

Colorado State University – New Degree Proposal

1. *Brief Overview of Proposed Program*

- Name of Major/Program: Ethnic Studies
- Degree type: Bachelor of Arts
- Department: Ethnic Studies
- College: Liberal Arts
- Expected total number of students in program (five years post-implementation): 108

Summary of Program and Rationale

Description of Academic Area: Ethnic studies seeks to understand the unique and interlocking experiences of racial/ethnic groups and to analyze how race intersects with other forces of social differentiation, such as gender, sexuality, and class, in the United States and international contexts. The field of ethnic studies recognizes the importance not only of the history of racial exclusion and marginalization but also the creative ways in which various racial groups sustain their humanity through cultural preservation and transference. Because the study of ethnic groups intrinsically reveals how race structures life opportunities, the scholarly orientation of this academic area reflects a commitment to applied research that can lead to meaningful change in public policy and social life.

Rationale: A first-class education is one that creates the opportunity for students to learn of similarities as well as differences. It is educationally important for all students to understand the complexities of race in America for it is a powerful metaphor for crossing sensibilities of all kinds. Issues of race and ethnicity are increasing in significance due to deep structural shifts and cultural practices locally, nationally, and internationally. And, difficult challenges emanate from deeply rooted racial conflicts as well as from people, cultures, and capital crossing national borders. The consequences of inattention to this reality are enormous. Comprehending the dynamic processes of social formations from a multitude of disciplines is critical in identifying the problematic areas in which intervention and/or additional research may be necessary. The overarching purpose of this program is to develop a comprehensive understanding of the enduring and transformative nature of race and ethnicity in the United States and around the world, to develop professional competencies in working with diverse communities, and to endorse meaningful social changes.

In 1994 the Center for Applied Studies in American Ethnicity (CASAE), an academic unit under the College of Liberal Arts (CLA), was created to offer diversity courses. In 1994, it began to offer and administer a CLA interdisciplinary program that certified the completion of courses that focused on specific racial/ethnic groups (e.g. Native American, African American, etc). This interdisciplinary program changed in Fall 2004, dropping its focus on specific racial groups to Ethnic Studies only. The Ethnic Studies Interdisciplinary Studies Program certificate eventually became a minor in 2006. Concurrently, in 2004, CASAE felt it was time to move toward a more developed Ethnic Studies program so they developed a new ethnic studies concentration within the existing Liberal Art interdepartmental majors, approved effective Fall 2005. When CASAE became the Ethnic Studies Department in 2008, CLA proposed that the Ethnic Studies

Concentration be dropped and a Bachelor of Arts in Ethnic Studies be approved within the new Department. It is important to note that CASAE and now the Ethnic Studies Department has always administered all Ethnic Studies certificates, minors and concentrations.

2. *Fit with CSU Role and Mission and University's Most Current Strategic Plan*

- **What are the objectives of the program?**

The objectives of the Ethnic Studies B.A. degree program are:

- To provide a high quality interdisciplinary and comparative training that will enable students to critically examine issues of race as it intersects with other forces of social differentiation, such as gender, sexuality, and class, in the United States and international contexts;
- To maintain high levels of academic excellence while training students to be creative, critical thinkers and responsible leaders and citizens in the rapidly changing and increasingly global arenas of social, economic, and political life;
- To meet the workforce and research needs of the increasingly diverse industry in Colorado, the nation, and the world;
- To enhance student engagement in applied research through a curriculum that includes service learning, internships, and community-based research; and
- To attract out-of-state students who would not otherwise attend CSU, thereby further increasing the prestige of the university's undergraduate programs and enhancing the revenue stream.

- **How does the proposed program support the mission of the University?**

The role and mission of Colorado State University by state statute is: *Colorado State University shall be a comprehensive graduate research university with selective admission standards offering a comprehensive array of baccalaureate, Masters, and doctoral degree programs. Consistent with the tradition of land grant universities, Colorado State University has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine. The Colorado commission on higher education, in consultation with the board of governors of the Colorado State University system, shall designate those graduate level programs that are the primary responsibility of Colorado State University. Colorado State University has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. CRS 23.31.101*

The mission requires that the University “offer a comprehensive array of baccalaureate, Master’s and doctoral programs.” The Ethnic Studies Bachelor of Arts degree satisfies this requirement. Forces of globalization as well as ethnic conflicts and collaborations have significantly influenced social, political, and economic activities and policies. The B.A. degree will provide Colorado State University students with an opportunity to receive undergraduate training and research opportunities in both international and domestic areas that will equip them to offer solutions to societal problems and help public and private entities adapt to diverse individuals and perspectives.

