

POLICY MANUAL:  
UNIVERSITY OF NEW MEXICO  
INTERDISCIPLINARY COMMITTEE ON LATIN AMERICAN  
STUDIES

PART ONE: GENERAL POLICIES

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**Last updated on April 2, 2018**

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## **I. Mission Statement and Statement of Purpose**

### **a) Mission Statement**

The Latin American Studies Program at the University of New Mexico seeks to advance the interdisciplinary understanding of Latin American countries and their peoples, to promote and strengthen opportunities for dialogue on the historical and current relationships between the United States and Latin America, and to encourage scholarship that explores the dynamics of multi-cultural exchange within Latin America and the U.S. As an academic field, Latin American Studies encompasses approaches to the geographical region of Latin America and the Caribbean and to the transnational networks that tie the region to the United States and the rest of the world, including populations with historical ties to the region, who live outside its borders. We strive for a comprehensive program of undergraduate and graduate studies that promotes the use of cross-disciplinary methodologies and perspectives in the analysis of questions and issues connected to Latin America. The LAS Program draws on UNM's cross-campus excellence in research, scholarship, and teaching on Latin America, and is dedicated to advancing knowledge in, and service to, the field and to applying our resources and expertise to the service of UNM, the state of New Mexico, and to the wider regional, national, and international communities of which we are a part.

### **b) Statement of Purpose**

The Latin American Studies program (LAS) at the University of New Mexico has a long history of providing interdisciplinary, integrative area study of Latin America from the undergraduate through Ph.D. level. The program draws on UNM's cross-campus excellence in research, scholarship and teaching on Latin America, and is dedicated to advancing knowledge in, and service to, the field. UNM's Latin American Studies program is among the largest in the country in terms of enrollment. Its Latin Americanist faculty and library resources are some of the strongest in the country.

The policies herein guide the work of the Interdisciplinary Committee on Latin American Studies (ICLAS), the faculty governance body of UNM's LAS Programs. ICLAS provides oversight over the BA/LAS, MA/LAS, and Ph.D. in Latin American Studies. The committee generates policy, interprets existing policy and entertains petitions for substitutions and waivers to program requirements. As necessary and appropriate the committee collectively deliberates on matters of student conduct and discipline. ICLAS members serve as the active faculty of the Latin American Studies Programs, and as such carry customary responsibilities to engage in and promote collective governance. ICLAS is chaired by the Associate Director of the LAII for Academic Programs, hereafter referred to as the "Associate Director for Academic Programs."

## **II. The History of Interrelationships of the Governing Bodies of LAS Programs at UNM**

Latin American programs have been an important part of the UNM tradition since the early decades of this century. Under the presidency of James F. Zimmerman (1927-1944), Latin American studies were designated one of the university's three major areas of emphasis, leading to the establishment in 1941 of the School of Inter-American Affairs (SIAA). This school offered undergraduate and graduate degrees in Latin American Foreign Area Studies. During the 1960s, the College of Arts and Sciences took responsibility for conferring what had come to be called Latin American Studies (LAS) BA and MA degrees, as well as a separately administered Ph.D. program in Ibero-American Studies. In 1979, all of UNM's Latin American programs and projects came under the oversight of the newly formed Latin American Institute, renamed the Latin American and Iberian Institute (LAI) in 1998. In 1988, a PhD Program in LAS was developed out of the PhD degree in Ibero-American Studies. In 1991 the name of the degree was formally changed to the PhD in Latin American Studies. In addition, four graduate degree options linking LAS to professional degree programs were established between 1975 and 1988, and a fifth one was initiated in 2003. The Latin American Studies program reports to the LAI Director with regard to degree awarding activities.

The LAI supports the LAS academic programs in the following ways: it provides the salary and benefits for the Academic Program Manager for Latin American Studies, and office space in its buildings as well as telephone, computer support, and supplies for the student advisor and Associate Director for Academic Programs. LAI also provides offices for the Student Organization of Latin American Studies (SOLAS); funds research for LAS students as well as other students with interests in Latin America; disseminates LAS scholar's research through the publication of the LAI Research Paper Series; employs LAS students as graduate and project assistants; hosts the Brown Bag presentations sponsored by SOLAS as well as other events, speakers, and exhibitions; and provides for LAS students a library, lounge space, computer pod, and free access to the Latin American Digital Beat.

The Interdisciplinary Committee on Latin American Studies (ICLAS) is the faculty governance body of the LAS programs. Members of ICLAS are drawn from full time faculty who are actively involved in instruction of LAS students or who actively serve on LAS committees and studies or thesis committees. All ICLAS members are also members of the Faculty Concilium on Latin America (FCLA). The Concilium serves as the constituency of the Latin American and Iberian Institute (LAI), and includes all UNM faculty members with teaching and research interests in Latin America.

The College of Arts and Sciences maintains oversight of curriculum, admissions, and student affairs. The Associate Director for Academic Programs participates in the collective governance of the College. The College of Arts & Sciences provides the course buy-out and administrative stipend (SAC) for the Associate Director for Academic Programs. The College's commitment to this financial support is not contingent upon the Associate Director's home department or college affiliation.

### **III. Associate Director for Academic Programs**

This position is a revolving administrative service responsibility of LAS faculty.

#### **a) Selection Process**

##### 1) Requirements for Candidacy

The Associate Director for Academic Programs must be an active member of the Latin American Studies faculty, be currently teaching and or advising Latin American Studies students, and be cognizant of the scholarly trends in the field of Latin American Studies. The Associate Director should be tenured, and must be a tenure-track faculty member.

##### 2) Selection Policy

The LAII Director and Associate Director for Academic Programs jointly make a call for nominations and self-nominations. Vitas circulate to an advisory committee consisting of the current members of ICLAS and the officers of the FCLA (President, Vice President, and Secretary). This advisory committee makes a recommendation by majority vote and communicates that recommendation to the LAII Director and the Dean of Arts and Sciences. The Dean of Arts and Sciences and the LAII Director jointly appoint the Associate Director for Academic Programs at their discretion.

##### 3) Length of Term

The Associate Director for Academic Programs serves a term of three years. The LAII Director and Dean may reappoint an individual to serve a second term with majority support from the members of ICLAS and the officers of the FCLA.

#### **b) Responsibilities**

##### 1) To LAS students:

The Associate Director for Academic Programs is responsible for management of the academic programs in Latin American Studies (BA, MA and PhD). The Associate Director works with the LAS Academic Program Manager to

- Coordinate recruitment and admissions,
- Advise students on course selection, available faculty resources, career and further study options,
- Assist students in forming an appropriate Committee on Studies,
- Administer comprehensive examinations,
- Review and approve thesis and dissertation proposals,
- Review and approve minor petitions for course waivers and substitutions,
- Review and forward major petitions (for instance for ad hoc concentrations) to ICLAS for review and approval,

2) To LAS faculty:

The Associate Director for Academic Programs serves, with the assistance of the LAII Associate Director for Program Development, as a coordinator among LAS faculty

- Helping to connect faculty mentors to students,
- Receiving advisement information from LAS faculty about specific students,
- Supporting LAS faculty course enrollments through the advisement function,
- Keeping track of LAS-qualified courses offered in the Program's major fields,
- Negotiating with disciplinary department chairs about LAS course offerings,
- Supporting LAS faculty in their merit pay, promotion and tenure process by informing department chairs of faculty contributions to LAS.

3) To the Dean of Arts and Sciences:

The Associate Director for Academic Programs is accountable to the Dean of Arts and Sciences to ensure curricular, teaching and advisement quality that meets the standards of the College. The Associate Director makes a verbal report at least once a semester to the Dean or his/her designee on the state of the Program and informs the Dean of the implications of College-wide decisions (such as hiring and budget) on the LAS program, provides information about the program to the Dean as requested, and participates in the collective faculty governance and relevant special initiatives of the College, including at meetings of Arts and Sciences Chairs and Program Directors.

