

**Cover/Signature Page**

**Institution Submitting Request:** University of Utah  
**Proposed Title:** Master of Arts Degree in Latin American Studies  
**School or Division or Location:** College of Humanities, University of Utah  
**Department(s) or Area(s) Location:** Latin American Studies Program  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> :**30.0000  
**Proposed Beginning Date:** 08/26/2013  
**Institutional Board of Trustees' Approval Date:** MM/DD/YEAR

**Proposal Type (check all that apply):**

R401-4	
<i>Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs requiring specialized reviews.</i>	
4.1.1	<input type="checkbox"/> Non-Credit Certificate of Proficiency Eligible for Financial Aid
	<input type="checkbox"/> Credit Certificate of Proficiency Eligible for Financial Aid
4.1.1	<input type="checkbox"/> Non-Credit Certificate of Completion
	<input type="checkbox"/> Credit Certificate of Completion
4.1.9	<input type="checkbox"/> Fast-Tracked Certificate
4.1.2	<input type="checkbox"/> Associate of Applied Science Degree
4.1.3	<input type="checkbox"/> Associate of Science Degree
	<input type="checkbox"/> Associate of Arts Degree
4.1.5	<input type="checkbox"/> Bachelor's Degree
4.1.6	<input type="checkbox"/> K-12 School Personnel Programs
4.1.7	<input checked="" type="checkbox"/> Master's Degree
4.1.8	<input type="checkbox"/> Doctoral Degree

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

  
\_\_\_\_\_

**Date:**08/17/2012

**Printed Name:** Michael Hardman

<sup>1</sup> CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Executive Summary**  
**University of Utah**  
**MA in Latin American Studies**  
**08/23/2013**

### **Program Description**

The Master's degree in Latin American Studies at the University of Utah is a flexible, interdisciplinary two-year post-baccalaureate degree providing advanced language study and specialized area studies education. The program will draw on existing faculty and curricular resources across departments at the University of Utah. The program requires a total of 30 credits, including eight, three-credit classes, a Master's Thesis (six credits), a minimum of third-year competency in Spanish or Portuguese, and a minimum of first-year competency in an additional language spoken in Latin America. To ensure breadth and depth in their graduate work, students will be required to have one field concentration and fulfill a regional breadth requirement developed in consultation with the program advisor. The concentration can be based in any department or academic program at the university including professional programs, or involve creative and practical interdisciplinary combinations of courses that fit with the students' career goals. MA students must also fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America.

### **Role and Mission Fit**

The MA degree program in Latin American Studies will contribute to the University's mission "to serve the people of Utah and the world through the discovery, creation and application of knowledge, through the dissemination of knowledge by teaching [and] publication." It will enhance the University's national and international profile as a major teaching and research university "with national and global reach [that] cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced." The MA in Latin American Studies fits the university's teaching mission and, as an interdisciplinary program, it fits with the university's mission to encourage "interdisciplinary work and the integration of instruction and research opportunities."

This program will also facilitate the "application of research findings to the health and well-being of Utah's citizens through programs and services" that are relevant to the community, which helps fulfill the role of the university as a contributor to public life and to the economic growth of the state. For example, graduating students with expertise in the languages, culture, society and economy of Latin American countries will provide local schools, health care facilities, businesses, and non-profit organizations with workers uniquely qualified to face the challenges and opportunities that immigration and globalization create for the state. Thus, this program will contribute to the University's mission to enhance the students' ability to "contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue."

### **Faculty**

The Latin American Studies Program currently has almost 50 affiliated faculty members across more than 10 colleges and 20 academic departments. In addition the newly created Second Language Teaching and Research Center has 18 language instructors and teaching assistants who deliver beginning to advanced instruction in Spanish and Portuguese. This faculty roster is more than sufficient to deliver a high quality MA in Latin American Studies through the fifth year of the program. A small growth is anticipated in the number of affiliated faculty over the next two years, primarily through the addition of two tenure track faculty in the department of Languages and Literature.

**Market Demand**

Students graduating from University of Utah confront a job market that demands knowledge of foreign cultures and languages, a reflection of both globalization and significant demographic shifts at home. Given the economic, social and political importance of Mexico, Brazil, Cuba, and other Latin American countries to the United States, knowledge of Portuguese and Spanish, and a nuanced understanding of Latin America society is highly valued by employers across industries in both public and private sectors. Utah's department of workforce services estimates that the largest number of jobs added to the state's economy will come in healthcare, business and professional services, and education. The United States' close economic ties to Latin America, plus immigration from Latin America to the United States, create a need for expertise in Latin American culture and language among professionals in all three sectors. This demographic shift now requires that social workers, school teachers, nurses, lawyers, and doctors have much greater linguistic and cultural competency to adequately serve this population. Indeed, professionals fluent in Spanish who understand the particular cultural needs of Utah's (and the country's) Latin American population are in great demand and have excellent career prospects. There is no indication that this need for graduates with specialized knowledge of Latin America will decrease in the near future.