- **How does the proposed program support the most current University Strategic Plan of the institution? How does the program contribute to attaining the long-term goals and directions of the institution and department/unit?**

The proposed B.A. fully supports CSU's strategic plan in several areas. For example, the undergraduate program will meet the following **Teaching and Learning goals:**

- *Goal 3: Curriculum - Challenge students with a more rigorous curriculum that provides increased opportunities for interdisciplinary programs and complies with statewide requirement.*
- *Goal 7: Learning Outcomes: Evaluate and assess student learning as a critical measure of teaching quality.*
- *Goal 9: Active and Experiential Learning - Incorporate opportunities for active and experiential learning in all program.*
- *Goal 12: Campus Diversity - Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to study and learn.*

The ethnic studies faculty/researchers are engaged in applied research seeking to bring about significant social change and have been successful in receiving external funding for research related to health and immigration. This success provides for an array of student research opportunities. Sponsored Program awards received in 2008 totaled \$507,946, which is significant for the College of Liberal Arts. Thus the undergraduate degree will meet the following **Research and Discovery goals:**

- *Goal 23: Issues-Based Research.*

The ethnic studies faculty engages in an enormous amount of outreach and service on behalf of the university, department, and local community. As well the faculty and ET students engage in applied research building ties to the community and with Alumni. The B.A. program will continue to prepare and empower learners outside of the campus environment and will meet the following **Outreach/ Service goals:**

- *Goal 28: Service to K-14 Schools and Students – Prepare teachers and ready students for success in targeted Colorado Schools.*
- *Goal 29: Lifelong Learning - Expand the offerings of programs and courses to lifelong learners regardless of age.*
- *Goal 30: Alumni Involvement – Engage alumni in meaningful ways in the university in order to build loyalty and support.*

Finally, the B.A. degree, as explained above, is central to the university's **Diversity goals:**

- *Goal: Environment - Identify, develop, and support institution-wide programs that contribute to the development of a welcoming environment and enhance progress toward cultural competency.*
- *Goal: Collaboration - Increase collaboration on diversity-related activities and build strong and continuing relations with public and private entities in the local*

community in order to develop an environment that supports the University's commitment to diversity.

- *Goal: Curriculum - Provide institutional support for infusion of multicultural and global perspectives into the curriculum.*

- **How does the proposed program meet the needs of Colorado and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?**

Colorado, like the rest of the nation, is undergoing dynamic change in its population and workforce. This undergraduate program will provide leadership in understanding and responding to the relationship of these shifts to social, economic and environmental challenges and opportunities, with particular focus on issues of health, immigration, environment, community empowerment, and social justice. In the modern global world, cultural competency is more important than ever—for individual, state, and national economic success, for individual fulfillment, and for responsible citizenship. Graduates will gain both the practical and theoretical knowledge and expertise to work in education; human social services; federal, state, tribal & local governments; communications; and non-profit agencies. To these and other institutions and their communities, graduates will bring cross-cultural and cross-ethnic knowledge that will help solve pressing problems.

3. Evidence of Need for the Program

Race is an issue that this nation cannot afford to ignore right now and the Ethnic Studies B.A. is uniquely situated within academia to bridge disciplinary boundaries and to offer comprehensive and groundbreaking analyses of race and its intersectionality with class and gender. Since the creation of ethnic studies programs at San Francisco State University and the University of California at Berkeley, similar programs spread quickly to the rest of the country. Today, almost every major university has created a center, institute, or department that specializes in the study of race and ethnicity. Our peer institutions followed the national trend. In particular, the following universities offer the Bachelor of Arts (B.A.) degree in Ethnic Studies: Oregon State University, U.C. Davis, CU Boulder, and Washington State University. From Texas and Ohio to Michigan and Illinois, the demand for ethnic studies programs increased tremendously each year.

Evidence of such demand can also be seen in the sharp increase in the number of course offerings, professional research projects, and graduate student papers dealing with multifaceted dimensions of race over the past twenty years. Even a casual perusal of major proceedings from sociology, American studies, English, speech communication, political science, psychology, education, social work, history, and ethnic studies professional meetings demonstrate that topics related to race and ethnicity are a major focal point of academics. While we celebrate the diverse interests concerning race in each discipline, there are obvious limitations in studying race from a single disciplinary perspective.

