

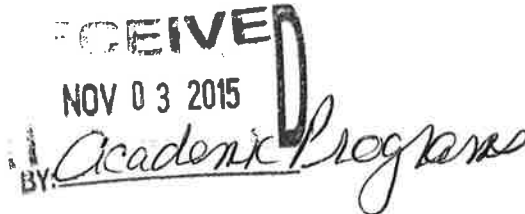
4. *[Signature]* Date \_\_\_\_\_  
College Curriculum/Planning Committee\*

4. \_\_\_\_\_  
College Dean (or Designee)\*

Date received in Academic Programs \_\_\_\_\_



\* Signature indicates support that the proposed program move forward for consideration for placement on the UAMP.



## Chican@ Studies Budget Justificatio

### I. PERSONNEL:

#### YEAR 1

- One full-time lecturer: 14-15 units
- Courses
  - CHS 100 – Introductory course for majors/minors
  - CHS 300 – Introductory course for transfer majors/minors
  - CHS lower division service learning course
  - CHS upper division service learning course
  - CHS 2XX – lower division CHS content General Ed courses

#### YEAR 2:

- One full-time lecturer: 14-15 units per semester
- Courses
  - CHS 100 – Introductory courses for majors/minors
  - CHS lower division service learning courses
  - CHS 2XX – lower division CHS content General Ed courses
- One tenure track faculty member
- Courses
  - CHS 300 – Introductory course for transfer majors/minors
  - CHS upper division service learning courses
  - CHS upper and lower division major/minor specific courses
  - CHS 3XX CHS upper division community engaged scholarship courses

#### YEAR 3:

- A second full-time lecturer
- Courses
  - CHS 100 – Introductory courses
  - CHS General Education courses

#### YEAR 4:

- Second tenure-track faculty member
- Courses
  - CHS major/minor specific courses
  - Service-learning courses
  - CHS content General Education courses
- .3 Lecturer
- Courses
  - CHS content General Education courses

#### YEAR 5:

- Third tenure-track faculty member
- Courses
  - CHS introductory courses

- upper and lower division major/minor specific courses
- CHS major/minor courses
- CHS General Education courses
- CHS Community engagement courses.
- .5 Lecturer
- Courses
  - CHS content General Education courses

**II. PROJECTED STUDENT NUMBERS:** Year 1 = 10 Majors based on HSI Comparative data, on projections from feeder schools, and on student interest in CSUSM-specific opportunities and initiatives, as described below. (See Section VI)

### **III. HSI COMPARATIVE DATA SET**

An initial projection for first-year student numbers (See Table 1) and subsequent growth of the program are based on enrollment figures in other CSUs designated as Hispanic-Serving Institutions (SEE TABLE 1) and on information from Palomar College.

Data from three CSUs yielded a projection of 3-4 majors in the first year based on percentages of majors and minors for AY 13/14 or 14/15. (SEE TABLE 2) This calculation was based on the average number of majors for the selected HSI Chican@ Studies programs, which is .04% of the student populations. When applied to the CSUSM number of degree-seeking undergraduates, .04% of the population is 3.5.

### **IV. DATA FROM PALOMAR COLLEGE:**

Palomar College has a robust Chican@ Studies program. They report an enrollment at census for Chicana/o Studies courses for the academic year 2013-2014 at 1,520 students. While there is no degree in the discipline, the College offers 13 Chican@ Studies courses which could satisfy lower division requirements and prepare their students for the CSUSM program. (Rodolfo Jacobo, PhD, Chair, Multicultural Studies Department, Palomar College. Personal communication. March, 2015) Dr. Jacobo also reports that many of their students go on to SDSU or Cal State Long Beach in order to major in Chican@ Studies and anticipates that proximity would encourage some of those students to come to CSUSM when we begin our Chican@ Studies Program. We anticipate 3-5 students from this pipeline.

### **V. DATA FROM MESA COLLEGE:**

Overall, the Chicano Studies department has had 1637 average student head count for over the last five academic years and all courses provide increased student opportunity towards accomplishment of one of the goals of the College. The Department has awarded five AA degrees in the past five years and is currently

focusing its efforts on informing students about requirements for completing an AA degree in Chicano Studies so that they will be prepared to complete a major in a program such as the CSUSM CHS Program. While Mesa's number one feeder is SDSU, Program Director César López, who supplied this information, says "I would love to give our students more reasons to consider transferring to CSUSM and a Chicano Studies Program would be a great addition." We have agreed to a future collaboration that could provide 2-3 students majoring or minoring in Chicano Studies in the first year of the program.

