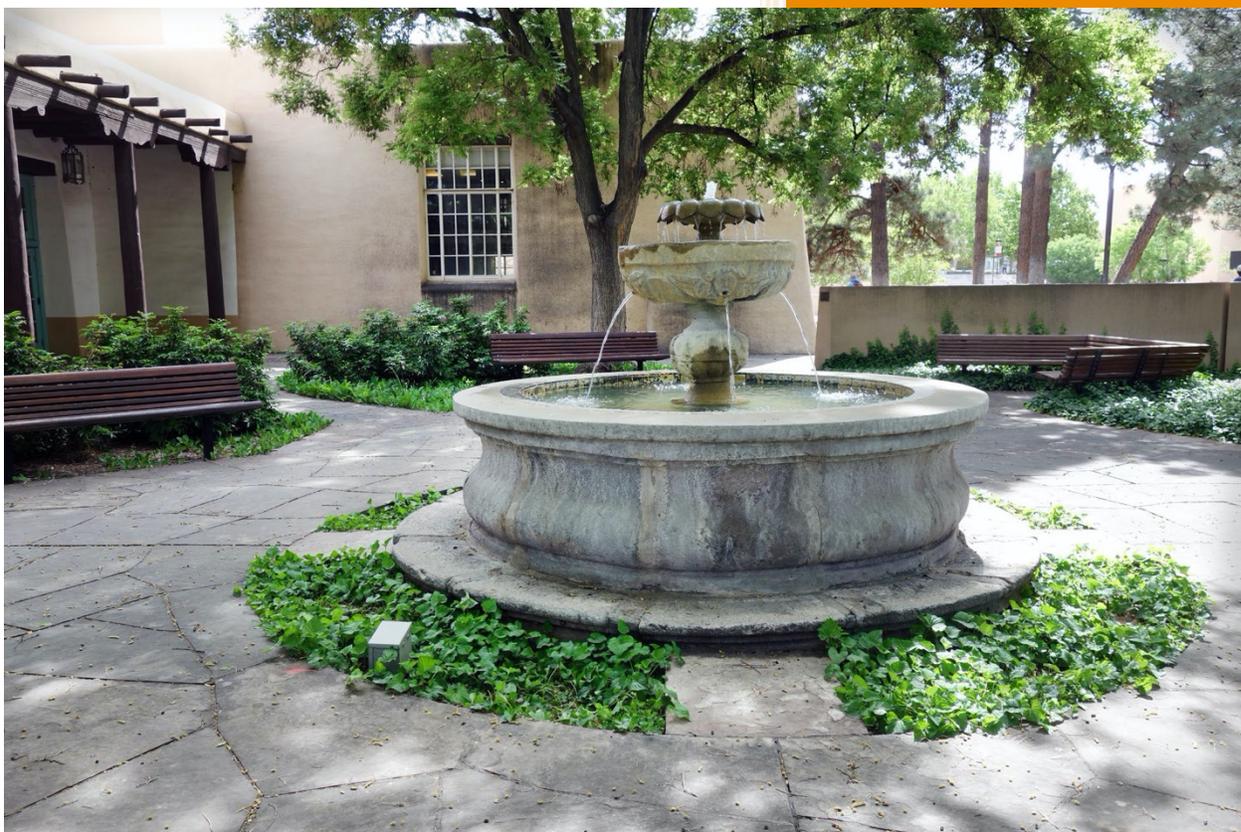


2022

Graduate Student Handbook



Chicana and Chicano Studies

University of New Mexico

05/30/2021

**The Department of Chicana and Chicano Studies at the
University of New Mexico
Graduate Student Handbook**

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OUR DEPARTMENT

The Department of Chicana and Chicano Studies (CCS) is committed to the interdisciplinary study of Mexicanx, Chicanx experiences, perspectives, and thought. The graduate program centers several teaching and research specializations that include: Creative Cultural Expressions (Arts, Language, Literature); Communication, Language and Culture (Media, Language Use, Spiritualities); Community Based Studies (Land, Law, Well-Being, Sustainability); Chicanx/Latinx Public Policy (Education, Health, Law, Land, Planning); Transnational/Hemispheric Migration Studies (Economy, History, Media, Politics); and Intersectionalisms: Race, Gender, Sexuality (Cultural Studies, Ethnic Studies, Gender Studies, LGBTQIA+ Studies).

The academic purpose of the department is to promote a critical understanding of Chicanx, Hispanx, Mexicanx peoples and communities through teaching, research, and advocacy. Because our program resides at the flagship institution of the state, which has the largest percentage of Hispanics in the country, this mission is integral to furthering the understanding of both New Mexico and the nation’s present and future. In keeping with the mission, the proposed graduate program provides Master of Arts (M.A.) and Doctorate (Ph.D.) degrees in the field of Chicanx Studies. Given the changing dynamics of the economy and education in the 21st century, interdisciplinary and intercultural academic professional training is increasingly becoming significant in higher education. Graduate students in Chicanx Studies are trained

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to utilize a critical set of perspectives and skills to address the complex lives, histories, and cultural experiences of Mexican-descended peoples in local, regional, and transnational societies.

Our graduate program benefits graduate students at UNM in several ways. First and foremost, the M.A. and Ph.D. programs provide graduate students with academic professionalization that enhances their job and career prospects. Second, the graduate program enriches curricular offerings for other students enrolled in M.A. and Ph.D. programs that currently do not offer a specialization in the area of Chicana Studies. Third, the M.A. and Ph.D. programs enrich graduate student training through cross-disciplinary conversations and collaborations with graduate students and faculty members in a variety of departments and disciplines. Fourth, the M.A. and Ph.D. programs further evidence and advance the University of New Mexico's explicitly stated commitments as a Hispanic-Serving Institution.

University of New Mexico policy states that students are responsible for knowing and abiding by the general University rules and regulations pertaining to graduate study at the University of New Mexico and the specific academic requirements of their particular degree program. They are also expected to be aware of their academic standing at all times. Ignorance of a rule will not be accepted as a basis for waiving that rule. Although the department makes every effort to keep the Handbook up-to-date, inevitable changes do occur. You are encouraged to keep in touch with your advisor about current requirements.

This CCS Graduate Handbook provides our department's graduate students with information about requirements for completing each stage of the graduate degree process. This Handbook is available online on the UNM CCS website. The [UNM Catalog](http://catalog.unm.edu/catalogs/2020-2021) is available online at (catalog.unm.edu/catalogs/2020-2021). It also contains information essential to a successful graduate career at UNM. Students must comply with the procedures and meet the requirements stated in the Graduate Handbook for the year in which they began their graduate work in the department. If a student seeks an exception to the departmental policies as described in the handbook, they must petition the CCS Executive Committee. The graduate director or their advisor will present their petition to the committee. The department reserves the right to correct errors that appear in the print or online versions of the Handbook.

CCS policies function in concert with those of the Graduate Studies (GS) office. Students are responsible for consulting the GS guidelines, which may be accessed online at: catalog.unm.edu/catalogs/2020-2021/graduate-program.html. Students may fulfill the requirements for graduation stated in the UNM Catalog for the year in which they were enrolled for the first time in a degree-granting graduate program at the University of New Mexico, provided they complete the graduation requirements for the degree sought within the timeframe prescribed in that Catalog. Students admitted to CCS after matriculating at another UNM degree-granting program must graduate using the CCS policies published in the Catalog in effect at the time of their transfer. Students seeking an exception to University-wide policies or regulations specified in the catalog must petition the Dean of Graduate Studies.

ADMISSIONS

Students applying from outside the Department or University should contact both the Chicana and Chicano Studies Department as well as the Admissions Office for information and an application. The

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information and application link can be found here:

app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=unmgrad&_ga=2.232989726.1043406361.1580096684-240981504.1572319778

Application information is also available on the CCS Department website. Students enrolled in the CCS M.A. and B.A/M.A. programs who wish to pursue a Ph.D. in the department do so under the same application criteria and deadlines as all prospective applicants to the Ph.D. program.

Applicants to the M.A. and Ph.D. program in Chicana and Chicano Studies should hold a Bachelor's degree in Chicana Studies or a related field such as American Studies, Anthropology, Art History, Communication, Economics, Education, English, Ethnic Studies, Gender Studies, History, Philosophy, Political Science, or Sociology. When applying to the program, candidates are expected to submit a substantive letter of intent with a clear statement of their research interests and goals at the graduate level. They should also address their fit within the department. Only candidates who show purpose and promise, and whose research needs can be appropriately met will be admitted into the CCS graduate program.

New Mexico Residency Definitions

A student who enters and remains in New Mexico principally to obtain an education is presumed to be a non-resident for tuition purposes. A student is classified as a resident or non-resident for tuition purposes based on information supplied on the application at the time of admission. The residency status is only changed upon re-application for admission or submission of a petition to the Office of the Registrar. Petitions are accepted for the Fall term beginning the first week of July. For the Spring term petitions are accepted beginning the first week of December. The completed petition and required supporting documentation must be submitted to the Mesa Vista Hall North One-Stop, no later than the second Friday of the term. State law establishes residency requirements for tuition purposes. Each person must meet the requirements individually (marriage is not a factor in deciding residency).

To become a legal resident of New Mexico, the student must satisfy four basic requirements:

1. Twelve months consecutive presence
2. Financial independence
3. Written declaration of "Intent" to relinquish residency of any other state
4. Overt acts as defined by the Registrar's Office

Other relevant factors may be considered along with those itemized above. More detailed information on basic requirements as well as guidelines on exceptions and additional regulations can be found at registrar.unm.edu/residency/index.html. Second-year students who receive fellowships, assistantships, or other awards do not automatically acquire resident status. Awards including tuition and fees cover resident tuition rates only. To ensure in-state tuition rates, students must file a petition establishing New Mexico residency. Persons who have special problems concerning residency should arrange for a conference with the Registrar.

ADVISEMENT

In October and April of each semester and before registering for classes, all students should consult with

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their faculty advisors. New students are assigned temporary faculty advisors during their first semester of study. After two semesters of coursework, and NO LATER THAN the completion of twelve (12) hours of coursework, students must choose a faculty advisor and notify the graduate director in writing of the faculty member's agreement to oversee their progress and exams. The graduate director should be apprised in writing of any changes in this selection. Students should also notify the CCS Department Administrator.

The time and energy required for a faculty member to become an advisor is not to be taken lightly. The student will need to select a faculty member to be their advisor for the rest of their program; this person typically also directs the M.A. thesis, project, or comprehensive exam and the Ph.D. dissertation. The student must identify a faculty member who has: (a) Graduate Faculty status at UNM (b) expertise in the student's area of interest, and preferably (c) has had the student in at least one class. The student must set up an appointment in order to request that the selected faculty member become their advisor. The student must be prepared to outline their interests, research, and creative goals and to provide a rationale or reasons for their choice or why that faculty member is a good fit for their interests. The student should take detailed notes at this and all other meetings with their advisor to refer to as they progress through their course of study.