4) To LAII Director:

The Associate Director for Academic Programs reports directly to the LAII Director and consults with the LAII Director on LAS policy, practice, and budgetary needs in order to ensure that LAS practices are consistent with the overarching mission and practices of the Institute, its budgetary needs are met, and to inform the Director on the impacts of LAII policies and practices on LAS Programs. The Associate Director communicates to the LAII Director the names of students to be awarded Graduate Assistantships and Project Assistantships, as determined by ICLAS. The Associate Director represents LAS on the LAII Grants and Awards Committee. The Associate Director may serve as the Foreign Language Area Studies Coordinator as requested by the LAII Director.

**c) Evaluation**

All LAS faculty must be given the opportunity to provide annual input and assessment of the Associate Director's performance. The office of the Dean of Arts and Sciences manages the evaluation process, receiving evaluation materials, and compiling and assessing results. The LAII Director, with input from the Dean of Arts and Sciences or his or her designee, will write an annual review of the LAS Director and share it with the Associate Director, the Chair of the Associate Director's home department, and the Dean of Arts and Sciences or his or her designee. The LAII Director and the Dean of Arts and Sciences or his or her designee will meet jointly with the Associate Director to convey the results of the evaluation.

## **IV. ICLAS Structure**

### **a) Membership in ICLAS**

The Associate Director for Academic Programs chairs ICLAS. The Associate Director solicits interest from among faculty members who are in the FCLA and actively involved in instruction and advisement of students in the LAS program. The Dean of Arts and Sciences appoints members of ICLAS on the basis of nominations jointly presented by the LAII Director and Associate Director for Academic Programs.

Membership ranges from 8-10 people serving terms of two years (with the exception of the Associate Director who serves on ICLAS for the duration of his/her tenure in that position). Terms may be repeated indefinitely if ICLAS members are willing and the Associate Director for Academic Programs and LAII Director and A&S Dean approve. Departments are represented as fully as is possible relative to their respective numbers of Latin American Studies faculty. Specific guidelines follow:

- Based on historic enrollments, faculty commitment levels, and course offerings, the following participating Arts and Sciences departments generally have representation: Spanish and Portuguese (with representation whenever possible from both the literature and linguistics emphases), Anthropology, History, Economics, Political Science, and Sociology.
- Additionally, there should be one or more representatives on the committee from non-A&S disciplines that provide concentrations for or have dual degrees with the LAS program: Art History, Public Health, Law, International Management, Language, Literacy, and Sociocultural Studies, and Community and Regional Planning. When a given field is not represented on ICLAS, the Associate Director for Academic Programs will make every effort to consult with key faculty members in potentially affected departments before bringing policy matters to ICLAS for discussion and decision.
- The program's interdisciplinary fields (Gender Studies, Southwest Studies and Human Rights) are represented by faculty already representing their disciplinary fields.

### **b) Student Representation**

Student representation in ICLAS is important for both insight into the committee's work, and for student sense of ownership and participation in the LAS community. Each year the LAII Director and Associate Director for Academic Programs will jointly nominate a student representative to ICLAS, and forward that nomination to the Dean of Arts and Sciences who makes the appointment.

In order to protect student privacy, the student representative will be asked to excuse him/herself from matters where there are legal concerns about confidentiality in matters related to individual fellow students. Wherever possible, however, the student representative will be involved in all ICLAS decisions (for instance, those about awarding assistantships). FERPA permits that

students serve on committees and in other official capacities in which they are privy to education records for other students. The graduate student representative to ICLAS is required to take FERPA training and understand their obligation to protect of the confidentiality of the education records they access.

### **c) Responsibilities of ICLAS**

As the administrative body of the LAS degree program, ICLAS is responsible for

- Creating new degree programs as needed
- Creating new courses as needed
- Offering cross-listed courses when available or necessary
- Making curriculum and requirement changes to the LAS program as needed
- Making changes to the comprehensive examination process as needed
- Setting guidelines for admission of students to the program
- Reviewing student application files
- Making Graduate Assistantship and other financial aid awards

### **d) Decision-Making Processes**

In general, ICLAS decisions are made by consensus. When consensus is not achievable or there are legal concerns that require a formal vote, ICLAS decisions will be made by a 51% majority vote unless otherwise noted.

### **e) Rights and Responsibilities of ICLAS Members**

ICLAS members agree to be available for meetings of membership and to participate in email decision-making processes about admissions, petitions, new programs, program revisions, and policies. Members agree to review applications within and outside of their field as necessary. Members agree to follow the policies and procedures outlined in this document, to maintain confidentiality about student affairs, and to provide fair and balanced policy guidance for the LAS program.

## **V. Meetings**

### **a) Notification and Frequency**

ICLAS conducts its work in face-to-face meetings or by email. ICLAS convenes at least two times each semester (Spring and Fall). ICLAS does not generally meet in the summer except when extraordinary circumstances require it.

### **b) Quorum**

A quorum consists of 2/3 of the current ICLAS membership. A quorum can be met either by 2/3 membership at a meeting or by 2/3 response to an email poll.



## **VI. Student Organization of Latin American Studies (SOLAS)**

### **a) Membership**

SOLAS is an autonomous student organization, open to all LAS students and any other UNM students interested in Latin America.

### **b) Leadership Positions**

- SOLAS members elect a president each Spring and other officers each Fall.
- Each Fall, an LAII Graduate Assistant is assigned to serve as Assistant to the SOLAS President.

### **c) Representation**

Elected SOLAS members also serve on the Graduate and Professional Student Association committee. SOLAS may also hold elections to nominate representatives to ad hoc committees (such as search committees).

## **VII. Committees That Affect Latin American Studies Programs**

### **a) LAII Executive Committee**

This committee is the consultative faculty body for the LAII. The committee meets at least yearly and consists of the President, Vice President and Secretary of the Latin American Faculty Concilium, and six elected representatives from the Faculty Concilium on Latin America, and an elected representative of the Student Organization for Latin American Studies. No more than four faculty members from a single School or College may serve on the Executive Committee. As members of the FCLA, LAS faculty and ICLAS members may be nominated to run for Executive Committee membership. The Associate Director for Academic Programs attends the Executive Committee meetings as an observer, but may not serve as an officer or member.

### **b) Additional LAII Committees**

#### **1) Grants and Awards Committee**

This committee provides a source of support for LAS students through the following functions: LAII field research awards, Tinker field research awards, OGS RPT awards, Title VI fellowships, and LAII PhD fellowships. The committee consists of faculty representatives elected from all Departments, Programs or Colleges that offer degrees with a Latin American concentration or that offer dual degrees with Latin American Studies. Either the Associate Director for Academic Programs or the LAII Director will represent LAS on the Grants and Awards Committee.

## 2) Operations Committee

This committee manages the programmatic functions of the LAII including publications, library recommendations, special events and programs, internal evaluation, and other activities as necessary. The Committee consists of at least six members, nominated by FCLA members or self-nominated. Operations Committee membership may include senior staff members from Latin American Programs (such as Inter-American Studies in the University Libraries). The LAII Executive Committee ratifies Operations Committee membership. As members of the FCLA, LAS faculty and ICLAS members may be nominated to run for Operations Committee membership. There is, however, no reserved place on the Operations Committee for LAS Program representation.

## **VIII. Adoption of this Policy Manual**

Once ICLAS members have reached consensus on the language and content of this document, it will be made available at the LAII for LAS faculty comment for at least 1 month during the regular academic year before ICLAS meets (in person or electronically) to adopt the final document. This manual will take effect when approved by at least 2/3 of ICLAS membership.

## **IX. Amendments – Procedure**

A standing committee, sub-committee or ad hoc committee, the Associate Director for Academic Programs, the LAII Director, or five current LAS faculty members may propose amendments to this document. Following its adoption by ICLAS, this policy manual may be amended by the following procedure:

- Copies of the proposed amendment(s) will be made available at the LAII for LAS Faculty comment at least one month in advance of the ICLAS meeting (in person or electronic) at which it will be formally presented and discussed.
- The amendment(s) will take effect when approved by at least 2/3 of ICLAS membership.

## **X. Distribution of Policy Manual**

Once adopted, this document will be distributed to every new and continuing ICLAS member.

## **XI. Interpretation of Policies**

Questions of interpretation of this document shall be written and submitted to ICLAS for discussion. If questions remain after ICLAS' determination, the Dean or Associate Dean of the College of Arts and Sciences may be asked to review the concern.

