



## **Proposal for a New Academic Program**

**Institution: Portland State University**

**College/School: College of Liberal Arts and Sciences**

**Department/Program Name: Chicano/Latino Studies**

**Degree and Program Title: B.A./B.S. in Chicano/Latino Studies**

### **1. Program Description**

- a. Proposed Classification of Instructional Programs (CIP) number.

05.0203 Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The CHLA Program is submitting this proposal to offer the Bachelor of Arts and Bachelor of Science degree in Chicano/Latino Studies. Chicano/Latino Studies (CHLA) is a multidisciplinary and interdisciplinary unit. CHLA is devoted to the exploration and analysis of the histories, politics, experiences, and cultures of Chicana/Latina populations in the United States. CHLA seeks to explore Chicana/Latina experiences through an interdisciplinary and multidisciplinary approach to center the lived experiences and the production of knowledge of Chicana/Latina communities. Faculty examine how race, ethnicity, language, sexuality, gender, and other social identities intersect in Chicana/Latina communities and within the larger U.S. landscape.

At its core, CHLA employs a decolonial, anti-racist, anti-sexist framework to challenge centuries of white supremacy, settler colonialism, and other systems of oppression that have impacted how Chicana/Latina communities live, work, create, and thrive.

The goals and objectives of the degree are the following: provide students with intellectual and critical tools, social consciousness, and critical thinking skills to benefit their communities and peers; empower students through the critical examination of Chicana/Latina experiences, histories, and lived realities. Given that our discipline is richly interdisciplinary, there will be no concentrations offered, solely the BA/BS degree in Chicano/Latino Studies.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The BA/BS in Chicano/Latino Studies has a 52-credit requirement. In addition to meeting the general University degree requirements for completing a B.A. or B.S., candidates enrolled in the Chicano/Latino Studies major must meet the 52-credit minimum. At least 24 of the total 52 credits required for the major must be taken in residence at Portland State University. Students interested in declaring a major in Chicano/Latino Studies should see the program undergraduate advisor or the program director for assistance with Chicano/Latino Studies course selection.

**24 credits of core courses in CHLA:**

CHLA 201 Intro to CHLA (4 cr);  
CHLA 301U Chicano/Latino Communities (4 cr);  
CHLA 302U Survey of Chicano/Latino Literature (4 cr);  
CHLA 303U Chicana/Latina Experience (4 cr);

CHLA 305 Latinx Youth Cultures (4 cr);  
and  
CHLA 360 Bilingualism in U.S. Latinx Communities (4 cr);

OR

SPAN 301/301H Third Year Spanish Heritage (4 cr);  
and  
SPAN 302/302H Third Year Spanish Heritage (4 cr);  
*recommended for BA Students*

**28 credits of upper division electives:**

Two 400-level courses in CHLA (8 cr);  
20 credits of any 300 and 400 level course with the prefix CHLA, BST, NAS, WS, and GRN

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

On-campus and hybrid

- e. Adequacy and quality of faculty delivering the program.

All faculty, full or part time, hold degrees and areas of study commensurate with the degree program being offered and can teach required and elective courses. Our TT faculty include widely published scholars who are frequently invited to offer keynotes, guest lectures, and other presentations. Dr. Melissa Patiño-Vega (shared line with WLL) holds a PhD in Spanish Linguistics; Dr. Martín Alberto Gonzalez holds a PhD in Cultural Foundations of Education; and the Program Director, Dr. Cristina Herrera, holds a PhD in English with a specialization in Chicana/Latina Literature.

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

3 full time faculty who are T/T (one T/T is a shared line with WLL department); 6 adjuncts; affiliate faculty.

- g. Other staff.

CHLA is housed within the School of Gender, Race, and Nations (SGRN) and shares staff support with the other units within the School.

- h. Adequacy of facilities, library, and other resources.

The Library has sufficient resources to support the proposed degree in Chicano/Latino Studies. This program largely consists of existing or previously offered courses at PSU. Additionally, the library holdings from Orbis-Cascade Alliance institutions supplement the PSU Library holdings,

providing students access to additional and/or unique resources. With regards to new courses, the Library has adequate resources to address course and research needs.

No specialized facilities or other specialized resources are required.