**Student Demand**

During the last few years, there has been an increase in the number of students formally studying Latin American Studies as undergraduates at the University of Utah. Since its inception in 2002, the Latin American Studies minor has graduated 127 students. Currently there are 14 Latin American Studies minors. The Latin American Studies major has graduated 8 students and enrolled another 26 declared majors since its creation in fall 2009. Additionally, the International Studies (IS) major, the fastest growing interdisciplinary major on campus, has experienced an increase in the number of students that concentrate in Latin America. Currently nearly 20% of IS majors focus on Latin America, up from 15% three years ago. With these two degree programs, there are roughly 100 undergraduate students pursuing a formal course of study about Latin America. Additionally, approximately 2,800 students have enrolled each year in Spanish and Portuguese courses. Interest and enrollment growth in such programs is also strong at other universities in the state and across the country, and gives a good indication that student demand for a graduate degree in Latin American Studies will also be strong. Students interested in professional careers are another core constituency for the MA. Advisors and faculty from several professional programs at the University of Utah, including Nursing, Social Work and Education, have confirmed that there is great labor market demand for students with specialized language and cultural skills, and that students increasingly request and seek out opportunities to learn professional Spanish and acquire a deeper understanding of Latin American cultures and populations.

**Statement of Financial Support.**

The program will not require new funding.

- Appropriated Fund* .....
- Special Legislative Appropriation* .....
- Grants and Contracts* .....
- Special Fees/Differential Tuition* .....
- Other (please describe)*.....

**Similar Programs Already Offered in the USHE**

There are no other MA degree programs in Latin American Studies within the USHE, or in any college or university in the Intermountain region.

## **Program Description**

**University of Utah**  
**Masters of Arts Degree: MA in Latin American Studies**  
**08/26/2013**

### **Section I: The Request**

The University of Utah requests approval to offer a Masters of Arts (MA) Degree in Latin American Studies effective fall 2013. The MA will be housed in the Latin American Studies Program in the College of Humanities.

### **Section II: Program Description**

#### **Complete Program Description**

The Master's degree in Latin American Studies at the University of Utah is a flexible, interdisciplinary two-year post-baccalaureate degree providing advanced language study and specialized area studies education. The degree program will draw on existing faculty and curricular resources across departments at the University of Utah. The program requires a total of 30 credits, including eight, three-credit classes, a Master's Thesis (six credits), a minimum of third-year competency in Spanish or Portuguese, and a minimum of first-year competency in an additional language spoken in Latin America (e.g. Spanish, Portuguese, an indigenous language, Dutch, French, Haitian Creole, etc.). To ensure breadth and depth in their graduate work, students will be required to have one primary concentration and fulfill a regional breadth requirement developed in consultation with the program advisor. The concentration can be based in any department or academic program at the university including professional programs (e.g. Social Work, Nursing, Urban Planning, Public Administration), or involve creative and practical interdisciplinary combinations of courses that fit with the students' career goals (e.g. Environmental Studies). MA students must also fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean. Overall at least 15 credits (five courses) must come from the approved list of Latin American Studies content courses.

#### **Purpose of Degree**

A core purpose of the MA program is to provide students with opportunities to deepen their knowledge of the political, economic, social and cultural processes shaping the region, and graduate with the skills and expertise to be leaders in their chosen fields. The MA is ideal for both professionals seeking regional knowledge and students intending to pursue a Ph.D. It prepares graduates for careers in government, public policy, non-profit organizations, journalism, education, academia and the private sector. The MA will also significantly enhance the profile of the Latin American Studies Program at the University of Utah and establish the university as a major regional and national center for education, research and resources on Latin America. The MA in Latin American Studies will make the program an important resource for business, government and community organizations that require expertise on Latin America or the Latin American diaspora by providing graduates with advanced language skills and specialized knowledge of Latin American countries.

## **Institutional Readiness**

The creation of an MA in Latin American Studies is a core part of the strategic plan of the Latin American Studies Program. During the spring of 2012, the draft proposal to create the MA degree in Latin American Studies was circulated among all affiliated Latin American Studies faculty, who were invited to attend a meeting to discuss the proposal and/or to comment on it via email. The faculty meeting to discuss the draft proposal was held on February 27, 2012. The faculty received the proposal with enthusiasm, believing that it would provide an important opportunity for graduate study for students interested in Latin America in addition to expanding the program's research profile and its ability to compete for external grants. The faculty also agreed that the University of Utah in general and the Latin American Studies Program in particular have ample faculty, curricular and administrative resources to support an MA degree. They suggested some minor revisions to the draft proposal, which were incorporated into the final version presented here.

The Latin American Studies Program currently has 67 affiliated faculty members across more than ten colleges and 20 academic departments, including 18 language instructors and teaching assistants at the Second Language Teaching and Research Center. The current staff for the Latin American Studies Program (which includes a director, an associate director, an administrative officer, a student advisor and office support staff) is also sufficient to support the new degree. It is not anticipated that the MA degree in Latin American Studies will have any impact on the delivery of undergraduate or lower-division education.

The Latin American Studies Program is housed administratively in the College of Humanities. It has no faculty lines of its own. All affiliated faculty FTEs are housed in their home departments, which means that the Latin American Studies Program is not responsible for their salaries. The purpose of the following table, therefore, is to provide an indication of the faculty resources available to the MA degree, not to measure the costs to the Program.