Adopted by ICLAS: December 12, 2003

Revised by ICLAS: December 5, 2005

Revised by ICLAS: December 5, 2011

POLICY MANUAL:  
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INTERDISCIPLINARY COMMITTEE ON LATIN AMERICAN  
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PART TWO: SPECIFIC POLICIES

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## A. ICLAS POLICY ON ADMISSION TO THE MA PROGRAM

### I. Logistics

- All application files will receive one review from someone inside the applicant's field, and one from outside the applicant's field(s).
- The Associate Director for Academic Programs will review all files, performing one of the two required reviews.
- In departments with heavy application loads, such as Spanish & Portuguese, Political Science, and History, the Associate Director for Academic Programs will work with the representative ICLAS members to develop a list of supplemental readers.
- Due to the large number of Spring applications, readers may choose to read files as they come in, or in time for these three deadlines:

Very early (1/15) – in order to admit and recruit stellar applicants as quickly as possible (for those early applicants with obviously exceptional records).

Mid-term (3/15) – in time for financial aid ranking (for all applicants who applied before the February 1 deadline for financial aid consideration).

Late (4/30) – after all files have been received (for the balance of files not yet reviewed).

### II. Admission Standards

#### A. Graduate Record Exams (GREs)

The GREs will always be considered in light of any counter-balancing evidence in the file, particularly the quality and content of the letter of intent, and the analytical quality of the writing sample, and the testimony of academic referees. MAT/LSAT/MCAT scores will be accepted in lieu of GRE scores for dual degree students.

#### B. Desirable Applicant Qualities and Affirmative Action

Though historically the field of Latin American Studies in the United States arose to promote the interests of North America in the Latin American context, the UNM Latin American Studies Program supports the modern shift in thinking that embraces heritage studies and greater collaboration and understanding among the Americas. In accordance with this trend, ICLAS recognizes the importance of a diverse student body as a crucial component of scholarship in this area. This not only exposes people of different backgrounds to new perspectives, but helps them understand those points of view, learn to work together, and break down stereotypes.

ICLAS is attentive to the multiplicity of identities and backgrounds present in Latin America. For this reason, we seek diversity in our student body, not only of experience and background, but also of ethnicity, nationality, gender, religion, and socioeconomic status. As such, students from a variety of backgrounds, including but not limited to applicants of Latin American descent,

are actively encouraged to apply to Latin American Studies programs, and will be affirmatively recruited into the program until the student body fully and consistently reflects that diversity.

Students are encouraged, in their letters of intent and other application materials to demonstrate how their backgrounds, experiences and heritage would contribute to these multiple forms of diversity. They are also encouraged to reflect on the implications of their background on their study of Latin America. ICLAS will accept additional materials supporting a student's qualifications, especially if his/her standard application materials (GREs, transcripts, letters of reference, etc.) do not fully indicate the applicant's capacity. Applicants are particularly encouraged to explain any weaknesses in their file in their letter of intent.

These qualitative indicators are to be considered as equally relevant to quantifiable academic measures in making admissions decisions. Both qualitative and quantitative measures will be used to evaluate candidates on the following criteria:

- Strong capacity to think critically and construct credible arguments about academic and professional themes in Latin America.
- Strong and demonstrated commitment to the history, culture, economy and politics of Latin American countries, peoples and regions.
- A career trajectory that will allow the candidate to make important contributions to the study of or to practice in, Latin America, and strong evidence of the candidate's capacity to succeed in that career trajectory.
- Strong academic preparation to do high quality graduate level study in the candidate's proposed fields of concentration.

These criteria are to be distributed to potential applicants.

#### C. Spanish or Portuguese Requirement

- Students who are otherwise well qualified, but whose transcripts or experience indicate they have less than the equivalent of 4 semesters of language preparation, may be accepted on the condition that they place into Spanish or Portuguese 301 by the start of the fall semester.
- Informational letters sent to prospective applicants will include a recommendation that students seek a letter of reference from someone familiar with their language skills. This same guidance will be incorporated into application information on the website.

### **B. ICLAS POLICY ON ADMISSION TO THE PHD PROGRAM**

#### **I. Logistics**

- Each application file is read by the Associate Director for Academic Programs, the LAII Director, and one member of ICLAS. Those applicants whose goals would more

appropriately be met by a disciplinary degree will not be admitted into LAS, and will be encouraged to apply to the appropriate department.

- For those files that meet the approval of the three reviewers mentioned above, the applicant is reviewed by ICLAS and ranked for funding when appropriate.
- If the applicant receives a majority vote by ICLAS, the Associate Director for Academic Programs forwards the file to a Latin Americanist faculty member in each of the two departments of the proposed concentrations so that it may be reviewed according to that department's normal process for Ph.D. admissions; this may entail a review by the full department or only by Latin Americanist faculty, as the department deems fit. The Associate Director clarifies to the department that, while the approval of the student's program of studies is shared with the LAS program and the degree is granted by the LAS program, the department of the student's major concentration carries the primary responsibility for the students' advising and effective training in the theory and methods of the discipline.
- A candidate must be approved by two departments in order to be admitted to the program.
- When a department approves a candidate for admission, the LAS faculty in the department, in consultation with the department's graduate advisor, provides a statement of minimum degree requirements to be completed by the student within his or her disciplinary concentration.

## II. Admission Standards

The criteria described above for MA applicants also apply to applicants to the PhD program. In addition:

- PhD applicants must provide a description of career aims and a statement that clarifies the necessary integration of two or more disciplines for the program of study.
- The applicant must convincingly argue that his or her academic and career goals cannot be served by a single disciplinary PhD degree.

Adopted by ICLAS December 12, 2003

Revised by ICLAS December 5, 2005

Revised by ICLAS December 5, 2011

Revised by ICLAS February 2, 2017

## C. ICLAS POLICY ON AWARDING GRADUATE ASSISTANTSHIPS

### I. Background

The LAII funds 10 FTE graduate assistantships per year for LAS graduate students.<sup>1</sup> LAS Graduate Assistants are assigned work in the Institute from the following list of tasks:

- Staffing LAII committees such as Executive, Grants and Awards, and Operations
- Staffing ICLAS and assisting the Associate Director for Academic Programs, the LAII Director and the Associate Director for Program Development
- Editing and maintaining the SOLAS website, organizing the annual film series and assisting the President of SOLAS,
- Assisting the Latin American Collections Curator at Zimmerman Library
- Assisting the Supervisor of Community Education Programs
- Other tasks as deemed necessary by the LAII Director and Senior Staff
- Two to three assistantships are reserved for research assignments to faculty through a competitive application process.

Task assignments are made annually by LAII Senior Staff and may be adjusted to meet LAII staffing needs. Each GA is directly supervised by an LAII staff member or an LAS faculty member.

### II. Awards Process

GA awards are generally made to new students in the spring semester for a two-year term beginning with the following academic year (the regular awards process). Students in the dual MALAS/JD program are generally awarded a two-year assistantship split over three years (so as to allow them to comply with the Law School's requirement that first year law students be unemployed). Students in three-year dual degree programs are nonetheless awarded funding only for the first two years. Ad hoc GA and Project Assistantship awards may be made, at the discretion of the ICLAS chair and membership, if GA-ships become available off-season. Any LAS student may be considered for an ad hoc award.

The Associate Director for Academic Programs and at least one ICLAS member evaluate all LAS applicants. Reviewers rank applicants for financial aid on a five point scale, ranging from 1 = most qualified for aid to 5 = least qualified for aid. The average of all financial aid rankings becomes the applicant's financial aid score. Reviewers should not rank applicants who they consider not admissible to the program.

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<sup>1</sup> This number may vary depending on NM Legislative appropriations.



***The regular spring awards process:*** Each year, depending on availability of GA FTE, the Associate Director, in consultation with ICLAS, decides how many full FTE awards to make and how many .5 FTE awards to make. ICLAS meets mid-semester to review the applicants with financial aid scores of 2 or lower. ICLAS ranks that list of applicants, and awards the available assistantships in rank order. If an awardee turns down the award or chooses not to attend UNM, the Associate Director offers the award to the next person on the list.

