



UNDERGRADUATE CERTIFICATE – ADDITIONAL INFORMATION FORM

Note: Certificate programs offered at the University of Arizona, at the undergraduate or graduate level, are not approved as eligible programs for federal student financial aid. Although students enrolled in certificate programs are not eligible for any federal student aid programs, students may be eligible for private loans, outside scholarships, and University of Arizona department funding. For more information, please see [Federal Student Financial Aid Eligibility for Programs](#).

I. General Information

- a. Proposed Title of Certificate: **Cultural Competency in Mexican/Mexican American and Border Communities**
- b. CIP Code: **05.0203** (Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies)
- c. Anticipated first admission term: Fall 2020

II. Requested by [College, Department] Department of Mexican American Studies, SBS

- III. **Program Affiliation** – specify whether the UA offers an affiliated undergraduate program – the affiliated program may or may not have the same name as the proposed certificate. This certificate will be affiliated with the Department of Mexican American Studies.

IV. Certificate Description

- a. Provide a catalog description of this program to be used to market the certificate. Include information regarding the main content, knowledge areas, key questions to be explored, skillsets to be developed and opportunities for application of the subject matter.

The Undergraduate Certificate in Cultural Competency in Mexican/Mexican American and Border Communities is a 12 credit certificate grounded in a social justice analysis from the field of Mexican American Studies and focuses on the local communities of the U.S.-Mexico border. Students develop transcultural competency grounded in the Mexican American/borderlands experience. Students will learn to employ social justice frameworks as community leadership skills. Students take six credits in MAS courses in a thematic concentration focused on health, social justice and/or migration. Students then take a 6 credit capstone course focusing on cultural competencies (3 credits), and complete an applied research project (3 credits) as part of an internship with a community organization to obtain the 12-credit certification. This cultural competency certification will enhance students' training by developing their skills on issues of cultural perceptions, negotiating difference, recognizing bias, self-reflexiveness, leadership and social justice and integrating

these skills in their work/community environment. Through this certificate students will gain competencies set forth by the Office of Student Engagement: *Diversity and Identity, Community Partnerships, Discovery, Leadership, Professional Development, Civic and Community Responsibility, Innovation and Creativity, Global and Intercultural Comprehension, and interdisciplinarity*. Students will also be evaluated on personal and social responsibility, knowledge application and systems thinking as it relates to the stated populations and communities in these borderlands/ local environment. (Based on The Association of American Colleges and Universities rubrics for Civic Engagement, Critical Thinking and Ethical Reasoning values.)

V. Purpose

- a. Discuss the primary intent of this certificate and describe what makes this program distinct from other existing programs on campus.

The aim of the certificate is to provide cross-cultural skills and competencies that students may apply in the workforce that enhance cultural understanding, civic engagement and social responsibility as it relates to the variant Mexican American and Border communities of Southern Arizona: understanding different ethical perspectives and concepts; applying these perspectives and concepts, and evaluating differences and distinctions. MAS is a department and field rooted in social justice movements and is an interdisciplinary department that integrates applied theories in cultural studies, critical race theories, and social and behavioral sciences, providing for a dynamic learning environment where gender, decolonial thought, and relationships to place from a local to transnational context are embedded in the curriculum.

The MAS department will offer cultural competency certification that will address: health, social justice and migration. Mexican American Studies is a direct product of the civil rights struggle of the Chicano/a and Mexican American communities. Its faculty, students and local community continue to be important actors in the quest for equity and social justice through its learning communities, social activism and participatory action research. MAS housed the Social Justice Education Project, which trained a new cadre of socially conscious youth with strong critical thinking skills.

Since Federal Fiscal Year 2018, the University of Arizona is a Hispanic Serving Institution. Since receiving this designation our service to Hispanic and Latinx students is prominently featured in our 2018 Strategic Plan and has resulted in the appointment of an Assistant Vice Provost for Hispanic Serving Institution Initiatives, tasked with implementing a number of key initiatives from the Strategic Plan. This proposal would fulfill the UA's Hispanic Serving Institution mission and the UA land grant mission by expanding educational

opportunities in Arizona, enhancing student success through inclusive and cultural relevant pedagogies and training a workforce capable of addressing critical local and global issues. According to the HSI Initiatives office, the strategic plan includes investing in HSI-related teaching, research, and service. Additionally, the Inclusive Excellence guidelines recommended in the report “Transforming the University of Arizona into an Inclusive Excellence University of the 21st Century” called for the University to embed diversity by allocating resources to support diversity and inclusiveness initiatives. This is one such initiative. In accord with the report’s suggestions on goals and values, our project and our unit are aligned with the university diversity statement and strategic plan. This is particularly so because our field emerged from a social justice movement and the Department of Mexican American Studies has numerous experts with expertise in cultural competencies training, human rights and action research. Not only are we aligned as a faculty with the diversity statement goals of the University, we are organized as a unit to fulfill the organizational dimensions that include diverse Advisory Board, faculty and staff. Our unit provides the expertise on diversity for many other departments, as our faculty have served on dozens of graduate committees and institutional committees. According to Dean JP Jones, in a Fall 2019 meeting with MAS faculty, our department is integral to the HSI designation, which must continue to ensure the academic success of a diverse student body. The Department of Mexican American Studies represents the most diverse department in terms of minority faculty at the University and in SBS. The Faculty include an advisor to the chief medical officer for Pima County and an epidemiologist who has developed cultural competency training and curriculum for public health instruction and training and faculty with doctorates in education and research interests in youth activism and social justice pedagogies.

The Department of Mexican American Studies proposes to be the academic department that develops cultural and social justice literacies in the Latino communities through the following steps:

1. The degree granting department that offers the Undergraduate Certificate in Cultural Competency in Mexican/Mexican American and Border Communities to undergraduates;
2. The academic department that offers such cultural competency certificates through outreach to professionals or non-matriculating students who seek to work with the various, communities that comprise the dynamic identifier of Latino; and
3. The academic department that provides workshops for the public on cultural competency in the Mexican origin communities. The faculty includes Dr. Antonio Estrada who has developed cultural competency curricula for the public health field. Dr. Ada Wilkinson-Lee’s work with underserved Latino communities accessing health care and reproductive health while becoming health literate will provide foundational preparation in cultural competencies. She is co-PI on multi-year grants from the Centers for Disease Control and Prevention, and the National Science Foundation. One of her CDC’s grants (REACH) – Racial and Ethnic Approaches to Community Health __ is in collaboration with the Pima County Health Department and focuses on physical activity, changing smoking

policy and community-clinical linkages for improving health among Latinx and Native Americans. Dr. Anna Ochoa O’Leary, co-director of the Binational Migration Institute and MAS Department Head, will contextualize contemporary issues in migration and immigration. Dr. Roberto Rodriguez, a civil rights figure, teaches courses on Chicano social movements, cultural nutrition, and the media. Dr. Patrisia Gonzales’s work centers on Indigenous medicine and Indigenous knowledge and is co-investigator on the NIH funded Leadership in Health Equity for American Indian Development program, a program of the American Indian Research Center that mentors incoming freshman and transfer students. A Haury Faculty Fellow (2018-2020), she also directs the Indigenous Alliance Without Borders, the oldest Indigenous rights organization on the Arizona border. Dr. Raquel Rubio-Goldsmith is an internationally recognized expert in migration studies and human rights and co-founded the Binational Migration Institute, whose goal is to examine the impacts that immigration policy enforcement has on border communities, for example the deaths and remains of undocumented border crossers. Dr. O’Leary’s research on the narratives of migrant women has been the subject of nationally recognized plays, reflecting how community engagement shapes MAS research and is returned to the communities. Dr. Michelle Tellez and Dr. Maurice Magana, a UA Hispanic Serving Institution Fellow, contribute a transnational perspective on gender, Indigenous rights, youth studies and social change. As such, the MAS department has an outstanding faculty who already is preparing students for a multi-cultural world and is already fulfilling the University’s strategic plan for global cultural competencies.