By the end of the first year of coursework, the student will be expected to have selected an advisor, to have met with them to agree on their program of study, have identified a committee of faculty members with whom they will work, and have met with the committee for input and approval of their program of study. They will need to turn in the Program of Studies form to the GS office as well as to the CCS Department's graduate administrator. The GS Program of Studies forms can be found here: grad.unm.edu/resources/gs-forms/index.html (see Appendices for list of forms). This document will also be helpful for planning and tracking coursework, preparing for meetings with the advisor, and determining that the courses meet program requirements.

Continuing Students

Every fall, continuing graduate students should meet with their advisors to discuss their plans for coursework, research and/or creative projects for the coming year.

Annual Progress Review

The faculty is concerned that all students make consistent and timely progress toward their degrees. To this end, the entire faculty conducts an annual graduate student review to hear the faculty advisors' report and to check student progress in forming exam committees and/or completing degree requirements. Students whose record appears to indicate current or potential difficulty are notified in writing. If a student shows little promise of completing the degree program, the department will notify the student and the Dean of Graduate Studies in writing that the student is disenrolled from further work in that program. Disenrolled students are not eligible to continue work in any graduate degree program in the University for a period of one calendar year from the date of disenrollment. Readmission after the disenrollment period requires the approval of the department to which the student has applied for readmission. The Dean of Graduate Studies must also approve the student's readmission.

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Graduate Student Committees

As explained in greater detail in the “Committee Composition” of “Advancement to Candidacy,” each student will have one or more committees as they progress through the program. M.A. students have one committee, which may be a thesis, project, or comprehensive exam committee. Ph.D. students typically have two: Comprehensive Examination Committee and Dissertation Committee. Depending on the student’s needs, these often end up as the same committee.

The University has rules about which faculty members can serve on committees. The categories of faculty approvals for service on student committees (with the approval of the unit faculty and the GS office are as follows:

- Category One: UNM tenured or tenure-track faculty or UNM National Laboratory Professors. Role: chair or member of any M.A. or Ph.D. dissertation committee in any discipline, regardless of the faculty member’s FTE status.
- Category Two: Tenured or tenure-track faculty at other institutions. Role: External member on dissertation committee.
- Category Three: Individuals whose primary employer is UNM and who hold the titles of research professor, research associate professor, research assistant professor; clinician educators with the rank of professor, associate professor, assistant professor, faculty hired onto the flex track or “V” category in the School of Medicine. Role: Co-chair or member of M.A. or Ph.D. dissertation committee; may only chair committees if their appointment is within the student’s major.
- Category Four: Others who are considered experts in the field. Role: Voting member of the committee.
- Category Five: Emeriti/Emeritae faculty may continue to chair existing committees for up to one calendar year from the date of their retirement if the graduate unit approves. They may not be appointed chair of any new committees once retired. Role: Chair, co-chair, or voting member of the committee.
- Category Six: After the first year of retirement, Emeriti/Emeritae faculty may continue to serve on committees if the graduate unit approves. Role: Co-Chair or voting member of the committee.

Records

Students should keep a copy of all documents related to their degrees during their graduate program. This includes, but is not limited to, transcripts, Independent Study forms, Program of Study forms, petitions, course transfers, relevant email messages, waivers, and so on. The Department also needs a copy of all forms, so please turn forms into the graduate director before submitting to GS (see Appendices for list of forms).

COURSEWORK AND REQUIREMENTS FOR B.A./M.A., M.A., AND PH.D.

CCS proposes several pathways to the completion of an M.A. and a Ph.D. These coexisting graduate programs ensure a robust enrollment in all classes and thereby ensure the long-term vitality of the program. Chicana Studies graduate programs will center several areas of teaching and research distinction including: Creative Cultural Expressions (Arts, Language, Literature); Communication, Language and Culture (Media, Language Use, Community-Based Studies (Land, Law, Well Being, Spiritualities, Sustainability); Chicana/Latina Public Policy (Education, Health, Law, Land, Planning);

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Transnational/Hemispheric Migration Studies (Economy, History, Media, Politics); Intersectionalisms: Race, Gender, Sexuality (Cultural Studies, Ethnic Studies, Gender Studies, LGBTQIA+ Studies). Taking into consideration the experience and purposes of each student, individualized programs are planned to emphasize three major areas of interest such as those listed above along with supplementary work in other areas.

See Appendix , Distinction Designation for PhD

Core Graduate Course Sequence

All graduate students must take the following in their first three semesters in the program:

CCS 551 – Cultural Texts in CCS

CCS 552 – Research Methods & Data Analysis in Chicana and Chicano Studies

CCS 580 – New Theories and Methods in Chicana and Chicano Studies. This class must be taken during the students first fall semester.

Students must take the following course in the second year of their program.

CCS 590 - The Advanced Seminar in Chicana and Chicano Studies

Transfer Credits

The following residency requirements refer to credits taken prior to admission to the Department of Chicana and Chicano Studies. The graduate school allows M.A. applicants to transfer credits from a comparable M.A. program at the discretion of the CCS Department. The CCS Department requires that all courses taken after admission to the Department be taken at the University of New Mexico.

Doctor of Philosophy in Chicana and Chicano Studies

In order to receive a doctorate, all students must successfully complete coursework, comprehensive exams, a dissertation prospectus, and a dissertation.

Program of Studies: At least 48 credit hours of course work are required for the Ph.D. In addition, students are required to take 18 credit hours of dissertation hours. These include:

- Chicana Studies graduate seminars (500-level)
 - Required introductory graduate sequence (551, 552, 580, 590): 12 credit hours
 - Additional 6 seminars in Chicana Studies: 18 credit hours
- Graduate electives (in CCS or interdepartmental): 12 credit hours
- Independent Study in preparation for comprehensive exam: 6 credit hours
 - CCS 697. Individual Study. (1-3 to a maximum of 15) means that the Doctoral student can take 697 for 1, 2 or 3 credits and repeat it for a maximum of 15 credits.
- Dissertation hours: minimum of 18 credit hours
- Students with an existing M.A. may transfer up to 18 credit hours at the discretion of the department.

Notes:

- Must be enrolled in at least one credit hour of graduate credit in the semester in which the doctoral comprehensive examination is taken.

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- At least 24 credit hours of graduate credit course work must be completed at the University of New Mexico.
- At least 18 credit hours graduate credit course work must be completed at the University of New Mexico after admission to the doctoral program.
- A minimum of 18 hours of graduate credit course work must be earned in the University of New Mexico courses numbered 500 or above.
- No more than 6 credit hours of course work in which a grade of C (2.0), C+ (2.33) or CR (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation. (See Grade Requirements for Graduation policy.)
- No more than 50% of the required course credit hours at the University of New Mexico may be taken with a single faculty member. (Course work that has been completed for the master's degree is included in this limit.)
- A minimum of 18 credit hours of dissertation credit hours (699) is required for the doctorate.
- Doctoral candidates must be enrolled the semester in which they complete degree requirements, including the summer session.
- Special Topics: CCS 593 (3, may be repeated twice, for a total of 3 times). The content of this course varies by semester but will provide an in-depth analysis of special topics related to Chicana and Chicano Studies. For course content, consult the Schedule of Classes.

Additional Ph.D. General Requirements:

- Must be enrolled in at least one credit hour of graduate credit in the semester in which the doctoral comprehensive examination is taken.
- At least 24 credit hours of graduate credit coursework must be completed at the University of New Mexico.
- At least 18 credit hours of graduate credit coursework must be completed at the University of New Mexico after admission to the doctoral program.
- A minimum of 18 hours of graduate credit coursework must be earned in the University of New Mexico courses numbered 500 or above.
- No more than 6 credit hours of coursework in which a grade of "C" (2.0), "C+" (2.33) or "CR" (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation.
- No more than 50% of the required course credit hours at the University of New Mexico may be taken with a single faculty member. (Coursework that has been completed for the master's degree is included in this limit.)
- A minimum of 18 credit hours of dissertation credit hours (699) is required for the doctorate.
- Doctoral candidates must be enrolled the semester in which they complete degree requirements, including the summer session.

Ph.D. Foreign Language Requirement

In addition to the course requirements for the doctorate in the Chicana and Chicano Studies Department, students must demonstrate a reading knowledge of one foreign language through 1:) passing a written departmental translation examination 2:) presenting 12 credit hours of instruction in a single foreign language taken after admission to the graduate program or 3:) through satisfactory completion of an alternative methodology option to be determined by the student in consultation with the student's committee on their studies and the chairperson of the department.

Ph.D. Comprehensive Examination

The comprehensive examination is taken after completion of course work. It is a written examination, the primary purpose of which is to ascertain the candidate’s ability at synthesizing the subject matter and various methodologies covered during their time in the program. Detailed guidelines for the comprehensive examination are available through the department.

Ph.D. Dissertation

The dissertation concerns itself with at least three areas of concentration in Chicana Studies.

Sample Program of Studies for a Ph.D. student entering without an M.A.:

Ph.D. Program of Study (Full-time students with assistantships)

Year 1		Year 2	
Fall	Spring	Fall	Spring
CCS 551 (3 credits) CCS 580 (3 credits)	CCS 552 (3 credits) CCS 590 (3 credits)	1 Elective (3 credits): CCS 593, another CCS grad course, or another grad course in an affiliated department 1 CCS Graduate Seminar (3 credits)	1 Elective (3 credits): CCS 593, another CCS grad course, or another grad course in an affiliated department 1 CCS Graduate Seminar (3 credits)
Year 3		Year 4	
Fall	Spring	Fall	Spring
1 Elective (3 credits): CCS 593, another CCS grad course, or another grad course in an affiliated department 1 CCS Graduate Seminar (3 credits)	1 Elective (3 credits): CCS 593, another CCS grad course, or another grad course in an affiliated department 1 CCS Graduate Seminar (3 credits)	2 CCS Graduate Seminar (3 credits each; 6 credits total)	CCS 597 Independent Study (6 credits) Comprehensive Examinations
Year 5		Year 6	
Fall	Spring	Fall	
CCS 699 Dissertation (6 hours)	CCS 699 Dissertation (6 hours)	CCS 699 Dissertation (6 hours)	

Ph.D. Program of Study (Full-time students)

Year 1		Year 2	
Fall	Spring	Fall	Spring
CCS 551 (3 credits) CCS 580 (3 credits)	CCS 552 (3 credits) CCS 590 (3 credits) 1 Elective (3 credits): CCS 593, another CCS grad course, or another grad course in an affiliated department	1 Elective (3 credits): CCS 593, another CCS grad course, or another grad course in an affiliated department 2 CCS Graduate Seminars (3 credits each; 6 credits total)	1 Elective (3 credits): CCS 593, another CCS grad course, or another grad course in an affiliated department 2 CCS Graduate Seminars (3 credits each; 6 credits total)
Year 3		Year 4	
Fall	Spring	Fall	Spring
1 Elective (3 credits): CCS 593, another CCS grad course, or another grad course in an affiliated department 2 CCS Graduate Seminars (3 credits each; 6 credits total)	CCS 597 Independent Study (6 credits) Comprehensive Examinations	CCS 597 Independent Study (6 credits) Prospectus	CCS 699 Dissertation (6 hours)
Year 5			
Fall	Spring		
CCS 699 Dissertation (6 hours)	CCS 699 Dissertation (6 hours)		

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M.A. in Chicana and Chicano Studies

Requirements

The M.A. in Chicana and Chicano Studies is offered under **Plan I** (thesis), **Plan II** (non-thesis), and **Plan III** (coursework only) options, according to regulations set forth in the *Graduate Program* section of this Catalog.