If after all ranked applicants have been made offers, there remain unassigned GAships, ICLAS will make a selection from among highly-qualified late applicants and current students. The Associate Director will provide ICLAS a list of such candidates based on high scores for late applicants and academic performance at UNM for current students. Selection by ICLAS members may be made via email discussion and vote or at a meeting.

***Off-season awards process:*** When awards become available off-season, the Associate Director sends out a call to all continuing students asking for self-nominations for a GA award. The Associate Director also reviews the files of self-nominees, and of all students admitted since the last regular award round. Based on initial financial aid scores, plus evidence of performance while in the LAS program (transcripts, awards received, papers published...), the Associate Director sends a list of potential awardees to ICLAS (via email if possible) for feedback and discussion. The Associate Director, in this case, makes the final award decision. In rare cases when a GA award decision needs to be made during the summer or over winter break, the Associate Director has the authority to make a unilateral decision based on information available in student files.

***Small scholarship awards process:*** Every year LAS awards a number of small scholarships. The Associate Director of Academic Programs and the Associate Director for Program Development will identify MALAS students who will receive these scholarships. The pool will be MALAS students who have not received LAII funding/LAS support for substantial funding. Selection criteria will favor highest GPAs and students who have been in the program the longest while making appropriate progress toward the degree. (Approved by ICLAS March 11, 2009)

### **III. Awards Criteria**

Graduate Assistantship awards will be made based on the following criteria:

- Priority will be given to recruitment of highly qualified new applicants.
- The quality of the application will be assessed on both quantitative (as measured in the GPA & GRE scores) and qualitative (as measured in the quality of writing and analysis in the letter of intent and writing sample, the extent and quality of experiential knowledge of Latin America, substantive information in letters of recommendation) measures.
- Attention will be given to the mix of ethnicity, gender, and subject concentration among the GA pool.
- The same diverse measures and indicators used in admissions decisions are also to be used to assess academic merit for financial aid.

Teaching assistantships in Spanish

- Instructions for the MALAS program will inform applicants to submit a Teaching Assistant application for Spanish if they would like to be considered.

- Every year two MALAS students will hold Teaching Assistantships in Spanish. The Associate Director for Academic Programs will assign the Teaching Assistantships from among the continuing and incoming MA students, in consultation with the Spanish as a Second Language and Spanish as a Heritage Language Coordinators.
- Priority will be given to MALAS students ranked for financial assistance in the order in which they are ranked by ICLAS.

Adopted by ICLAS: December 12, 2003

Revised by ICLAS: December 5, 2005

Revised by ICLAS: December 5, 2011

## **D. ICLAS POLICY ON ACADEMIC ADVISEMENT**

### **I. Committee on Studies (COS)**

Mid-way through the second semester, Master's degree students in the Latin American Studies program must ask four faculty members (two from each of their chosen concentrations) to serve on their Committee on Studies. The student will also ask one of the members to act as chairperson. The duties of the COS are:

- To convene at least once a semester to discuss coursework, etc.
- To administer and evaluate comprehensive examinations (in the case of a split decision, the Associate Director for Academic Programs may ask for an additional evaluation by a faculty member in an appropriate field) or advise a student on the writing of a professional paper (for students following Plan II)
- To serve as the thesis committee (for students following Plan I)

Students will be required to submit to their COS a reading list in preparation for the comprehensive examinations. Members of the COS will need to sign off on this reading list before the end of the semester preceding the semester in which the student plans to examine. Failure to obtain COS signatures by the deadline will prevent the student from taking comprehensive examinations the following semester. Both the COS form and approved reading list must be submitted to the LAS office for inclusion in the student's file.

For PhD candidates, the COS consists of at least two members from each concentration. One semester prior to comprehensive examinations, the PhD student must complete the COS form and submit it to the LAS office for inclusion in the student's file. The COS is responsible for writing and evaluating the student's comprehensive examination questions. The student will also create a separate Dissertation Committee (which may include members of the COS), comprised of at least four faculty members, with the chair of the dissertation committee being from the primary concentration, and at least one additional member from each concentration. The Dissertation Committee oversees the doctoral dissertation project.

Non-LAS faculty on Committees on Studies: Faculty who are not LAS faculty should be approved on a case-by-case basis. Experts in LAS who are Part Time Instructors should not be placed on committees, unless they so request.

### **II. Advisement Worksheet**

The advisement worksheet will be completed by the Associate Director and/or Academic Program Manager of LAS in consultation with the student at least once a semester. The student will be given a copy of the updated advisement worksheet in order to consult with the COS.

Adopted by ICLAS December 12, 2003  
Revised by ICLAS January 25, 2006  
Revised by ICLAS December 5, 2011

## E. ICLAS POLICY ON ACADEMIC HONESTY<sup>2</sup>

As Latin American Studies faculty at the University of New Mexico, we are dedicated to creating an environment in which academic integrity is valued and upheld by all. Our collective commitment to academic honesty is framed in the context of the University of New Mexico's policy, which appears as follows in the 2002-2003 Pathfinder:

### I. UNM Policy on Academic Dishonesty

*Adopted by the President June 15, 1992*

*Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.*

*Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.*

What follows is the statement adopted on May 23, 2003 by the Interdisciplinary Committee on Latin American Studies (ICLAS) designed to clarify expectations for Latin American Studies students at UNM. All Undergraduate, Masters and PhD students in the Latin American Studies Program are expected to adhere to the following guidelines regarding academic standards and behavior. These guidelines are not meant to be exhaustive. Students, especially undergraduates, are expected to seek the guidance of their professors about what constitutes appropriate academic behavior. Copies of these guidelines and disciplinary procedures can be found in the Latin American Studies student handbook and on the program's website.

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<sup>2</sup> The text of this document was informed by academic honesty policies from Harvard University ([www.harvard.edu](http://www.harvard.edu)), Harvard Graduate School of Arts and Sciences (<http://www.gsas.harvard.edu/publications/handbook/regulation.html>), the University of California ([www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu)), the University of Michigan (University of Michigan website for the Horace H. Rackham School of Graduate Studies, at [www.rackham.umich.edu/StudentInfo/Publications/GSH](http://www.rackham.umich.edu/StudentInfo/Publications/GSH)), Grinnell College ([www.grinnell.edu/offices/studentaffairs/studenthandbook](http://www.grinnell.edu/offices/studentaffairs/studenthandbook)), and by Masur, Kate. "Papers, Profits, and Pedagogy: Plagiarism in the Age of the Internet", *Perspectives*, May 2001 ([www.theaha.org/perspectives/issues/2001/0105/0105new3.cfm](http://www.theaha.org/perspectives/issues/2001/0105/0105new3.cfm).)

## II. Forms of Academic Dishonesty:

ICLAS considers the following behaviors to constitute academic dishonesty, and are considered unacceptable.

- **Fabrication of information used in academic work.** This includes: altering data to support research; presenting results from research that was not performed; and crediting source material that was not used for research.
- **Plagiarism (presenting another person's words or ideas as if they were one's own.)** This includes: submitting, as your own work, part of or an entire work produced verbatim by someone else; paraphrasing ideas, data, or writing without properly acknowledging the source; unauthorized transfer and use of someone else's computer file as your own; and unauthorized use of someone else's data in completing an exercise. Presenting information obtained from formal or informal interviews, conversations, or observations of meetings without indicating the source is also plagiarism.
- **Multiple submissions.** This includes: resubmission of a work that has already received credit with identical or similar content in another course without the consent of the present instructor; and submission of work with identical or similar content in concurrent courses without consent of instructors.
- **Facilitating academic dishonesty.** This is defined as participating in any action that compromises the integrity of the academic standards of the University and the Latin American Studies program; assisting another student in committing an act of academic dishonesty. This includes: taking a quiz, exam or similar evaluation in place of another person; allowing another student to copy from you; and providing material or other information to another student with knowledge that such assistance could be used in any of the violations mentioned above.
- **Regarding collaborative work among students:** Intellectual exchange among students is an extremely valuable aspect of the graduate experience, one which enriches the experience of each student as well as the quality of the program overall. However, in terms of assigned work, the amount of collaboration with others that is permitted can vary, depending on the policy set by the course instructor. *Students must assume that collaboration in the completion of assignments is only permitted when explicitly specified by the instructor.* Students must acknowledge any collaboration and its extent in all submitted work.
- **Regarding scientific research, particularly involving human subjects:** The University and the Latin American Studies program are deeply concerned for the integrity of scientific research by both students and faculty with sound and safe practices. Student and faculty researchers are expected to maintain the University's policies and practices with respect to scientific misconduct with regard to Human Subjects. All research conducted by students and faculty under the auspices of the Latin American Studies program should follow the guidelines outlined by UNM Institutional Review Board: <http://irb.unm.edu>. If research involving human subjects is planned, approval from the Institutional Review Board is required before the research may begin.