## Faculty

Affiliated Faculty Category	Affiliated Faculty Headcount – Prior to Program Implementation	Affiliated Faculty Additions to Support Program	Affiliated Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	37	2	39
Full-time Non-Tenured	9		9
Part-time Tenured	1		1
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured	5		5
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	6		6
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Affiliated Faculty</b>			
Full-time Tenured	37	2	39
Full-time Non-Tenured	15		15
Part-time Tenured	1		1
Part-time Non-Tenured	12		12
<b>Total Program Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</b>	57.5	2	59.5

## Staff

The current staff for the Latin American Studies Program, which includes a director, an associate director, an administrative officer (shared with Asian Studies), a student advisor (shared with Asian Studies), and two work-study office support positions (shared with Asian Studies) are sufficient to support the new degree during each of the program's first five years.

## **Library and Information Resources**

The University of Utah currently has the library and information resources necessary for advanced interdisciplinary study of Latin America. These resources include an ample collection of books, films, journals and periodicals from Latin America or that deal with Latin America. Through its digital collection of online journals and databases and extensive Inter-Library loan agreements, the Marriott Library (MLIB) also offers students access to hundreds of thousands of English, Spanish and Portuguese language primary and secondary source materials from across academic disciplines. The library is also committed to expanding its Latin American Studies collections, as evidenced by its recent purchase of a subscription to the Latin American Public Opinion Project's surveys (recognized as the most reliable and important collection of public opinion surveys carried out in more than 20 Latin American countries) and a new subscription to a database on Mexican Cinema.

The MLIB also provides an on-line research guide for Latin America and the Caribbean. MLIB Special Collection houses one of the country's best collections of facsimiles of Mesoamerican manuscripts (codices). In addition to a listing of 820 periodicals in Latin American Studies areas, the library subscribes to critical Latin American Studies electronic resources. The multimedia collection houses over 2200 items related to Latin American Studies, including DVDs, videos, CDs, and sound recordings in English, Spanish, and Portuguese. MLIB provided start-up funds for a new World Newspaper Archive, whose first project is a Latin America Newspapers module. In 2008, the library purchased a collection of Brazilian film and music from the Brazilian American Cultural Institute, which included over 400 films and 1000 cassettes and CDs of classical and popular music. MLIB recently established an International & Interdisciplinary Team specifically to deal with the increasing interest in collections pertaining to programs such as Latin American Studies. The team provides detailed research and instruction and prioritizes collection choices. University of Utah faculty and students access specialized Latin American Studies materials through MLIB's consortia arrangements (Association of Research Libraries with access to the Center for Research Libraries catalog; Greater Western Library Alliance; Online Computer Library Center, the world's largest library cooperative; and subscription to WorldCat, the world's largest library catalog).

## **Admission Requirements**

Applicants for admission to the MA program in Latin American Studies will be reviewed by a graduate studies committee consisting of core faculty teaching in the program and headed by the program's Associate Director. The basic requirement for admission into the program will be a BA or BS degree. Other admission requirements will conform to the requirements of the Graduate School and admission will be competitive within the pool of applicants each year.

Requirements for admission into the MA program will include:

- A written statement (1000-words) describing their preparation for the program and their professional goals,
- Undergraduate transcripts, Graduate Record Examination (GRE) scores and Test of English as a Foreign Language (TOEFL) scores (if applicable)
- Three letters of recommendation
- An academic writing sample.

The interdisciplinary nature of the degree encourages applicants from a wide variety of undergraduate programs and fields of study, and applicants will be required to demonstrate significant prior study or familiarity with Latin America, whether through academic study or personal and professional experience.

## **Student Advisement**

The Associate Director of the Latin American Studies Program will serve as the Graduate Advisor of the program and will act as a temporary advisor to newly admitted students until they form a supervisory committee. Supervisory committees are formally appointed by the Dean of the Graduate School, however each student is responsible for initiating the selection of the committee and participates fully in the selection process. The supervisory committee will be comprised of three faculty members, representing the student's chosen disciplinary and regional fields; one of the committee members will serve as a thesis advisor and chair of the committee.

Each student, in consultation with the Graduate Advisor, should select their supervisory committee chair as early as possible in his or her course of study, but no later than the second semester of graduate study. In consultation with the supervisory committee chair, the student should select two additional faculty members to complete the committee. The Graduate Advisor will be responsible for recording and tracking the progress of students. Students will be required to attain the preliminary approval of their supervisory committee for their program of study by the beginning of their second semester. The supervisory committee must formally approve the plan of study by the end of the second semester.