According to our 2016 APR (p. 34), “the members of our faculty are diverse in many dimensions that intersect with our ethnic identity, helping to fulfill the land-grant mission of the University of Arizona. In addition to the ethnic categories found in this table, MAS faculty includes members from immigrant, working-class families, and are in most cases, the first in their families to attend college. In this way, all students taking any of our classes are exposed to perspectives needed to be global citizens. This diversity also provides a tremendous opportunity to provide role modelling for our MAS undergraduate and graduate students who are also primarily from under-represented groups.”

Table: Faculty Ethnic Identity

Faculty	Position	Gender	Ethnicity
Anna Ochoa O’Leary	Department Head	Female	Chicana/Mexican-American
Antonio Estrada	Professor	Male	Hispanic
Patrisia Gonzales	Associate Professor	Female	American Indian
Maurice Magaña	Assistant Professor	Male	Chicano
Lydia Otero	Associate Professor	Female	Chicana/Southwest Indian
Roberto Rodriguez	Associate Professor	Male	Mexican Indian
Raquel Rubio-Goldsmith	Lecturer	Female	Mexican American
Michelle Téllez	Assistant Professor	Female	Chicana
Ada Wilkinson-Lee	Assistant Professor	Female	Mexican-American

VI. Target Audience(s)

- a. Describe the target audience(s) for this certificate and the specific audience needs this certificate aims to address. Address the relevant points below based on your target audience(s).
 - i. Does this certificate meet the needs of an **industry or workforce partner**? Explain the industry needs this certificate is proposing to address. Provide a list of industry partners with whom you are working and confirmation of this support.
 - ii. Does this certificate provide an **introductory pathway to an existing graduate degree**? Provide the name(s) of the degree(s).
 - iii. Does this certificate serve as **professional development for the targeted audience**? Explain how this certificate will help the audience develop professionally. *As the Nation becomes more diverse*, employers will seek college graduates with cultural competency spanning all disciplines. The future of jobs and job training will require professionals to cultivate skills and capabilities through ongoing learning. The certificate will hold value for both recipients and employers who have become accepting of credentials beyond the college degree.

This certificate will serve as professional development both for undergraduate students and also professionals seeking a formal cultural competency training in Mexican Americans and border communities. Often projects offer general cultural competency certificates with the assumption that the information can be generalized to all ethnic groups or settings; the Department of Mexican American Studies recognizes the need to provide cultural responsiveness training that is specific to the dynamic and variant nature of the U.S.-Mexico border and has the capability and expertise to offer a more in-depth certificate that can address the nuances of this dynamic, changing process. We believe that students seeking certification in human rights, social justice and community engagement as part of global cultural competencies would benefit from this focused curriculum. The department already offers two to three undergraduate courses each semester with the student engagement attribute.

- VII. Certificate Requirements** - complete the table below to list the certificate requirements, including number of credit hours required and any special requirements for completion. Certificate requirements should include sufficient units to provide a substantive program and an appropriate level of academic rigor and in no case be less than 12 units of credit. Delete the **EXAMPLE** column before submitting/uploading.

Minimum total units required	12
<i>*minimum 12 units</i>	
Minimum upper-division units required	6
<i>*minimum 6 units of credit must be upper division UA coursework</i>	
Total transfer units that may apply to the certificate.	3
List any special requirements to declare/admission to this certificate (completion of specific coursework, minimum GPA, interview, application, etc.)	Students must apply for admission and applications will be reviewed by the MAS curriculum committee based on their review calendar. They must respond to a questionnaire that evaluates their interest and how their major aligns with the certificate and submit a writing sample.
Certificate requirements. List all required certificate requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. N/A	<p>List all required coursework.</p> <p>Core courses that are relevant to the study of a thematic concentration in health, social justice or migration: Complete 2 courses (6 units): MAS 265 Community, Culture and Identity; MAS 280 Chicana/o Psychology; MAS 317 Latin American Immigration and the Re-making of the U.S.; MAS 350 the Chicano Movement; MAS 365 Latinos/Latinas: Emerging Issues; MAS 405 Traditional Indian Medicine: Health, Healing and Well Being; MAS 410 Socio-Cultural Determinants of Health; MAS 423 Latino Urbanization; MAS 425 Latino Health Disparities; MAS 435 Mexican Traditional Medicine: An Overview of Indigenous Curing Cultures; MAS 470 The Feminization of Migration: Global Perspectives; MAS 475A The Education of Latinas/Latinos; MAS 485 Mexicana/Chicana Women's History; MAS 495A Special Topics in Mexican American Studies; MAS 498 Senior Capstone; MAS 499 Independent Study</p> <p>Complete 6 units:</p>

	3 units of cultural competency instruction and 3 units in an applied research project and internship with a community organization. Students would enroll in 3 units of MAS 498 and then another special section of MAS 498 to receive cultural competency instruction. Independent Studies and Special topics units would be limited to three units of either category.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. Students complete 3 units of an internship or practicum in the field, which includes a public research project for a community organization.
Additional requirements (provide description)	Students will be expected to submit post-class reflections for each course taken and take pre and post tests. These will form part of a portfolio which will be reviewed at the end of the certificate coursework.
Any double-dipping restrictions (Yes/No)? If yes, provide description. <i>*A maximum of 6 units may double-dip with a degree requirement (major, minor, General Education) or second certificate.</i>	No.

Admissions Process

Students will be expected to apply into the certificate program in the fall. The Curriculum Committee will review all applications and will assess applicants based on their GPA, letters of recommendation, academic experience and essay. Students will be notified of their acceptance into the program by the MAS Program Coordinator and will be put in touch with the MAS advisor to commence coursework.