- **Regarding the use of Internet sources:** as with any other source, information taken from the Internet must be properly cited in any assigned work.

Again, these examples are not meant to be exhaustive, and the program reserves the right to determine, in a given instance, what action constitutes an infringement of academic honesty and integrity.

### **III. Disciplinary Procedures**

When a student is suspected of academic dishonesty, the instructor will give the student an opportunity to explain his or her conduct. If the explanation is not satisfactory, the faculty member will assign a sanction associated with the course. The Instructor will report the academic dishonesty to the Associate Director for Academic Programs, providing supporting evidence such as a copy of the exam or paper in question. If further investigation is necessary, the student will also be notified in writing by the Associate Director. The Associate Director will inform the UNM Dean of Students of the case and will coordinate the subsequent investigation, review and decision making process to determine appropriate disciplinary outcome.

Once an instructor has filed a report alleging academic dishonesty, the Associate Director will:

- a) Inform the Dean of Students of the allegation.
- b) Convene ICLAS promptly to discuss the available facts of the case, and provide the student accused of academic dishonesty the opportunity to meet with ICLAS to present his/her case. The student may be accompanied by an advisor or friend, but will present his or her own case; no advisor or attorney will present arguments or evidence. The student may present witnesses with relevant information or evidence.
- c) ICLAS will then make a determination of whether the allegation is true and will reach a determination of the appropriate disciplinary action. If more than one meeting is required, the student will be informed of any additional evidence presented and will have the opportunity to respond in writing or in person at the meeting.
- d) The Associate Director will promptly inform the student in writing of ICLAS's decision.
- e) The student may appeal the decision to the Dean of the College of Arts and Sciences, as described in Article 2 of the Student Grievance Procedure in the Pathfinder.

Because of the potential jeopardy to the reputation and rights of an accused person, great care will be taken to handle inquiry and investigations in a way that preserves confidentiality, providing information only to those with a need to know.

### **IV. Sanctions for Misconduct**

Sanctions that may be imposed in cases of misconduct include the following (in order from minimum to maximum sanction):

- a) **Failure:** Failure of the examination or paper up to and including failure of the course. Failure will be calculated in the student's grade for the course, and in the cumulative grade point average.
- b) **Admonition:** A formal reprimand that becomes part of the student's official record.
- c) **Probation:** A warning to the student that he/she is in serious danger of being required to withdraw from the program for a period during which a withdrawal action is pending. At the end of that time, the student may be relieved from probation by a majority vote of ICLAS if the student's conduct has been satisfactory. A student on probation may be required to withdraw from the program by vote of ICLAS at any time if his/her conduct is unsatisfactory. No student currently on probation may be recommended for a degree.
- d) **Required to Withdraw:** The student may be required to withdraw from the Program. Depending on the time of withdrawal, the student may receive a grade in his/her current courses. In the case of failure to withdraw, ICLAS may dismiss the student from the Program.
- e) **Dismissal:** The student's connection with the program is terminated. This action must be approved by a two-thirds vote of ICLAS. Re-admission is possible only if approved by two-thirds vote of ICLAS. A student must re-apply to rejoin the LAS Program no less than one year after dismissal. ICLAS may take the previous dismissal into consideration in its decision whether to readmit the student.
- f) **Expulsion:** ICLAS may recommend to the Dean of Students that the student be expelled from the University. As only the Dean of Students can take this action, such a recommendation is advisory only.

## V. Promoting Academic Integrity: Proactive Strategies

The procedures listed above are painful and difficult. The LAS Program wishes to engender a climate of open discourse and scholarship, and it is our view that the best way to deal with academic dishonesty is to promote a climate that discourages such conduct in the first place. Students are asked to take the following proactive strategies seriously during their course of study in LAS:

- Discourage academic misconduct among other students.
- Take the time to produce quality work that you can be proud of; be thoroughly prepared for examinations.
- Do not allow others to use your computer programs. Keep your computer password secret to avoid unauthorized access.
- When using class notes for an assignment, ask yourself: 'Did this information come from me?' Always document where and from whom you got your information (e.g., other students, professor, class text, web site, community members).
- What can you do if you are unsure whether it is unauthorized collaboration or whether it is okay to work together? When in doubt, ask. Check your course syllabus or speak with your instructor for special requirements. Utilize resources for assistance.

## VI. Helpful Resources

<http://libguides.unm.edu/citationguide>

APA citation style: <http://www.apastyle.org/>

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams *The Craft of Research*. 3<sup>rd</sup> ed. Chicago: Chicago UP, 2008.

Gibaldi, Joseph, and Walter S. Achtert. *MLA Handbook for Writers of Research Papers*, 7th Edition. New York: Modern Language Association, 2009.

Sources and Citations at Dartmouth College: <http://www.dartmouth.edu/~writing/sources/>

Spatt, Brenda. *Writing from Sources*. New York: St. Martin's Press, 1983.

Your instructor (stay after class or go to office hours)

Latin American Studies advising staff

UNM Center for Academic Programs Support (CAPS): Resources for Graduate Students

<http://caps.unm.edu/writing/grad>

UNM Counseling and Therapy Services (CATS): <https://shac.unm.edu/counseling.html>

Adopted by ICLAS May 23, 2003

Revision approved by ICLAS November 29, 2010



## **F. ICLAS POLICY ON PETITIONS FOR AD HOC CONCENTRATIONS IN THE MA/LAS AND THE PH.D./LAS**

LAS Students who have a strong interest in pursuing a concentration not listed in the Program's list of concentrations may, on consultation with the Associate Director for Academic Programs, submit a petition to undertake an "Ad Hoc Concentration." Petitions will be accepted for ad hoc major or minor concentrations at the MA level. Petitions will only be accepted for ad hoc secondary concentrations at the Ph.D. level.

Such petitions will, by necessity, be subject to considerable scrutiny, in order to assure that the proposed course of study ensures adequate rigor and preparation at either the Masters or Ph.D. level. Petitions should be substantive and thorough, indicating

- a) Proposed coursework to complete the concentration
- b) Evidence of faculty support for mentorship and supervision in the area; and
- c) A narrative and reading list indicating sufficient understanding of the proposed field to engage in independent construction of a course of work.

Petitions for ad hoc concentrations should be directed to the Associate Director for Academic Programs for preliminary review. On his/her approval, the petition will be forwarded to the Interdisciplinary Committee on Latin American Studies for review. ICLAS makes the final determination about whether to approve or disapprove ad hoc concentration petitions.

Petitions will be assessed according to the following criteria:

- a) The petition indicates the availability of sufficient numbers of courses to fulfill concentration requirements (9-12 hours for MA, 15 hours for Ph.D. secondary concentration).
- b) The proposed field represents appropriate content for a Latin American Studies degree and is demonstrably important and relevant to Latin American scholarship. That is, a substantial proportion of available coursework contains Latin American area material, and the area constitutes an important aspect of Latin American scholarship or practice.
- c) The proposed boundaries of the field demonstrate sufficient breadth to be credible as a major or minor concentration at the MA or secondary concentration at the Ph.D. level. For MA students, the concentration will allow the student to demonstrate sufficient mastery of the basic literature and methodologies in the field to inform professional practice or advanced study upon graduation. For Ph.D. students, the concentration must provide sufficient research and teaching competence to be credible for academic employment in the field.
- d) The proposed concentration provides for sufficient depth to demonstrate MA or Ph.D. level competence (theoretical, methodological, empirical, and where appropriate policy application).
- e) The student has established sufficient faculty support to generate a committee on studies to a) guide in course selection and comprehensive exam preparation, and b) represent the area on the student's thesis (where appropriate) or dissertation committee.