- i. Anticipated start date.

Fall 2023

## **2. Relationship to Mission and Goals**

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

In May 2022, Excelencia in Education designated PSU as an emerging Hispanic Serving Institution (HSI), reflecting the urgency of a need for a CHLA major.

Given that our curriculum reflects the unique histories and experiences of Chicanxs/Latinxs in the United States, a population that has historically been systematically excluded from higher education, a CHLA major supports PSU's mission for access, equity, inclusion, student learning, research, scholarly work, and service. Our full-time faculty are experts in their fields of linguistics, education, literature, and maintain a productive, rigorous scholarly and creative agenda.

Our program seeks to actively engage students in research and service-learning opportunities within PSU and beyond. We find it imperative to establish partnerships with local high schools and community colleges to provide educational access to Latinx students who have traditionally been excluded from higher education. Our efforts seek to empower students to engage in social justice issues, promote social mobility, and let our knowledge serve the city.

PSU names two of the strategic priorities as "acting on equity and racial justice" and "laser focus on student success." We believe a major in CHLA acts on both of these priorities in unique ways, particularly in light of PSU's recent attainment of Emerging HSI status and the sheer reality that we will become a federally designated Hispanic Serving Institution within 3-5 years.

CHLA's pedagogy emphasizes the importance of experiential knowledge in order for students to see themselves as knowledge producers and experts of their own experiences.

Rather than completely shutting down students' inquiries because of their lack of criticality, we provide opportunities for us to co-create alternative explanations that get at the root of the problem. This pedagogical approach holds students as creators of knowledge and allows them to claim an education that values their contributions. Undoubtedly, this teaching style has led to trustworthy relationships between students and us, and undeniably adds to PSU's commitment to focus on student success. Multiple students have expressed to us that our classes recognize their strengths, and motivate them to do well in their other classes. This supports a 2021 study reported on by EdSource, where scholars found that ninth grade students in San Francisco Unified School District who took just one Ethnic Studies course had higher enrollment in high school and eventually, college, which proves the impact of a curriculum that reflects students' lived experiences ("Research finds ethnic studies in San Francisco had enduring impact").

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

In May 2022, Excelencia in Education designated PSU as an emerging Hispanic Serving Institution (HSI). Currently, PSU's Latinx student enrollment stands at just over 18%. This population is expected to reach at least 25%, the minimum requirement to achieve the federal HSI designation. It is further necessary to examine the upward tick in Latinx enrollment numbers at a time when PSU, unfortunately, has been experiencing a downward trend in enrollment for the general student population. For example, in a December 6, 2019 story from PSU's "Inside PSU" news site, Summer Allen notes the following upward trend: in 2017, Latinx students represented 12.6% of the student population; 13.7% in 2018; 14.4% in 2019; and 18% in 2022. Latinxs are the fastest growing demographic in the state of Oregon, and PSU is in a strong position to receive students who choose to continue their education. A CHLA major can help PSU increase access to a growing Latinx demographic, placing our campus at the vanguard of Latinx student success. Moreover, it is worth noting that a CHLA major would be the first of its kind in the state of Oregon, putting PSU at the forefront of Latinx student success.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
  - i. improve educational attainment in the region and state;
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
  - iii. address civic and cultural demands of citizenship.

Aligning with PSU's priority to act on equity and racial justice, CHLA's course curriculums center conversations and critically analyze readings about systems of oppression and social justice. We make it our priority to remind students that everyone's social justice journeys are different and that we all have a responsibility to educate ourselves to ensure we are striving for a more just society. In addition to curriculum, CHLA students are regularly encouraged to attend lectures and forums on and off campus to engage in conversation with other communities about local conversions regarding inequities and social injustices. Furthermore, as CHLA faculty, we also hold each other accountable to make sure we act on equity and racial justice. In addition to joining and contributing to DEI committees and events, we present lectures and facilitate workshops frequently about cultural empowerment, racism, and other topics of social justice.

According to a 2016 report by the Oregon Community Foundation, Oregon's Latinx population is growing at a faster rate than the national rate. 12% of the state's population is now Latinx, representing a 72% growth since 2000. We believe that a CHLA major is important and vital to address this crucial growth.

