

**THE UNIVERSITY OF NEW MEXICO**

**INTERDISCIPLINARY COMMITTEE ON LATIN  
AMERICAN STUDIES (ICLAS)**

**POLICY MANUAL**



# TABLE OF CONTENTS

PART ONE: GENERAL POLICIES.....	5
I.    Mission Statement and Statement of Purpose .....	6
Mission Statement.....	6
Statement of Purpose.....	6
II.   The History of Interrelationships of the Governing Bodies of LAS Programs at UNM.....	7
III.  Associate Director for Academic Programs.....	8
Selection Process .....	8
Requirements for Candidacy.....	8
Selection Policy.....	8
Length of Term .....	8
Responsibilities .....	8
To LAS students:.....	8
To LAS faculty:.....	8
To the Dean of Arts and Sciences:.....	9
To the LAII Director: .....	9
Evaluation .....	9
IV.  ICLAS Structure.....	10
Membership in ICLAS.....	10
Student Representation.....	10
Responsibilities of ICLAS .....	10
Decision-Making Processes.....	11
Rights and Responsibilities of ICLAS Members.....	11
V.   Meetings.....	12
Notification and Frequency .....	12
Quorum.....	12
VI.  Student Organization of Latin American Studies (SOLAS).....	13
Membership .....	13
Leadership Positions .....	13
Representation .....	13
VII. Latin American Studies Relevant Committees .....	14
LAII Executive Committee .....	14
Grants and Awards Committee .....	14
Operations Committee .....	14
VIII. Adoption of this Policy Manual .....	15
IX.  Amendments – Procedure .....	16
X.   Distribution of Policy Manual.....	17
XI.  Interpretation of Policies.....	18
PART TWO: ACADEMIC POLICIES .....	19
VII. Admission to the Masters of Arts Academic Program .....	20
Logistics.....	20
Admission Standards .....	20

Bachelor's Degree .....	20
Spanish or Portuguese Language Requirement .....	20
Desirable Applicant Qualities and Affirmative Action .....	20
VIII. Admission to the PhD Program .....	22
Logistics.....	22
Admission Standards .....	22
IX. Graduate Assistantships .....	23
Background.....	23
Awards Process.....	23
The regular spring awards process.....	23
Off-season awards process .....	24
Small scholarship awards process .....	24
Awards Criteria .....	24
X. Academic Advisement .....	26
Committee on Studies .....	26
Advisement Worksheet .....	26
XI. Academic Honesty.....	27
UNM Policy on Academic Dishonesty.....	27
Forms of Academic Dishonesty.....	27
Disciplinary Procedures .....	28
Sanctions for Misconduct .....	29
Promoting Academic Integrity: Proactive Strategies.....	30
Helpful Resources for Students .....	30
XII. Petitions for ad hoc Concentrations in the MALAS and PhD Programs .....	31
XIII. MALAS Comprehensive Examinations.....	32
Committee Structure .....	32
Goals of the Exam .....	32
General Goals.....	32
The Exam Structure .....	32
The Exam Schedule .....	33
Grading of the Exam .....	33
Dissemination of Information.....	34
PhD Comprehensive Examinations .....	35
Committee Structure .....	35
Goals of the Exam .....	35
The Exam Structure .....	35
The Exam Schedule.....	35
Grading of the Exam .....	36
PART THREE: STUDENT OUTCOMES ASSESSMENT PLAN.....	37
A. BA in Latin American Studies: Broad Program Goals & Measurable Student Learning Outcomes.....	38
B. BA in LAS: Assessment of Student Learning Three-Year Plan .....	39
I. Assessment of Student Learning Outcomes .....	40
Analysis and interpretation of data .....	40
C. BA Assessment Rubric for SLOs.....	41
D. MA in Latin American Studies: Broad Program Goals & Measurable Student Learning Outcomes .....	43
E. MA in LAS: Assessment of Student Learning Three-Year Plan .....	45

I. Assessment of Student Learning Outcomes .....	46
II. Analysis and Interpretation of Data.....	46
F. Assessment Rubric .....	48
G. Ph.D. in Latin American Studies: Broad Program Goals & Measurable Student Learning Outcomes....	53
XIV. H. Ph.D. in LAS: Assessment of Student Learning Three-Year Plan .....	54
Assessment of Student Learning Outcomes .....	54
Analysis and interpretation of data .....	55

**PART ONE:  
GENERAL POLICIES**

# I. Mission Statement and Statement of Purpose

## **Mission Statement**

The Latin American Studies (LAS) program at The University of New Mexico (UNM) 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. The LAS is a comprehensive program of undergraduate and graduate studies that promotes the use of interdisciplinary 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.

## **Statement of Purpose**

The Latin American Studies program (LAS) at the University of New Mexico (UNM) has a long history of providing interdisciplinary, integrative area study of Latin America from the undergraduate through PhD 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, MA, and PhD programs 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 Latin American & Iberian Institute's (LAI) Associate Director 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 & 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 PhD 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 & 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:

- provides salary and benefits for LAS program staff support
- office space in its buildings as well as telephone, computer support, and supplies for the student advisor and Associate Director for Academic Programs
- 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 Brown Bag presentations sponsored by SOLAS as well as other events, speakers, and exhibitions
- provides for LAS students a library, lounge space, and free access to the Latin American Digital Repository.

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 (FC). The Faculty Concilium serves as the constituency of the Latin American & Iberian Institute (LAI) and includes all UNM faculty members with teaching and research interests in Latin America.

The College of Arts & 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.

#### **Selection Process**

##### 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.

##### 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 LAII FC (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 the College of Arts & Sciences. The Dean of the College of Arts & Sciences and the LAII Director jointly appoint the Associate Director for Academic Programs at their discretion.