- VIII. Current Courses**—using the table below, list all existing courses included in the proposed certificate. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed certificate and

information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
MAS 265	3	Community, Culture and Identity	Introduction to Mexican American studies from multidisciplinary perspectives.	Two courses from Tier One, Individuals and Societies (Catalog numbers 150A, 150B, 150C).	In-person, online	F, Sp, Su	No
MAS 280 (FSHD 280)	3	Chicano/a Psychology	Introduction to Mexican American studies from various perspectives. Research issues and interpretation in the field; public policy and Mexican origin populations; and social sciences and the professions and impact upon the Mexican American community.	N/A	In person	F, Sp	No
MAS 317 (ANTH 317, LAS 317)	3	Latin American Immigration and the Re-making of the U.S.	Migration is currently re-shaping American cities, families, urban landscapes, rural areas, and politics, and altering the nation's racial and cultural make up. In response, societal attitudes shift and are re-imagined. This course examines the quasi-permanent presence of undocumented immigrants in the United States in an age of global movements, how this confounds established spatial orders that have conventionally defined nationhood, and the ensuing struggles for belonging and place within 'a nation of immigrants.'	Two courses from Tier One, Individuals and Societies (Catalog numbers 150A, 150B, 150C).	In person	F	No

MAS 350	3	The Chicano Movement	Exploration and analysis of the origin, nature, dynamics (political, social, cultural), ideology, activities, and effects of the Chicano movement of the 1960s.	At least two MAS courses.	In person	F	No
MAS 365	3	Latinos and Latinas: Emerging Contemporary Issues	Using a comparative and multi-disciplinary focus this course critically examines major issues in Latino/a scholarship. Major topics include: immigration, political economy, class, the politics of ethnic identity creation and maintenance, the construction of race, gender, sexuality, and policy issues.	MAS 265 or MAS 280; two courses from Tier One, Individuals and Societies (INDV 101, 102, 103).	In person, online	F, Sp	No
MAS 405 * (AIS 405, RELI 405)	3	Traditional Indian Medicine: Health, Healing and Well Being	Traditional Indian Medicine, or TIM, is a concept that refers to Indigenous knowledges expressed through the varied healing systems in Indigenous communities. This course will pay particular attention to American Indian nations and healing knowledges that are intersecting and intertwined relationships with the natural world, the Indigenous body and the sacred. We will examine both how Indigenous healing systems have persisted as well as responded to social conditions, such as genocide, colonization and historical, as well as contemporary, forms of oppression. Topics include intergenerational trauma as well as how resilience is expressed in practices of wellbeing, healing and self-determination. We will also explore TIM as containing systems of healing that may/may not operate in conjunction with allopathic medicine. This course takes a transdisciplinary approach, incorporating readings from American Indian/Indigenous studies and health to explore a complex portfolio of American Indian/Indigenous wellbeing.	N/A	In person	F, Sp	No

MAS 410 (MAS 510)	3	Socio-Cultural Determinants of Health	This course provides an in-depth exploration on how social and cultural factors influence the health of racial/ethnic groups and underserved populations in the United States. The Socio-Cultural Determinants of Health are social, political, economic and cultural conditions, forces and factors that influence how health is distributed among entire groups and populations. The examination of socio-cultural influences is an interdisciplinary field of study that draws on research and scholarship from many areas including medical sociology, medical and cultural anthropology, public health, political science, public policy studies, epidemiology, and critical gender and race studies. This course introduces important concepts found in the scientific literature and then examines fundamental determinants of health, including income and social class, ethnicity and racism, place and space on specific determinants (e.g. segregation, racism) and health conditions (e.g. infectious and chronic diseases).	N/A	In-person	Sp	No
MAS 423	3	Latino Urbanization	This course will examine how urbanization transformed the lives of Latinas/os in the United States, and how their growing presence transformed communities, institutions, and national politics. Since World War II, the growth of U.S. urban areas directly corresponds with immigration trends. Globalization has intensified this dynamic as migrants moved northward from mostly rural areas in Mexico and Central America seeking jobs and to improve their quality of life. Aside from demographic growth	Junior or Senior status.	In person	Sp	No

			and land-use issues, this course will highlight issues related to urbanization such as housing, political participation, education, health disparities and the formation of new identities and social movements. It will also consider multi-ethnic encounters and collaborations that often take place in urban life. Lectures will center on the historical, geographical and social changes that accompany urbanization. Interdisciplinary readings consisting of monographs, primary documents, oral testimonies and government documents will be assigned.				
MAS 425 (HPS 425, PHPM 425, MAS 525)	3	Latino Health Disparities	A public health perspective in examining health and mental health issues affecting Latinos residing in the U.S., with particular emphasis on Mexican Americans.	Juniors and Seniors only.	In person	F	No
MAS 435 * (AIS 435, LAS 435, MAS 535)	3	Mexican Traditional Medicine: An Overview of Indigenous Curing Cultures	This interdisciplinary course is a survey of various popular and Indigenous medicinal systems that fall under the rubric known as Mexican Traditional Medicine (MTM). Mexican scholar Carlos Viesca Treviño defines MTM as medicinal knowledge(s) that emanate from Mesoamerican world views and that have adapted to historical and social conditions in the Americas. This course will explore various expressions of MTM, with a special emphasis on Indigenous medicinal approaches to healing that exemplify both continuities and adaptations. We will compare across cultures some shared values in	Open to Juniors and Seniors, Majors and Minors or by consent of instructor.	Hybrid	Sp	No

			<p>various Indigenous systems as well as how they are uniquely expressed in contemporary settings. We will also draw from the local knowledge holders of Indigenous populations from this region to compare various approaches in traditional medicine. This course will introduce students to the relationship between place, healing and cosmology in Indigenous-based cultures that maintain curing traditions and practices. We will explore the theories and philosophies that are used in MTM as well as applied knowledge and practices that are useful for self-care and community wellness.</p>				
MAS 475A ** (ANTH 475A, TLS 475A)	3	The Education of Latinas/Latinos	<p>This course will provide an overview of the theories, policies, and practices related to the education of Latinos. We will focus specifically on the social, cultural, economic, and institutional factors, within and outside the school context, that contribute to Latino students' underachievement, failure, and negative educational outcomes. In addition, transformative practices that promote student achievement, learning, and critical consciousness will be discussed. Readings will cover various issues in education as well as introduce course participants to a broad collection of primarily Latino scholars interested in developing new methods and policies that will improve the educational experiences of Latino students.</p>	Juniors and seniors only.	In person	Sp	No

MAS 470*	3	The Feminization of Migration: Global Perspectives	<p>This a co-convened course that will include advanced 4th-year undergraduate students who along with graduate students (enrolled in MAS 570) will examine migration as a worldwide phenomenon in part due to the greater participation of women. In the Americas, in particular, there has been a steady increase in migration to the U.S. from Mexico and Latin America since the 1960s, much of which can be traced to the negative impact of structural adjustment programs (SAPs) resulting in the impoverishment of agricultural sectors and lack of employment opportunities, a combination known to produce the feminization of migration. In this class, we will explore this phenomenon and the various challenges borne by women and youths. We will consider relevant theories, such as neoliberal economics and structural violence, as well as a wide range of perspectives, combining demography, history, ethnography and public policy analysis to better understand issues of borders, transnational identities, human rights, labor rights, and responsibilities of host and sending states. Engagement attribute: Intercultural Exploration; Global and Intercultural Comprehension</p>	Junior or Senior	In Person	Sp	No
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MAS 485 (GWS 485)	3	Mexicana/Chicana Women's History	Historical survey and sociological analysis of past and present experiences of Mexicanas and Chicanas in the United States.	Junior or Senior level.	In person	Sp	No
MAS 495A	3-6	Special Topics in Mexican American Studies	The exchange of scholarly information and/or secondary research, usually in a small group setting. Instruction includes lectures by several different persons. Research projects may or may not be required of course registrants.	N/A	In person	F, Sp, S	No
MAS 498	3	Senior Capstone***	A culminating experience for majors involving a substantive applied research project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and gaining an understanding of the design process of research and the analysis and synthesis of information by conducting an applied culturally responsive research project at a community organization.	MAS majors and minors only.	In person	Sp	No
MAS 499	1-3	Independent Study	Qualified students working on an individual basis with professors who have agreed to supervise such work.	Juniors and seniors only.	In person	F, Sp, S	No