Figure 1. Ethnic Studies Programs of CSU's Peer Institutions

Iowa State University	Center for American Intercultural Studies
Michigan State University	Ph.D. (African American Studies) Programs in Asian Pacific American, Chicano,

	American Indian Studies
North Carolina State University	B.A. in Africana Studies
Ohio State University	Concentration in Comparative Ethnic and American Studies
Oklahoma State University	B.A. in American Studies
Oregon State University	B.A. in Ethnic Studies; Graduate Minor
Purdue University	African American Studies and Research Center
Texas A&M	Race and Ethnic Studies Institute
Univ. of California, Davis	B.A. African American, Asian American, Chicano, and Native American Studies
Univ. of Colorado, Boulder	B.A. in Ethnic Studies
Univ. of Illinois, Urbana-Champaign	M.A., B.A., and Minor Programs in Ethnic Studies
Washington State University	B.A. in Comparative Ethnic Studies

The Bachelor of Arts degree program in Ethnic Studies at Colorado State University will not only take advantage of the sustained interest in the study of race and ethnicity nationally but also seize the opportunity to distinguish itself by delivering a program that will have an international focus while other Ethnic Studies programs remain focused on domestic racial/ethnic groups.

4. Evidence of Student Demand

What are the projected numbers and characteristics of the students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

The students projected to be served by the B.A. program will have a number of characteristics. First, the program will serve students from within and outside the state who have interests in the unique and interlocking experiences of racially marginalized groups and how race intersects with other forces of social differentiation, such as gender, sexuality, and class, in the United States and internationally. The first year's enrollment will disproportionately be students who were enrolled in the Liberal Arts major concentration in ethnic studies, as well as other students who have taken ethnic studies courses at Colorado State. An examination of students who enrolled in ethnic studies courses in 2006 indicated they represented forty-two different majors on campus. The top ten majors who populated ethnic studies courses came from the following majors: liberal arts, human development & family studies, economics, anthropology, health and exercise science, art, business administration, history, English, and biological science.

We anticipate forty-four students will graduate from the program within the first five years, as indicated in the chart below. These projections are based on the average of previous liberal arts major concentration in ethnic studies enrollment since Spring 2005 (See *Figure 3*). Based on experience in other undergraduate programs, we assume that some small percentage of students will not complete the B.A. program.

In addition to full-time students, we anticipate enrolling one or two part-time students in the program each year. These students would best be described as “place-bound” because through

choice or family circumstance they would be interested in pursuing a degree over an extended period of time while caring for a family or holding down full-time employment along the Front Range. This is a group we will encourage to enroll. As a separate degree from the Liberal Arts concentration we believe that the marketing of the B.A. will be more focused and effective coming from a department instead of a number of concentrations.

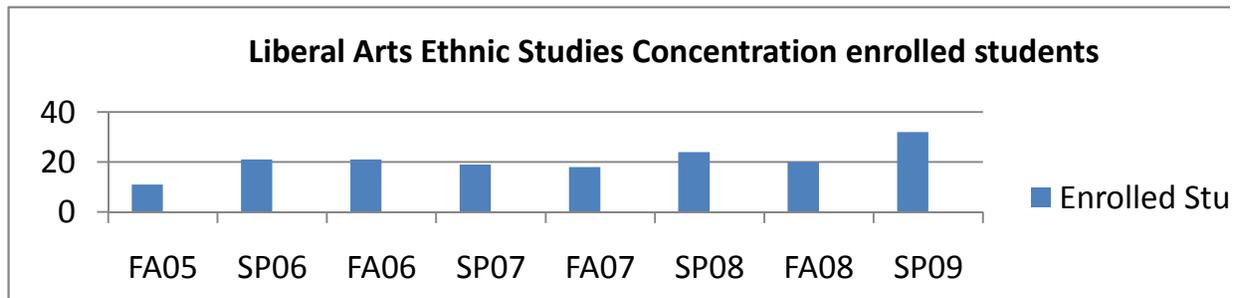
Figure 2 summarizes the expected enrollment and anticipated graduation numbers for the first five years.

	Year 1	Year 2	Year 3	Year 4	Year 5
Resident	32	40	57	81	105
Non-Resident			3	5	2
International					1
Program Graduates	7	7	8	12	10

Provide evidence from surveys, interviews, or other sources that indicates that students would actually enroll in this program if it were approved. Include as much detail as possible.