##### 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 LAII FC officers.

#### **Responsibilities**

##### 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 staff support 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

##### To LAS faculty:

The Associate Director for Academic Programs serves, with the assistance of LAII staff support, as a coordinator among LAS faculty to:

- Help connect faculty mentors to students
- Receive advisement information from LAS faculty about specific students
- Support LAS faculty course enrollments through the advisement function
- Keep track of LAS-qualified courses offered in the program's major fields
- Negotiate with disciplinary department chairs about LAS course offerings



- Support LAS faculty in their merit pay and promotion and tenure process by informing department chairs of faculty contributions to LAS through faculty service letters and other documentation as requested and required

To the Dean of Arts and Sciences:

The Associate Director for Academic Programs is accountable to the Dean of the College of Arts & 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 their 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 & Sciences Chairs and Program Directors.

To the 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.

## **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 & Sciences manages the evaluation process, receiving evaluation materials, and compiling and assessing results. The LAII Director, with input from the Dean of Arts & Sciences or their designee, will write an annual review of the LAS Director and share it with the Associate Director for Academic Programs, the Chair of the Associate Director's home department, and the Dean of Arts & Sciences or their designee. The LAII Director and the Dean of Arts & Sciences or their designee will meet jointly with the Associate Director for Academic Program to convey the results of the evaluation.

## IV. ICLAS Structure

### Membership in ICLAS

The Associate Director for Academic Programs chairs ICLAS. The Associate Director solicits interest from among faculty members who are members of the FC and actively involved in instruction and advisement of students in the LAS program. The Dean of Arts & 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 their tenure in that position). Terms may be repeated indefinitely if ICLAS members are willing and the Associate Director for Academic Programs, LAII Director, and Arts & Sciences 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 & Sciences departments generally have representation: Spanish & 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- Arts & Sciences 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 & 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.

### 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 & Sciences who makes the appointment.

In order to protect student privacy, the student representative will be asked to excuse themselves 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. 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.

### 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

### **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.

### **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

### **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.

### **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)

### **Membership**

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

### **Leadership Positions**

- SOLAS members elect a president each spring and other officers each fall.
- SOLAS holds representation on all LAll committees, including the Executive Committee, Grants & Awards Committee, and Operations Committee.

### **Representation**

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

## VII. Latin American Studies Relevant Committees

### **LAll Executive Committee**

This committee is the consultative faculty body for the LAll. The committee meets at least yearly and consists of the President, Vice President, and Secretary of the Latin American Faculty Concilium, along with six elected representatives from the Faculty Concilium on Latin America (FC), 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 FC, 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.

### **Grants and Awards Committee**

This committee provides a source of support for LAS students through the following functions: LAll field research awards, Tinker field research grants, Title VI Foreign Language & Area Studies (FLAS) fellowships, LAll PhD fellowships, and other funding opportunities. The committee consists of faculty representatives elected from all departments, programs, or Colleges/Schools 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 LAll Director will represent LAS on the Grants and Awards Committee.

### **Operations Committee**

This committee manages the programmatic functions of the LAll including publications, library recommendations, special events and programs, internal evaluation, and other activities as necessary. The Operations Committee consists of at least six members, nominated by FC 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 LAll Executive Committee ratifies Operations Committee membership. As members of the FC, 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 one 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

*Amendments to this document may be recommended by a standing committee, sub-committee, or ad hoc committee; the Associate Director for Academic Programs; the LAII Director; or five current LAS faculty members. 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. The Policy Manual will also be uploaded to the LAII website.

## 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 & 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

# PART TWO: ACADEMIC POLICIES

## VII. Admission to the Masters of Arts Academic Program

### Logistics

Applicants apply to the program through UNM Graduate Studies. Applications are managed by LAII program staff.

- All ICLAS members are asked to review each application that comes in and rank students by the deadline set by the Associate Director for Academic Programs.
- ICLAS will hold a meeting in early February to discuss final admissions and Graduate Assistantship decisions.
- Admissions letters will be sent out by late February with the request that students decide by April 15 if they will join the program or not.
- Late applications may be considered, but those students will not be considered for funding unless additional funding becomes available.
- Spring semester admission will be reviewed in November and those students will not be considered for funding lines.

### Admission Standards

#### Bachelor's Degree

A bachelor's degree is required. Background work in the social sciences and humanities related to Latin America is preferred.

#### Spanish or Portuguese Language Requirement

At least two years of undergraduate coursework (or equivalent language training) in either Spanish or Portuguese is required prior to admission. Applicants with otherwise strong qualifications but with limited Spanish competence may be admitted on the condition that they complete SPAN \*\*352 Advanced Grammar, within their first year of graduate study.

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.

#### 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, the LAS program seeks diversity in the 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 (transcripts, letters of recommendation, 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 field of concentration.

These criteria are to be distributed to potential applicants.

## VIII. Admission to the PhD Program

### Logistics

Applicants apply to the program through UNM Graduate Studies. Applications are managed by LAII program staff.

- Each application file is read by the Associate Director for Academic Programs and the LAII Director. 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 two reviewers mentioned above, the applicant is reviewed by entirety of ICLAS and ranked for funding when appropriate. The LAS program recommends not admitting PhD students who would not receive funding.
- 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 PhD admissions; this may entail a review by the full department or only by Latin Americanist faculty, as the department deems fit. The Associate Director for Academic Programs 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 their disciplinary concentration.