* Engagement: Discovery, Engagement: Global and Intercultural Comprehension

** Engagement: Discovery, Engagement: Civic and Community Responsibility

*** We intend to modify the course as 3-6 units, or make it repeatable for credit.

Note: Future changes to the curriculum originally approved for the certificate must be approved by the Undergraduate Council.

New Courses Needed – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

No new courses will be required to develop the certificate. The certificate will be centered on current MAS curriculum by the department's core faculty. Two courses will total three units each and the Senior Capstone will account for six units.

IX.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

X. Faculty & Resources

- Current Faculty** - complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Martin Marquez](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Patrisia Gonzales	DGS, curriculum committee, Teach MAS 280, 405, 435, 365	https://profiles.arizona.edu/person/pgonza
Antonio Estrada	DUGS, curriculum committee, Teach 410, 423, 425, 498	https://profiles.arizona.edu/person/aestrada
Ada Wilkinson-Lee	Teach MAS 365, 498, 495A, 499	https://profiles.arizona.edu/person/adaw
Anna O’leary	Head, curriculum committee Teach Mas 317	https://profiles.arizona.edu/person/olearya
Roberto Rodriguez	Teach 265, 450, 499, 495A	https://profiles.arizona.edu/person/rodrigu7
Mauricio Magana	Teach MAS 265, 365, 450, 475A, 495A, 499	https://profiles.arizona.edu/person/mmagana0512
Michelle Tellez	Teach MAS 265, 450, 499, 495A	https://profiles.arizona.edu/person/michelletellez
Raquel Rubio Goldsmith	Teach MAS 317, 485	https://mas.arizona.edu/user/raquel-rubio-goldsmith

- Additional Faculty** – Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

No new faculty are needed to implement this program.

- c. **Library Acquisitions Needed** – Describe additional library acquisitions needed during the next three years for the successful initiation of the program. **None.**
- d. **Physical Facilities & Equipment** - Assess the adequacy of existing physical facilities and equipment available for the proposed certificate. Include special classrooms, laboratories, physical equipment, computer facilities, etc. Describe additional physical facilities and equipment that will be required or are anticipated during the next three years for the proposed program.

Existing facilities currently utilized by MAS faculty are sufficient resources for the certificate implementation.

- e. **Other Support** - Describe other support currently available for the proposed certificate. Include support staff, university and non-university assistance. List additional staff and other assistance needed for the next three years.

MAS Outreach Coordinator- This .50 FTE position focuses on developing and implementing strategies to increase departmental visibility and enrollment. The Outreach Coordinator facilitates class presentations, attends tabling events, organizes student conferences, and manages social media to promote MAS undergraduate and graduate programs.

- f. **Marketing & Recruitment** - Provide a detailed and robust marketing strategy for this certificate.

Our Marketing strategy will include these efforts:

Strategy
<ul style="list-style-type: none"> • Promote the program at community functions, meetings with university colleagues, K12 school superintendents, and with community colleges. • Present certificate successes on MAS website, meetings and at national conferences. • Market certificate program on our institutional website, at homecoming, and via a targeted media plan to make the program visible in Southern Arizona, the state, and throughout the region. <p>The marketing and recruitment strategy will begin by creating and updating promotional material that can be readily shared with students. Once that is established, the Outreach Coordinators will target MAS General Education classes as venues to present and promote the new certificate. Additionally, key departments from all of the colleges around the university will be contacted to inform them about the new certificate. The purpose of this is to establish relationships with their respective advisors and identify classes where the certificate can be</p>

promoted. Lastly, the Outreach Coordinator will meet with high school counselors to create plans to promote among graduating high school students as well.

Promotional Material

1. Work with SBS Marketing team to create brochure/flyer
2. Create informational page on MAS website and "request info" tab
3. Create promotional video

MAS Gen Ed Courses

1. Presentations in twelve sections (300 students) for MAS 150B1-Sex and Aids in the 21st Century
2. Presentations in twelve sections (300 students) for MAS 160A1- merican Indian Medicine and Wellness
3. Presentations in MAS 265- Overview of Mexican American Studies
4. Presentations in MAS 317- Latin American Immigration and the Remaking of the US
5. Presentations in MAS 365- Latinos and Latinas: Emerging Contemporary Issues

Campus-wide Outreach

1. College of Nursing
2. College of Public Health
3. Undergraduate Law Program
4. School of Government and Public Policy
5. College of Education
6. College of Medicine

On-campus Outreach Events

1. Participate in Meet-your-Major Fair
2. Hold info-sessions (every semester) for students interested in the certificate

Outreach to Local High Schools

1. Pueblo High School

Outreach to School Districts

MAS is communication with TUSD regarding potential professional development opportunities for teachers. See letter attached as Appendix 1. Several MAS graduates are now teachers at Sunnyside School district, where outreach also will occur.

- g. **Financial** - Provide a copy of the budget for the certificate including start-up costs and the anticipated costs for the first three years. Include some indication of how this fits with the overall department budget.

BUDGET PROJECTION FORM

EXPENDITURE ITEMS		INITIAL BASE BUDGET 1st Year 2020 - 2021	ANNUAL INCREMENTAL COSTS	
			2nd Year 2021 - 2022	3rd Year 2022 - 2023
<u>Continuing Expenditures</u>				
Faculty				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
Other Personnel				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
Graduate Assistantships				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
Operations (materials, supplies, phones, etc.)				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$200.00	\$210.00	\$220.00
Other Items (attach description)				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
<u>One-time Expenditures</u>				
Construction or Renovation				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
Start-up Equipment				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
Replace Equipment				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
Library Resources				
	State	\$0.00	\$0.00	\$0.00
	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
Other Items (attach description)				
	State	\$0.00	\$0.00	\$0.00

	Local	\$0.00	\$0.00	\$0.00
	Other	\$0.00	\$0.00	\$0.00
TOTALS (Incremental)				
	State-reallocated Funds	\$0.00	\$0.00	\$0.00
	New Funds	\$0.00	\$0.00	\$0.00
	* Local Funds	\$200.00	\$210.00	\$220.00
GRAND TOTALS				

* List sources of local funds with a brief explanation of each source.