Adopted by ICLAS: November 2002

## **G. ICLAS POLICY ON COMPREHENSIVE EXAMS**

### **I. The exam structure**

Students in all concentrations are expected to produce a cogent discussion of the topic, based on a review of the relevant literature. Students should demonstrate their understanding of theory and/or methodology in each discipline, grounding their application in a concrete, real, substantial case or text. They should write an original essay, rather than simply reproduce course content. The exam response should present a reasoned, literature-based analysis of the question that results in a persuasive scholarly and/or policy argument.

All exams have some element of choice for students, but examining faculty in each discipline determine the extent to which students will have input into exam questions and the extent to which exam questions are tailored to individual students. The examining faculty in each concentration may choose to ask students to respond to one or two questions in their concentration.

Students write their exams in two 4-hour sit-down sessions, over two days, one for each concentration. There will be no page limit for responses.

Exams are written in a quiet room or computer lab, on computers that are disconnected from the internet. USB drives are not allowed. Students may bring with them their approved bibliography. Exam instructions advise students not to worry about mind-blocks on details (ex. names and dates), but to describe the person, phenomenon, or event, and give an approximate date, if they are at a loss.

### **II. The exam schedule**

The exams are scheduled on the Thursday and Friday of fall and spring break to guarantee that students have sufficient coursework to complete the comps successfully, and faculty have two weeks to grade the exams. Faculty turn in the LAS Comp Report and submit the online OGS Report on Examination form within two weeks following the exam date, and no later than one week before OGS deadlines for the announcement of the graduation list; the deadline for faculty to turn in grades will generally fall around November 15 and April 8.

- Students in the two-year MA program take their exams in both concentrations in the last semester of their course of study. Students in dual degree programs who are required to take comps may, on the approval of the examining faculty in their concentrations, take the exams earlier. The examining faculty in each discipline maintains the authority to approve or disapprove such requests.
- The semester before a student takes comprehensive exams, s/he will meet with the concentration's examining faculty (either the COS or the discipline's Latin Americanist faculty at the discretion of disciplinary faculty). At that meeting students will learn the faculty's expectations for the exam output, the specific structure of the exam in that concentration and will develop an agreed upon bibliography.

### **III. Grading of the exam**

Members of the Committees on Studies award the exams a grade of High Pass, Pass, Low Pass, and Fail, using the MALAS Assessment Rubric as a guide.

#### *Pass with Distinction*

If a student receives “Pass with Distinction” from three out of four committee members, they will be awarded an overall “Pass with Distinction” on the MA exam. In this way, “Pass with Distinction” will recognize that a student has achieved excellence in both degree concentrations. Faculty on exam committees will be informed of this policy. (Approved by ICLAS March 11, 2009)

### **IV. Dissemination of information:**

This policy will be disseminated in the following ways:

- It will be appended to the ICLAS policy manual as a specific “Policy on Comprehensive Exams”
- It will be included in the Student Graduate Manual
- It will be available on the LAII web site
- The Associate Director for Academic Programs will meet with SOLAS to discuss the changes in structure and expectations ASAP

Approved by ICLAS January 15, 2004

Revised by ICLAS: May 10, 2010

POLICY MANUAL:  
UNIVERSITY OF NEW MEXICO  
INTERDISCIPLINARY COMMITTEE ON LATIN AMERICAN  
STUDIES

PART THREE:  
STUDENT OUTCOMES ASSESSMENT PLAN

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## **A. BA in Latin American Studies: Broad Program Goals & Measurable Student Learning Outcomes**

The Latin American Studies (LAS) Program is designed to provide students with a broad yet solid interdisciplinary foundation. Undergraduate students complete at least two semesters of 300-level Spanish or Portuguese, with supplementary skills in a second language [Spanish, Portuguese, Ecuadorian Quechua (Quichua), or Quiche Maya].

All undergraduate LAS majors select one of three Core Areas. Between their Core Area and Electives, they complete coursework in at least three different disciplines. The Core Areas are: (1) Humanities (art history, literature and culture, history, media arts, religious studies); (2) Social and Natural Sciences (anthropology, biology, community and regional planning, economics, history, management, political science, sociology); (3) Core Area Focus (self-designed) (ex. environment and ecology; development; gender; U.S.-Latin American relations). Approximately 65 percent of their area studies course work focuses on either the Social/Natural Sciences or the Humanities, providing significant structure and focus.

Goal 1: Students will acquire knowledge of at least three dimensions—historical, literary, economic, etc.—of local, regional, and international processes in Latin America.

SLO 1.1: Students will draw on their knowledge of local, regional, or international processes in Latin America to identify and describe at least two dimensions—historical, literary, economic, etc.—of specific issues or problems.

Goal 2: Students will think critically and solve problems on Latin American topics through the lens of various disciplinary perspectives.

SLO 2.1: Students will solve research problems on specifically-defined Latin American topics by applying two disciplinary perspectives and consulting and analyzing appropriate disciplinary sources.

SLO 2.2 Students will present their research in compelling, coherent, clearly-written analytical arguments, supported by appropriate documentation and disciplinary citation style.

Goal 3: Students will become clear and effective communicators in English and in either Spanish or Portuguese.

SLO 3.1: Students will orally present information, concepts, and analyses in English, Spanish or Portuguese, in a clear and compelling manner, using appropriate vocabulary, and complex grammatical structures.

Goal 4: Students will become intercultural communicators, with communicative proficiency in one Latin American language, being able to demonstrate an understanding and acceptance of cultural differences while communicating.

SLO 4.1: Students will engage in interpersonal communication with peers and superiors in a Latin American language demonstrating fluency, accuracy, and culturally appropriate vocabulary and behavior.

## B. BA in LAS: Assessment of Student Learning Three-Year Plan

### I. Student Learning Outcomes

Relationship to UNM Student Learning Goals

| University of New Mexico Student Learning Goals   |           |        |                |  |
|---|-----------|--------|----------------|--|
| Program SLOs  | Knowledge | Skills | Responsibility | Program SLO is conceptually different from university goals. |
| <i>SLO 1.1: Students will draw on their knowledge of local, regional, or international processes in Latin America to identify and describe at least two dimensions—historical, literary, economic, etc.—of specific issues or problems.</i> | X         | X      | X              |  |
| <i>SLO 2.2 Students will present their research in compelling, coherent, clearly-written analytical arguments, supported by appropriate documentation and disciplinary citation style.</i>  |           | X      | X              |  |

### I. Assessment of Student Learning Outcomes (All measurements are direct.)

Measurement: 2009-12 for SLO 1.1 and 2.2

In spring 2010, a Graduate Assistant, under the supervision of the Associate Director for Academic Programs, will collect two essays in electronic form from every LAS major graduating in 2010. The essays will come from the most recent 400-level LAS courses each student has completed, with each essay representing a different discipline. They will be assessed by a team including the Associate Director for Academic Programs, at least three members of ICLAS, and a Graduate Assistant in the MA/LAS program, seeking the greatest coverage of disciplines represented among the essays. Team members will read and assess the essays prior to a team meeting. At the meeting, team members will compare ratings and discuss those where ratings differ. The team will evaluate the essays based on the attached rubric. We expect that at least 60% of essays will achieve a score of 9 or better on a 15-point scale, where a score from 9 to 13 constitutes work that fully meets expectations for the BA in Latin American Studies.

The purpose of the discussions will be to discuss program objectives and methods of achieving those objectives, including what constitutes adequate multidisciplinary knowledge, how best to facilitate students' application of multiple perspectives to their analysis of an issue, what

constitutes good research and writing, and ways to ensure that the program allows students to develop these skills. The team will also discuss possible modifications to improve the assessment instrument to best serve our desired curricular goals.

## **II. Analysis and interpretation of data**

The Associate Director for Academic Programs will report to ICLAS the findings of the assessments each year in the fall following the collection and analysis of data from the spring. ICLAS will discuss the implications of the data for curricular development and for the following assessment cycle. For example, was the assessment measure effective, or does it need to be altered? Did the results meet, exceed, or fall short of departmental expectations? What actions need to be taken in the future to either change the measurement or change the expectations, pedagogy, curriculum, or advising? The Associate Director will prepare a report to disseminate to the Latin American Studies faculty as a whole.