## **Justification for Graduation Standards and Number of Credits**

The MA in Latin American Studies requires a minimum of 30 credit hours, including six thesis credit hours. Students must also fulfill the following requirements to graduate:

1. Students must develop a primary disciplinary concentration and fulfill a regional breadth requirement.
  - a. Typically students will satisfy the concentration requirement by taking a minimum of four classes (12 credits) in a specific discipline or an interdisciplinary area of study (e.g. Environmental Studies). At least one of these classes must be a core methods course or research seminar appropriate to their discipline.
  - b. Students will be required to take classes or write a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean.
  - c. Overall at least 15 credit hours (five courses) must come from the approved list of LAS content courses.
2. All students must demonstrate third-year proficiency in a major Latin American language (Spanish or Portuguese) and first-year proficiency in a second language spoken in Latin America. Language proficiency can be demonstrated by successful completion of relevant language courses with a grade of B or better as indicated by an undergraduate transcript, as part of the program of study for the MA, or by providing other evidence of proficiency that is certified by the Second Language Teaching and Research Center at the University of Utah. Language courses do not count toward the minimum of 30 credit hours required for the degree.
3. To qualify for the MA courses must be taken at the 6000-level or higher. 6000-level courses may include advanced undergraduate courses in which students complete appropriate additional assignments and readings for graduate credit.
4. Students must complete an MA thesis and have it approved by their supervisory committee. In developing these requirements, the requirements for existing MA degrees in the College of Humanities and MA degrees in Latin American Studies at other institutions were examined. These credit requirements are in line with other MA programs at the University of Utah. The overall credit and



language requirements are similar to those of other major MA in Latin American Studies programs at other institutions, such as UCLA, Vanderbilt University, and the University of Arizona.

### External Review and Accreditation

The MA program in Latin American Studies is not subject to external review and accreditation, except as required for the University of Utah's Northwest Accreditation process. The MA in Latin American Studies will abide by the University of Utah Graduate School periodic review process that includes both campus and external reviewers.

### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

We anticipate admitting two students in the first year of the program, five in the second and third years, seven in the fourth year, and ten in the fifth year. Note: The following table lists faculty FTE as zero for each year because the Latin American Studies Program is not responsible for paying the salaries of affiliated faculty, whose I FTEs are housed in their home departments.

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	2	5	5	7	10
Total # of Declared Majors in Proposed Program	X	2	7	10	12	17
<b>Departmental Data – For All Programs Within the Department</b>						
Total Program Faculty FTE (as reported in Faculty table above)	X	0	0	0	0	0
Total Program Student FTE (Based on Fall Third Week)	X	2	7	10	12	17
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	X	N/A	N/A	N/A	N/A	N/A
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: <u>NA</u> )	X	N/A	N/A	N/A	N/A	N/A

### Expansion of Existing Program

The MA in Latin American Studies is a new program.

## Section III: Need

### Program Need

Deepening economic, cultural, and political linkages between the United States and Latin America are creating strong demand for individuals with advanced understanding and competency in Latin American languages and countries. The need for such specialized knowledge is now critical in sectors such as business, health care, social services, the military and international law enforcement, making programmatic development in Latin American Studies more pressing than ever.

The Latin American Studies Program is one of several area studies programs at the University of Utah that seek to contribute to the internationalization of the campus and ensures that the university continues to evolve into a truly global and globalized institution. The Latin American Studies Program seeks to be a hub for Latin American-related activities and scholarship on campus and has as of its strategic goals to become a Title VI National Resource Center (NRC) for Latin American Studies.

Toward this end, the Latin American Studies Program has been undergoing a major expansion and restructuring during the last five years centered around four new initiatives: the creation of a B.A. Degree in Latin American Studies (approved in 2009); the development and strengthening of instruction of indigenous languages of Latin America (Nahuatl and Quechua, begun in 2012); the creation of the MA degree program in Latin American Studies; and the creation of a new Latin American Studies Center, which will house the degree programs and enhance the ability to compete for external grants. The MA degree is a core part of the strategic plan. It will significantly enhance the profile of the Latin American Studies Program at the University of Utah and establish the University of Utah as a major regional and national center for education, research and outreach on Latin America. All major Latin American Studies programs in the country offer the MA degree. Additionally, the MA will make the program an important resource for business, government and community organizations that require expertise on Latin America or the Latin American diaspora by providing graduates with advanced language skills and specialized knowledge of Latin American countries. The MA in Latin American Studies may also serve as a resource for other professional programs in universities across the state, including programs in Nursing, Social Work, Business, and Education, in their efforts to graduate students with the skills to work abroad in Latin America and to serve Utah's increasingly diverse population at home.

### Labor Market Demand

Students graduating from University of Utah confront a job market that demands knowledge of foreign cultures and languages, a reflection of both globalization and significant demographic shifts at home. Mexico and Brazil are regional economic powerhouses with close economic and political relationships with the United States and Utah. Utah exports to South America have more than doubled since 2005 while exports to Mexico have increased by 350% during the same period. Brazil is a global economic powerhouse – it recently passed Italy and the United Kingdom to become the sixth largest economy in the world, and will likely soon surpass France to become the fifth largest (behind only the U.S., China, Japan and Germany). Mexico is the third largest trading partner of the United States (behind only Canada and China) that as a result of NAFTA (the North American Free Trade Agreement) has an economy that is closely integrated with the U.S. economy. Other countries, such as Chile, Venezuela, Cuba, Colombia, Argentina and Peru are also strategically and economically important to the United States. Therefore, knowledge of Portuguese and Spanish, and a nuanced understanding of Latin American society, politics and economics, is highly valued by employers across industries, in both public and private sectors.