- Plan I: completion of a minimum of 27 credit hours of coursework and at least 6 credit hours of thesis (see Appendices for thesis rubric).
- Plan II: completion of a minimum of 33 credit hours of coursework, culminating in a comprehensive examination (see Appendices for comprehensive examination rubric).
- Plan III: completion of a minimum of 33 credit hours of coursework.

All students in the program must take the Core Graduate Course Sequence (CGCS):

- CCS 551: Cultural Expressions in Chicana and Chicano Studies
- CCS 552: Research Methods and Data Analysis
- CCS 580: New Approaches in Chicana and Chicano Studies
- CCS 590: Advanced Seminar in Chicana and Chicano Studies

Students must also take at least three other Chicana and Chicano Studies seminars and two elective courses from other academic units during the completion of M.A. coursework. An additional 6 credit hours are required for thesis, exam, or final project work.

Notes:

- Special Topics: CCS 593 (3, may be repeated twice, for a total of 3 times). The content of this course varies by semester but will provide an in-depth analysis of special topics related to Chicana and Chicano Studies. For course content, consult the Schedule of Classes.

M.A. in Chicana and Chicano Studies (Options)

Taking into consideration the experience and purposes of each student, individualized programs are planned to focus in two major areas of interest with supplementary work in other areas. The M.A. is offered under Option I (thesis), Option II (non-thesis), and Option III (coursework only). The M.A. program in any case requires an interdisciplinary and interdepartmental grouping of courses in the area of Chicana and Chicano Studies. At the present time there is no foreign language requirement for the M.A.

Option I, Thesis Plan: completion of at least 27 credit hours of coursework in addition to at least six (6) thesis credit hours and no more than 3 credit hours of Individual Study. Students complete the M.A. degree by writing an M.A. thesis relevant to the student's chosen area of study. The M.A. thesis should be submitted at the end of the second year. Students must enroll to prepare the thesis under the guidance of a faculty advisor. The thesis committee will consist of the student's faculty advisor, another tenure-track faculty from the list of eligible associated faculty, and an outside reader. The thesis is evaluated on a pass/no pass basis (see Appendices for thesis rubric). Requirements:

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- A minimum of 27 credit hours of coursework including the Core Graduate Course Sequence
- A minimum of 6 additional hours of thesis (CCS 599) credit hours.
- At least 50% of credit hours completed in residence at UNM.
- No more than 3 hours of individual study credit per Graduate Studies (CCS 597).
 - **CCS 597. Individual Study. (1-3 to a maximum of 6)** means that the Master's student can take 597 for 1, 2 or 3 credits and repeat it for a maximum of 6 credits.

Option II, Examination Plan: Completion of a minimum of 33 credit hours of graduate course work culminating in a comprehensive examination. Students choose to complete a comprehensive examination containing a set of questions developed to demonstrate the student's knowledge of theories and methods in the field of Chicax Studies. Students will enroll in an exam preparation course while preparing for the exam. The examination is designed and administered by the advisor and approved by the department Chair. The exam is evaluated on a pass/no pass basis (see Appendices for comprehensive examination rubric). Requirements:

- A minimum of 33 credit hours of coursework including the Core Graduate Course Sequence.
- No more than 3 hours of independent study credit per Graduate Studies (CCS 597).
 - **CCS 597. Individual Study. (1-3 to a maximum of 6)** means that the Master's student can take 597 for 1, 2 or 3 credits and repeat it for a maximum of 6 credits.
- At least 50 percent of these credit hours must be completed in residence at UNM.

Option III, Coursework Only: Requirements:

- A minimum of 33 credit hours of coursework. (one more core, two electives) including the CGCS.
- At least 50% of these credits must be completed in residence at UNM.
- No more than 3 hours of independent study credit per Graduate Studies (CCS 597).
 - **CCS 597. Individual Study. (1-3 to a maximum of 6)** means that the Master's student can take 597 for 1, 2 or 3 credits and repeat it for a maximum of 6 credits.
- Required Capstone Project. The capstone project is part of the required coursework for CCS 590. This course requirement will entail a comprehensive literature review with a substantive rigorous final report.

M.A. Program of Study (Student with Assistantship)

Year 1		Year 2	
Fall	Spring	Fall	Spring
CCS 551 (3 credits) CCS 580 (3 credits)	CCS 552 (3 credits) CCS 590 (3 credits)	1 Elective (3 credits): CCS 593, another CCS graduate course, or another graduate course in an affiliated department 1 CCS Graduate Seminar (3 credits)	1 Elective (3 credits): CCS 593, another CCS graduate course, or another graduate course in an affiliated department 1 CCS Graduate Seminar (3 credits)
Year 3			
Fall	Spring		
2 CCS Graduate Seminars (3 credits each; 6 credits total)	Option I: Thesis CCS 599 (6 credits)		
	Option II: Comprehensive Exam 2 CCS Graduate Seminars (3 credits each; 6 credits total) Comprehensive Examinations		
	Option III: Coursework 2 CCS Graduate Seminars (3 credits each; 6 credits total)		

Chicana and Chicano Studies Shared-Credit Undergraduate/Graduate Degree Programs

- A Shared-Credit Undergraduate/Graduate Degree Program provides an accelerated path (such as 3+2, 4+1, etc.) to earning both a B.A. and an M.A. degree.
- Both the B.A. and M.A. degree requirements are completed in a program-defined number of years by means of shared course work.

Program of Studies for a Five-Year B.A./M.A. Degree:

- Students take seven core-required courses in CCS and select 9 credit hours from the list of existing courses in other departments including the Core Graduate Course Sequence.
- All students must complete 21 (five core, two electives) credit hours of core CCS courses offered through the department.

Shared-Credit Undergraduate/Graduate Degree requirements:

- All undergraduate degree requirements, including college requirements, must be met.
- You may not start the graduate program until you have successfully completed the four core courses: CCS 551: Cultural Expressions in Chicana and Chicano Studies; CCS 552: Research Methods and Data Analysis; CCS 580: New Approaches in Chicana and Chicano Studies; CCS 590: Advanced Seminar in Chicana and Chicano Studies
- The graduate portion of the program must meet at least Plan I, Plan II, or Plan III University minimums, including the approved graduate courses taken at the undergraduate level.
- A maximum of 18 credit hours of approved graduate-credit-eligible courses may be taken in undergraduate status and applied again (shared) to the graduate degree.
- Shared courses are transcribed as graduate.
- Shared courses must be from a prescribed set that meet an undergraduate requirement, such as that of a minor, concentration, emphasis, second major, distributed minor.
- A grade of "B" or better must be obtained in the courses in order for them to be shared toward the graduate degree.
- The undergraduate degree is awarded when it is completed.
- Time-to-degree for the graduate portion of the program begins in the senior year of the undergraduate degree.
- Standard Graduate Studies Leave of Absence policy and readmission procedure apply to students in Shared-Credit Programs. However, upon readmission, the student is no longer eligible for the Shared-Credit Program and courses taken while an undergraduate are not applicable to a graduate degree.

Escape Clause.

- Students seeking to terminate the M.A. program should write a letter to the graduate advisor in the program providing a date for the termination.
- Students who choose not to complete the graduate portion of the program are still awarded the undergraduate degree when all undergraduate requirements are met.

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Sample Schedule of undergraduate and graduate courses:

Year	Fall Semester	Spring Semester
1	B.A. Courses	B.A. Courses
2	B.A. Courses	B.A. Courses
3	B.A. Courses	B.A. Courses
4	CCS 580 - Theories and Methods in CCS CCS 586 - Chicanos/Latinos in a Global Society B.A. Course	CCS 552 - Research Methods & Data Analysis in Chicana and Chicano Studies B.A. Course CCS Seminar
5	CCS 551- Cultural Texts in CCS CCS Seminar CCS Seminar	CCS 590 - Advanced seminar in CCS CCS 595 or 597 or 599/ Project/ Individual Study/Thesis CCS Seminar

* During the first year (fourth year) of the B.A./M.A. program, students only take two graduate seminars each semester to provide students with the opportunity to finish undergraduate courses. During the fifth year, students take three courses each semester to finish their dual degree.

TRANSFER OR CREDIT/SUBSTITUTION OF COURSES

Transferring Process and Deadline. Students can transfer credit for courses completed prior to enrollment in the graduate program, or substitute a comparable course from another program or area of study for a required course. To qualify as a transfer or substitute, the course(s) must be:

- a) Graduate level
- b) Graded “B” or above, and
- c) Beyond what was required to earn the previous degree (i.e., if the course was required for your M.A. or B.A. degree, it cannot be transferred to satisfy Ph.D. or M.A. degree requirements unless the student was enrolled in the CCS Department’s proposed Shared Credit B.A./M.A. Program – See below)

To complete the transfer, students must do the following:

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1. During the first semester, students must bring a copy of the course transcript and course syllabus or catalog description to their temporary advisor.
2. Secure written approval from the temporary advisor for course transfer or substitution.
3. By the end of the second semester, students must bring the written approval, transcript, and syllabus/catalog to the graduate director and secure formal approval of the Program of Study committee to transfer or substitute credits. Students must get approval in writing and save a copy for their records.

Shared Credit B.A./M.A. Program. UNM juniors or seniors majoring or minoring in CCS may apply to enter the Department's Shared Credit B.A./M.A. Program. This program is designed to encourage outstanding undergraduate students to apply to the Department's M.A. program while still completing their B.A. degree.

Upon acceptance, students may take graduate courses that also satisfy undergraduate requirements for a major or minor within the Department. To be eligible, students must meet all of the following requirements:

1. Have an overall UNM and departmental GPA of 3.5 or better and the graduate director's approval to apply up to 18 hours of credits taken in 500- or 600-level courses to satisfy requirements toward a CCS undergraduate degree and, upon formal acceptance in the M.A. program, M.A. program credits that adhere to the students' approved program of studies.
2. Credits of the approved 500- and 600-level courses will apply toward the student's undergraduate degree regardless of whether or not the student gains entry into the M.A. program, provided the student earns a grade of C or better in those courses.
3. For Shared Credit coursework to count toward the M.A. degree, the student must maintain at least a 3.0 ("B") average in courses taken for graduate credit after admission to the program.
4. No more than 6 credit hours of coursework in which a grade of C (2.0), C+ (2.33), or CR was earned may be credited toward a graduate degree. Courses offered only on CR/NC basis and required by the graduate program are excluded from this limitation.
5. Graduate students must earn a grade of "B-" or better in all required courses.