### Admission Standards

The criteria described above for MA applicants also apply to applicants to the PhD program. In addition, PhD applicants must submit the following materials:

- GRE scores
- 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 their 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

## IX. Graduate Assistantships

### Background

Each year the LAll funds .5 FTE (20 hour) and .25 (10 hours) Graduate Assistantships (GA) for LAS graduate students. LAS Graduate Assistants may be assigned work in the Institute from the following list of tasks:

- Staffing LAll committees such as Executive, Grants and Awards, and Operations;
- Staffing ICLAS and assisting the Associate Director for Academic Programs, the LAll 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 Communication & Outreach Specialist;
- Other tasks as deemed necessary by the LAll 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 LAll senior staff and may be adjusted to meet LAll staffing and programmatic needs. Each GA is directly supervised by an LAll staff member, an LAS faculty member, or other LAll partnering organization staff as assigned.

### 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 with the second and third years being awarded at .25 FTE (10 hours a week) so as to allow them to comply with the Law School's requirement that first year law students not work more than 10 hours. Students in three-year dual degree programs are nonetheless awarded funding only for the first two years. Additional GA and Project Assistantship (PA) awards may be made based on funding availability and at the discretion of the ICLAS chair and membership. If a GA award become available off-season, any LAS student may be considered for the award.

During the admissions review, ICLAS members rank applicants for GA awards on a five-point scale, ranging from 1 (least qualified) to 5 (most qualified). The average of all rankings becomes the applicant's overall score. Reviewers should not rank applicants who they consider not admissible to the program.

#### The regular spring awards process

Each year, depending on availability of GA lines, the Associate Director for Academic Programs, in consultation with ICLAS, decides how many full (20 hour) awards to make and how many half (10 hours) awards to make. 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 for Academic Programs offers the award to the next person on the list.

If after all ranked applicants have been made offers and there remain unassigned GA awards, ICLAS will select 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 for Academic Programs sends out a call to all continuing students asking for self-nominations for a GA award. The Associate Director for Academic Programs 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, etc.), the Associate Director for Academic Programs sends a list of potential awardees to ICLAS (via email if possible) for feedback and discussion. The Associate Director for Academic Programs, 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 for Academic Programs 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 LAll 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 and in line with specific scholarship criteria. (Approved by ICLAS March 11, 2009.)

### **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) 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 concentration choice 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 & Portuguese will be made based on the following criteria:

- The Department of Spanish & Portuguese holds two .5 FTE Teaching Assistantships (TA) for LAS graduate students to teach sections 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.
- Students are selected based on their fluency in Spanish and any evidence of ability to teach at the undergraduate level.
- 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

## X. Academic Advisement

### Committee on Studies

Mid-way through the second semester, MA students in the Latin American Studies program must ask three faculty members from their chosen concentration to serve on their Committee on Studies (COS). 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, exit requirement plans, and other relevant advisement
- To administer and evaluate a comprehensive examination 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 take their exam. 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 students, 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 comprehensive examination 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.

Faculty who are not LAS faculty must be approved on a case-by-case basis by the Associate Director for Academic Programs. Experts in LAS who are Part-Time Instructors should not be placed on committees, unless approved by the Associate Director for Academic Programs.

### Advisement Worksheet

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

Adopted by ICLAS: December 12, 2003

Revised by ICLAS: January 25, 2006

Revised by ICLAS: December 5, 2011

## XI. Academic Honesty<sup>1</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:

### UNM Policy on Academic Dishonesty

Adopted by the UNM 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.

### 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.

---

<sup>1</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).)

- **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.
- **Misuse 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.

## 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 for Academic Programs. The Associate Director for Academic Programs 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 for Academic Programs will:

1. Inform the Dean of Students of the allegation.
2. 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 their case. The student may be accompanied by an advisor or friend, but will present their own case; no advisor or attorney will present arguments or evidence. The student may present witnesses with relevant information or evidence.
3. ICLAS will then decide 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.
4. The Associate Director for Academic Programs will promptly inform the student in writing of ICLAS's decision.
5. The student may appeal the decision to the Dean of the College of Arts & 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.

### Sanctions for Misconduct

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

- **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.
- **Admonition:** A formal reprimand that becomes part of the student's official record.
- **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.
- **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 their current courses. In the case of failure to withdraw, ICLAS may dismiss the student from the program.
- **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 or not to readmit the student.
- **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.

## 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.

## Helpful Resources for Students

APA Style Guide: <https://apastyle.apa.org>

CMS Style Guide: <https://www.chicagomanualofstyle.org/home.html>

MLA Style Guide: <https://style.mla.org>

Purdue University Online Writing Lab (OWL): [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

UNM Graduate Resource Center: <https://unmgrc.unm.edu>

UNM Student Health & Counseling: <http://shac.unm.edu>

Adopted by ICLAS: May 23, 2003

Revision approved by ICLAS: November 29, 2010

## XII. Petitions for ad hoc Concentrations in the MALAS and PhD Programs

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 only be accepted for ad hoc secondary concentrations at the PhD 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 MA or PhD level. Petitions should be substantive and thorough, indicating:

- Proposed coursework to complete the concentration;
- Evidence of faculty support for mentorship and supervision in the area; and
- 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 their 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:

- The petition indicates the availability of sufficient numbers of courses to fulfill concentration requirements.
- 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.
- The proposed boundaries of the field demonstrate sufficient breadth to be credible as a secondary concentration at the PhD 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 PhD students, the concentration must provide sufficient research and teaching competence to be credible for academic employment in the field.
- The proposed concentration provides for sufficient depth to demonstrate MA or PhD level competence (theoretical, methodological, empirical, and where appropriate, policy application).
- 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

## XIII. MALAS Comprehensive Examinations

### Committee Structure

MALAS students are required to establish their Committee on Studies (COS) mid-way through the second semester of full-time study. Students who are pursuing their degree on a part-time basis - 6 credit hours or less per semester - must establish their COS at least two semesters before they intend to graduate. The COS for Plan I and Plan II consists of three faculty members. The student asks one of the members to act as chairperson. Non-LAS faculty may be approved by the Associate Director for Academic Programs on a case-by-case basis. Experts in LAS who are Part-Time Instructors should not be placed on committees, unless approved by the Associate Director for Academic Programs.