As the largest ethnic minority in the state, we question to what extent the University is serving this community. CHLA thus holds a key role in serving a population that is young, growing, and contributes to the changing demographics in our state. As the first Oregon public university to hold a major in CHLA, Portland State University could stand out in offering a major where the fastest growing demographic can truly find a home.

### **3. Accreditation**

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

Not applicable

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

Not applicable

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not applicable

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Not applicable

#### **4. Need**

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

CHLA serves the university through its contributions to University Studies courses and university requirements such as the Race and Ethnic Studies Requirement (RESR). Many of our courses satisfy university required courses on diversity and social justice, so it is imperative that our proposal be contextualized within our contributions to general education.

In fall 2022, CHLA's SCH grew by 60% compared to fall 2021, demonstrating an increased demand in courses that reflect students' lived experiences, communities, and histories.

Based on a capacity analysis created by CLAS Associate Dean Matthew Carlson for fiscal year 2023 enrollments, we have very few empty seats compared to last year. Based on current enrollment, we could add 10 students to another 400-level class and add another section of our CHLA 201 Introduction to CHLA. In Associate Dean Carlson's analysis, we would need to add 1 or 2 more sections of CHLA 201 to accommodate students. To compare, in AY 21-22, CHLA offered 24 unique courses with 685 total seats; out of 685 total seats, 606 were enrolled, meaning a capacity of 79 seats over the entire year. However, this fall 2022, out of 10 unique courses offered, we enrolled 277 out of 317 seats. This means that we have already reached almost half the enrollment of last year, and we are only in the fall 2022 term. With this growth of 60% in SCH, we can anticipate a steady increase over the next five years. This is on par with the exponential growth of the Latinx student population, seen, for example, in the 25% Latinx student population among first year students in fall 2022.

- b. Expected degrees/certificates produced over the next five years.

With our projections, based on a capacity analysis, it is estimated that CHLA could reasonably anticipate 5-10 majors within the first year of the major's offering (AY 23-24); 5-10 in AY 24-25; 10-12 in AY 25-26; 12-15 in AY 26-27; 15-17 in AY 27-26.

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

CHLA serves students from diverse backgrounds, including a large number of students who take several courses with us without declaring a minor, certificate, or major. These students tend to be first-generation college students who attend both full and part time; returning students; transfer students; and student parents.

- d. Evidence of market demand.

A new CHLA major would be the first of its kind in the state of Oregon, filling a major gap in higher education in this region.

We also base our need on our students' numerous comments and inquiries related to a major. Statements of support from internal and external partners who serve Latinx students are included at the end of the document.

Analysis of comparative programs and employment:

#### **DATA INFO:**

##### **US Census Post-Secondary Employment Outcomes**

Limitation: The data is organized by CIP code groups, not specific degrees. The closest CIP code group is "Area, Ethnic, Cultural, Gender, and Group Studies" which is a fairly large umbrella. Only certain states participate in the US Census data, so for some schools the data is NA. The data only show fields of work instead of actual employers.

##### **LinkedIn**

This doesn't distinguish between UG and GR degrees, so these numbers include both. This data is self-reported but Career Services has found it to be reliable

##### **Oregon State University: Ethnic Studies BA/BS**

##### **Census: Area, Ethnic, Cultural, Gender, and Group Studies**

Top Field of Employment:

- Educational Services (29)
- Health Care and Social Assistance (22)
- Professional, Scientific, and Technical Services (13)

##### **LinkedIn - 132 alumni**

Where They Work:

- OSU (13)
- Multnomah County (2)
- Oregon Department of Education (2)

What They Do:

Education (35)  
Community and Social Services (23)  
Business Development (16)

**University of Oregon: Ethnic Studies BA/BS**

**Census: Area, Ethnic, Cultural, Gender, and Group Studies**

Top Field of Employment:

Health Care and Social Assistance (87)  
Educational Services (84)  
Professional, Scientific, and Technical Services (40)

**LinkedIn - 362 alumni**

Where They Work:

University of Oregon (15)  
Multnomah County (5)  
Nike (4)

What They Do:

Community and Social Services (57)  
Business Development (53)  
Education (49)

**Lewis and Clark: Hispanic Studies**

**Census: NA**

**LinkedIn - 220 alumni**

Where They Work:

Lewis & Clark College (7)  
OHSU (3)  
Multnomah County (2)

What They Do:

Education (48)  
Community and Social Services (27)  
Business Development (26)

**Reed College: Comparative Race and Ethnicity Studies**

**Census: NA**

**LinkedIn - 8 alumni**

Where They Work:

Reed College (2)  
California State Polytechnic (1)  
Stoel Rives LLP (1)

What They Do:

Legal (2)  
Education (2)  
Media and Communication (1)

**University of Texas, El Paso: BA in Chicano Studies**

**Census: Area, Ethnic, Cultural, Gender, and Group Studies**

Top Field of Employment:  
Educational Services (56)  
Professional, Scientific, and Technical Services (22)  
Finance and Insurance (15)

**LinkedIn - 82 alumni**

Where They Work:  
University of Texas, El Paso (9)  
El Paso Community College (3)  
USI Insurance Services (2)

What They Do:  
Education (22)  
Community and Social Services (14)  
Business Development (11)

**University of Houston: Mexican American and Latino/a Applied Studies, BA**  
**Census: Area, Ethnic, Cultural, Gender, and Group Studies**

Top Field of Employment:  
Manufacturing (15)  
Retail Trade (13)  
Educational Services (10)

**LinkedIn - 61 Alumni**

Where They Work:  
MD Anderson Cancer Center (2)  
Berry Appleman & Leiden LLP (2)  
The Fulbright Program (1)

What They Do:  
Education (15)  
Business Development (10)  
Community and Social Services (7)

**University of Minnesota: BA in Chicano & Latino Studies**  
**Census: NA**

**LinkedIn - 128 alumni**

Where They Work:  
University of Minnesota (7)  
Hennepin County (4)  
Minneapolis Public Schools (2)

What They Do:  
Community and Social Services (23)  
Education (22)  
Business Development (18)

**University of New Mexico: BA, Chicana & Chicano Studies (ONLINE)**  
**Census: NA**

**LinkedIn - 61**



Where They Work:

University of New Mexico (9)  
Central Mexico Community College (2)  
Albuquerque Public Schools (2)

What They Do:

Education (26)  
Community and Social Services (8)  
Media and Communication (6)

**San Diego State University: Chicana and Chicano Studies**

**Census: NA**

**LinkedIn - 200 alumni**

Where They Work:

San Diego State University (7)  
County of San Diego (5)  
San Diego City College (3)

What They Do:

Education (47)  
Business Development (30)  
Community and Social Services (29)

**University of California, Irvine: Chicano/Latino Studies, BA**

**Census: NA**

**LinkedIn - 268**

Where They Work:

UC Irvine (13)  
Lost Angeles Unified School District (4)  
UC, Riverside (4)

What They Do:

Education (58)  
Community and Social Services (42)  
Healthcare Services (25)

**University of Southern California: BA, Chicano/Latino Studies**

**Census: NA**

**LinkedIn - 195 alumni**

Where They Work:

Los Angeles Unified School District (13)  
University of Southern California (8)  
Los Angeles County Department of Mental Health (4)

What They Do:

Education (55)  
Community and Social Services (43)  
Healthcare Services (33)

**California State University, Long Beach: Chicano and Latino Studies, BA**

**Census: NA**

**LinkedIn - 322 alumni**

Where They Work:

Los Angeles Unified School District (11)  
California State University, Long Beach  
Long Beach Unified School District (6)

What They Do:

Education (69)  
Community and Social Services (59)  
Operations (37)

**University of California, Davis: Chicana/Chicano Studies, BA**

**Census: NA**

**LinkedIn -**

Where They Work:

University of California, Davis (20)  
UC Davis Health (5)  
Los Angeles Unified School District (4)

What They Do:

Education (100)  
Community and Social Services (82)  
Healthcare Services (61)

**CSU, Fresno: Chicano Studies, BA**

**Census: NA**

**LinkedIn - 171 alumni**

Where They Work:

Fresno Unified School District (9)  
CSU, Fresno (7)  
Tulare County Office of Education (3)

What They Do:

Education (43)  
Community and Social Services (33)  
Business Development (22)

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Not applicable

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Based on the analysis of comparative programs and employment (data provided earlier in question 4 C) we found that students enter the following fields: education, healthcare and social work, and professional and technical services.