There may also be strong demand for individuals with strong linguistic and cultural skills in the military and in international law enforcement. Utah is home to the 300<sup>th</sup> Military Intelligence Brigade, which is made up almost entirely of linguists who engage in counterintelligence, interrogation, translation and interpretation associated with armed conflicts and U.S. efforts to battle the drug trade. The Utah Data Center, being built by the National Security Administration (NSA) at Camp Williams in Bluffdale, Utah, will also generate jobs for Latin American linguists and area specialists. Nationally, U.S. efforts to combat drug cartels in Latin America has created strong demand for law enforcement officers who speak Latin American languages and who can operate in the region.

In addition to these international factors, immigration from Latin America to the United States creates a need for expertise in Latin American culture and language among professionals. The number of immigrants from Latin America living in Utah has increased by more than 200% during the past two decades, one of the fastest growth rates in the country. In some cities in the state (Salt Lake City, Midvale, West Valley City) immigrants from Latin America make up more than 20% of the population, and in some smaller towns (Wendover, Moroni), the percentage is even higher. This demographic shift now requires that social workers, school teachers, nurses, lawyers, and doctors have much greater linguistic and cultural competency to adequately serve this population. Indeed, professionals fluent in Spanish who understand the particular cultural needs of Utah's (and the country's) Latin American population are in great demand and have excellent career prospects. However, professional programs at the University of Utah, and across the state, do not have the resources or the curricular flexibility to provide this language and cultural training.

There is no indication that this need for graduates with specialized knowledge of Latin America will decrease in the near future. While net immigration has flattened in recent years, those immigrants residing in Utah and the U.S. have settled permanently and are having children who are U.S. citizens, ensuring that the number of Latin Americans in the U.S. and Utah will continue to increase and continue to place great demands on service providers and businesses targeting the Latino population.

This regional and national market demand (in business and other professions) for graduates with advanced language skills and specialized knowledge of Latin America is unmet in Utah or in surrounding states. No other university or college in Utah offers an MA in Latin American Studies, and upon approval, this will be the only MA in Latin American Studies in the entire Intermountain region.

### **Student Demand**

Student demand for an MA program in Latin American studies will come from within the University of Utah, from graduates of other Utah universities, and from out-of state students. As an interdisciplinary program, the MA program will attract and accept students from all academic disciplines who seek to deepen their knowledge of Latin America and acquire skills relevant for a globalized marketplace. In the last few years, there has been an increase in the number of students formally studying Latin American Studies as undergraduates. Since its inception in 2002, the Latin American Studies minor has graduated 127 students. Currently there are 14 Latin American Studies minors. The Latin American Studies major has graduated eight students and enrolled another 26 declared majors since its creation in fall 2009. Additionally, the International Studies (IS) major, the fastest growing interdisciplinary major on campus, has experienced an increase in the number of students that concentrate in Latin America. Currently nearly 20% of IS majors focus on Latin America, up from 15% three years ago. With these two degree programs, there are roughly 100 undergraduate students pursuing a formal course of study about Latin America. Additionally, approximately 2,800 students have enrolled each year in Spanish and Portuguese courses.

Interest and enrollment growth in such programs is also strong at other universities in the state and across the country, and gives a good indication that student demand for a graduate degree in Latin American Studies will also be strong.

Heritage students, that is, students whose family immigrated to the United States from Latin America, are another rapidly growing source of potential demand for this program. At 13% of the population, Latinos constitute the largest minority group in Utah, having increased by 56% during the last decade, a rate that is more than twice as fast as the state's overall growth ([www.census.gov](http://www.census.gov)). Latinos make up 15% of Utah's K-12 population (<http://www.schools.utah.gov/data/Fingertip-Facts.aspx>), and they represent a growing percentage of USHE future enrollment growth since the vast majority (88%) of Latino students at state universities are Utah residents (<http://www.diversity.utah.edu/data/undergraduate.php#latinao>). Most of these students come from immigrant families and have advanced linguistic and cultural competency and close ties to Latin America. These students possess strong motivations to pursue courses and experiences with Latin American content as they explore their heritage and leverage their competencies towards successful academic and professional careers.

Similar to heritage students, return missionaries from Spanish and Portuguese-speaking countries make up a natural constituency for the MA in Latin American Studies. The number of LDS missions in Latin America far surpasses that of any other region of the world and Brazil has more LDS missions than any country outside of the US. Consequently many returned missionaries with advanced language competency seek formal coursework and degree programs related to this formative experience, creating significant demand for Spanish, Portuguese, and Latin American content courses.

Students interested in professional careers are another core constituency for the MA. Advisors and faculty from several professional programs at the University of Utah, including Nursing, Social Work and Education, have confirmed that there is great labor market demand for students with specialized language and cultural skills, and that students increasingly request and seek out opportunities to learn professional Spanish and acquire a deeper understanding of Latin American cultures and populations. The MA in Latin American Studies would meet demand for advanced specialized training by students interested in a professional career (e.g. social work, health care, law, education, etc.) either as a precursor to their professional studies or carried out concurrently.

### **Similar Programs**

There are no other MA degree programs in Latin American Studies within the USHE, or in any college or university in the Intermountain region. Geographically, the nearest university to offer an MA in Latin American Studies is the University of Arizona, in Tucson.