The Competency Certificate will not incur in any salary expenses since already existing and already taught MAS courses will be used to create the Certificate. The salary for faculty will come from state funds since the courses are already part of their regular teaching load and the regular departmental curriculum. No additional facilities, offices or things needed. Budget only reflects the need for office supplies such as flyers to promote the Certificate as well as purchase of the actual certificates. Funds for these needs will come out of program fees and Summer/Winter income.

- XI. Student Learning Outcomes and Assessment** – describe what students should know, understand, and/or be able to do after completing this certificate, and how student outcomes will be assessed. Provided a detailed curricular map linking student outcomes to specific courses and class activities. Consider working with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream.

Our unit's learning outcomes are aligned with this certificate in that we have identified key outcomes that are related to diversity as suggested in the Inclusive Excellence recommendations on diversity and curriculum development and our HSI designation. Students would declare a concentration in a particular theme, taking six credits in courses with a major focus on 1. Health; 2. Social justice; 3. Migration.

All students would then take the 6 unit senior capstone course, MAS 498, in which they would learn about cultural competency theories and apply theories in their thematic area in a community project and internship. This course represents the interweaving of cultural competency theories and praxis in their selected area of interest. Engaged learning, creative exploration and critical thinking would be integrated throughout the curriculum and culminate in a capstone seminar (3 units) with an applied

research project (3 units) that provides in-depth praxis in cultural competencies. While the capstone is 3 units for Seniors, certificate students would enroll in a special section for another three units to complete the competency criteria of the certificate. Students would work with an advisor and their plan of study would be approved by the MAS Undergraduate Director.

The applied research project includes exposure to materials that are master's-level theoretical action research methods to help them develop inquiry that applies to a larger context. They will gain an understanding of the design process of research and the analysis and synthesis of information by conducting an applied research project at a community organization. Given that we have a long history doing action research and Community Based Participatory Research, our department emphasizes the application of knowledge in real time, real life situations in which students are exposed to solving problems, embracing contradictions, and demonstrating innovative thinking toward solution oriented projects.

We believe that our proposal of 12 credit units is quite substantial in preparing students to become culturally competent. For instance, based on University standards in March 2017, faculty/instructors were offered a certificate as part of the Diversity in the Classroom Workshop Series. The “Leader in Classroom Diversity & Inclusion certificate” was based on four, 90 minute workshops. Our students would receive far more instruction hours. Therefore, we feel that the 12 credit proposal is an appropriate amount of training for the certificate, particularly since the Capstone course is an applied research course in which they develop culturally competencies while conducting action research as part of an internship in a community organization.

MAS Cultural Competency Certificate Student Learning Goals and Outcomes

The Department of Mexican American Studies has developed an assessment tool for expected Student Learning Outcomes. A student receiving a Undergraduate Certificate in Cultural Competency in Mexican/Mexican American and Border Communities will:

1. Demonstrate the ability to synthesize cultural competency theories with frameworks from Mexican American Studies theory/theories to think critically about the social and cultural context of Mexican American communities in order to create culturally responsive social change and/or public policy.
2. Develop self-reflexive awareness and knowledge of current and historical social justice issues impacting the Mexican American community/communities.
3. Analyze evidence-based research to construct a culturally responsive approach to a problem or issue occurring in the Mexican American community/communities that demonstrates the ability to negotiate difference.
4. Communicate clearly in writing and speaking by constructing a culturally sensitive evidence-based argument that will be applied to a community issue and project.

*We have two rubrics to address all four criteria and they are uploaded on Task Stream.

Several factors will be used to assess the progress of the student. Students must make a C or better to take the final capstone course. If they earn less than a C, they must retake the course or take another course in the topic of interest and earn a C or better. Prior to admittance into the capstone course, students' progress will be evaluated for course completion and grade checks.

Overall goals for “Transcultural competencies” grounded in the Mexican American/borderlands experience include:

1. Develop applicable cultural knowledge, cultural awareness and cultural skills through affective learning.
2. Develop self-efficacy as a form of leadership.
3. Learn to employ social justice frameworks as community leadership skills.
4. Learn to think critically within a specific cultural context that is dynamic and varied.
5. Learn respectful cross-cultural interaction based on a basic understanding of cultural norms and cultural specificities.
6. Develop sensitivity to various diversities based on the intersection of gender, race, ethnicity, socio economic status, language diversity and disabilities.
7. Develop their capacity to understand other people’s beliefs and behaviors as it relates to policy and/or human rights.
8. Identify cultural adaptations and cultural knowledge.
9. Recognize the impact of societal processes and structures that impact the Latino/a communities.
10. Learn to do applied research based on cultural competency theories.

The end result will be intercultural proficiency based on the hemispheric experience in the Americas as a measure of affective learning.

MAS Cultural Competency Certificate Learning Outcomes Assessment Curriculum Map

Student Learning Outcomes for the Certificate

Conceptual/Content Outcome 1	Demonstrate the ability to synthesize cultural competency theories with frameworks from Mexican American Studies theory/theories to think critically about the social and cultural context of Mexican American and borderland communities in order to create culturally responsive social change and/or public policy.
Outcome 2	Develop self reflexive awareness and knowledge of current and historical social justice issues impacting the Mexican American and borderland community/communities.

Outcome 3	<p>1. Analyze evidence-based research to construct a culturally responsive approach to a problem or issue occurring in the Mexican American/borderland community/communities that demonstrates the ability to negotiate difference.</p>
Outcome 4	<p>Communicate clearly in writing and speaking by constructing a culturally sensitive evidence-based argument that will be applied to a community issue and project.</p>

Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	
MAS 265	IP	A/ P	A	A	
MAS 280	I/P	A/P	A	A	
MAS 317	I/P	A/P	A/P	A/P	
MAS 350	A/P	A/P	A/P	A/P	
MAS 365	A/P	A/P	A/P	A/P	
MAS 405*	A/P	A/P	A/P	A/P	

MAS 410	A	A/P	A	A	
MAS 425	A	A/P	A	A	
MAS 423	A	A/P	A	A	
MAS 435*	A/P	A/P	A/P	A/P	
MAS 470*	A/P	A/P	A/P	A/P	
MAS 475A*	A/P	A/P	A/P	A/P	
MAS 485	A	A/P	A	A	
MAS 499	A	A/P	A	A	
MAS 495 A	A	A/P	A	A	
MAS 498	A/P	A/P	A/P	A/P	

I = Introduced P = Practiced A = Assessed *Engagement attribute

(Courses with Engagement attributes will be assessed and practiced.)

Students would take a suite of courses, that may look like this:

The migration focus:

MAS 317 Latin American Immigration and the Re-making of the U.S. and MAS 470 Feminization of Migration or MAS 365A Latina/Latinos Emerging Issues or Mas 475 (Education of Latinos)

Social Justice Focus: MAS 350 (Chicano movement) or MAS 265 (Community, Culture and Identity) and MAS 475(Education of Latinos/MAS 485 (History of Mexicans/Chicanas) or MAS 423 (Latino Urbanization) or MAS 365A Latina/Latinos Emerging Issues

Health: MAS 280 (Chicano Psychology) and MAS 410 (Cultural Determinants of Health) or MAS 425 (Latino Health Disparities)/MAS 435 (Mexican Traditional Medicine)/MAS 405(Traditional Indian Medicine)

The special topic courses and the Independent Studies would be reserved for special instruction on a particular topic and only 3 units from either an Independent Studies or Special Topics course would be allowed as part of the plan of study.