### **Outcomes and Quality Assessment**

- a. Expected learning outcomes of the program.

1. Understand the concepts of “race” and “ethnicity” as social constructions. Students will understand how these concepts have influenced Latinx/white relations. Students will gain familiarity with the history of racial discrimination against Mexicans and other Latinxs in the United States.
2. Understand the interconnections between race, social class, sexuality, and gender within Chicana and Latinx communities.
3. Understand the cultural, historical, political, and economic contexts in which Chicana/Latina music, literature, and visual and performing arts have been (and are being) produced.
4. Understand the impact of policies that have resulted in discriminatory immigration, language, education practices, ideologies, and theories used to explain social, economic, and political incorporation of Latinxs into U.S. society.
5. Identify and debunk myths, stereotypes, and preconceived notions that misrepresent Chicana/Latina communities.

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

The CHLA program will assess individual courses, particularly our introductory courses. We further aim to survey our students in coming years. Student course evaluations in each section to allow for reflection.

Our plan over the next 3-5 years will implement a diverse set of measures to account for how students are learning course material and to promote retention in the major. In addition, we also aim to learn how students are doing even beyond the classroom; thus, we want to learn about how students truly feel welcome at PSU and in the CHLA major. To do this, we will conduct the following assessment activities:

- Targeting of introductory level courses for assessment to improve retention of new and transfer students.
- Development of a survey for our first graduates with a CHLA major.
- Focus groups with students to hear their firsthand experiences on the campus. Focus groups will allow students to share in their own words what CHLA can do to better improve their likelihood of retention.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The CHLA T/T faculty conduct research and scholarly activities commensurate with their tenure requirements and areas of specialization. CHLA faculty are required to conduct research like faculty in other programs in the College of Liberal Arts and Sciences. Faculty are expected to present at conferences and publish in peer reviewed journals in their field and to contribute to the intellectual and creative disciplines. We are a group of faculty who have published books, peer-reviewed articles, and are frequently invited to speak about our areas of expertise.

## 5. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

A new CHLA major would be the first of its kind in the state of Oregon, filling a major gap in higher education in this region.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

Chicano/Latino Studies, and Ethnic Studies more broadly, is at an exciting moment throughout the United States. Many school districts across the West Coast, including here in Portland, have an Ethnic Studies requirement in place. Thus, we anticipate this degree to be of interest to students who are training to be K-12 educators, counselors, social workers, nonprofit employees, policy/government employees, community organizers, and those who intend to continue on to graduate school. Given that there is currently no teacher credential program that trains pre-service teachers to teach Ethnic Studies, the degree in Chicano/Latino Studies is crucial, as this degree would enable the faculty to play an important role in this training. We anticipate that students in the College of Education would also be interested in our courses. For example, CHLA's recently approved courses, "CHLA 305 Latinx Youth Cultures" and "CHLA 420 Chicax Families," appropriately complement the curricular needs of students who are studying or interested in pursuing various majors and certificates at PSU, especially those who are interested in Child, Youth, and Family Studies, School of Social Work, and the College of Education. We also anticipate that students who have interest in "helping" professions will seek out our degree because Latinxs are the fastest-growing demographic in the state of Oregon.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable.

- d. Potential impacts on other programs

There is no overlap or negative impact to other programs, although CHLA's placement in the School of Gender Race and Nations (SGRN) provides opportunities for collaboration. By offering a major, CHLA can expand its potential to collaborate within the School of Gender, Race, and Nations. Given that SGRN is on track to offer a Graduate degree within the next few years, a CHLA major is all the more necessary.

Currently, the CHLA Program has discussed course cross-listing goals with the English Department, History Department, Philosophy Department, Social Work, and the Child, Youth, and Family Services Program. These departments have expressed enthusiasm for these cross-listings because

they enable these units to provide more expansive curricular opportunities for their students. For example, the English Department does not presently have any courses related to Chicano/Latino Literature, and because of this, we will cross-list CHLA 302U Survey of Chicano/Latino Literature and CHLA 414 Chicano/Latino Literature, both taught by Dr. Cristina Herrera. The English Department has stated they will allow this course to serve as an elective for their majors. Additionally, this past academic year, CHLA had two new courses approved: CHLA 305 Latinx Youth Cultures and CHLA 420 Chicano Families. The Program in Child, Youth, and Family Services has requested to cross-list.