Students who are or have been enrolled in CSU’s ethnic studies programs and students on the President’s Multicultural Student Advisory Committee have repeatedly expressed their desire for a Bachelor’s program. For a more systematic assessment of student interest, several years ago the CASAE administered a student survey seeking information about interest in an ethnic studies degree. Over 800 surveys were returned. A significant majority supported the establishment of a degree program in Ethnic Studies. Equally important, student interest in an academic major in Ethnic Studies and their perception of the career opportunities that it might open to them also support the proposal. Also, demonstrating interest and demand is the growth in total student enrollment in the Liberal Arts ethnic studies concentration program. Enrollment continues to be fairly stable each semester without much advertisement or public relations about the concentration and with an active Ethnic Studies Department public relations plan we anticipate a significant growth.

Figure 3



Minority student recruitment, enrollment, retention, and graduation have been a priority in Colorado State University’s strategic planning for years. Offering an academic major or providing students with the option of majoring in a field that is cross-cultural in nature will contribute to building a more inclusive and supportive environment for minority students, even as it benefits all students. All students and minority students particularly, will find the wide range of intellectual perspectives and practical experiences of the Ethnic Studies faculty effective examples of the integration of ethnic studies with other fields.

Presently the liberal arts ethnic studies concentration has the most diverse student body represented in their program which is critically important in the building of a diverse campus and in providing the best education possible. The educational benefits that diversity is designed to produce is substantial as it promotes cross ethnic/racial understanding, helps break down racial stereotypes, enables students to better understand persons of different races, and it better prepares them for an increasingly diverse workforce. Recent studies have found that that conditions of racial diversity increased integrative complexity and an Ethnic Studies Bachelor of Arts degree will work on creating a learning atmosphere that is challenging and provides the best education.

5. Duplication/Similar Programs in the State

Identify other closely related Colorado programs. List the title of program and name/campus of institution that might be perceived as having programs in the same academic domain.

1. Ethnic Studies B.A., University of Colorado, Boulder, Ethnic Studies Department
Our program is distinct in being comparative, international and not solely based on ethnic categories but on the intersections of race, class, and gender.
2. Ethnic Studies Minor, University of Colorado, Denver, Ethnic Studies Department
The University of Colorado at Denver does not offer an undergraduate degree only a minor in ethnic studies whose curriculum is based on the four racial/ethnic categories.
3. Ethnic Studies and Women's Studies Major Program and Minor in Ethnic Studies, University of Colorado, Colorado Springs
UC Colorado Springs recently approved a major in Ethnic Studies and Women's Studies effective Fall 2008. The minor is based on the four racial/ethnic categories.
4. American Indian Studies Major and Minor, Fort Lewis College, Southwest Studies Department
This is a relatively new interdisciplinary program which is focused only on one ethnic group; it lacks the comparative and international focus of our proposed B.A. program.

In what ways, if any, will resources of other Colorado State University programs or other state institutions be shared in the proposed program? How will the proposed program be complementary to, or cooperate with existing program(s)?

Faculty Associates in a range of disciplines and colleges, and in particular those from Liberal Arts and Applied Human Sciences, will be actively involved in instructing students in the program. Depending on their specific programs of study, students will enroll in courses offered by some of these partners. Given the proposed B.A. in Ethnic Studies with an international focus we intend to work in collaboration with the International Studies program and office, as well.

Students

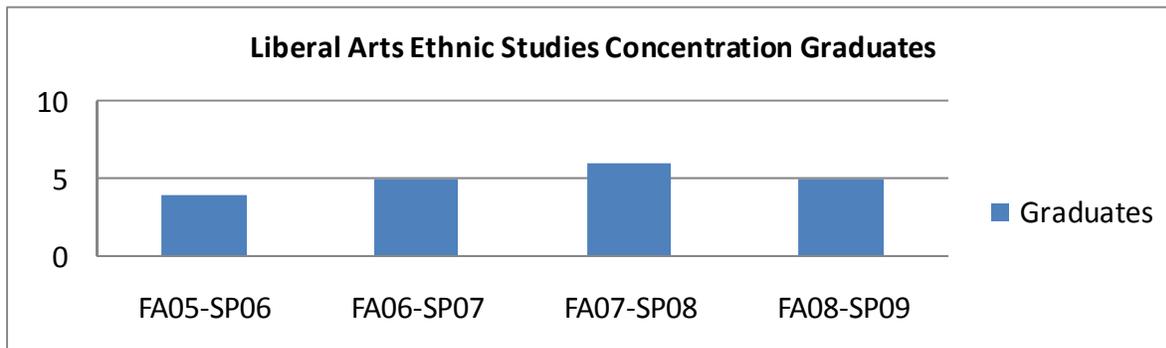
6. Student Body

For Undergraduate Programs

- **What is the ideal number of students in terms of total student enrollment (after program has been in place for five years)? What number do you feel would be ideal for the “entering class?” Present a time line explaining how you expect those numbers to grow as you build toward your first graduating class. How many students do you expect to graduate in a given year once the program is at ideal size?**