### Goals of the Exam

The following goals were approved by the members of the Interdisciplinary Committee on Latin American Studies (ICLAS) and articulate what ICLAS sees as desired outcomes of an MA in Latin American Studies. The rubric is also distributed to faculty administering comprehensive examinations.

### General Goals

Students should demonstrate their breadth of preparation in the Latin American field, including:

- In-depth knowledge the field of concentration in Latin American Studies;
- An understanding of the theory and/or methodology of relevant academic disciplines;
- The ability to apply an interdisciplinary perspective, including theory and/or methodology, to field-relevant literature or data in the discussion of issues, problems, or cases;
- The ability to bring to their analysis of these issues, problems, or cases, a breadth of knowledge of the history, society, and culture(s) of Latin America.

### The Exam Structure

Students work with their committee to create a reading list that the exam questions will be based on. Reading lists should be based on students' interest and courses taken and not be considered a new project. The reading list will vary in accordance to the concentration, however faculty should be aware that this is a five-hour, closed note exam and design the list accordingly.

All exams have some element of choice for students, but examining faculty determine the extent to which students will have input into exam questions and the extent to which exam questions are tailored to individual students. Students should therefore discuss with the members of their Committee on Studies the specific expectations they have for the comprehensive examination essays. Faculty are asked to let their students know the format at least two weeks in advance. Students may ask the LAS program for sample questions to review in advance.

The examining faculty may choose to ask students to respond to one or two questions in their concentration. Faculty members can either create the question(s) together or separately. Students can be given the option of which question(s) to answer.

Students 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 relevant fields, 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.

Students write their exam in one five-hour session. There will be no page limit for responses.

Exams are proctored by the LAS program and written in a quiet room or computer lab, on computers that are disconnected from the internet. A drive will be provided by the LAS program for students to save their work. Outside drives are not allowed. Students may bring with them their approved bibliography. Exam instructions advise students not to worry about mind-blocks on details (e.g. names and dates), but to describe the person, phenomenon, or event, and give an approximate date, if they are at a loss.

## **The Exam Schedule**

The exams are scheduled on the Friday during Fall and Spring Break to guarantee students have sufficient coursework to complete the comps successfully. Summer exams will be scheduled as needed for students and based on faculty availability. Faculty turn in the LAS Comp Report to program staff for assessment purposes and submit the online Graduate Studies Report on Examination form within two weeks of the exam date, and no later than one week before Graduate Studies' graduation deadlines. The Graduate Studies' deadline for students to complete their exit requirements are November 15 (fall semester), April 8 (spring semester), and July 15 (summer semester). Late submission of the Report on Examination may result in students' delayed graduation. The LAS Comp Report is used for assessment and it is critical that faculty return that as well.

Students in the two-year MA program take their exams in the last semester of their program 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.

## **Grading of the Exam**

Even if the exam questions were created separately, the three committee members are expected to read the full response to that concentration. Members of the Committees on Studies award the exams a grade of Pass with Distinction, Pass, Low Pass, and Fail, using the MALAS Assessment Rubric as a guide. **NOTE:** Please see Part Three, Section F of the ICLAS Policy Manual for the Assessment Rubric and corresponding Student Learning Outcomes (SLO).

### **Pass with Distinction**

If a student receives "Pass with Distinction" from at least two out of three 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 their degree concentration. (Approved by ICLAS November 30, 2020)

### **Failed Examinations**

If a student fails the exam, they will need to retake that exam in the following semester. The committee will create new questions based on the same reading list.

## **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 Graduate Student Handbook;
- It will be available on the LAII web site;
- The Associate Director for Program Development will have hard copies of this policy for dissemination to students.

Approved by ICLAS: January 15, 2004

Revised by ICLAS: May 10, 2010

Revised by ICLAS: January 6, 2019

# PhD Comprehensive Examinations

## Committee Structure

PhD students are required to establish their Committee on Studies (COS) at least one semester before they intend to take their comprehensive examinations. The COS is composed of at least two members from each concentration. The committee make-up of the comprehensive examinations does not have to be the same as the dissertation committee.

## Goals of the Exam

The following goals were approved by the members of the Interdisciplinary Committee on Latin American Studies (ICLAS) and articulate what ICLAS sees as desired outcomes of a PhD in Latin American Studies.

The comprehensive exam is a demonstration of competence in the student's two concentration areas involving some mix of theory, background, methodology, Latin American geographical focus, and other relevant disciplinary materials related to but more encompassing than the student's dissertation research. They demonstrate mastery of areas using extensive reading lists they have developed in cooperation with the members of their Committee on Studies.

## The Exam Structure

The student creates a reading list in consultation with all members of their COS and the committee approves the list the semester prior to the scheduled exam. The comprehensive examinations will be coordinated and administered by the LAS program in conjunction with the student's COS.

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. Faculty can either ask students to respond to the question(s) given or offer an option of questions to choose from. Faculty are asked to let the student know the format at least two weeks in advance. Students may ask for sample questions to review in advance.

Students work with their committee to create two reading lists, one for each concentration, that the exam questions will be based on. Reading lists should be based on students' interest and courses taken and not be considered a new project. The reading list will vary in accordance to the disciplinary concentrations.

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.

Students write their exams over two weekends, one for each concentration. There may or may not be page limit for responses. This is at the discretion of the COS.

## The Exam Schedule

The exams are scheduled on the first two weekends in November (Fall) and April (Spring) to guarantee that

students have sufficient coursework to complete the comps successfully. Summer exams will be scheduled as needed for students and based on faculty availability. Comprehensive Examination questions will be distributed electronically to students at 9 am on Friday morning and must be returned electronically (or in hard copy) by 5 pm on the following Monday.