ACADEMIC STANDING, GRADE POINT AVERAGE, AND GRADING POLICIES

UNM policies state that to remain in good academic standing, students must maintain a cumulative grade point average of at least 3.0 in courses taken for graduate credit after admission to a graduate degree program at the University of New Mexico. Students must have a cumulative GPA of at least 3.0 for courses listed on their Program of Study/Application for Candidacy.

No more than 6 credit hours of coursework in which a grade of C (2.0), C+ (2.33) or CR (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation.

The CCS Department requires that graduate students earn a grade of "B" (e.g., B-, B, B+) or better in all required classes. In order to take either M.A. or Ph.D. Comprehensive Exams, the student must have a 3.0 GPA, and have removed any grades of "Incomplete" (I).

All graduate students whose academic standing is deficient after receiving grades for 12 attempted semester hours or two semesters, whichever comes first, are placed on probation or suspended, according to the university regulations and those of their graduate unit. Procedures for removing the probationary status are described in the online Graduate Catalog.

Incomplete (I) Grades and Procedures for Removal

The grade of “Incomplete” (I) is given only when circumstances beyond the student’s control prevent completion of the coursework within the official dates of a semester or summer session. Incomplete grades are NOT given due to lack of time available to complete a research project or paper.

Students may carry over incompletes for one year only. If work is not completed by the end of the year following receiving the incomplete, including summer semesters, the instructor of record will revert the grade to an “F.” If an incomplete is not resolved within the 12-month time frame, the grade will be converted automatically to an “F” (failing) grade.

According to UNM academic policy, work to remove incomplete grades must be completed before a student is eligible to graduate from the University of New Mexico. Students should not re-enroll or re-register (for credit) in a course in which an incomplete has been received in order to resolve the “I” (incomplete) grade. If an instructor requires the student to repeat the class in order to resolve the incomplete, the student must register for the course on an audit basis. The student is responsible for meeting deadlines set by the instructor of record for removal of the incomplete. The student is also responsible for submitting expected work in finished form to the instructor.

Students may negotiate with their advisor and instructor of record in order to extend the internal CCS one-semester rule. For a formal extension beyond the UNM graduate school rule of 12 months, a student may apply for an extension of the time allowed to complete the required coursework removing the “I” grade. The request for the formal UNM extension is available from the Office of Records and Registration. Students must submit the form with all required signatures to GS by the applicable deadline dates (November 15 for Fall, April 15 for Spring, and July 15 for Summer).

Note: A student record reflecting two incompletes, which extends beyond one semester, will be considered grounds for automatic disenrollment.

ENROLLMENT POLICIES

Frequently, in order to verify enrollment to determine eligibility for financial aid and loan deferment, the University is required to certify the enrollment status of a student. In such instances a student's course load is described as full-time, half-time, or part-time according to the following:

A. Academic Year

1. Full-time

9 or more credit hours per semester

6 credit hours per semester and an assistantship

2. Half-time

5 – 8 credit hours per semester

3. Less than half-time

4 or fewer credit hours per semester

B. Summer Session

1. Full-time

6 credit hours or more

3 credit hours and an assistantship

2. Half-time

3 – 5 credit hours

3. Less than half-time

1 – 2 credit hours

Note: Students with loans or other external funding are encouraged to verify what is considered full-time status with their lender, as it may be different from University standards.

Time Limit for Completion of Degree

The University requires that all requirements for master's degrees be completed within seven years prior to the granting of the degree. No coursework applied to the degree requirements, including transferred work, may be more than seven years old at the time a master's degree is conferred.

Doctoral candidates have five calendar years from the semester in which they pass the comprehensive exam to complete the degree requirements. The final requirement is generally the acceptance of the student's dissertation manuscript by the Dean of Graduate Study. Any request for an extension of the time limit must be submitted to the Dean of Graduate Study in the form of a petition. The student's dissertation committee and department chair must have endorsed this form.

Semester Course Load Requirements

In general, a graduate student enrolling for, and completing a minimum of 9 graduate credit hours per semester is considered a full-time student at the University of New Mexico. However, if holding an assistantship, the minimum course load is 6 graduate credit hours per semester. Graduate students not holding an assistantship and taking 8 credit hours or fewer per semester are considered part-time students. All graduate students are encouraged to enroll in and complete at least 9 credit hours per semester in order to achieve their expected time-to-degree.

International Graduate Students without assistantships are required to complete each semester with a minimum of 9 credit hours in order to maintain legal immigration status. International graduates with assistantships are required to complete each semester with 6 credit hours. Grades of W or courses taken for a grade option of "audit" do not count toward the "minimum" enrollment requirements for maintaining legal immigration status. The Global Education Office—GEO (formerly the Office of International Programs and Studies – OIPS)—must report any drops below these minimum requirements to immigration within 21 days of the drop (even if the drop occurs after the semester is complete). All

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international students must speak with the GEO before dropping below these required minimums for any reason.

Three-Semester Continuous Enrollment Policy

A student who is admitted and completes at least one semester in graduate status at the University of New Mexico will receive registration materials for three subsequent semesters (including Summer session) whether they enroll or not. Graduate students will not be required to apply for readmission to resume their study by registering for classes if they do so within these three semesters. If they subsequently are not enrolled by the published registration deadline of the third semester (including Summer session), they must apply for readmission. Such “stop-out” periods are included in the time to degree. NOTE: Students must be enrolled in a semester in order to use their Lobo Cards.

Leave of Absence and Readmission

University policy on leaves of absence is covered in the UNM Catalog. There are two possible options for students: (1) leave of absence or (2) stop out.

A student who is unable to continue their graduate studies due to exceptional circumstances may request, in advance, a leave of absence. The written request, along with a letter of support from the department chair or graduate director, will be sent to the Graduate Dean, who will make the final decision. Leaves of absence are granted on a semester-by-semester basis. Semesters of approved leave of absence are not counted toward the time to complete the degree so long as the student is not enrolled in any UNM course.

The stop out is a less formal, but more limited, option than the leave of absence. Students may notify the graduate director in writing that they intend to “stop out” for up to two consecutive semesters (summer semester counts). If the student does not enroll for the third semester, they must reapply for admission. The time spent in a “stop out” does count toward the time in which a degree must be completed.

Students are not excused from completing any departmental or university requirements because of leaves of absence or stop-outs.

An absence of three or more semesters, including summer sessions, will result in a student being automatically dropped from the program. A student who is admitted and completes at least one semester of graduate studies in the Department will receive registration materials for three subsequent semesters (including summer sessions). An absence of more than three semesters (including summer sessions) requires that an application form for readmission be filed with the department at least six weeks prior to the beginning of the semester in which the student will be returning.

ADVANCEMENT TO CANDIDACY

Before advancement to candidacy, all graduate students must successfully complete the CGCS. Students are advised to make a list of proposed coursework to submit to their advisor and the graduate director after their completion of 15-18 credit hours.

M.A.

At the M.A. level, after completion of the CGCS and 27 hours of resident graduate credit, students will

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set up an account through LoboWeb. This will be done with a link to the Program of Studies document that can be found on the Graduate Studies App located on the students my.unm.edu page. The student will maintain this form and update it regularly at the end of each semester. (<https://grad.unm.edu/resources/gs-forms/pos-masters.html>). In consultation with the student's faculty advisor, the candidate lists completed and projected coursework and declares election of either Plan I (thesis), Plan II (non-thesis), or Plan III(coursework only). The student, their faculty advisor, and the department chair then sign the form before being sent to GS for the approval of the Dean of Graduate Studies. GS requires that the approved Program of Studies form be received in their office at least one semester before the student plans to graduate.

Ph.D.

At the Ph.D. level, after successful completion of coursework and the comprehensive examination, students secure an Application for Candidacy from the Graduate Studies website (<http://grad.unm.edu/resources/gs-forms/application-candidacy.html>). In consultation with the student's faculty advisor, the candidate lists completed coursework.

The Ph.D. residency requirements and foreign language requirement must be completed and reported before doctoral students may take the comprehensive exam. After successful completion of the comprehensive examination the student will be formally advanced to candidacy.

Committee Composition

M.A.: M.A. students who elect the non-thesis (Plan II) option must form a comprehensive exam committee following the guidelines listed under "Comprehensive Examinations" below. Students who select the Thesis option (Plan I) for the M.A. are required to form a Committee on Studies (see "Thesis and Dissertation – Thesis Committee").

Ph.D.: Each doctoral student is required to have a Committee on Studies. The Committee on Studies, which will also serve as the Examination Committee, must be formed in consultation with the faculty advisor. The committee should consist of three UNM faculty members who hold regular, full-time appointments. At least two of the committee members must be from the CCS faculty. Normally, the student's faculty advisor serves as chair of the Committee on Studies.

Committee composition requires final approval by the department chair and the graduate school dean. Students may arrange changes or additions to the committee membership in consultation with the chair of their committee, the graduate director, and the department chair. If a committee member is not UNM faculty, their curriculum vita will need to be secured for approval for committee service by GS.

Comprehensive Examinations

The comprehensive exam at both the M.A. and Ph.D. levels is designed to test depth and breadth of knowledge in CCS teaching and research fields. In consultation with the faculty exam committee, students are expected to develop a bibliography as well as write an exam that crosses at least three of the department's fields of study. These fields of study can be found on page 1 of this Graduate Handbook. Once the student has identified the fields of study, they then define the research concentrations that emerge out of their specific set of courses and research projects completed while pursuing the degree. M.A. and Ph.D. students are expected to develop three research concentrations. The exam fields and research concentrations should be designed around academic specializations with which the students have established familiarity.

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Each research concentration should be organized around distinct scholarly literatures with authors engaged in a related set of questions and subjects of inquiry. The bibliography for each concentration is expected to reflect the major contours and current issues of the scholarly literature in the areas of concentration. These three separate bibliographies will reflect the student's chosen fields. In general, the scope of a concentration should be narrow enough to allow the student to master the principal scholarly literature in the topic area and broad enough to define an undergraduate course. At the same time, the concentrations should not be too closely aligned as subconcentrations of a single literature. The objective of the comprehensive exam is to show that the student has read and understood the literature on their concentration list to the degree that the student can discuss a broad spectrum of that literature in a synthetic and coherent manner (see Appendices for comprehensive examination rubric).

For Ph.D. students only

CCS teaching and research concentrations are interdisciplinary; therefore, the department requires, at the outset, that each Ph.D. student taking a comprehensive exam prepare a 3-5 page comprehensive exam statement in which they describe the exam concentrations. After approving the comprehensive exam statement, the exam committee will work with the Ph.D. student to develop the bibliographies for each concentration. Once the committee has approved the comprehensive exam and bibliographies, the committee chair, in consultation with the committee, will write the exam questions. Comprehensive exams at the Ph.D. level are intended both to prepare students to begin dissertation work and to demonstrate mastery of the field as well as breadth and depth of the exam concentrations.

M.A. Exam

The process of preparing for and writing the M.A. exam should allow students to synthesize material drawn from M.A. coursework and to create areas of special concentration and knowledge. Students who plan to pursue a Ph.D. may define their comprehensive concentrations in anticipation of their future course of study.