### **Collaboration with and Impact on Other USHE Institutions**

The Master's degree in Latin American Studies at the University of Utah will complement and strengthen the existing Latin American Studies Programs in the state, including those at Weber State University, Utah State University, and Brigham Young University, by offering the opportunity for advanced area studies education for their graduates within the state. The Latin American Studies Program at the University of Utah already cooperates with these institutions by sharing visiting speakers, organizing conferences, including the 2012 annual meeting of the Rocky Mountain Council for Latin American Studies in Park City, and, with BYU, applying as a consortium for Department of Education National Resource Status in 2014. It is expected that the new MA program will expand and deepen these ties by encouraging and sometimes requiring students to consult with relevant faculty at other institutions, encouraging students to consult and

use their library resources, and by serving as a resource for students at those institutions interested in Latin America. Faculty strengths at these other institutions complement the University's program and the library at BYU is a major regional resource for Latin American-language books and other materials.

Developing and strengthening of instruction in Latin American indigenous languages (spoken by more than 20 million people) is one of the areas in which collaboration with other institutions has developed in ways that will benefit all universities in Utah. The program is collaborating with BYU to offer courses in beginning Nahuatl (the language of the Aztecs in Mexico, still spoken by more than one million people) and Quechua (spoken in Peru, Ecuador, Colombia and Bolivia by more than ten million people) beginning in 2012 and 2013, respectively. Together with the new Second Language Teaching and Research Center (L2TReC) at the University of Utah, classes will be offered both onsite and offsite using distance-learning and online teaching technologies. Though initially most of the enrollment will come from BYU and UU, the long-term goal is to open enrollment to and recruit students from UVU, USU, SUU, WSU, and other institutions across the state.

### **Benefits**

Offering an MA degree in Latin American Studies will provide students and professionals with the options for graduate study that are not currently available in Utah or in the intermountain west. This will open up career opportunities and opportunities for career development for individuals interested in a wide array of fields, including education, health care, nonprofits, academia, business and government. The degree program will facilitate advanced research and teaching on Latin America by giving faculty the opportunity to teach more advanced students, develop more Latin American related curriculum, and guide student research in their areas of expertise. The MA will also enable the University of Utah to better harness and expand its recognized strength in research, education and outreach related to Latin America, thus raising the regional, national and international profile of the University of Utah in particular, and USHE in general. Finally, as graduates of the program enter jobs in business, government, education and numerous other fields in the region, their Latin American expertise will enhance Utah's international reputation and economic ties with the region.

### **Consistency with Institutional Mission**

The MA degree program in Latin American Studies will contribute to the University's mission "to serve the people of Utah and the world through the discovery, creation and application of knowledge, through the dissemination of knowledge by teaching [and] publication." It will enhance the University's national and international profile as a major teaching and research university "with national and global reach [that] cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced."

As part of its role as a teaching institution, the University of Utah offers graduate programs in a variety of disciplines that provide challenging instruction for all its students, from both Utah and other states and nations. As an interdisciplinary program, the MA fits with the university's mission to encourage "interdisciplinary work and the integration of instruction and research opportunities." In its role as a contributor to public life and to the economic growth of the state, this program will facilitate the "application of research findings to the health and well-being of Utah's citizens through programs and services" that are relevant to the community. For example, graduating students with expertise in the languages, culture, society and economy of Latin American countries will provide local schools, health care facilities, businesses, and non-profit organizations with workers uniquely qualified to face the challenges and opportunities that immigration and globalization create for the state. Thus, this program will contribute to

the University's mission to enhance the students' ability to "contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue."

## **Section IV: Program and Student Assessment**

### **Program Assessment**

This program is not subject to a specific agency accreditation. As a graduate program at the University of Utah, the program will be subject to periodic review from the Graduate Council. In addition the, Director and Associate Directors of the Latin American Studies Program will conduct informal reviews at the conclusion of each of the first five academic years that the MA degree is in place.

### **Expected Standards of Performance**

Because of the wide diversity of specific disciplinary and regional concentrations that are available to students in the program, it is not feasible to establish a single core course required of all students. Specific course requirements for the MA degree are established on an individual basis for each student by his or her supervisory committee. However, graduates of the program are expected to: acquire advanced and specialized knowledge of the history, politics, and cultures of Latin America; demonstrate advanced language competency in Latin American languages; develop research and methodological skills within a core discipline. These skills will prepare graduates of the program for additional graduate work and for careers in government, public policy, non-profit organizations, journalism, education, and the private sector.

Students will acquire these skills by meeting core graduation requirements.