Faculty turn in the LAS Comp Report and submit the online Graduate Studies Report on Examination form within two weeks following the exam date.

The semester before a student takes comprehensive exams, they 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.

### **Grading of the Exam**

Members of the Committees on Studies award the exams a grade of Pass with Distinction, Pass, Low Pass, or Fail.

#### **Pass with Distinction**

If a student receives "Pass with Distinction" from at least three out of four committee members, they will be awarded an overall "Pass with Distinction" on the PhD exam. In this way, "Pass with Distinction" will recognize that a student has achieved excellence in both degree concentrations.

#### **Failed Examinations**

If a student fails the exam in one concentration, they will need to retake that section of the exam in the following semester. The committee will create new questions based on the same reading list. The student will not have to retake both concentrations unless they fail in both concentrations. PhD students are required to successfully complete their comprehensive examinations before submitting their Application for Candidacy.

Approved by ICLAS: January 6, 2019

# PART THREE: STUDENT OUTCOMES ASSESSMENT PLAN

## 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, or Latin American indigenous language]. All undergraduate LAS majors select one of six interdisciplinary Areas of Specialization:

- Arts, Literature, & Cultural Studies
- Conflict, Peace, & Rights
- Environmental governance and resilience
- History & Society
- Indigeneity in the Americas
- Markets & Development

**Program Goal 1:** Students will develop broad knowledge of historical, cultural, and societal processes in Latin America.

**SLO 1.1:** Students will demonstrate a broad understanding of Latin American history.

**SLO 1.2:** Students will demonstrate a broad understanding of Latin American culture and society.

**Program Goal 2:** Students will demonstrate their ability to analyze and evaluate perspectives on Latin American processes from an interdisciplinary perspective.

**SLO 2.1:** Students will construct their own research questions.

**SLO 2.2:** Students will identify appropriate primary and secondary sources for addressing their research questions.

**Program Goal 3:** Students will communicate ideas and concepts clearly and effectively in both written documents and oral presentations.

**SLO 3.1:** Students will present their research in clearly-written analytical arguments.

**SLO 3.2:** Students will support their research with appropriate documentation and citation style.

**SLO 3.3:** Students will orally present their research in English, Spanish or Portuguese, in a clear manner, using appropriate vocabulary and grammatical structures.

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

Student Learning Outcome (SLO)	UNM Student Learning Goals	Assessment Measures	Assessment Benchmark	Sample Population
<b>SLO 1.1:</b> Students will demonstrate a broad understanding of Latin American history.	Knowledge	Six question pre-/post-exam to measure students' base knowledge and growth in LTAM 360.	At least 75% of all students will pass the post-exam with 80% or higher.	All LAS majors enrolled in LTAM 360, which is offered each fall semester. All degree seeking students must take this course during their program of study.
<b>SLO 1.2:</b> Students will demonstrate a broad understanding of Latin American culture and society.	Knowledge	Six question pre-/post-exam to measure students' base knowledge and growth in LTAM 360.	At least 75% of all students will pass the post-exam with 80% or higher.	All LAS majors enrolled in LTAM 360, which is offered each fall semester. All degree seeking students must take this course during their program of study.
<b>SLO 2.1:</b> Students will construct their own research questions.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty member will rate LTAM 360 final research papers on this criterion as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 75% of students achieving an outcome of 2 or better.	All LAS majors enrolled in LTAM 360, which is offered each fall semester. All degree seeking students must take this course during their program of study.
<b>SLO 2.2:</b> Students will identify appropriate primary and secondary sources for addressing their research questions.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty member will rate LTAM 360 final research papers on this criterion as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 75% of students achieving an outcome of 2 or better.	All LAS majors enrolled in LTAM 360, which is offered each fall semester. All degree seeking students must take this course during their program of study.
<b>SLO 3.1:</b> Students will present their research in clearly-written analytical arguments.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty member will rate LTAM 360 final research papers on this criterion as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 75% of students achieving an outcome of 2 or better.	All LAS majors enrolled in LTAM 360, which is offered each fall semester. All degree seeking students must take this course during their program of study.
<b>SLO 3.2:</b> Students will support their research with appropriate documentation and citation style.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty member will rate LTAM 360 final research papers on this criterion as follows: 3 = Excellent; 2 = Good; 1 = Fair;	Target levels for outcomes attainment have been established as 75% of students achieving an outcome of 2 or better.	All LAS majors enrolled in LTAM 360, which is offered each fall semester. All degree seeking students must take this course during their program of study.

		0 = Poor.		
<b>SLO 3.3:</b> Students will orally present their research in English, Spanish or Portuguese, in a clear manner, using appropriate vocabulary and grammatical structures.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty member will rate LTAM 360 final research papers on this criterion as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 75% of students achieving an outcome of 2 or better.	All LAS majors enrolled in LTAM 360, which is offered each fall semester. All degree seeking students must take this course during their program of study.

### I. Assessment of Student Learning Outcomes

The rubrics and pre-/post-exam provide direct measurements through LTAM 360 final projects. The SLOs are assessed on a staggered schedule:

- SLO 1.1:** Assessed annually (starting in AY20-21)
- SLO 1.2:** Assessed annually (starting in AY20-21)
- SLO 2.1:** Assessed every two years (starting in AY21-22)
- SLO 2.2:** Assessed every two years (starting in AY21-22)
- SLO 3.1:** Assessed every two years (starting in AY22-23)
- SLO 3.2:** Assessed every two years (starting in AY22-23)
- SLO 3.3:** Assessed every two years (starting in AY22-23)

This assessment plan was approved and implemented in Fall 2020 and will need to be revised in 4-6 years per Arts & Sciences Assessment guidelines.