Examination Committee: After preliminary advancement to candidacy (following 27 hours and completion of the CGCS) and at least four months before the anticipated date of the comprehensive exam, M.A. students should meet with their faculty advisor to determine the membership of the Examination Committee. The committee will consist of at least three members with approval for graduate instruction, two of which must hold regular, full-time UNM faculty appointments. In addition, at least two committee members (one of whom is the Committee Chair) must be from CCS.

Exam Schedule: M.A. students may schedule comprehensive exams for the semester in which they will finish coursework. At least four (4) months before the anticipated date of the comprehensive exam, the M.A. student should meet with their faculty advisor to discuss potential areas of concentration and to plan how the student will work with their exam committee to prepare for the exam. Working with their exam committee, the student will develop a comprehensive exam statement (3-5 pages) in which they will define the parameters of, and a rationale for the exam fields. Once the committee has agreed to the fields defined in the comprehensive exam statement, the student will work with the committee to develop a bibliography centered on each of their exam fields. We strongly urge students to work closely with the individual faculty member whose work is most closely related to each student's defined areas of concentration to develop an appropriate bibliography that encompasses the significant literature on that field or topic.

Three (3) months before the anticipated date of the comprehensive exam, students should have secured

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preliminary approval for each of the bibliographic sections from the faculty member with whom they have been working and developing the bibliographies.

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Students will submit to each exam committee member a “Comprehensive Examination Bibliography” with the following format:

- The comprehensive exam statement.
- A comprehensive set of fully cited bibliographic entries divided by area/field and arranged alphabetically within each section.

Exam committee members will have two weeks to suggest changes to the bibliography. In consultation with the committee chair, the student will incorporate these changes and produce a final version of the bibliography. All members of the committee must sign this version at least six (6) weeks prior to the examination.

As preparation for the exam, we urge students to meet regularly with committee members to discuss the readings included in the bibliography.

At least three weeks prior to the exam, students should inform the department administrator of their intention to take the exam, the scheduled date and time, and their exam committee members. Graduate Studies must receive the “Announcement of Examination” form listing the exam committee members and proof of approval by the department chair at least two weeks prior to the exam. No examination can be given unless this form has been properly completed and filed.

Between two and three weeks before the scheduled start of the exam, the exam committee, led by the student’s advisor, will develop the exam question and submit it to the department administrator. Both the graduate director and the department chair sign the final copy of the comprehensive exam question. Within 24 hours after receiving the question, the student may contact the exam committee chair for clarification of this question.

M.A. comprehensive exams must be completed and submitted to the department office in seven (7) days. They should be typed and double-spaced with one-inch margins and standard font. The exam response should be 30-35 pages in length. The student is responsible for distributing copies of the exam response and question to each exam committee member. The student is also responsible for providing a copy for the department file (see Appendices for comprehensive examination rubric).

Ph.D. Exam

The areas of concentration defined for the Ph.D. comprehensive exam should provide the foundation for dissertation research and writing (including subject matter, methodology and/or theory), but should also be thought of as the fields in which the student plans to claim expertise as they seek academic or other professional employment.

In consultation with their Committee on Studies, a student will develop a comprehensive exam statement in which they will define the parameters of, and rationale for, the exam fields. After each committee member has approved the statement, the student will work closely with the committee members to develop a bibliography covering their exam fields. This bibliography should not consist merely of texts the student has encountered in their coursework. Rather, it should represent a concerted attempt to

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develop expertise in several (commonly three or four) well-defined fields of knowledge. It should also exemplify a mastery of the various methodologies within Chicana Studies and a clear understanding of Chicana Studies as a discipline.

Doctoral Comprehensive Exam Committees: The role of the examination committee is to approve the exam questions, conduct the exam, evaluate the student response and report the results. Each committee must consist of a minimum of three members approved by Graduate Studies.

- Two members must be Category 1 OR one member can be Category 1 and one member may be Category 3 if his/her appointment is within the student's major
- The chair of the exam committee must be Category 1, 5 or 3, if his/her appointment is within the student's major
- The third member can be any Category (1-6)
- A co-chair can be from any Category (1-6) as long as the other co-chair is a Category 1 or 3 if his/her appointment is within the student's major

Exam Schedule: At least five (5) months before the anticipated date of the comprehensive exam, a Ph.D. student should meet with their faculty advisor to discuss potential areas of concentration and to plan how the student will work with their exam committee to prepare for the exam. We strongly urge students to work closely with the individual faculty member whose work is most closely related to each student's defined areas of concentration in order to develop both the comprehensive exam statement as well as a thorough and appropriate bibliography that encompasses the significant literature on that field or topic.

Four (4) months before the anticipated date of the comprehensive exam, students should submit and secure preliminary approval for the comprehensive exam statement and each of the bibliographic sections from the faculty member with whom they have been working to develop them.

At this point, students will submit to each exam committee member a "Comprehensive Examination Bibliography" with the following format:

- A. The comprehensive exam statement.
- B. A comprehensive set of fully cited bibliographic entries divided by area/field and arranged alphabetically within each section.

Exam committee members will have two weeks to suggest changes to the bibliography. In consultation with the committee chair, the student will incorporate these changes and produce a final version of the overview and bibliography. All members of the committee must sign this version at least six (6) weeks prior to the examination.

As preparation for the exam, we urge students to meet regularly with committee members to discuss the readings included in the bibliography.

At least three weeks prior to the exam, students should inform the department administrator of their intention to take the exam, the scheduled date and time, and their exam committee members. Graduate Studies must receive the "Announcement of Examination" form listing the exam committee members and approved by the department chair at least two weeks prior to the exam. The form and detailed instructions can be found here: grad.unm.edu/resources/gs-forms/announcement-examination.html

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Between two and three weeks before the scheduled start of the exam, the exam committee will discuss and agree on the comprehensive examination framework that the exam committee chair will finalize. Both the graduate director and the department chair sign the final copy of the comprehensive exam. Within 24 hours after receiving the question, the student may contact the Exam Committee Chair for clarification of the exam.

The Ph.D. comprehensive exam must be completed and submitted to the department office in fourteen (14) days. They should be typed and double-spaced with one-inch margins. The exam response should be 45-60 pages in length. The student is responsible for distributing copies of the exam response and question to each exam committee member and for providing a copy for the department file. Comprehensive Exam Framework and Syllabus Review Students are required to respond to the following three questions with guidance from the PhD Comprehensive Exam Committee Chair and Members.

Question 1: Chicana and Chicano Studies Field:

This question/section prepares students to demonstrate their breadth of knowledge in the discipline. Students will write a 15-20 pg. text that will analyze key widely used theories and paradigms in the evolving field of Chicana and Chicano Studies. Also, discuss some of the methodologies used in the field. This entails providing a broad overview of the development of the field in regards to concepts, analytical questions, themes, methods, and methodologies utilized by Chicana/o Studies scholars that have contributed to the framing of the field over time.

Question 2: Theoretical/Conceptual Research Framework:

This question prepares students to demonstrate their depth of knowledge and ability to utilize the conceptual, methodological, and analytical frameworks produced through CCS scholarship in service of their doctoral dissertation project.

Students will write a 15-20 page literature review of at least 25 texts that will serve as the theoretical foundation of your upcoming dissertation prospectus. How will you take 50 years of scholarship in Chicana/o Studies to frame your new contribution to, and/or to interrogate, ongoing discussions of the field? Consider how your research topic and questions led you to specific theoretical frameworks. The subjects, concepts, texts, and theoretical interventions should frame the analysis of your dissertation topic and the interdisciplinary methodological approaches you will employ in your study.

Question 3: Areas of Specialization Question:

This question serves to prepare students for future teaching and career opportunities in their areas of specialization.

Students will write a 15-20 pg. text that describes and analyzes at least two of their areas of specialization within the Chicana Chicano Studies Department (examples of specialization could include education, feminism, history, immigration, indigeneity, gender, and sexuality studies, queer theory, social movements, etc.). This question is to be developed with Committee Chair ahead of time.

Comprehensive exams will be graded and the student notified of the results within two weeks of their completion. After formal notification of results by the department, students should contact their exam committee chair to arrange to review readers' comments. Comprehensive exams may be judged: Pass, Minor revisions required, or Fail. Minor revisions must be submitted within one week (M.A.) or two weeks (Ph.D.) of notification. Students who fail their comps may retake them once within six months of the failed test. They must enroll for at least one semester of independent study with a faculty member in CCS before retaking the exam. The second attempt at the comprehensive exam is a pass/fail situation; minor revisions will not be possible (see Appendices for comprehensive examination rubric).

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The M.A. Thesis

The M.A. thesis should be modeled on a scholarly journal article, and should be approximately 50 pages in length and based on original research. The M.A. thesis is a semester-long project, equivalent to the work done for the M.A. comprehensive exam (Plan II) or to six hours of coursework (Plan III).

Thesis Credit Hours: Students opting for the M.A. with thesis must complete a minimum of six (6) hours of thesis (599) credit. While working on the thesis, students must continue to register for a minimum of one hour of 599 each fall and spring semester until they submit the thesis and the Dean of Graduate Studies approves it. Thesis candidates must be enrolled the semester in which they complete degree requirements, including summer sessions. Enrollment in 599 thesis hours may not begin prior to the semester in which the thesis is being written.

Important Dates: To receive a spring semester degree, a student must file their thesis with Graduate Studies by April

15. That means thesis committee members should have the completed thesis in hand by mid-March, and the thesis defense should be scheduled by April 1. For a fall semester degree, the thesis must be filed with Graduate Studies by November 15, with the draft to the committee by mid-October. A student who wishes to complete their thesis during the spring semester but cannot meet a mid-March deadline may defend during the spring semester after the April Graduate Studies deadline, but will receive the degree in the summer semester. Faculty members are generally not available to serve on M.A. thesis committees during summer months. In order to properly file their thesis with OGS, students must submit the thesis as a single PDF file to digitalrepository.unm.edu. Detailed information on the digital submission process can be found

Approval of Prospectus: After the thesis chair has approved the proposal, it must be submitted (with the “Committee Evaluation Form” cover sheet, available through the department office) for approval by the other members of the committee. The graduate director (if they are not already a member of the committee) will also read the prospectus. Committee members will evaluate the prospectus and return it, with comments, within two weeks. The prospectus is not considered accepted until all committee members approve it. A copy of the approved prospectus should be filed in the student’s departmental file.

Thesis Suggested Length: Suggested length for the M.A. Thesis is 50 pages. Graduate Studies manuscript guidelines and required front matter forms can be obtained from the Graduate Studies website (<https://grad.unm.edu/degree-completion/thesis-dissertations/guidelines.html>).

Thesis Submission: A complete draft of the thesis should be submitted to the student’s committee chair and their faculty committee two weeks of the anticipated defense date. The M.A. defense should be scheduled no later than the end of October in fall and the end of March in spring. After approval by the full thesis committee, one hardbound copy of the final manuscript is deposited with the department administrator, and an electronic copy is to be submitted to Graduate Studies for approval. In order for a student to graduate in a given semester, Graduate Studies must receive the thesis, all required forms, and all other degree requirements by November 15, April 15, or July 15, for fall, spring, or summer respectively.