Assessment plan approved by ICLAS December 2, 2009.

## **C. BA Assessment Rubric for SLO 1.1 and 2.2**

The assessment rubric on the following page will be used to measure outcomes for SLO 1.1 and 2.2. Two papers will be assessed from each student and the average score will be used to assess the students' mastery of writing in two disciplinary fields (SLO 1.1).

Possible scores range from 0-15.

- Scores from 14-15 constitute work that exceeds expectations for the BA in Latin American Studies.
- Scores from 9-13 constitute work that fully meets expectations for the BA in Latin American Studies.
- Scores from 5-8 constitute work that meets basic expectations for the BA in Latin American Studies.
- Scores less than 5 constitute work that does not meet expectations for the BA in Latin American Studies.



**POLICY MANUAL: INTERDISCIPLINARY COMMITTEE ON LATIN AMERICAN STUDIES**  
**Last updated on December 5, 2011**

|  | 3 points   | 2 points   | 1 points  | 0 points   |
|--|--|--|---|--|
| <b>Knowledge of local, regional, or international processes in Latin America</b> | In-depth knowledge of specific topic, supported by main ideas and details.                                   | Developed knowledge of specific topic, supported with 3-4 main ideas.  | General knowledge of topic, supported with 1-2 main ideas.  | Topic stated, but not explored or treated with depth or accuracy.  |
|  | Sophisticated, relevant discussion of topic's importance within broader context (ex. Latin Amer. processes). | Relevant discussion of topic's importance within a broader context.  | Discussion of specific topic or broad context, but not both.  | Little or no knowledge of specific topic or broader context.   |
| <b>Use of disciplinary or field-appropriate approaches and techniques</b>        | Field-appropriate research questions, relevant to topic and sources, which could lead to new knowledge.      | Field-appropriate research questions, relevant to topic or sources, writer develops their own voice.           | Research questions relate to topic or sources and are field-relevant.                               | Topic may or may not be field relevant; question or topic may be vague.                                  |
|  | Consults abundance of relevant sources or data, with full understanding.                                     | Consults several relevant sources or data, demonstrating defensible understanding of sources.                  | Consults one or more relevant sources or data sets, comprehension errors do not undermine argument. | May or may not consult field-relevant sources or data. Comprehension may demonstrate significant errors. |
|  | Applies field-appropriate analysis or discussion skillfully and thoroughly.                                  | Applies field-appropriate analysis or discussion adequately.   | Demonstrates relevant analysis or discussion.   | May be limited to description, summary, or speculation.  |
|  | Argument supported by strong grasp of field-relevant concepts or knowledge.                                  | Argument may implement field-relevant concepts or knowledge with accuracy.                                     | Analysis may demonstrate partial grasp of relevant concepts.  |  |
| <b>Quality and originality of ideas, analysis, argument, and evidence</b>        | Topic and ideas show original, higher-order thinking.  | Topic and ideas show higher-order thinking.  | Topic and ideas show critical thinking.   | Thoughts consider only the readily apparent or are unsupported.  |
|  | Arguments, evidence, and/or ideas strongly support and fully develop topic.                                  | Arguments, evidence, and/or ideas strongly support topic.  | Arguments, evidence, and/or ideas are relevant to topic.  | Arguments and evidence not present.  |
|  | Factual evidence, compelling arguments and/or ideas, research-supported and well cited.                      | Factual evidence and/or interesting ideas supported with cited research.                                       | Arguments, ideas, and/or evidence logical or research supported.                                    | Ideas, arguments, and/or evidence based on opinions or flawed logic.                                     |
|  | Discusses counterarguments and multiple perspectives on the topic with nuance                                | Acknowledges counterarguments, and discusses multiple aspects of the topic.                                    | Counterarguments or alternative interpretations not considered.                                     |  |
| <b>Organization, clarity, development, and coherence</b>                         | Topic or point of view stated in well-incorporated opening and closing.                                      | Topic or point of view stated in opening and closing.  | Topic explicitly stated.  | Focus may be unclear.  |
|  | Elements and ideas related to topic, to each other, and to audience.   | Elements and ideas related to topic and each other.  | Elements and ideas related to topic or to each other.   | Major elements isolated or not related to each other.  |
|  | Ideas and thoughts are fully and clearly explained.  | Ideas and thoughts are adequately explained.   | Ideas and thoughts are not always adequately explained.   |  |
|  | Organization enables reader to follow argument easily, with smooth and effective transitions.                | Organization enables reader to follow argument with little difficulty, with some use of effective transitions. | Paper shows evidence of organization, but may stray from topic.                                     | Organization scattered, disjointed.  |
| <b>Mechanics</b>   | Language clear, natural, engaging, and accurate.   | Language clear and natural, errors do not interfere with meaning.  | Language mostly comprehensible.   | Errors and lack of clarity make reading difficult.   |
|  | Paragraphs used skillfully.  | Paragraphs facilitate reading.   | Paragraphs used.  | Paragraphs may not be used.  |
|  | Virtually no spelling errors.  | Few spelling errors.   | Spelling errors do not interfere.   | Spelling errors interfere with readability.  |
|  | Citation style is smooth and accurate.   | Citation style is mostly accurate.   | Sources identified and distinguished from writers' ideas and words.                                 | Plagiarism may be present.   |
|  | Full and accurate documentation following appropriate style.   | Sources documented with appropriate style.   | Sources documented.   |  |

## **D. MA in Latin American Studies: Broad Program Goals & Measurable Student Learning Outcomes**

The Latin American Studies (LAS) Program is designed to provide MA students with a broad yet solid interdisciplinary foundation. The MA in Latin American Studies is designed to prepare students for careers in government service, teaching, scholarship, business, travel, and tourism, and inter-American and/or non-governmental organizations. In addition, the program complements graduate work in a student's chosen professional field (i.e. dual degrees: the LAS Program has four formalized dual-degree programs with Community & Regional Planning, Education (LLSS), the Law School, and the Robert O. Anderson Schools of Management) and provides graduate training in preparation for the pursuit of a disciplinary or interdisciplinary PhD. Graduate concentrations include Anthropology, Art History, Brazilian Literature & Culture, Community & Regional Planning, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religions & Philosophy, Sociology, Southwest Studies, Spanish American Literature, and Spanish Linguistics.

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.

Goal 2: Students will learn theory and/or research methods in two disciplines.

SLO 2.1: Students will solve a research problem on a specifically-defined Latin American topic by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources or data.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

SLO 3.1 Students will present their research orally or in writing in compelling, coherent, clear analytical arguments, supported by appropriate documentation and disciplinary citation style.

Goal 4: Students will develop and apply interdisciplinary of methods to Latin American topics.

SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.

## E. MA in LAS: Assessment of Student Learning Three-Year Plan

All of the program's Student Learning Outcomes at the graduate level meet the university's goals of Knowledge, Skills, and Responsibility. All measurements described below are direct measurements.

| University of New Mexico Student Learning Goals  |           |        |                |  |
|--|-----------|--------|----------------|--|
| Program SLOs   | Knowledge | Skills | Responsibility | Program SLO is conceptually different from university goals. |
| SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration. | X         | X      | X              |  |
| SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.  | X         | X      | X              |  |

### I. Assessment of Student Learning Outcomes (All measurements are direct.)

Measurement: 2009-12 for SLO 1.1

Faculty on each student's Committee on Studies (COS) will grade the respective MA and exams using the attached rubric. The Associate Director for Academic Programs will create a written report of the results. We expect that 80% of all MA exams will rate at a low pass or above, and 60% will be at a pass or above. SLO 1.1 will be assessed three years in a row, following the same method of collection and team assessment, with a rubric revised on the basis of the prior year's experience.

Measurement: 2011-2012 for SLO 4.1

For MA students completing an interdisciplinary thesis, the members of the Committee on Studies will evaluate the thesis based on the attached rubric (to be developed) and will submit their evaluations to the Associate Director, who will compile the results and present them to ICLAS at the first meeting of the fall semester. We expect that 80% of theses will be accepted for the degree.