### 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 September 11, 2020.



## C. BA Assessment Rubric for SLOs

The following assessment rubric will be used to measure outcomes for SLO 2.1-3.3 through final papers and presentations for LTAM 360.

Student Learning Outcome	Excellent (3 points)	Good (2 points)	Fair (1 point)	Poor (0 points)
<b>SLO 2.1:</b> Students will construct their own research question(s).	Research question is clearly written and its relationship to the paper topic is well-articulated.	Research question is clearly written and relevant to the paper topic.	Research question can be identified, though its linkage to paper topic is not explicitly or well-articulated.	Research question is difficult to identify (e.g., vague or not explicitly stated), irrelevant to topic, or absent.
<b>SLO 2.2:</b> Students will identify appropriate sources (both primary and secondary) for addressing their research question(s).	Extensive and appropriate use of scholarly literature from thorough background research.  Data sources are identified, described in detail, and their use justified in relation to the research question and other available sources of data (or the absence thereof).	Appropriate use of scholarly literature from sufficient background research.  Data sources are identified, described, and their use justified in relation to the research question.	Use of scholarly literature demonstrates attempted background research, but some sources may not be appropriate.  Data sources are identified. Description and justification of sources is brief but present.	Absence/minimal use of scholarly literature, or use indicates lack of thorough or haphazard background research.  Data may be used but not identified, or data for analysis may be absent.
<b>SLO 2.3:</b> Students will correctly utilize these sources to address their research question(s).	Complex analysis of scholarly literature related to the paper topic and research question specifically, demonstrating advanced understanding of key concepts.  Advanced analysis of data utilizing appropriate methodologies.	Ample analysis of the scholarly literature related to the paper topic and research question specifically, demonstrating understanding of key concepts.  Sufficient analysis of data utilizing appropriate methodologies.	Nominal analysis of scholarly literature related to the paper topic and/or research question, but some key concepts insufficiently identified or inaccurately characterized.  Some analysis of data. Method selected may not be most appropriate.	Little to no attempt to analyze scholarly literature or inaccurate analysis.  Insufficient or absent analysis of data.
<b>SLO 3.1:</b> Students	Argument is clearly	Argument is clear,	Argument present but	Argument is unclear or

will present their research in clearly-written analytical arguments.	<p>articulated, contrasted with alternative perspectives, and demonstrates advanced understanding of the topic.</p> <p>Organization of paper enables the reader to follow argument easily, with smooth and effective transitions.</p> <p>Writing has few grammatical, spelling, or formatting errors.</p>	<p>contrasted with alternative perspectives on the topic, and demonstrates understanding of the topic.</p> <p>Organization of paper enables the reader to follow argument, with some use of effective transitions.</p> <p>Writing has some grammatical, spelling, and formatting errors.</p>	<p>requires effort to identify. Reference to alternative perspectives is present but underdeveloped. Rudimentary understanding of topic.</p> <p>Organization of paper is inconsistent, with some off-topic or difficult to follow sections.</p> <p>Writing remains intelligible, but has more frequent grammatical, spelling, and formatting errors.</p>	<p>absent.</p> <p>Organization is largely absent, with major elements missing or not related to each other.</p> <p>Reading is made difficult by widespread grammatical, spelling, and formatting errors.</p>
<b>SLO 3.2:</b> Students will support their research with appropriate documentation and disciplinary citation style.	<p>Citations are accurately utilized in a consistent style as appropriate for the discipline.</p> <p>Reference page is correctly formatted and documents all sources utilized.</p>	<p>Citations are mostly accurate and utilized in a consistent style as appropriate for the discipline.</p> <p>Reference page format is mostly correct and documents all sources utilized.</p>	<p>Sources are distinguished from writer's ideas/words but consistent/appropriate citations not used.</p> <p>Reference page documents sources but may be incomplete and formatting inconsistent.</p>	<p>No discernible citation system adopted and absent/incomplete documentation of sources.</p>
<b>SLO 3.3:</b> Students will orally present their research in English, Spanish, or Portuguese, in a clear manner, using appropriate vocabulary and grammatical structures.	<p>Advanced vocabulary and grammatical structures in oral presentation.</p> <p>Presentation well-organized and captivating.</p> <p>Visual aids enhance presentation.</p>	<p>Correct vocabulary and grammatical structures in oral presentation.</p> <p>Presentation organized and easy-to-follow.</p> <p>Visual aids support oral presentation.</p>	<p>Oral presentation is largely comprehensible, though vocabulary and grammatical errors are present.</p> <p>Organization of presentation is not easy to follow.</p> <p>Visual aids do not support the presentation.</p>	<p>Oral presentation is not given or incomprehensible.</p>

## 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 (LAS holds four formalized dual degree programs with: the School of Architecture + Planning, the School of Law, the College of Public Health, and the Robert O. Anderson Schools of Management) and provides graduate training in preparation for the pursuit of a disciplinary or interdisciplinary PhD. All graduate students select one of six interdisciplinary concentrations:

- Arts, Literature, & Cultural Studies
- Conflict, Peace, & Rights
- Environmental governance and resilience
- History & Society
- Indigeneity in the Americas
- Markets & Development

**Program Goal 1:** Students will build expert knowledge of historical, cultural, and/or societal processes in Latin America within their interdisciplinary area of specialization.

**SLO 1.1:** Students will clearly articulate knowledge within their interdisciplinary area of specialization, tying phenomena in this area to broader processes in Latin American history, society, and culture.

**Program Goal 2:** Students will demonstrate their knowledge of key academic theories and concepts in their area of specialization and be able to identify remaining knowledge gaps.

**SLO 2.1:** Students will identify academic theories and concepts and analyze connections and disjunctures between them.

**SLO 2.2:** Students will situate their arguments and/or research questions within appropriate academic literatures.

**Program Goal 3:** Students will utilize appropriate research methodologies to address their research questions, in alignment with disciplinary standards from their area of specialization.