## **7. External Review**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Not applicable.



Portland State University seeks the Oregon Higher Education Coordinating Commission approval to offer an instructional program leading to a B.A./B.S. in Chicano/Latino Studies.

### **Program Description and Justification**

1. Identify the institution, degree, and title of the program.
  - a. Institution: Portland State University
  - b. Degree: Bachelor of Arts/Bachelor of Science
  - c. Title: Chicano/Latino Studies
  
2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

In May 2022, Excelencia in Education designated PSU as an emerging Hispanic Serving Institution (HSI), reflecting the urgency of a need for a Chicano/Latino Studies (CHLA) major.

Given that our curriculum reflects the unique histories and experiences of Chicanxs/Latinxs in the United States, a population that has historically been systematically excluded from higher education, a CHLA major supports PSU's mission for access, equity, inclusion, student learning, research, scholarly work, and service. Our full-time faculty are experts in their fields of linguistics, education, literature, and maintain a productive, rigorous scholarly and creative agenda.

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PSU names two of the strategic priorities as "acting on equity and racial justice" and "laser focus on student success." We believe a major in CHLA acts on both of these priorities in unique ways, particularly in light of PSU's recent attainment of Emerging HSI status and the sheer reality that we will become a federally designated Hispanic Serving Institution within 3-5 years.

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EdSource, where scholars found that ninth grade students in San Francisco Unified School District who took just one Ethnic Studies course had higher enrollment in high school and eventually, college, which proves the impact of a curriculum that reflects students' lived experiences ("Research finds ethnic studies in San Francisco had enduring impact").

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3. What evidence of need does the institution have for the program?

According to a 2016 report by the Oregon Community Foundation, Oregon's Latinx population is growing at a faster rate than the national rate. 12% of the state's population is now Latinx, representing a 72% growth since 2000. We believe that a CHLA major is important and vital to address this crucial growth.

We also base our need on our students' numerous comments and inquiries related to a major. Analysis of comparative programs and employment is provided in the full proposal.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

A new CHLA major would be the first of its kind in the state of Oregon, filling a major gap in higher education in this region.

All appropriate University committees and the Statewide Provosts Council have approved the proposed program. The Portland State University Board of Trustees approved the program on 4/5/2023.

### **Recommendation to the Commission**

The Statewide Provosts Council recommends that the Oregon Higher Education Coordinating Commission authorize Portland State University to establish an instructional program leading to a B.A./B.S. in Chicano/Latino Studies, effective fall 2023.

**Institution: Portland State University**  
**Program: BA BS Chicano/Latino Studies**

**Action:** At the **May 10, 2023**, meeting, the Statewide Provosts Council approved a new program for **Portland State University, BA BS Chicano/Latino Studies** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Portland State University** Board of Trustees approved the **BA BS Chicano/Latino Studies** program at its **April 5, 2023**, meeting.

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**Eastern Oregon University**

Dr. Matt Seimears, Interim Provost

Approved  
 Opposed  
 Abstained



**Oregon Health & Science University**

Marie Chisholm-Burns, Provost

Approved  
 Opposed  
 Abstained



**Oregon State University**

Ed Feser, Provost

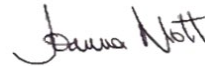
Approved  
 Opposed  
 Abstained



**Oregon Tech**

Joanna Mott, Provost

Approved  
 Opposed  
 Abstained



**Portland State University**

Susan Jeffords, Provost

Approved  
 Opposed  
 Abstained



**Southern Oregon University**

Susan Walsh, Provost

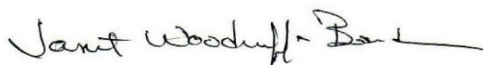
Approved  
 Opposed  
 Abstained



**University of Oregon**

Janet Woodruff-Borden, Acting Provost

Approved  
 Opposed  
 Abstained



**Western Oregon University**

Rob Winningham, Provost

Approved  
 Opposed  
 Abstained