### II. Analysis and Interpretation of Data

ICLAS will discuss MA assessment in the second meeting of spring semester. The purpose of the discussions will also be to share ideas regarding program objectives and methods of achieving

those objectives, including what constitutes adequate knowledge of core Latin American content and discipline-specific theory, and the ability to apply this knowledge to developing a coherent argument on a Latin American issue, problem, event, or textual corpus, and the degree to which students achieve these objectives.

Particular attention will be paid to the interdisciplinary concentration exams—Gender Studies, Human Rights, and Southwest Studies—and interdisciplinary theses. ICLAS will discuss the implications of the data for curricular development. For example, was the assessment measure effective, or does it need to be altered? Did the results meet, exceed, or fall short of program expectations? What actions need to be taken in the future to either change the measurement or change the expectations, pedagogy, curriculum, or advising?

The Associate Director for Academic Programs will summarize the ICLAS discussion and disseminate to Latin American Studies faculty by the end of the academic year.

Assessment plan approved by ICLAS, December 2, 2009.

## F. Assessment Rubric for SLO 1.1 and 2.2

**High Pass:** This exam overall exceeds expectations for this level of graduate studies. The essay:

- 1) demonstrates comprehensive mastery of specific Latin American issues, problems, or cases, by describing them in relation to contemporary, historical, local, regional, and/or international processes;
- 2) presents a sophisticated analytical thesis that responds to the problem posed;
- 3) demonstrates comprehensive understanding of the literature relevant to the field, by supporting the analysis with defensible interpretations of appropriate sources;
- 4) employs with mastery concepts, theory, methods, or approaches of the discipline or field;
- 5) demonstrates comprehensive mastery of the issues, problems, or cases;
- 6) thoroughly answers all parts of the question asked;
- 7) presents the ideas in compelling, coherent, clear analytical arguments, supported by appropriate bibliographical references.

**Pass:** This exam overall fully meets expectations for this level of graduate studies. The essay:

- 1) demonstrates comprehensive knowledge of specific Latin American issues, problems, or cases, by describing them in relation to contemporary, historical, local, regional, and/or international processes;
- 2) presents a comprehensible analytical thesis that responds to the problem posed;
- 3) demonstrates comprehensive knowledge of the literature relevant to the field, by supporting the analysis with defensible interpretations of appropriate sources;
- 4) employs concepts, theory, methods, or approaches of the discipline or field in an intelligent manner;
- 5) demonstrates a full understanding of the issues, problems, or cases;
- 6) addresses answers all parts of the question asked;
- 7) presents the ideas in an organized, analytical argument, in articulate language, supported by appropriate source references;
- 8) may have some extraneous or erroneous material, which does not detract from the overall quality of the essay.

**Low Pass:** This exam overall meets expectations for this level of graduate studies. The essay:

- 1) demonstrates adequate knowledge of specific Latin American issues, problems, or cases, by describing them in relation to contemporary, historical, local, regional, and/or international processes;
- 2) presents a thesis that responds to the problem posed;
- 3) demonstrates adequate knowledge of the literature relevant to the field, by supporting the analysis with defensible interpretations of appropriate sources;
- 4) demonstrates an understanding of some concepts, theory, methods, or approaches of the discipline or field;
- 5) demonstrates an adequate understanding of the issues, problems, or cases;

- 6) addresses the main points of the question asked;
- 7) presents the ideas in an organized, analytical argument, in articulate language, supported by appropriate source references;
- 8) may have some extraneous or erroneous material, which detracts from the overall quality of the essay.

**Fail:** This exam overall fails to meet expectations for this level of graduate studies. The essay does one or more of the following:

- 1) Fails to demonstrate adequate knowledge of specific Latin American issues, problems, or cases, by describing them in relation to contemporary, historical, local, regional, and/or international processes;
- 2) May not present a thesis that responds to the problem posed;
- 3) Fails to demonstrate adequate knowledge of the literature relevant to the field, by supporting the analysis with defensible interpretations of appropriate sources;
- 4) Fails to demonstrate an understanding of concepts, theory, methods, or approaches of the discipline or field;
- 5) Fails to demonstrate an adequate understanding of the issues, problems, or cases;
- 6) Does not address the main points of the question asked;
- 7) Presents the ideas in an unintelligible manner;
- 8) May consist primarily of summaries of the readings.

Rubric approved by MALAS, March 9, 2010

## **G. Ph.D. in Latin American Studies: Broad Program Goals & Measurable Student Learning Outcomes**

The PhD in Latin American Studies is designed to provide students with an in-depth interdisciplinary preparation in two disciplinary approaches to Latin America. The PhD is designed to prepare students for specialized careers in government service, teaching, scholarship, museum work, and inter-American and/or non-governmental organizations. Concentrations include Anthropology, Art History, Brazilian Literature & Culture, Economics, History, International Management, Political Science, Sociology, Spanish American Literature, and Spanish Linguistics.

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.

SLO 1.2: Students will discuss in depth the central issues of their two fields of concentration.

Goal 2: Students will master research methods in two disciplines.

SLO 2.1: Students will solve a research problem on a specifically-defined Latin American topic by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources or data.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

SLO 3.1 Students will present their research orally or in writing in compelling, coherent, clear analytical arguments, supported by appropriate documentation and disciplinary citation style.

SLO 3.2 Students will attend professional development events- a conference, workshop, fieldwork AND participate in such an event by giving a scholarly talk or publishing an article.

Goal 4: Students will develop and apply interdisciplinary of methods to Latin American topics.

SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.

SLO 4.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field.

## H. Ph.D. in LAS: Assessment of Student Learning Three-Year Plan

### Relationship to UNM Student Learning Goals

| University of New Mexico Student Learning Goals   |           |        |                |  |
|---|-----------|--------|----------------|--|
| Program SLOs  | Knowledge | Skills | Responsibility | Program SLO is conceptually different from university goals. |
| SLO 3.2 Students will attend professional development events- a conference, workshop, fieldwork and participate in such an event by giving a scholarly talk or publishing an article. | X         | X      | X              |  |
| SLO 4.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field in the form of a dissertation.                          | X         | X      | X              |  |

## I. Assessment of Student Learning Outcomes

Measurement: 2009-10 for SLO 3.2 and 4.2

### SLO 3.2

A Graduate Assistant in the MA/LAS program, under the supervision of the Associate Director, will contact the Ph.D. students and communicate the SLO assessment plan, and solicit from each student the submission by the end of spring semester of a report on their participation in professional development events for the current academic year; the report may be submitted in the form of a CV. The report should be accompanied by evidence of professional participation in the form of a talk or published article.

The Associate Director will create a written report to present to ICLAS, who will then decide on distribution to the LAS faculty. We anticipate that 100% of PhD students will participate in at least 1 professional-development event per academic year, and give a professional presentation or publish a related paper.

### SLO 4.2

Because of the small size of the Ph.D. program, it is likely that such significant research projects (principally in the form of a dissertation) will not be produced every year. On years in which a



Ph.D. student completes a dissertation, the student's dissertation committee will assess the dissertation and the student's defense, and award a pass, fail, or pass with distinction. We expect that 80% of Ph.D. students will receive a pass or better and will complete the degree.

Additionally, at least two members of ICLAS and the Associate Director will attend the dissertation defense, representing where possible the student's two disciplinary concentrations, among others. These three ICLAS members will then meet with the Associate Director to discuss and assess the success of the interdisciplinary integration achieved in the discussion during the dissertation defense. The Associate Director will write a summary of the discussion to submit to ICLAS.

## **II. Analysis and interpretation of data**

The Associate Director for Academic Programs will report to ICLAS the findings of the assessments each year in the first fall meeting following the collection of data from the spring. ICLAS will discuss the implications of the data for curricular development. For example, was the assessment measure effective, or does it need to be altered? Did the results meet, exceed, or fall short of departmental expectations? What actions need to be taken in the future to either change the measurement or change the expectations, pedagogy, curriculum, or advising?

Assessment Plan Approved by ICLAS, December 2, 2009