**SLO 3.1:** Students will accurately implement research method(s) utilizing appropriate primary and secondary sources of information to address their questions.

**Program Goal 4:** Students will develop written and oral communication skills to meet disciplinary standards within academic and/or other professional settings.

**SLO 4.1:** Students will present their research in writing with compelling, coherent analytical arguments, supported by appropriate sources and citation style.

**SLO 4.2:** Students will orally present their research in English, Spanish or Portuguese, in a clear and compelling manner, using appropriate vocabulary, and complex grammatical structures.

**SLO 4.3:** Students will present intellectual and creative contributions at local colloquia, professional conferences, digital media, community groups, performance art venues, or in

peer reviewed regional, or national journals.

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

All MA students are assessed on their final exit requirement projects in the program. There are two routes for completing MA degree requirements:

**Plan I:** Students complete course work, a master's thesis, and oral defense of the thesis. Students also must upload manuscripts into UNM's Digital Repository.

**Plan II:** Students complete course work and satisfactory performance on either a comprehensive examination, professional paper, or other professional project in their chosen concentration.

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.

Student Learning Outcome (SLO)	UNM Student Learning Goals	Assessment Measures	Assessment Benchmark	Sample Population
<b>SLO 1.1:</b> Students will clearly articulate knowledge within their interdisciplinary area of specialization, tying phenomena in this area to broader processes in Latin American history, society, and culture.	Knowledge	Using a standardized rubric, the faculty committee chair will evaluate Plan I or Plan II exit requirement projects on the criteria as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 70% of assessed students achieving an outcome of 2 or better.	All graduating MALAS students in the assessed academic year.
<b>SLO 2.1:</b> Students will identify academic theories and concepts and analyze connections and disjunctures between them.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty committee chair will evaluate Plan I or Plan II exit requirement projects on the criteria as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 70% of assessed students achieving an outcome of 2 or better.	All graduating MALAS students in the assessed academic year.
<b>SLO 2.2:</b> Students will situate their arguments and/or research questions within appropriate academic literatures.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty committee chair will evaluate Plan I or Plan II exit requirement projects on the criteria as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 70% of assessed students achieving an outcome of 2 or better.	All graduating MALAS students in the assessed academic year.
<b>SLO 3.1:</b> Students will accurately implement research method(s) utilizing appropriate primary and secondary sources of information to address their questions.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty committee chair will evaluate Plan I or Plan II exit requirement projects on the criteria as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 70% of assessed students achieving an outcome of 2 or better.	All graduating MALAS students in the assessed academic year.
<b>SLO 4.1:</b> Students will present their research in writing with compelling, coherent analytical arguments, supported by appropriate sources and citation	Knowledge Skills Responsibility	Using a standardized rubric, the faculty committee chair will evaluate Plan I or Plan II exit requirement projects on the criteria as follows:	Target levels for outcomes attainment have been established as 70% of assessed students achieving an	All graduating MALAS students in the assessed academic year.

style.		3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	outcome of 2 or better.	
<b>SLO 4.2:</b> Students will orally present their research in English, Spanish or Portuguese, in a clear and compelling manner, using appropriate vocabulary, and complex grammatical structures.	Knowledge Skills Responsibility	Using a standardized rubric, the faculty committee chair will evaluate Plan I or Plan II exit requirement projects on the criteria as follows: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Poor.	Target levels for outcomes attainment have been established as 70% of assessed students achieving an outcome of 2 or better.	All graduating MALAS students in the assessed academic year.
<b>SLO4.3:</b> Students will present intellectual and creative contributions at local colloquia, professional conferences, digital media, community groups, performance art venues, or in peer reviewed regional, or national journals.	Knowledge Skills Responsibility	Students presenting publicly will submit either a short summary of the event or submit the program agenda.	10% of all graduating MALAS students will present at a conference.	All graduating MALAS students in the assessed academic year.

## I. Assessment of Student Learning Outcomes

The rubrics provide direct measurements through Plan I or Plan II exit requirement projects. The SLOs are assessed on a staggered three-year schedule:

- SLO 1.1:** Assessed annually (starting in AY20-21)
- SLO 2.1:** Assessed once every three years (starting in AY20-21)
- SLO 2.2:** Assessed once every three years (starting in AY20-21)
- SLO 3.1:** Assessed once every three years (starting in AY21-22)
- SLO 4.1:** Assessed once every three years (starting in AY22-23)
- SLO 4.2:** Assessed once every three years (starting in AY22-23)
- SLO 4.3:** Assessed once every three years (starting in AY22-23)

This assessment plan was approved and implemented in Fall 2020 and will need to be revised in 4-6 years per Arts & Sciences Assessment guidelines.

## II. Analysis and Interpretation of Data

The Interdisciplinary Committee on Latin American Studies (ICLAS) meets twice per semester and the staff member supporting LAS will report to ICLAS the results from assessment at the first spring semester meeting for further discussion, ideas, and feedback. Additionally, the staff member will report the results to the College of Arts & Sciences through their annual assessment reports (due each December).

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.

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?

Assessment plan approved by ICLAS on September 11, 2020.

## F. Assessment Rubric

The faculty committee chair for each graduating student’s Committee on Studies will use the following rubric to assess SLOs. This rubric has no bearing on student passing, not passing, or earning distinction on the exit requirement.