- 1) Student must take a total of 30 credit hours, including six thesis credit hours. Students must maintain a 3.0 grade point average throughout the program and receive a grade of B- or higher in all courses that are counted toward the degree.
- 2) Students must develop a primary field or disciplinary concentration. Typically students will satisfy this concentration by taking a minimum of four classes (12 credits) in a specific discipline or an interdisciplinary area of study (e.g. Environmental Studies). At least one of these classes must be a core methods course or research seminar appropriate to the discipline.
- 3) Students must fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean. Overall at least 15 credit hours (five courses) must come from the approved list of Latin American Studies content courses.
- 4) Students will be required to complete a master's thesis. The thesis should be a substantial piece of original research that must be approved by the student's supervisory committee.
- 5) All students must demonstrate third-year proficiency in a major Latin American language (Spanish or Portuguese) and first-year proficiency in a second language spoken in Latin America. Language proficiency can be demonstrated by successful completion of relevant language courses with a grade of B or better as indicated by an undergraduate transcript, as part of the program of study for the MA, or by providing other evidence of proficiency that is certified by assessment by the Second Language Teaching and Research Center.
- 6) The feasibility and rigor of each student's program of study will be monitored in the required meetings with the Graduate Advisor and with their supervisory committee. The Graduate Advisor and the chair of each students' supervisory committee will also ensure that students' program of study has sufficient disciplinary depth and specialization, ensure that the quality of students' MA theses are high, and ensure that the language requirement has been met.

7) Depending on the number of courses taken each semester, students are expected to complete their degrees in four semesters, with the exception of the language requirement. In accordance with the Graduate School's regulations, all work for the master's degree must be completed within four consecutive calendar years.

### Section V: Finance

#### Budget

The new Master's program will not require new funding. The MA degree program relies on courses and faculty already present in academic departments and programs. Current faculty members affiliated with the Latin American Studies Program will continue to teach their normal course loads within their home departments. The Latin American Studies Program already has office and activity space in the Carol Tanner Irish Humanities Building so no new equipment or space is needed. Advising for this program will require no new resources.

#### Funding Sources

Funding for program staff and activities will come from the College of Humanities.

#### Reallocation

No new reallocation is required to support the proposed program.

#### Impact on Existing Budgets

No impact on existing budgets is anticipated for this program. Any new SCH generated from students in the program shall follow the instructors of the courses. Therefore, the departments involved in the programs will benefit from any increased enrollment.

### Section VI: Program Curriculum

#### All Program Courses

Course Prefix & Number	Title	Credit Hours
Required Courses	NONE	0
	<b>Sub-Total</b>	<b>0</b>
Elective Courses	MINIMUM 8 COURSES, at least 5 of which from list of approved LAS content courses	24
	<b>Sub-Total</b>	<b>24</b>
Track/Options (if applicable)	THESIS CREDITS	6
	<b>Sub-Total</b>	<b>6</b>
<b>Total Number of Credits</b>		<b>30</b>

## **New Courses to Be Added in the Next Five Years**

We do not plan to add any new courses to the MA program. However, any new courses created by academic departments and programs in the University of Utah that contain at least 30% Latin American content will be added to the approved list of courses for the MA degree.

## **Program Schedule**

*Sample Curriculum and Timeline for a student developing a concentration in Political Science with 3<sup>rd</sup> year language proficiency in Spanish upon admission to the program.*

### *First Year Fall Semester (six credits toward MA)*

- POLS 6400 – Proseminar in Comparative Politics
- HIST 6290 – Americas After Columbus
- LANG 2900 – Beginning Nahuatl I

### *First Year Spring Semester (six credits toward MA)*

- POLS 6410 – New Democracies
- SPAN 6900 – Special Topics: Indigenous Writing and Culture
- LANG 2900 – Beginning Nahuatl II

### *Second Year Fall Semester (nine credits)*

- POLS 7004 – Research Design
- POLS 6290 – Applied Quantitative Methods in Public Policy
- ARTH 6510 – Advanced Latin American Art

### *Second Year Spring Semester (nine credits)*

- HIST 6590 – Gender and Power in Latin America
- LAS 6970 – Thesis Research (six credits)
- 

## **Section VII: Faculty**

Lourdes Alberto, Assistant Professor of English, Ph.D. Rice University 2008.

Leticia Alvarez, Assistant Professor, Education, Culture and Society, MA Harvard University, Ph.D. University of Wisconsin-Madison.

Sheri Anderson, Assistant Professor Lecturer of Spanish, Department of Languages and Literature, Ph.D. Georgetown University 2011.

Scott Benson, Assistant Professor Department of Family and Preventive Medicine and Public Health, Ph.D. Utah State University (Also MD and MPH).

Jason Burrow-Sanchez, Clinical Associate Professor, Psychology Department, Associate Professor of Educational Psychology, Ph.D. University of Oregon, 2003.

Hugh Cagle, Assistant Professor of History, Ph.D. Rutgers University 2011.

Rubynara Carvalho, Associate Instructor of Portuguese, MA in Portuguese with emphasis in Foreign Language Pedagogy, BYU 2006.

Miguel Chuaqui, Associate Professor of Music, Ph.D. University of California, Berkeley 1994.

Juan Carlos Claudio, Assistant Professor Lecturer, Department of Modern Dance, MFA University of Utah 2009.



Susanna Cohen, Assistant Professor (Clinical), College of Nursing and Interim Director, Nurse-Midwifery and Women's Health Nurse Practitioner Program, MSN, CNM University of California, San Francisco.

Phyllis Coley, Full Professor of Biology, Ph.D. University of Chicago 1981.

Jennifer Coombs, Assistant Professor, Department of Family and Preventive Medicine, Physicians Assistant Program, Ph.D. University of Utah 2010.

Angela Deneris, Full Professor (Clinical), College of Nursing, Ph.D. University of Utah 1987.