After the program has been in place for five years we anticipate having 108 students enrolled (*Figure 2*). The “ideal” entering class will be the students who are already enrolled in the Liberal Arts Ethnic Studies concentration. All enrolled Liberal Arts Ethnic Studies concentration students will be transferred to the Ethnic Studies major. In Spring 09 we had 32 students enrolled in the concentration. The Ethnic Studies Department is developing a public relations campaign in anticipation of the approval of this project. For the last four academic years on the average we graduated five students. (*Figure 4*)

Figure 4



- **Is the proposed program intended to provide another program option to a significant number of students who are already being attracted to or attending CSU? Provide explicit detail.**

We anticipate that this will be an additional option to some students who already are thinking about attending Colorado State or who already are enrolled, whether they choose this as a first or second major. As it will not be a large major, we do not anticipate any negative impact on other existing majors.

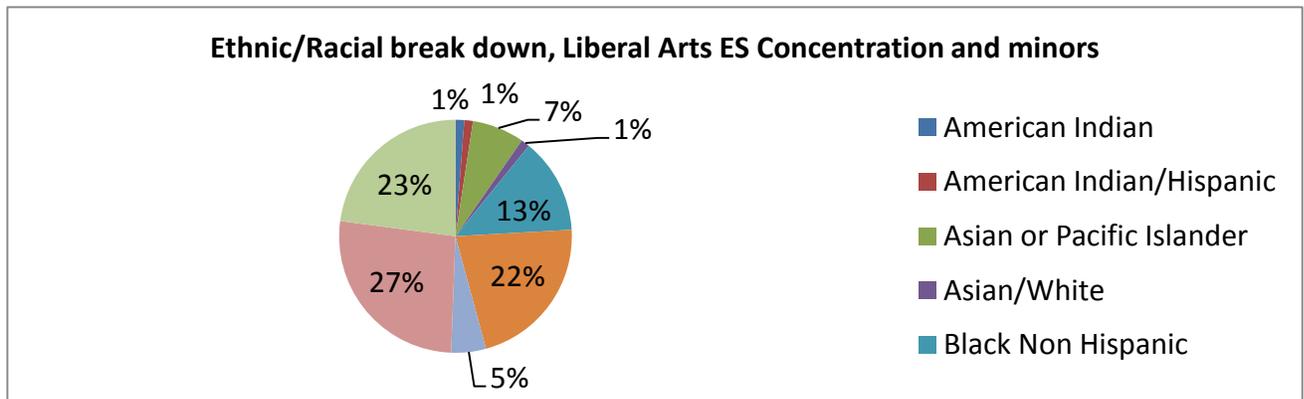
- **Is it anticipated that the proposed program will draw students who would not otherwise come to the institution?**

We anticipate that some students will be attracted to Colorado State who are interested in Ethnic Studies who might otherwise have gone somewhere else, as this program will be more visible as a major than as a concentration.

- **What is the student profile in other programs that the department currently offers (e.g. mean index score; residency compared to non-residence numbers; ethnicity of student body). Is there any reason to believe that the profile of the student body in the new program area would be any different than the existing profile? Please explain.**

The Department of Ethnic Studies is new so there is no existing data related to student profiles. However, since the previous Center for Applied Studies in American Ethnicity administered both the ethnic studies minor and the College of Liberal Arts ethnic studies major concentration they had gathered data on the racial/ethnic breakdown of all students. Below is the racial/ethnic breakdown of students currently enrolled in ethnic studies minor (52) and liberal arts ethnic studies concentration (32). (*Figure 5*) We do not anticipate any different profile than the existing one. The *n* of ethnically diverse students is greater than in the general population of Colorado State undergraduates.

Figure 5



7. Admission Requirements

- **Are any requirements for admission to the proposed program being recommended that are higher than CSU’s minimum requirements? If so, what are the recommendations?**

No requirements for admission to the proposed program are higher than CSU’s minimum requirements.

Program and Assessment

8. Course of Study

- **List all courses comprising the program’s overall curriculum:**

The Liberal Arts Ethnic Studies concentration course of study will remain the same under this proposed request for an Ethnic Studies major. See *Appendix A* for the program’s overall curriculum.