## **VI. CSUSM PROGRAMS/INITIATIVES THAT WILL CONTRIBUTE TO THE RECRUITMENT AND SUCCESS OF CHS MAJORS AND MINORS**

The CSUSM CHS program will have a strong focus in the majority of its classes on community engagement and service. We believe that coursework that includes these real-world community experiences will draw students to the CHS major or minor. We will work closely with the following programs or initiatives:

**CAMP** - the College Migrant Education Program - requires that first year students take a Chicano Studies course. Because such a program does not exist, they must enroll at Palomar College. This unmet need results in approximately 50 students per academic year being redirected away from CSUSM because of the absence of Chicano Studies (Source: Office of Migrant education, 2013). The CAMP requirement guarantees the enrollement of potential CHS major/minor students.

**National Latino Research Center: Mission Statement** "The mission of the National Latino Research Center (NLRC) at California State University San Marcos is to promote scientific and applied research, training, and the exchange of information that contribute to the knowledge and understanding of the rapidly growing U.S. Latino population." <http://www.csusm.edu/nlrc/> Students in the CHS program will be required to take an applied research course taught by CHS faculty in coordination with NLRC research staff.

**CSUSM Community Service Learning:** All students in the CHS program will be required to take courses with a Service Learning activity as defined and described by the CSUSM Office of Civic Engagement.  
<http://www.csusm.edu/community/civicengagement/servicelearning/index.html>

**CSUSM Career Readiness Initiative:** Most important for our CHS students is their ability to answer for themselves the question "What kind of job does CHS prepare you for?" All major and minor students will be required to participate in Career Readiness Initiative events such as employer panels and meet-and-greet activities. All student majors will be required to participate in the CRI Mentoring Program.

We believe that promotion of the opportunities provided by these activities and opportunities will draw students to the CHS program, bringing our final projection of majors in the first year from to 10.

**TABLE 1: YEAR ONE PROJECTIONS FOR CSUSM CHS PROGRAM BASED ON COMPARATIVE DATA**

CHICAN@ STUDIES DEGREE SEEKING STUDENTS				
	SDSU	DOMINGUEZ HILLS	FRESNO	CSUSM PROJECTIONS
Number and percentage of all degree seeking students - MAJORS	MAJORS 19 = .07%	MAJORS 40 = .03%	MAJORS 26 = .01%	MAJORS MEAN OF .04 PROJ= 3.5
Number and percentage of all HISPANIC degree seeking students - MAJORS	MAJORS 19 = .2%	MAJORS 40 = .05%	MAJORS 26 = .02 %	MEAN OF .09 PROJ = 3
Number and percentage of all degree seeking students - MINORS	MINORS 13 = .04%	MINORS 40 = .03% of	MINORS 3 = .08%	MINORS MEAN OF .05 PROJ = 4
Number and percentage of HISPANIC degree seeking students - MINORS	MINORS 13 = .1%	MINORS 40 = .05% o	MINORS 3 = .001	MEAN OF .05 PROJ = 1

**TABLE 2:**

CSU COMMON DATA SET INFORMATION				
	Degree-seeking undergraduates	Degree-seeking undergraduates: Hispanic/Latino	Degree-seeking first time, first year	Degree-seeking first time, first year: Hispanic/Latino
CSUSM (2013/14)	8,526	2,862 (34% of total)	2,158	1,047 (49% of total)
SDSU (2014/15)	28,362	8,826 (31% of total)	5,054	1,368 (27% of total)



DOMHILLS (2014/15)	12,134	6,981 (58% of total)	1,342	975 (73% of total)
FRESNO (2014/15)	20,127	9,139 (45% of total)	3,422	1,805 (53% of total)

**TABLE 3:**

<b>CHICANA/O PROGRAM DATA: SDSU, DOMINGUEZ HILLS, FRESNO</b>					
	CS Programs offered	Number of CS courses offered 2014-15	Total Enrollment	Total Majors	Total Minors
SDSU (Department created in 1969)	1 Major, 2 Minors, 1 M.A. Program 1 Certificate	32	Spring 2014: 895 Fall 2014: 1049	Primary Majors: 19 Secondary Majors 4	Primary Minors: 13 Second Minors: 2
Dominguez Hills (Established 1966) (CS 1994 - originated as Mexican American Studies, an interdisciplinary program)	Major: 4 concentration areas	32	CORE classes: 10 each GE: 40 each	2015: 30-40 (Some double majors - only one major is counted) 2010—31; 2011—36; 2012—23 2013—23; 2014—26.	40
Fresno (Chicano Studies established at least 1976)	Major, Minor	22 (11 per semester)	Spring 2015 600 students in multiple sections  20127 2012 = 10% 2012 = 1% 201.2=.1% 20.12=.01%	13- Double Majors 2- LA Studies Majors 11- Chicano Studies Majors	3- Minors