- XII. Certificate Outcomes and Assessment**– identify factors that indicate that completion of the certificate enhances the undergraduate experience. Describe measures for programmatic assessment, and provide a detailed plan for assessing certificate outcomes.

The Faculty, as part of a dedicated department meetings and department retreats, in which graduate students also provide input, will work collectively on refining direct measures and learning goals and ensuring that the courses that qualify for this cultural competency certificate meet the standards that will be offered through the certificate. The department curriculum committee, which includes the UGS and the DGS and the Department head, will annually review the certificate outcomes and adjust learning goals accordingly. The department routinely uses Taskstream for assessment as a means to evaluate its learning goals and outcomes and will include assessment of the certificate outcomes, which are aligned with the undergraduate degree learning outcomes. In year one of their program and in their capstone units, students will be surveyed through d2l to not only measure outcomes but to also obtain student input as to the effectiveness of, and improvements to, the curriculum through pre and post assessments. Upon completing the certificate, students will be administered an exit survey as an indirect measure. The assessment of the certificate will be factored into the department's strategic plan.

- XIII. Certificate Demand** – *is there sufficient student demand for the certificate?*

- a. What is the anticipated student enrollment for this certificate by the third year the certificate is offered? Please provide measurable indicators of student interest in the certificate (survey results of current students or alumni) and with reference to similar programs elsewhere. Provide market analysis or other tangible evidence to support projected enrollment numbers.

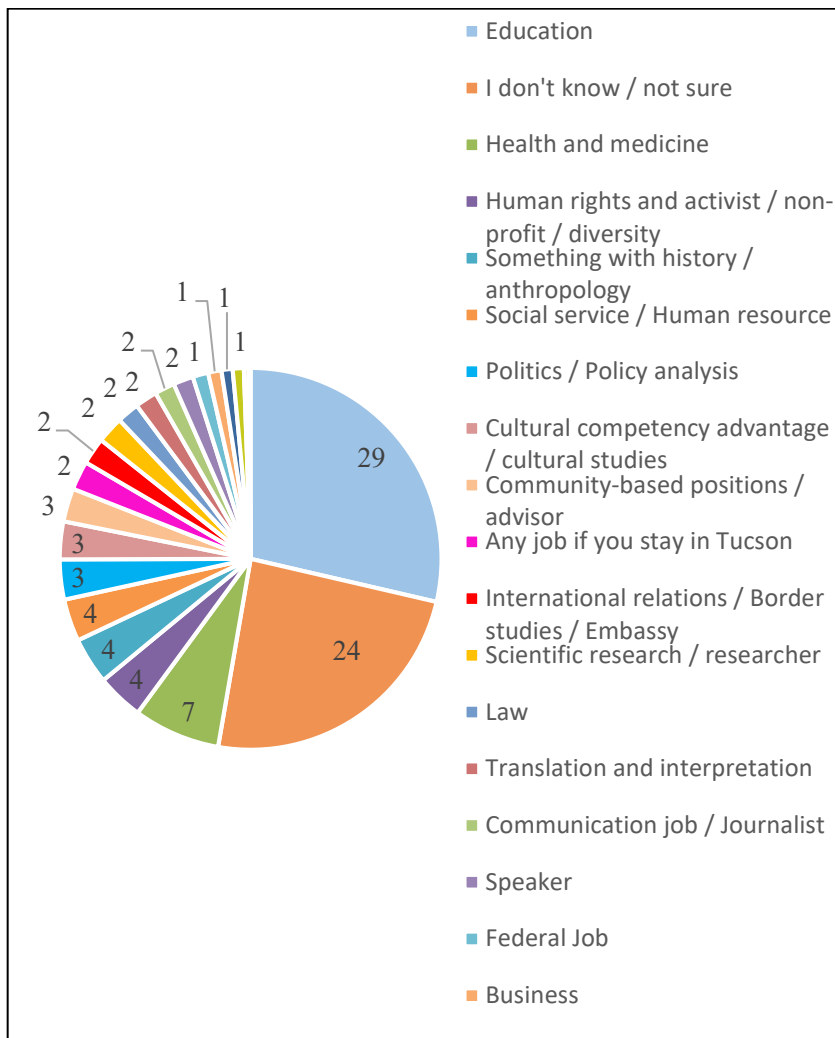
MAS graduates have been consistently employed as doctors, lawyers, teachers and political figures, indicating the useful application of a MAS-focused education. Based on data gathered in 2017 on 97 alumni, 14 are in education; 13 in University administration or support services; and 6 are community college instructors of administrators; 10 are obtaining advanced degrees; another 9 are active in health and human services. Given that MAS has historically incorporated community engagement within its curriculum and the University's strategic plan now focuses on global competencies, there is growing awareness of the benefit of cultural competency skills, particularly in a community that is the fastest growing population in the United States. As you will read, we have steadily increased in our overall enrollments. This is due, in part, to promoting to students that an MAS degree will enhance their cultural competency. This certificate would serve as an added incentive and formalize recognition of their educational training in this area.

As part of our 2016 APR, we collected 421 surveys from undergraduates enrolled in:

- MAS 150 B1 (Sex and AIDS in the 21st century), one lecture and twelve sections
- MAS 150 B2 (Social Justice)
- MAS 150 C1 (Popular Culture, Media, Latina/o Identities)
- MAS 295A (Special Topics in Mexican American Studies)
- MAS 317 (Latin American Immigration and the Remaking of the US)
- MAS 365 (Latinos and Latinas: Emerging Contemporary Issues)

The surveys showed that when asked the reasons for considering minoring or majoring in MAS, 33 percent responded “enjoy learning about my culture” and 24 percent indicated they wanted to “spread out/reach out and make a difference.” Twenty-five percent associate MAS with “immigration/border/politics.” The following figure from the MAS 2016 APR report that a significant number of students associate MAS with research and cultural competency.

Figure 1: Response to “What type of professional opportunity can one have with a MAS degree?” by Percent



University Undergraduate Certificate Enrollment Forecasts

In 2015 – when this proposal was initially created (and then tabled due to the moratorium) -- MAS had 681 undergraduates enrolled in its classes. The latest count for Fall 2019 was 713. This demonstrates a steady flow of students for recruitment into the certificate program. We forecast a one percent enrollment from those students into the certificate within three years, or about 70 students. Additionally, as demonstrated in the table below, there has been a steady growth in the number of minor and majors for the department. The current 50 MAS majors and minors, plus a forecasted growth of 10 students per year are strong indicators of a successful certificate program.