Thesis Defense: The thesis defense is an hour-long discussion of the thesis and its significance. The defense is required for completion of the degree.

Three weeks prior to the defense, students should inform the department administrator of their intention to defend, the scheduled date, time, and location, and the committee composition. As with the comprehensive exams, Graduate Studies must receive the “Announcement of Examination” form listing the thesis committee members and approved by the department chair at least two weeks prior to the exam. No defense can be held unless this form is properly completed and filed. The form can be retrieved electronically at grad.unm.edu/resources/gs-forms/announcement-examination.html.

The final defense is public and open to all who wish to attend. The Graduate Catalog directs that a complete copy of the thesis must be submitted to each member of the committee at least two weeks before the final defense. The student is also responsible for giving each committee member a copy of the department thesis rubric (see Appendices for thesis rubric).

The student should meet with an Graduate Studies representative to ensure compliance with the electronic formatting and submission guidelines. All required forms can be found at the Graduate Studies website. A hardbound copy of the thesis is deposited with the department administrator. Check with the manuscript coordinator at Graduate Studies about procedures for binding.

Doctoral Dissertation

The Dissertation Committee is constituted in the same way as the Thesis Committee. Doctoral students formally constitute a Dissertation Committee after successfully passing the comprehensive exam. Students initiate the formation of their committee by selecting a faculty member to serve as director of the dissertation and chair of the committee. Then they agree upon the remainder of the committee.

- The dissertation committee must include at least four (4) members approved for graduate instruction.
- The committee chair must be a core (tenured or tenure-track) member of the CCS department. A co-chair may be added, with department approval, and may be from inside or outside UNM.
- At least two members (including the chair) must be core faculty members in CCS.
- One of the members must be “external,” meaning he or she must hold a regular (tenured or tenure-track) position outside the CCS department. This member may be from another UNM department or from another university. Scholars who do not hold faculty positions in colleges or universities are not usually accepted by Graduate Studies to satisfy this requirement. One of the members may be a non-faculty expert in the student’s research area. This person need not hold a faculty position, but must be approved for graduate committee service by OGS.
- Up to three of the members may be drawn from the CCS department. Additional members beyond the required 4 may be appointed in consultation with the committee chair.

If a committee member is not UNM faculty, the student will need to obtain their Curriculum Vitae, as Graduate Studies must approve non-UNM personnel for graduate committee service.

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Dissertation Credit Hours: The program for the doctorate includes a minimum of 18 hours of dissertation (699) credit. While working on the dissertation, students must continue to register for at least three hours of 699 each fall and spring semester until the dean of Graduate Studies approves the dissertation. Doctoral candidates must be enrolled the semester in which they complete degree requirements, including summer sessions. Enrollment in 699 may not begin prior to the semester in which the comprehensive exam is taken.

Dissertation Prospectus and Format: After passing the comprehensive exam and constituting a dissertation committee, students begin work on the prospectus. The prospectus is a 10-page exposition of topic, methodology, review of sources, and research plan. It also includes a 3-5 page bibliography. Only proposals of this length will be accepted. An outline for the dissertation proposal is available in the department office.

Within six (6) months of completing their Ph.D. comprehensive exam, and after approval by their dissertation chair and committee, students submit the dissertation prospectus to each member of the dissertation committee. During the prospectus defense, the student will be expected to give the rationale for the project and talk in detail about the feasibility of completing the project as planned. Each member of the dissertation committee must approve the prospectus before the student may proceed to the All But Dissertation (ABD) phase of their graduate career. The prospectus will have to be revised until the dissertation committee gives its unanimous approval. A copy of the approved prospectus should be filed in the student's departmental file.

Once the original prospectus is approved, any major topic changes and/or changes to the chair of the student's dissertation committee will require that the student meet with their dissertation committee to gain renewed approval of the changes and the direction of the dissertation.

Dissertation Final Defense and Submission: A final oral examination dealing with the dissertation and its relationship to Chicax Studies is required. All required forms can be found at the Graduate Studies website: grad.unm.edu/resources/start-to-finish-unm/phd/format-submit-dissertation.html.

Two weeks prior to the defense, students should inform the department administrator of their intention to defend, the scheduled date, time, and location, and the committee composition. As with the comprehensive exams, Graduate Studies must receive the "Announcement of Examination" form listing the exam committee members and approved by the department chair at least two weeks prior to the exam. No defense can be held unless this form is properly completed and filed.

The final defense is public and open to all who wish to attend. Candidates should note that the Graduate Catalog directs that a complete copy of the dissertation must be submitted to each member of the committee at least two weeks before the final defense. The student is also responsible for giving each committee member a copy of the department the dissertation rubric (see Appendices for dissertation rubric).

The student should meet with an Graduate Studies representative to ensure compliance with the electronic formatting and submission guidelines. All required forms can be found at the Graduate Studies website: grad.unm.edu/resources/start-to-finish-unm/phd/format-submit-dissertation.html. As

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with the thesis manuscript, the dissertation manuscript must be saved as a single PDF file and submitted to

digitalrepository.unm.edu. A hardbound copy of the dissertation is deposited with the department administrator. Check with the manuscript coordinator at Graduate Studies about the procedure for binding.

GRADUATION

Deadlines

- Notification of the Intent to Graduate: Both M.A. and Ph.D. students must inform the Department of their intent to complete all degree requirements by 5:00 p.m. on the last day of the semester immediately preceding the semester in which they intend to graduate.
- Report of Exam/Thesis/Dissertation: Results of exams and reports of theses and dissertations must be submitted to Graduate Studies on the appropriate form by November 15, April 15, or July 15 in order to complete graduation requirements in Fall, Spring, or Summer sessions respectively.
- Graduation Ceremony: Degrees are awarded three times during the year. University Commencement is held in both December and May, and the annual Departmental Convocation takes place in May.

Graduation Courtesy Policy

University regulations require that the student must be enrolled and complete a minimum of one credit hour of graduate credit during the term they complete their degree's requirements. If the student misses the graduation deadline (July 15 for summer graduation, November 15 for fall graduation, April 15 for spring graduation), but completes all degree requirements on or before the last day of that term, the student is not required to register for the next (graduation) term. The degree program must submit the student's name on the proposed graduation list for the actual term of graduation.

GRIEVANCES AND APPEALS

CCS follows the "[Graduate Student Grievance Procedures](#)" outlined in the *Faculty Handbook*:

The Graduate Student Academic Grievance (GSAG) Procedures have been established to address complaints, disputes, or grievances of an academic nature initiated by students enrolled in graduate degree programs at the University of New Mexico. Although conflicts that on occasion occur between students and faculty or administrators may be resolved through formal adjudication, a more informal and productive kind of resolution—one that is mutually agreed upon by the parties involved—is strongly encouraged.

The GSAG procedures are available for the resolution of a variety of possible issues related to the academic process. These may include, but are not limited to, issues related to progress toward a degree

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and allegedly improper or unreasonable treatment. Grievances based upon alleged discrimination or sexual harassment should be directed to the Office of Equal Opportunity (OEO). The procedures may not be used to challenge the denial of admission to a degree program, nor to appeal the refusal of a petition by the Dean of Graduate Studies for an exception to University-wide degree requirements, policies or procedures.

- A student with a complaint related to academic matters is encouraged to consult with the Office of Graduate Studies to discuss their concerns, seek to clarify pertinent rules and regulations governing graduate study, and explore constructive ways to resolve the problem directly with the faculty member or administrator involved. This should occur as soon as reasonably possible after the student has become aware of the problem.
- The student should then arrange a meeting with the faculty or administrator involved in the complaint to address the problem and to explore the possibility of a jointly achieved resolution.
- If agreement cannot be reached, the student may seek the assistance of the departmental faculty graduate advisor and/or the chair in resolving the dispute. If the dispute is with a faculty member in a department different from the student's, the appropriate chair or advisor would be in the department in which the faculty member resides or in which the course in which the dispute arose was offered. It is expected that these administrators will play an active part in helping to resolve the disagreement. In the event that the graduate unit involved is non-departmentalized, the student may go directly to the dean or director of that unit for assistance.
- If the matter cannot be resolved at the departmental level, the student may bring the problem to the attention of the school or college Dean. The school or college Dean will determine whether to adjudicate the dispute or to refer the student to the Dean of Graduate Studies for a resolution. If the dispute is with a faculty member in a school or college other than that in which the student is, then the appropriate dean would be the one in the unit in which the faculty member resides, or in which the course in which the dispute arose was offered.

For the resolution of grievances at the level of a school or college Dean or the Dean of Graduate Studies further read the [Graduate Student Grievance Procedures](#) outlined in the Faculty Handbook.

Appendix A: MA THESIS & PROFESSIONAL PAPER COMMITTEE EVALUATION FORM

Students following the thesis or professional paper option must file electronically or in person this form and a brief prospectus with the Graduate Director by the following dates:

- December 1st for Spring graduation
- February 15th for Summer graduation
- May 1st for Fall graduation

Name: _____

Date: _____

Tentative title of proposed project:

Brief description of proposed project (150 word maximum):

PROSPECTUS: Please attach a prospectus (5 pages or less) describing the proposed research question(s), its relation to theoretical concerns of one or more of your concentrations, and the research methods to be used.

Committee on Studies Committee Approval:

Committee Chair _____ Date _____

Committee Member _____ Date _____

Committee Member _____ Date _____

Committee Member _____ Date _____

Graduate Director _____ Date _____

Appendix B: REQUIRED FORMS LISTS

MA Forms		
Form	Submit To	Due Date
Program of Studies Form (POS)	https://gradforms.unm.edu/home (Grad Studies)	-Spring Term: October 1 -Summer Term: March 1 -Fall Term: July 1
MA Thesis Prospectus	Email to Grad Director	-Spring Graduation: December 1 -Summer Graduation: February 15 -Fall Graduation: May 1
Announcement of Comprehensive Examination OR MA Thesis Defense	https://gradforms.unm.edu/home (Grad Studies)	-Two Weeks prior to Comprehensive Examination OR MA Thesis Defense
File Thesis	Grad Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
Information Cover Sheet	Manuscript Coordinator, at Graduate Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
Certification of Final Form (CFF)	Manuscript Coordinator, at Graduate Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
ETD Release Form	Manuscript Coordinator, at Graduate Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
Degree Requirement Completion* *Includes submission of thesis/dissertation, Report of Exam, etc.	Grad Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
**Due dates and forms subject to change		

PhD Forms		
Form	Submit To	Due Date
Application for Candidacy Form	https://gradforms.unm.edu/home (Grad Studies)	-Spring Term: Last day of Fall term -Summer Term: Last day of Spring term -Fall Term: Last Day of Summer term
PhD Dissertation Prospectus	Email to Grad Director	-Spring Graduation: December 1 -Summer Graduation: February 15 -Fall Graduation: May 1
Announcement of Comprehensive Examinations/ PhD Defense (Will file twice one for Exam and one for Defense)	https://gradforms.unm.edu/home (Grad Studies)	-Two Weeks prior to Comprehensive Examinations/ PhD Defense
File Dissertation	Grad Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
Information Cover Sheet	Manuscript Coordinator, at Graduate Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
Certification of Final Form (CFF)	Manuscript Coordinator, at Graduate Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
ETD Release Form	Manuscript Coordinator, at Graduate Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
Degree Requirement Completion* *Includes submission of thesis/dissertation, Report of Exam, etc.	Grad Studies	-Spring Graduation: April 15 -Summer Graduation: July 15 -Fall Graduation: November 15
**Due dates and form subject to change		

Appendix C: UNM, CHICANA & CHICANO STUDIES, COMPREHENSIVE EXAMINATION RUBRIC

Note: A student who earns a failing evaluation on any question of the comprehensive examination will need to complete remedial actions as specified by the examination committee. Such actions may include, but are not limited to: further study, rewriting portions of the examination, or retaking the entire examination.