- **Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.**

All Ethnic Studies majors must complete an internship requirement during the junior and/or senior year. Up to three credits of internship may be counted toward the degree. This course helps students translate their theoretical knowledge into specific, practical applications and will extend their thinking about core issues and questions.

Community- based research is an integral part of the proposed B.A. program and will be utilized in the *ETST493 Research Methods and Writing* course and throughout the program. Addressing the needs of our society, community-based research will involve community members in the design and implementation of research projects. Our community-based research projects will be based on the following principles:

- community partners should be involved, helping to define research objectives and project organized;
- community partners should have real influence on project to ensure that the original goals, mission, and methods of the project are adhered to;
- research processes and outcomes should benefit the community and help build and enhance community assets;

9. Curriculum – courses and total structure

Include total curriculum design as discussed at University Curriculum Committee. Use the appropriate UCC forms, found on the web. Once the Phase 1 report has been approved, you may choose to submit this packet to University Curriculum Committee to get preliminary feedback as to whether they have any questions or concerns about the proposed curriculum

The total curriculum design will remain the same as under the College of Liberal Arts Ethnic Studies concentration with modifications occurring to reflection any changes within the Ethnic Studies department. (*Appendix A*)

10. Assessment of Student Learning/Outcomes Evaluation

- **What specific learning outcomes will be achieved by students who complete this proposed program of study?**

Since their creation, the Ethnic Studies Department has been utilizing the PRISM system to assess the liberal arts ethnic studies minor and major concentration.

Student Learning Development

Outcome 1- Bodies of Skill

Students will attain a level of skill which include

1. Effective oral communication skills, encompassing:
 - a) content, b) coherence & organization, c) creativity, d) use of visual aids, e) delivery, and f) length of presentation
2. Effective research/writing skills, encompassing:
 - a) content, b) coherence & organization, and c) writing skills

Outcome 2 - Content Mastery

Students will demonstrate an understanding of

1. Key concepts shaping ethnics groups' experiences in the United States (concepts include, but not limited to culture, race/ethnicity, colonialism).
2. Familiarity with social histories and/or experiences of ethnic groups.
3. Familiarity with intersections across social categories such as class, gender, sexuality and/or international.

Outcome 3 - Self Development

Students will demonstrate

1. Enhanced personal growth
2. Increase in intellectual growth
3. Understanding of the value of social consciousness
4. Understanding of personal responsibility

- **What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?**

Outcome 1

Students will demonstrate the learning outcomes through service learning, research paper evaluations, and internships. Sampling will include all ETST student research paper submission(s) collected from the capstone course ETST 493 and completed oral presentation evaluations collected from ETST493. A scoring evaluation form will be used to organize the committee's evaluation and quality ratings of student research paper(s). The faculty will identify below average ratings in assessments as a need for analysis and program change.

Outcome 2

Students will demonstrate the learning outcomes through internship and service learning evaluations, research paper(s), and pre- and post-tests. Sampling will include the minimum of fifty-percent of the graduating. The quality rating levels for all assessment tools, excluding pre- and post-tests, uses a 1-5 scale. Pre- and post-tests will be completed when students enroll into the program and in the capstone course, ETST 493, respectively.

Outcome 3

Students will demonstrate the learning outcome through exit surveys, service learning evaluations completed by the student and the SL supervisor, and internship evaluations. Sampling will be all exit graduating surveys as well as internship service learning evaluations. At the minimum we will collect fifty-percent of the graduating students' graduation surveys and all service learning and internship evaluations. The Exit Survey questions relate directly with the learning outcomes of self-development.

All ethnic studies undergraduate coursework seeks to develop, enhance, and advance student learning through the promotion of high academic standards, introduction to theoretical and scientific methods as well as specific disciplinary principles and concepts in ethnic studies, incorporation of internship, independent studies, and service learning.

- **What specific methods or approaches will be used to assess graduate (completer) outcomes?**

- Completion of graduate exit survey by students following the completion of program coursework; the survey will focus on the appropriateness, content, and delivery of courses.
- Collection of data showing the time to degree and retention or persistence rates.

• **Is a licensure examination associated with this field of study?**

No.

• **How will the institution determine the extent to which the academic program meets the objectives (section 2) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)**

The following table lists the previously described programmatic objectives with their associated assessment tools.