Student Learning Outcome	Excellent (3 points)	Good (2 points)	Fair (1 point)	Poor (0 points)
SLO 1.1: Students will clearly articulate knowledge within their interdisciplinary area of specialization, tying phenomena in this area to broader processes in Latin American history, society, and culture.	Historical, cultural or societal developments are accurately described, including main idea and relevant details.  Sophisticated discussion of topic in the context of Latin American historical, social or cultural processes, both broad and specific to subject.	Historical, cultural or societal developments are accurately described, including main idea.  Discussion of topic in the context of Latin American historical, cultural, or social processes, both broad and specific to subject.	Historical, cultural or societal developments are described briefly or partially.  Discussion of topic in the context of either specific or broad (but not both) Latin American historical, cultural, or social processes OR rudimentary discussion of both.	References to historical, cultural or societal developments are absent or inaccurate.  Inaccurate or no attempt is made to link topic to Latin American historical, cultural, or social processes.
SLO 2.1: Students will identify academic theories and concepts and analyze connections and disjunctures between them.	Extensive and appropriate use of scholarly literature from thorough background research.  Complex analysis of scholarly literature related to the research question or topic, demonstrating advanced understanding of key concepts and competing perspectives.	Appropriate use of scholarly literature from sufficient background research.  Analysis of the scholarly literature related to the research question or topic, demonstrating understanding of key concepts and acknowledging competing perspectives.	Use of scholarly literature demonstrates attempted background research, but some sources may not be appropriate.  Some analysis of scholarly literature related to the research question or topic, but key concepts and competing perspectives insufficiently identified.	Absence/minimal use of scholarly literature, or use indicates lack of thorough or haphazard background research.  No attempt to analyze scholarly literature or inaccurate analysis.
SLO 2.2: Students will situate their arguments and/or research questions	<b>Thesis or Prof. Paper:</b> Research question/topic is clearly written and its relationship to the paper topic is	<b>Thesis or Prof. Paper:</b> Research question/topic is clearly written and	<b>Thesis or Prof. Paper:</b> Research question/ topic can be identified, though its linkage to paper topic is not	<b>Thesis or Prof. Paper:</b> Research question/ topic is



within appropriate academic literatures.	well-articulated.  <b>Comp Exam:</b> Argument is clearly written and sophisticated, with a well-articulated relationship to the exam question and appropriate academic literature.	relevant to the paper topic.  <b>Comp Exam:</b> Argument is clearly written, related to the exam question, and uses appropriate academic literature.	explicitly or well-articulated.  <b>Comp Exam:</b> Argument is discernible but rudimentary, with basic ties to the exam question and academic literature.	difficult to identify (e.g., vague or not explicitly stated), irrelevant to topic, or absent.  <b>Comp Exam:</b> Argument is difficult to identify (e.g., vague or not explicitly stated), irrelevant to exam question, or absent.
SLO 3.1: Students will accurately implement research method(s) utilizing appropriate primary and secondary sources of information to address their questions.  (Thesis, and Professional Paper ONLY)	Data or other sources of information are identified, described in detail, and their use justified in relation to the research question and other available resources (or the absence thereof).  Sophisticated implementation of research method.	Data or other sources of information are identified, described, and their use justified in relation to the research question.  Accurate implementation of research method.	Data or other sources of information are identified. Description and justification of sources is brief but present.  Basic implementation of research method.	Data or other sources of information may be used but not identified, or sources for analysis may be absent.  Implementation of research method is inaccurate or absent.
SLO 4.1: Students will present their research in writing with compelling, coherent analytical arguments, supported by appropriate sources and citation style.	Argument is eloquently articulated. Organization of paper enables the reader to follow argument easily, with smooth and effective transitions.  Writing is grammatically correct and engaging, with almost no spelling and formatting errors.  Citations are accurately utilized in a consistent style as appropriate for the discipline. Reference page is correctly formatted and documents all sources.	Argument is clearly articulated. Organization of paper enables the reader to follow argument, with mostly effective transitions.  Writing is grammatically correct, with few spelling and formatting errors.  Citations are mostly accurate and utilized in a consistent style as appropriate for the	Argument present but requires effort to identify. Organization of paper is inconsistent, with some off-topic or difficult to follow sections.  Writing contains grammatical errors, but remains intelligible, and more frequent spelling and formatting errors.  Sources are distinguished from writer's ideas/words but consistent/ appropriate citations not used. Reference page lists sources but may be incomplete and formatting inconsistent.	Argument is unclear or absent. Organization is largely absent, with major elements missing or unrelated.  Reading is made difficult by widespread grammatical, spelling and formatting errors.  No discernible citation system adopted and absent/incomplete documentation of

		discipline. Reference page format is mostly correct and documents all sources utilized.		sources.
<p>SLO 4.2: Students will orally present their research in English, Spanish or Portuguese, in a clear and compelling manner, using appropriate vocabulary, and complex grammatical structures.</p> <p>(Thesis ONLY)</p>	<p>Advanced vocabulary and grammatical structures in oral presentation.</p> <p>Presentation well-organized and captivating.</p> <p>Visual aids enhance presentation, and speaker does not rely on them.</p>	<p>Correct vocabulary and grammatical structures in oral presentation.</p> <p>Presentation organized and easy-to-follow.</p> <p>Visual aids follow oral presentation, and speaker does not rely too heavily on them during presentation.</p>	<p>Oral presentation is largely comprehensible, though vocabulary and grammatical errors are present.</p> <p>Organization of presentation is not easy to follow.</p> <p>Visual aids are difficult to comprehend or relied upon too heavily.</p>	<p>Oral presentation is not given or incomprehensible.</p>

All faculty committee members use the following rubric to assess exit requirements to determine distinction, passing, low pass, or not passing:

**High Pass (Distinction):** 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 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 addresses 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, Built Environment, Communication, Economics, Geography & Environmental Studies, History, Political Science, Spanish American Literature, and Spanish Linguistics.

Below are the program goals and student learning outcomes (SLOs) for the PhD program's academic assessment.

**Program 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.

**Program 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.

**Program 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.

**Program 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.

## XIV. 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.
<i>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.</i>	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	

### 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.

### **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