Term	Academic Career	Number of Active Students
Fall 2015	Major	6
	Major (secondary)	5
	Minor	9
	Total	20

Fall 2016	Major	11
	Major (secondary)	5
	Minor	13
	Total	29
Fall 2017	Major	15
	Major (secondary)	3
	Minor	26
	Total	44
Fall 2018	Major	16
	Major (secondary)	13
	Minor	32
	Total	61
Fall 2019	Major	16
	Major (secondary)	8
	Minor	36
	Total	60

The pool of students who minor and/or double major with MAS is quite diverse. Over half of them are coming from departments from the College of Social and Behavioral Science. However, they are also coming from Agriculture and Life Science, the College of Medicine, College of Science and Eller's College. The table below illustrates this diversity. Recruitment strategies can draw upon these departments, whose students have already demonstrated an interest in MAS, to increase enrollment in the certificate.

Agriculture and Life Sciences	College of Medicine
Family Studies & Human Dev	Physiology
Microbiology	Pre-Physiology
Veterinary Science	Nursing

College of Education	College of Science
Literacy Learning & Leadership	Biology
	Molecular & Cellular Biology
College of Engineering	Pre-Neurosci & Cognitive Sci
Civil Engineering	Psychology

	Speech, Language & Hearing Sci
College of Fine Arts	
Film and Television	College of Soc & Behav Sciences
Music	Anthropology
Studio Art	Care, Health and Society
	Journalism
College of Humanities	Creative Writing
Religious Studies	Criminal Justice Studies
Spanish	Gender and Womens Studies
	Law

Additionally, the certificate will serve as recruitment into MAS major. We anticipate an even greater interest over the coming years, both due to the University's emphasis on developing such competencies and to the pipeline being created with Pima Community College and MAS.

- b. Will the certificate serve a community need, preparation for professional certification exams, degree program recruitment, employability enhancement, or other?

Arizona's Need for Cultural Competency Training

In Arizona, people from Mexico contribute to the state's Latino purchasing power. According to 5th Datos report published in 2014, Hispanic consumers will spend an estimated \$4.5 billion this year in Pima County. Statewide it estimated expenditures are \$46 billion in 2014, and \$50 billion in 2015. Latino purchasing power reaches \$1.5 trillion nationally.

According to *Datos*, Nationally, Hispanic purchasing power reached \$1.5 trillion in 2015 — greater than Mexico's gross domestic product — and could top \$2 trillion by 2020. Also, the Arizona-Mexico trade topped \$14 billion in 2013 and Mexican visitors to Arizona spend \$7.3 million per day on average.

Latinos make up more than 33 percent of the Arizona's population. In the next 10 years, another 1 million Latinos will live Arizona and it is estimated that in 2030, Latinos will be the majority. Nationally, an estimated 55 million Hispanics make up about 17 percent of the population.

"These figures do not recognize the severe weakness in job development and training, education and health care for Latinos. Latinos are an integral part of the national economy. Policymakers must focus deeper, and create programs and incentives in response to the challenges and

specific needs of Latino communities,” Alex Rodriguez, vice president for the Southern Arizona region of the Arizona Technology Council, said in an interview.

Highlights from the *Datos* report provide clear evidence of a need for cultural competency in business, medicine, education and non-profits:

- 1 of 10 dollars spent on consumer goods is spent by Hispanic shoppers.
- 1 of 10 dollars in charitable contributions is made by Hispanics, and 25 percent of those donations are made through their religious institutions.
- Average Hispanic household income in the United States is expected to more than double from about \$55,000 per year to \$117,000 per year by 2032.
- One-third of Arizona Hispanic households earn \$50,000-\$100,000 annually.
- 92.7 percent of Hispanic children in the United States are U.S. citizens.
- There were an estimated 67,300 Hispanic-owned businesses in Arizona generating more than about \$10.2 billion in gross receipts in 2013.
- In all but seven states, Spanish is the second most commonly spoken language after English.
- Hispanics are 1 of 4 public school students in the nation, and a majority of K-8 students in Arizona.
- Nine of 10 U.S. Hispanics 18 to 34 years old say it's important to have some college to get ahead in life, but only 7 percent of bachelor's degrees across the country are earned by Hispanics.
- An estimated 50,000 Hispanics nationwide turn 18 every month, making them eligible to vote.
- In Arizona, 8 percent of all registered Republican voters are Hispanic, 27 percent of all registered Democrats are Hispanic, and 22 percent of all independents are Hispanic.

According to the National Institute of Health, culture includes knowledge, beliefs and behaviors. It involves elements, including personal identification, language, thoughts, communications, actions, customs, beliefs, values, and institutions that are often specific to ethnic, racial, religious, geographic, or social groups.

For the provider of health information or health care, these elements influence beliefs and belief systems surrounding health, healing, wellness, illness, disease, and delivery of health services. NIH believes, cultural competency has a positive effect on patient care delivery by enabling providers to deliver services that are respectful of and responsive to the health beliefs, practices and cultural and linguistic needs of diverse patients. Cultural competency is critical to reducing health disparities and improving access to high-quality health care, health care that is respectful of and responsive to the needs of diverse patients. Cultural competence enables systems, agencies, and groups of

professionals to function effectively to understand the needs of groups accessing health information and health care—or participating in research—in an inclusive partnership on common ground between the provider and the user of the information.

NIH recognizes the challenges of health care needs of a growing number of diverse racial and ethnic communities and linguistic groups, each with its own cultural traits and health challenges. NIH is vested in and active in funding and disseminating research information to reduce health disparities and provide appropriate delivery of health information and health care.

Thus, the cultural competency certificate will provide students and the community members with expanded skills and capacities to enhance their training as educators, health care and social services professionals, as well as professionals engaging in business related fields who need to demonstrate a deeper level of culturally competent skills. The certificate would make our students more competitive as educators and health care professionals, given the focused learning on a dynamic community with a historic presence in Tucson and which is part of the University's land grant mission and constituency. It will also serve as a recruitment pipeline into the department. Once the certificate has been established, future plans will focus on offer the curriculum through distance learning. Once an online presence is established, an even greater number could benefit from the certification as part of professional development.

c. What community needs, preparation for professional certification exams, degree program recruitment, or employability enhancements will this certificate provide? Please provide evidence of feedback from potential employers regarding the value of the proposed program. One example in the educational setting points to the need for continuing education:

Teacher vs. Student Demographics in TUSD:

Hispanic 29.1%- 64 %

White/European American 62.8%- 20 %

African American 3.4 %- 6 %

Asian American 2.8 %- 2 %

American Indian/Native American 1.4 % - 4 %

(Sources: Tucson Unified School District Human Resources, Recruitment and Retention Advisory Committee Presentation, November 15, 2019 & Tucson Unified School District Synergy Report, Daily Enrollment by Student Demographics- 40th Day SY 2019-20)

ARIZONA DEMOGRAPHICS

► Compared to the U.S. population, Arizona's population is comprised of greater percentages of Hispanics and American Indians. Additionally, Arizona has a large and growing population of Hispanic youth which suggests that the demographic composition of the state will change significantly in future years. For instance, while Hispanics comprised only 26 percent of 45- to 54-year-olds in 2015, they comprised 42 percent of 15- to 17-year-olds.