Objective	Assessment Tool
To provide high quality interdisciplinary, international, and comparative training that will enable students to critically examine issue of race, class, gender, nation, and sexuality.	Use Plan for Researching Improvement and Supporting Mission (PRISM) learning outcomes data
To maintain high levels of academic excellence by training students to be critical thinkers and by preparing them to be responsible leaders and citizens in the rapidly changing and increasingly globalized areas of our social, economic, and political life.	Use Plan for Researching Improvement and Supporting Mission (PRISM) learning outcomes data
To maintain high levels of academic excellence necessary to meet the workforce and research needs of the increasingly diverse industry in Colorado, the nation, and world.	Make collaborative research with industry an Outreach Goal in the PRISM system and annually track performance after establishing a baseline measure
To enhance student engagement in applied research in a curriculum that includes service learning, internships, and community-based research.	Use Plan for Researching Improvement and Supporting Mission (PRISM) learning outcomes data
To attract out-of-state students, who would not otherwise attend CSU, to further increase the prestige of CSU's undergraduate program in Ethnic Studies and provide CSU with an enhanced revenue stream.	Use OBIA data to track residency as well as student surveys

• **How will the collected information be used to improve teaching, advising, and co-curriculum activities to enhance student learning?**

The utilization of the PRISM system requires description of performance data summary and program improvement from year to year. The department has actively been engaged in the PRISM system with the receipt of “Best Practices” for student learning outcomes for the Liberal Arts Ethnic Studies concentration and their minor. The department will continue their use of the PRISM system for the proposed B.A. program because the basis for a competitive, responsive undergraduate program is adaptability to changing demands faced by its undergraduates.

Faculty

11. “Snapshot” of Faculty Resources

- **Identify current program faculty, briefly describing each faculty member’s expertise/specialization. Separate regular core faculty from other departments’ faculty and adjuncts. Summarize faculty resources using the following table:**

Core Faculty with the Proposed Program

Faculty Name/Rank	Status	Highest Degree Held	Area of Specialization
Breaux, Richard Assistant Professor	Untenured	Ph.D.	History of African-Americans in the Midwest; History of African American Women's Clubs; African American education in the north before 1954; ethnic studies
Bubar, Roe Associate Professor	Tenured	J.D.	Law, Native American studies; Native health; child sexual abuse & maltreatment; social work; methamphetamine use; sexual violence
Cespedes, Karina Assistant Professor	Untenured	Ph.D.	Afro-Caribbean studies, ethnic studies, media, identity, women’s studies
DeMirjin, Maricela Assistant Professor	Untenured	Ph.D.	Ethnic Studies, Latina(o) specialist, education, women’s studies, immigration
Fu, May Assistant Professor	Untenured	Ph.D.	Ethnic studies; Asian Pacific American studies; social movements; comparative national and international labor; history
Ishiwata, Eric Assistant Professor	Untenured	Ph.D.	Political science; international studies; Asian Pacific American studies
Kim, Joon Associate Professor	Tenured	Ph.D.	Ethnic studies; Asian Pacific American studies; sociology; immigration; comparative national and international labor
Sagas, Ernesto Associate Professor	Untenured	Ph.D.	Ethnic Studies, International studies, comparative politics, Latin American studies

Valdez, Norberto Associate Professor	Tenured	Ph.D.	Anthropology; Chicano studies; immigration; comparative international and national labor
Vernon, Irene Full Professor	Tenured	Ph.D.	Ethnic studies; Native American studies; Native health; HIV/AIDS; minority health disparities

Faculty Associate membership allows them to be a major advisor and cross-list courses.

List of Current Faculty Associates

Faculty Associates	Status	Highest Degree Held	Area of Specialization
Aoki, Eric	Tenured	Ph.D.	Speech communication; ethnic studies; public discourse
Griffin, Cindy	Tenured	Ph.D.	Speech communication; gender; sexuality; public discourse
Hoffert, Robert	Emeritus	Ph.D.	Political science; philosophy, religion
Jacobs, Peter	Tenured	Ph.D.	Art; Native American art and culture
Kneller, Jane	Tenured	Ph.D.	Philosophy; gender; sexuality
Malpezzi-Price, Paola	Tenured	Ph.D.	Foreign languages and literatures
Pickering, Kathleen	Tenured	Ph.D.	Anthropology; Native American studies
Rouner, Donna	Tenured	Ph.D.	Technical journalism, diversity, media; health communication
Timpson, William	Tenured	Ph.D.	Education; multicultural education, pedagogy
Yang, Raymond	Tenured	Ph.D.	Human development and family studies; diversity; health

- **Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What resource commitment is required and how will it be provided?**

The Ethnic Studies newest hire, Dr. Karina Cespedes, will begin her employment in Spring 2010. With ten ethnic studies faculty in conjunction with faculty associates we believe that the strengths of core ethnic studies faculty and faculty associates provide a strong intellectual and scholarly foundation for the proposed B.A. degree.