Doctoral exams must demonstrate a mastery of the various methodologies within Chicana Studies and a clear understanding of Chicana Studies as a discipline.

Attribute	Unsatisfactory	Basic	Proficient	Outstanding
Completeness of Answer	Response demonstrates minimal or no understanding of the question and/or attending knowledge. Substantial parts of the question are not answered fully; key information is missing.	Response demonstrates some basic understanding of the question and attending knowledge; however it is incomplete. Some parts of the question are not answered fully; some key information is missing.	Response demonstrates adequate understanding of the question and attending knowledge. Appropriate and accurate information is provided and all parts of the question are answered.	Responses demonstrated thorough and precise understanding of the question and attending knowledge. Response exceeds the presentation of key information demonstrating systematic nuanced understanding of the question. All parts of the question are answered thoroughly.
Soundness of Facts and Perspective	The majority of the data/evidence, inferences, and conclusions are incorrect and/or unsound.	Some of the data/evidence, inferences, and conclusions are incorrect and/or unsound.	All the data/evidence, inferences, and conclusions are accurate, reliable, and sound.	All data/evidence, inferences, and conclusions are accurate, reliable, and sound. They logically support the topic under discussion.
Evidence of Background Knowledge and Integration of Theory and Practice	<p>Insufficient integration of theory and practice is present. Evidence does not support thesis. No or very limited evidence of higher-order thinking skills, such as: applying, synthesizing, analyzing, evaluating, or creating.</p> <p>Doctoral exams only: Does not demonstrate understanding of the literature's significance within the discipline of Chicana Studies.</p>	<p>Some evidence of background knowledge from limited sources. Evidence somewhat supports thesis. Some evidence of higher-order thinking skills is present, such as: applying, synthesizing, analyzing, evaluating, or creating.</p> <p>Doctoral exams only: Demonstrates some understanding of the significance of the literature within the discipline of Chicana Studies.</p>	<p>Evidence presented supports thesis. Integration of theory and practice is present. At least two higher-order thinking skills are present, such as: applying, synthesizing, analyzing, evaluating, or creating.</p> <p>Doctoral exams only: Situates the dissertation within the discipline of Chicana Studies and demonstrates knowledge of important Chicana theoretical and methodological trends.</p>	<p>Integration of theory and practice is strong. Consistent use of higher-order thinking skills, such as: applying, synthesizing, analyzing, evaluating, or creating.</p> <p>Doctoral exams only: Demonstrates broad synthetic understanding of Chicana Studies theoretical and methodological trends.</p>

Citations of Relevant Research (if required in question)	Citations are irrelevant or are missing. Citations do not honor citation conventions.	Citation information is not clearly relevant to the topic. Portions of the response are unsupported and/or are incorrectly cited. Citation conventions are not always honored.	Citation information is evident and accurate for key issues or for portions of the response; however, citation is sometimes incomplete or incorrect.	Citations are consistent honoring citation conventions. Citations support all key topics and subtopics resulting in a scholarly and intentional voice throughout.
Quality of Writing	Inconsistent grammar, spelling, and paragraphing that confuse understanding of ideas. Organization is weak. Language is imprecise.	Periodic errors in grammar, spelling, and paragraphing that distract the reader. Organization sometimes is evident. Language is somewhat precise. Writing advances basic understanding of ideas.	Clear. Minimal errors in grammar, spelling, paragraphing. Organization is clear. Language is precise. Writing advances understanding of ideas.	Response is free of grammar, spelling, and paragraphing that would distract reader from the content. Organization is clear and evident. Language is precise and artful and enhances clear understanding of constructs, ideas, and connections.
Conclusion	Underdeveloped conclusion that merely summarizes main points and thesis. No sense of closure.	Adequately summarizes main points and thesis, but does not advance new ways of thinking about the topic. Some limitations of the study are acknowledged. Adequate sense of closure.	Proficiently summarizes main points and thesis, and somewhat advances new ways of thinking about the topic. Sense of closure is good. Limitations of the study are acknowledged. Future research from the study is suggested. Proficient sense of closure.	Delivers what was promised in the introduction. Goes beyond summarizing main points and restating thesis. Advances new ways of thinking about the topic. Sense of closure is exemplary. Key limitations of the study are acknowledged. Creative future research that could emerge from the study is suggested. Explicit sense of closure.
Originality	Inadequate evidence of new thinking.	Acceptable evidence of new thinking.	Proficient evidence of new thinking.	Makes fresh and significant contribution to the field and to new ways of thinking about the field and the topic at hand.
Evaluator Comments				

Appendix D: UNM, CHICANA & CHICANO STUDIES, MA THESIS ASSESSMENT RUBRIC

Attribute	Unsatisfactory	Basic	Proficient	Outstanding
Introduction, Statement of Purpose, Thesis, RQs	Weak. Lacks necessary key elements. Lacks an arguable position.	Adequate. States topic, purpose and thesis statements, subtopics, and RQs. Theoretical and methodological lenses somewhat addressed. Somewhat clear and arguable.	Proficient. Introduces purpose and background information. Poses compelling and clear topic, purpose and thesis statements, and RQs. All subtopics in order. Theoretical and methodological lenses addressed. Arguable statement of position.	Exceptional. Grabs reader's interest. Identifies basics of the argument as well as nuances. Offers background information and clear and compelling topic, purpose and thesis statements, and RQs. All subtopics are in order. Explicitly and eloquently develops a theoretical and methodological position aligned with the argument. Strong and original arguable statement of position. Well-developed and definitive introduction.
Organization & Development of Argument	Lacks clear and logical presentation and development of ideas. Literature review inadequate. Weak transitions between ideas and paragraphs. Difficult to follow the writer's thinking.	Somewhat clear and logical presentation and development of ideas. Adequate literature review. Acceptable transitions between ideas and paragraphs	Clear and logical presentation and development of ideas that support thesis. Proficient literature review. Good transitions between ideas and paragraphs	Exceptionally clear, logical and mature thinking throughout. Solid support for and solid development of idea. Exemplary literature review. Excellent transitions between ideas and paragraphs to help follow the writer's thinking
Data/Evidence Quality of Information	Limited information on topic. Methodology unclear. Data/evidence does not support thesis.	Some aspects of argument well researched with some accurate data/evidence from limited sources. Methodology somewhat clear. Data/evidence somewhat supports thesis.	Well researched in detail with accurate and critical data/evidence from a variety of credible sources to support thesis. Methodology clear. Contrary data/evidence and studies acknowledged.	Exceptionally researched with all the detail to persuasively sustain the argument. Methodology clearly articulated. Accurate and credible data/evidence from an impressive range of credible sources to support thesis. Contrary data/evidence and studies acknowledged and rebutted.
Analysis	Important concepts left undefined. Labeling of categories is inconsistent. Data/evidence not presented clearly; ideas are not connected.	Some key concepts are defined and labeling is somewhat clear and somewhat parallel. Data/evidence are often connected. Some claims and inferences are drawn from data/evidence. There is general alignment with theoretical and methodological frameworks.	Key concepts are defined and labeling is clear and parallel. Data/evidence and connection with ideas is logical. Claims and inferences are drawn from data/evidence. Data/evidence aligns with theoretical and methodological frameworks.	Key concepts defined well throughout. Labeling of categories are clear and parallel. Data/evidence and ideas are clearly and logically connected. Claims and inferences systematically are drawn from data/evidence. Data/evidence is persuasively used to support the argument and address the research question(s) and data/evidence. The argument closely aligns with the theoretical and methodological frameworks.

Mechanics	Inconsistent grammar, spelling, and paragraphing that confuse understanding of ideas.	Periodic errors in grammar, spelling, and paragraphing. Word choice is good. Advances basic understanding of ideas.	Clear. Minimal errors in grammar, spelling, paragraphing. Word choice is proficient. Advances proficient understanding of ideas.	Concise and clear. Consistent grammar, spelling, and paragraphing. Word choice is outstanding and enhances clear understanding of constructs, ideas, and connections.
Conclusion	Underdeveloped conclusion that merely summarizes main points and thesis. No sense of closure.	Adequately summarizes main points and thesis, but does not advance new ways of thinking about the topic. Some limitations of the study are acknowledged. Adequate sense of closure.	Proficiently summarizes main points and thesis, and somewhat advances new ways of thinking about the topic. Sense of closure is good. Limitations of the study are acknowledged. Future research from the study is suggested. Proficient sense of closure.	Delivers what was promised in the introduction. Goes beyond summarizing main points and restating thesis. Advances new ways of thinking about the topic. Sense of closure is exemplary. Key limitations of the study are acknowledged. Creative future research that could emerge from the study is suggested. Explicit sense of closure.
Thesis Defense	Poorly organized. Emphasized unimportant points. Presentation of materials unclear/encumbered. Unable to answer most questions	Acceptable command of ideas, theories, methods, and conclusions. Presentation of materials adequate. Able to answer some questions.	Well thought out and proficient presentation of materials (slides, handouts). Proficient command of ideas, theories, methods, and conclusions, almost all questions answered in a professional manner.	Well thought out and very professional, materials (slides, handouts). Outstanding ability to answer all questions in a knowledgeable and respectful manner.
Originality	Inadequate evidence of new thinking.	Acceptable evidence of new thinking.	Proficient evidence of new thinking.	Makes fresh and significant contribution to the field and to new ways of thinking about the field and the topic at hand.