- Overall, 27 percent of Arizonans who were 25 or older had earned a bachelor's degree or higher in 2015. Compared to the

state, lower percentages of Hispanics (11%) and American Indians (10%) earned a bachelor's degree or higher.

► In 2015, 18 percent of Arizonans lived below the poverty line.

Poverty rates were highest among American Indian (38%), Hispanic (28%), and Black residents (24%).

(Source: Vagi, Robert, Ross, & Somani, 2018. Arizona Minority Student Progress Report Executive Summary. Arizona Minority Education Policy Analysis Center. pg. E-05)

Please see letter attached in Appendix 1 as to the need for such a certificate in the Tucson Unified School District Mexican American Student Services.

- c. Will there be any collaboration with other departments or universities to maximize resources? If there is collaboration, please include a memo of support from the applicable parties.

All MAS faculty will participate equally in the teaching of courses provided as part of the MAS curriculum. Drs. Antonio Estrada, as Chair of Undergraduate Curriculum, and Patrisia Gonzales, Director of Graduate Studies, will share in responsibilities of coordinating the certificate

XIV. Contacts and Administration

- a. List the name and contact information for the primary point of contact for the certificate.

Dr. Patrisia Gonzales, pgonza@email.arizona.edu

- b. List the name and contact information for the person or persons who will serve in the role of Director of Undergraduate Studies (DUS) for the certificate. (This is not always the same as the DUS for affiliated programs or head of the managing academic unit.) Dr. Antonio Estrada

From: [Oleary, Anna M - \(olearya\)](#)
To: [Carlson, Stephanie L - \(scarlson\)](#)
Cc: [Gonzales, Patrisia C - \(pgonza\)](#); [Kimme Hea, Amy C - \(kimmehea\)](#)
Subject: MAS Cultural Competency Certificate proposal
Date: Thursday, January 23, 2020 1:25:28 PM
Attachments: [image001.png](#)

Dear Stephanie:

I have reviewed the final version of the proposed Cultural Competency Certificate sent to you by Dr. Patrisia Gonzales, and I approve its submission to you for review.

Should you need further assistance, feel free to contact me.

Anna Ochoa O'Leary, Ph.D.
Professor and Head
Dept. of Mexican American Studies
César E. Chávez Bldg. 208C
University of Arizona
Tucson, AZ 85721
Ph: 520-626-8134
FX: 520-621-7966

Faculty webpage: <http://oleary.web.arizona.edu/>

Binational Migration Institute Website: <http://bmi.arizona.edu/home>

[Uncharted Terrains: New Directions in Border Research Methodology, Ethics, and Practice](#) UA (2013)

[Undocumented Immigrants in the United States: An Encyclopedia of their Experiences](#). ABC-Clio (2014)

cid:image003.png@01D39B40.D4136750



<http://mas.arizona.edu/>

The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. Aligning with the university's core value of a diverse and inclusive community, it is an institutional responsibility to recognize and acknowledge the people, culture and history that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued.

<https://native-land.ca/>

From: [Gonzales, Patrisia C - \(pgonza\)](#)
To: [Carlson, Stephanie L - \(scarlson\)](#)
Subject: Fw: YOUR SIGNATURES ARE NEEDED ASAP IN AN EMAIL: Modified Cultural Competency Undergraduate Certificate for the Department of Mexican American Studies-FINAL VERSION
Date: Thursday, January 23, 2020 1:43:25 PM

Stephanie,
Here is Amy's approval email. Thanks, Patrisia

Thank You,
Patrisia Gonzales
Associate Professor
Agnese Nelms Haury Faculty Fellow 2018-2020
University of Arizona
Director of Graduate Studies
Department of Mexican American Studies
Native American Research and Training Center (NARTC)
American Indian Studies Graduate Interdisciplinary Program
Mailing Address:
Department of Mexican American Studies
Cesar Chavez 208
Tucson, AZ, 85721
520-626-0408
The University of Arizona is located on the traditional territory of the Tohono O'odham.

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@email.arizona.edu>
Sent: Thursday, January 23, 2020 12:41 PM
To: Gonzales, Patrisia C - (pgonza) <pgonza@email.arizona.edu>; Oleary, Anna M - (olearya) <olearya@email.arizona.edu>
Subject: RE: YOUR SIGNATURES ARE NEEDED ASAP IN AN EMAIL: Modified Cultural Competency Undergraduate Certificate for the Department of Mexican American Studies-FINAL VERSION

Dear Patrisia,

I approve, and thank you for all of your hard work on this project! I would love to discuss a strategy to promote it broadly to our campus community. Let me know when you might like to visit about such efforts.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs & Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028

Appendix 1

Mexican American Student Services Department
Catalina High School Family Resource Center
3645 East Pima Street
Tucson, Arizona 85716
520-232-8566



January 8, 2020

Re: Letter of Support for Cultural Competency Certificate

To whom it may concern:

Tucson Unified School District's Mexican Student Services Department is pleased to express its support and commitment to the proposed Cultural Competency Certificate in Mexican/Mexican American and Border Communities. Our partner, the University of Arizona's Mexican American Studies Department, is recognized in the community as an authority in the promotion of social justice for those identifying as Mexican American, Xicanx, Mexican Indigenous, or Latinx. As the Director of Mexican American Student Services in Tucson Unified, I acknowledge the UA Mexican American Studies faculty with much appreciation and tremendous enthusiasm for their work as trusted resources in their fields with specific expertise aimed in developing social agency endeavors in our community. This proposed certificate furthers the momentum of authentic commitment and investment.

Tucson Unified is dedicated to building strong, self-advocacy for families and students as the second largest school district in the state of Arizona. Collaborative efforts to improve the lives of youth and their families are continuously enhanced by employing culturally responsive services through engagement with community members and stakeholders such as the UA Mexican American Studies Department. The cross-cultural skills and competencies this certificate promotes for undergraduates, professionals, and community members significantly align to the needs of Tucson Unified by creating a pathway for those interested in pursuing teaching certification. The potential to further partnerships with the District and the UA Mexican American Studies Department serves to foster an educational pipeline of culturally responsive educators simultaneously improving the skill sets of teachers already interacting with our students on a daily basis. Culturally responsive training is critical in supporting the over 29,000 Mexican American/Latinx students our department is charged with advocating for districtwide. This demographic subgroup comprises 64% of the District in contrast to the teacher make-up of 63% from European American backgrounds. Clearly, this is evidence of the imperative need for the objectives set forth by the proposed certificate.

The Cultural Competency Certificate framework directly addresses equitable practices and the development of pathways to build capacity as a large urban school district brimming with a rich diverse population. As a community partner, the Mexican American Student Services Department fully supports this proposal and the intended efforts in its implementation. Please feel free contact me if you have any questions or need any further information.

Respectfully,

A handwritten signature in black ink, appearing to read 'María C. Brummer', with a long horizontal flourish extending to the right.

María C. Federico Brummer, M.Ed.

Director, Mexican American Student Services Department Tucson Unified School District

Email: maria.federicobrummer@tusd1.org