- **Estimate the number and type of support staff needed in each of the first four years of the program.**

None anticipated.

12. Faculty Vitae

- **For new undergraduate programs, include abbreviated vitae (1-3 pages) for all tenured/untentured faculty members as appendices.**

Available upon request.

Resources

13. Impact of Program Request on Curriculum and Students

- **What is the current department enrollment by degree level?**

There is no current enrollment but the department has received funding for 5 graduate students. The current Liberal Arts Ethnic Studies concentration enrollment is 32 and that will be the current enrollment for the proposed B.A. in Ethnic Studies. The new upcoming Ethnic Studies M.A. program has accepted 16 students for fall 2009.

- **Are any of the department’s current program areas “controlled” or “capped”? Is the Center for Advising and Student Achievement (CASA) currently involved in advising any majors for a “seeking” category that involved any of the department’s degree areas? Please explain and provide relevant data.**

No to both questions.

- **If approved, how will launching a new degree impact the commitment already made to students in other program areas?**

We do not foresee any impacts upon launching this new degree since ethnic studies faculty are already administering the Liberal Arts Ethnic Studies concentration.

- **Provide a detailed plan as to how resources within the department would be re-allocated to contribute to the resource base needed for this proposed program (e.g. will the department need to “cap” another program would additional enrollment growth funding be necessary to meet current student demand for courses?)**

We do not anticipate any impact or re-allocation of resources based on the fact that a similar degree is already being offered and administered by the Department of Ethnic Studies.

What are “collateral expenses” that must be taken into account in order to offer this academic program?” (E.g. other than AUCC (core) courses, how will other department’s teaching loads and facilities be affected by inclusion of their courses in the proposed curriculum. Provide a letter from other units indicating whether they would be able to “absorb” the projected number of students into already existing sections or whether they will need to add sections. If there is a need to add, can this be done with existing resources?)

There will be no collateral expense since the Liberal Arts Ethnic Studies concentration is currently administered fully by the Ethnic Studies Department. Also, the majority of the other participating departments already have cross-listed ethnic studies courses taught either by our affiliates or joint-appointed regular faculty.

14. Library Reference Sources

Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed

program (e.g., is there a recommended list of materials issued by the American Library Association of some other requirements of the recommended list?).

The new Ethnic Studies Departmental M.A. was approved, effective Fall 2008, and contained an approved budget allocation of \$141,849 for the library. We will NOT be requesting more library resources. The Department of Ethnic Studies also has an extensive Media Resource Library worth approximately \$70,000 that contains videos/DVDs on race, class, gender, and culture.

- **How much, if any additional financial support will be required to bring access to such reference materials to an appropriate level? How is it proposed that these additional resources will be provided?**

No additional financial support needed.

15. Facilities, Equipment, and Technology

- **What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to offer a quality program in the field?**

No additional resources are necessary.

- **What resources for facilities, equipment, and technology, beyond those now on hand, are necessary to offer this program? Be specific. How is it proposed that these additional resources will be provided?**

No additional resources are necessary.

- **What resources for equipment, and technology, beyond those now on hand, are necessary to offer this program? How is it proposed these additional resources will be provided?**

No additional resources are necessary.

16. Summary of budget needs

No budget resources are requested.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS
2200 BONFORTE BLVD.
PUEBLO, COLORADO 81001-4901
(719) 549-2313 Fax: (719) 549-2071

28 May 2009

Dr. Julie Carnahan
Chief Academic Officer
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

Dear Dr. Carnahan:

Enclosed please find the materials for a proposed new undergraduate program at Colorado State University, Fort Collins, a Bachelor of Arts in Ethnic Studies. This proposed degree has gone through the normal campus approval processes and was approved by the Board of Governors of the Colorado State University System at its meeting on May 6, 2009.

Thank you for your review of this request. Please do not hesitate to let me know if you have any questions or concerns.

I will put hardcopy of this document in the mail to you tomorrow morning.

Sincerely,

A handwritten signature in black ink, appearing to read "Russell J. Meyer", with a long horizontal flourish extending to the right.

Russell J. Meyer
Chief Academic Officer
Colorado State University System

*Russell J. Meyer
Provost and Vice President for Academic Affairs
Colorado State University-Pueblo
Pueblo, CO 81001
Phone: 719-549-2313
Fax: 719-549-2071*