Isabel Dulfano, Associate Professor of Languages and Literature, Ph.D. Yale University 1993.

Jane Dyer, Assistant Professor of Nursing, Ph.D. University of Utah 2008 (also MS, CNM, FNP and MBA).

Angela Espinosa, Assistant Professor of Spanish, Ph.D. University of California, Irvine 2009.

Donald Feener, Full Professor of Biology, Ph.D. University of Texas, Austin 1978.

Karen Fladmoe-Lindquist, Associate Professor of Management, David Eccles School of Business, Ph.D. University of Minnesota 1991.

Elena García-Martín, Assistant Professor of Spanish, Ph.D. University of Texas, Austin 2004.

Sarita Gaytán, Assistant Professor of Sociology, Ph.D. University of California, Santa Cruz 2008.

Jessica Greenwood, Assistant Professor Department of Family and Preventive Medicine, Division of Public Health, MD, MSPH UCLA.

Christina Gringeri, Full Professor of Social Work, Ph.D. University of Wisconsin, Madison 1990.

Gema Guevara, Associate Professor of Spanish, Ph.D. University of California, San Diego 2000.

Samuel Handlin, Assistant Professor of Political Science, Ph.D. University of California, Berkeley 2011.

Claudio Holzner, Associate Professor of Political Science and Associate Director of Latin American Studies, Ph.D. University of Michigan 2002.

Rebecca Horn, Associate Professor of History and Director of Latin American Studies, Ph.D. University of California, Los Angeles 1989.

Rosemarie Hunter, Assistant Professor of Social Work and Director of University Neighborhood Partners, Ph.D. University of Utah 2004.

Kenneth Jameson, Full Professor of Economics, Ph.D. University of Wisconsin, Madison 1970.

William Johnson, Full Professor of Geology and Geophysics, Ph.D. University of Colorado, Boulder 1993.

Susan Johnston, Full Professor and Director of International Initiatives, College of Education, Ph.D. University of Minnesota 1995.

Douglas Jones, Associate Professor of Anthropology, Ph.D. University of Michigan 1994.

Thomas Kursar, Full Professor of Biology, Ph.D. University of Chicago 1982.

Christopher Lewis, Visiting Assistant Professor of Portuguese, Ph.D. Harvard University 2011.

Teresa Molina, Research Assistant Professor, College of Social Work, Ph.D. University of Utah 2009.

Richard Paine, Associate Professor of Anthropology, Ph.D. The Pennsylvania State University, 1992.

Bradley Parker, Associate Professor of History, Ph.D. UCLA 1998.

Erich Peterson, Full Professor of Geology and Geophysics, Ph.D. University of Michigan 1984.

Susie Porter, Associate Professor of History and Director of Gender Studies, Ph.D. University of California, San Diego 1997.

Fernando Rubio, Associate Professor of Languages and Literature and Director of Second Language Teaching and Research Center, Ph.D. State University of New York 2000.

Ana Sanchez Birkhead, Associate Professor, College of Nursing, Ph.D. University of California, San Francisco 2007, WHNP-BC, RN, MSN 1999.

Elena Shtromberg, Assistant Professor of Art and Art History, Ph.D. University of California, Los Angeles 2008.

Armando Solorzano, Associate Professor of Family and Consumer Studies, Ph.D. University of Wisconsin, Madison 1990.

Julie Stewart, Assistant Professor of Sociology, Ph.D. New York University 2006.

Matias Vernengo, Associate Professor of Economics, Ph.D. New School for Social Research 1999.

Cecilia Wainryb, Full Professor of Psychology, Ph.D. University of California, Berkeley 1989.

Jennifer Watt, Associate Instructor of Geography and Assistant Director Environmental and Sustainability Studies, MS Northern Arizona University 2008.

Edward Zipser, Full Professor of Meteorology, Ph.D. Florida State University 1965.

- The Department of Languages and Literature will hire a tenure-track Assistant Professor of Portuguese in 2013-2014.
- The Department of Languages and Literature will hire a tenure-track Assistant Professor of Spanish in 2013-2014.

Section V: Finance

Budget

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries & Wages	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Personnel Expense	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Non-personnel Expense</b>						
Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Capital	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Library	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Expense	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Non-personnel Expense	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Expense (Personnel + Current)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Appropriated Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Special Legislative Appropriation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants and Contracts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Special Fees/Differential Tuition	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Revenue</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Difference</b>						
Revenue - Expense	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

The new Master's program will not require new funding. The MA degree program does not have faculty of its own; it relies on courses and faculty already present in academic departments and programs. Faculty members affiliated with the Latin American Studies Program will continue to teach their normal course loads within their home departments. The Latin American Studies Program already has office and activity space in the Carol Tanner Irish Humanities Building so no new equipment or space is needed. Advising for this program will require no new resources; staff resources are also adequate at their current level.

**Funding Sources**

Funding for program staff and activities will come from the College of Humanities.

**Reallocation**

No new reallocation is required to support the proposed program.

**Impact on Existing Budgets**

No impact on existing budgets is anticipated for this program. Any new SCH generated from students in the program shall follow the instructors of the courses. Therefore, the departments involved in the programs will benefit from any increased enrollment.