Appendix E: UNM, CHICANA & CHICANO STUDIES, PhD DISSERTATION ASSESSMENT RUBRIC

Attribute	Unsatisfactory	Basic	Proficient	Outstanding
Introduction, Statement of Purpose, Thesis Statement, RQs	Weak. Lacks necessary key elements. Lacks an arguable position.	Adequate. States topic, purpose, thesis statement and subtopics. Theoretical and methodological lenses somewhat addressed. Somewhat clear and arguable.	Proficient. Introduces purpose and background information. Poses compelling and clear topic, purpose, and thesis statements, and RQs. All subtopics in order. Theoretical and methodological lenses addressed. Arguable statement of position.	Exceptional. Grabs reader's interest. Identifies basics of the argument as well as nuances. Offers background information and compelling and clear topic, purpose and thesis statements, and RQs. All subtopics are in order. Explicitly and eloquently develops a theoretical and methodological position systematically aligned with the argument. Strong and original arguable statement of position. Well-developed and definitive introduction.
Organization & Development of Argument	Lacks clear and logical presentation and development of ideas. Lit review is composed of disjointed summaries of extant work and does not display a clear understanding of strengths and weaknesses of the literature reviewed. Weak transitions between ideas and paragraphs. Difficult to follow the writer's thinking and purpose.	Somewhat clear, logical, and sustained presentation and development of ideas. Literature review is somewhat acceptable and somewhat displays a basic understanding of the theoretical debates. Some portions of the lit review identify strengths and weaknesses and others not. Adequate transitions between ideas and paragraphs.	Clear, logical, and sustained presentation and development of ideas that support thesis. Exhaustive literature review is written as argument vs. summaries of extant work. Displays a clear understanding of the theories and strengths and weaknesses of the literature. Good transitions between ideas and paragraphs to follow writer's thinking and purpose.	Exhaustive literature review written up as argument vs. summaries of extant work. Displays an outstanding understanding of the theories and of significant and unnecessary gaps in the literature that the dissertation will fill. Exceptionally clear, logical, and mature thinking demonstrated throughout. Solid and sustained support for and the development of ideas. Excellent transitions between ideas and paragraphs to help follow the writer's thinking and purpose.
Data/Evidence Quality of Information	Methods used to collect data/evidence are grounded exclusively on the researcher's own intuition as opposed to documented methodological approaches. Advantages and disadvantages of methods are not discussed. Limited information on topic. Data/evidence does not support thesis.	Methods used to collect data/evidence are somewhat appropriate and somewhat grounded on documented methodological approaches vs. intuition. Advantages and disadvantages of methods somewhat are discussed. Some aspects of the argument are well researched; data/evidence from limited sources. Evidence somewhat supports thesis.	Methods used to collect data/evidence are described in detail and are grounded on documented approaches vs. intuition. Advantages and disadvantages of methods are discussed. Well researched in detail with accurate and critical evidence from a variety of credible sources to support thesis. Contrary evidence and studies acknowledged.	Methods used to collect data/evidence are described in detail; systematically grounded on documented approaches vs. intuition and/or the study develops and persuasively defends an original methodology. Advantages and disadvantages of methods are discussed in depth. Exceptionally researched with detail necessary to persuasively sustain the argument. Accurate and credible data/evidence from an impressive range of credible sources to support dissertation. Contrary evidence and studies are acknowledged and rebutted.
Analysis	Important concepts left undefined. Labeling of categories inconsistent. Data/evidence not presented clearly; ideas are not connected; data/evidence misinterpreted. Analysis is inaccurate and/or confusing.	Some key concepts are defined and labeling is somewhat clear. Data/evidence often connected. Some claims and inferences are drawn from evidence. There is general alignment with theoretical and methodological frameworks.	Key concepts are defined and labeling is clear and parallel. Data/evidence and connection with ideas is logical. Claims and inferences are drawn from evidence. Evidence aligns with theoretical and methodological frameworks.	Key concepts defined well throughout. Labeling of categories is clear and parallel. Data/evidence and ideas are clearly and logically connected. Claims and inferences systematically are drawn from evidence. Evidence is persuasively used to support the argument and address the RQs. Argument closely aligns with the theoretical and methodological frameworks.

Mechanics	Inconsistent grammar, spelling, and paragraphing that confuse the understanding of ideas.	Periodic errors in grammar, spelling, and paragraphing. Word choice is good. Understanding of ideas is somewhat clear.	Clear. Minimal errors in grammar, spelling, and paragraphing. Word choice is proficient. Understanding of ideas is clear.	Concise and clear. Consistent grammar, spelling, and paragraphing. Word choice is outstanding and enhances understanding of ideas.
Conclusion	Underdeveloped conclusion that merely summarizes main points and thesis. No sense of closure.	Adequately summarizes main points and thesis, but does not advance new ways of thinking about the topic. Some limitations of the study are acknowledged. Somewhat sense of closure.	Proficiently summarizes main points and thesis, and somewhat advances new ways of thinking about the topic. Sense of closure is good. Limitations of the study are acknowledged. Future research from the study is suggested. Adequate sense of closure.	Delivers what was promised in the introduction. Goes beyond summarizing main points and restating thesis. Advances new ways of thinking about the topic. Key limitations of the study are acknowledged. Creative future research that could emerge from the study is suggested. Sense of closure is exemplary.
Originality	Inadequate evidence of new thinking or of significant new knowledge.	Acceptable evidence of new thinking and of new knowledge. Candidate somewhat presents ability to conduct independent research. The work somewhat transitions the candidate from student to professional.	Proficient evidence of new thinking. Makes modest contribution to new knowledge about the field in general, and to the topic specifically. Work demonstrates candidate's ability to conduct significant independent research. Work reasonably transitions the candidate from student to professional.	Makes fresh, significant, and concrete contribution to new knowledge in and about the field in general, and the topic at hand specifically. The work clearly demonstrates the candidate's ability to conduct significant independent research. The work explicitly transitions the candidate from student to professional.
Potential for Impact and Dissemination	Work does not demonstrate impact on public policy, community-based projects, or scholarly perspectives in the form of a book or articles nor promise for dissemination.	Work shows adequate promise for dissemination. May impact public policy, community-based projects, or scholarly perspectives in the form of a book or articles.	Work shows proficient promise for dissemination and impact on public policy, community-based projects, or scholarly perspectives in the form of a book or articles.	Work shows promise for publication in top-tier journals or comprises a book and/or impact on public policy, community-based projects, or scholarly perspectives in the form of a book or articles.

Appendix F: UNM, CHICANA & CHICANO STUDIES, PhD DISSERTATION DEFENSE ASSESSMENT RUBRIC

Attribute	Unsatisfactory	Basic	Proficient	Outstanding
Introduction, Statement of Purpose, Thesis Statement, RQs	Weak. Lacks necessary key elements. Lacks an arguable position.	Adequate. States topic, purpose, thesis statement and subtopics. Theoretical and methodological lenses somewhat addressed. Somewhat clear and arguable.	Proficient. Introduces purpose and background information. Poses compelling and clear topic, purpose and thesis statements, RQs. All subtopics in order. Theoretical and methodological lenses addressed. Arguable statement of position.	Exceptional. Grabs reader's interest. Identifies basics of the argument as well as nuances. Offers background information and compelling and clear topic, purpose and thesis statements, and RQs. All subtopics are in order. Explicitly and eloquently develops a theoretical and methodological position systematically aligned with the argument. Strong and original arguable statement of position. Well-developed and definitive introduction.
Organization & Development of Argument	Lacks clear and logical presentation and development of ideas. Literature review is composed of disjointed summaries of extant work and does not display a clear understanding of strengths and weaknesses of the literature reviewed. Does not demonstrate understanding of the literature's significance within the discipline of Chicana Studies. Weak transitions between ideas and paragraphs. Difficult to follow the writer's thinking and purpose.	Somewhat clear, logical, and sustained presentation and development of ideas. Literature review is somewhat acceptable and somewhat displays a basic understanding of the theoretical debates. Some portions of the literature review identify strengths and weaknesses of the literature and others not. Demonstrates some understanding of the significance of the literature within the discipline of Chicana Studies. Adequate transitions between ideas and paragraphs.	Clear, logical, and sustained presentation and development of ideas that support thesis. Exhaustive literature review is written as argument vs. summaries of extant work. Displays a clear understanding of the theories and strengths and weaknesses of the literature. Situates the dissertation within the discipline of Chicana Studies and demonstrates knowledge of important Chicana theoretical and methodological trends. Good transitions between ideas and paragraphs to follow writer's logic.	Exhaustive literature review written up as argument vs. summaries of extant work. Displays an outstanding apprehension of the theories and of significant and unnecessary gaps in the literature that the dissertation will fill. Demonstrates broad synthetic understanding of Chicana Studies theoretical and methodological trends. Presents an original intervention that advances the discipline of Chicana studies. Exceptionally clear, logical, and mature thinking demonstrated throughout. Solid and sustained support for and the development of ideas. Excellent transitions between ideas and paragraphs to help follow the writer's logic.
Data/Evidence Quality of Information	Methods used to collect data/evidence are grounded exclusively on the researcher's own intuition as opposed to documented methodological approaches. Advantages and disadvantages of methods are not discussed. Limited information on topic. Evidence does not support thesis.	Methods used to collect data/evidence are somewhat appropriate and somewhat grounded on documented methodological approaches vs. intuition. Advantages and disadvantages of methods somewhat are discussed. Some aspects of argument well researched with some accurate evidence from limited sources. Evidence somewhat supports thesis.	Methods used to collect data/evidence are described in detail and are grounded on documented approaches vs. intuition. Advantages and disadvantages of methods are discussed. Well researched in detail with accurate and critical evidence from a variety of credible sources to support thesis. Contrary evidence and studies acknowledged.	Methods used to collect data/evidence are described in detail; systematically grounded on documented approaches vs. intuition and/or the study develops and persuasively defends an original methodology. Advantages and disadvantages of methods are discussed in depth. Exceptionally researched with detail necessary to persuasively sustain the argument. Accurate and credible evidence from an impressive range of credible sources to support thesis. Contrary evidence and studies are acknowledged and rebutted.

Analysis	Important concepts left undefined. Labeling of categories inconsistent. Data/evidence not presented clearly; ideas are not connected; data/evidence are misinterpreted. Analysis is inaccurate and/or confusing.	Some key concepts are defined and labeling is somewhat clear. Data/evidence are often connected. Some claims and inferences are drawn from data/evidence. There is general alignment with theoretical and methodological frameworks.	Key concepts are defined and labeling is clear and parallel. Data/evidence and connection with ideas is logical. Claims and inferences are drawn from data/evidence. Data/evidence aligns with theoretical and methodological frameworks.	Key concepts defined well throughout. Labeling of categories is clear and parallel. Data/evidence and ideas are clearly and logically connected. Claims and inferences systematically are drawn from data/evidence. Data/evidence is persuasively used to support the argument and address the RQs . Argument closely aligns with the theoretical and methodological frameworks.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. Unable to answer all questions.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears attentive. Able to field most questions.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. Questions answered in a knowledgeable and professional manner displaying command of the topic.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. Exemplary ability to answer all questions in a knowledgeable and confident manner.
Mechanics	Inconsistent grammar, spelling, and paragraphing that confuse the understanding of ideas.	Periodic errors in grammar, spelling, and paragraphing. Word choice is good. Understanding of ideas is somewhat clear.	Clear. Minimal errors in grammar, spelling, and paragraphing. Word choice is proficient. Understanding of ideas is clear.	Concise and clear. Consistent grammar, spelling, and paragraphing. Word choice is outstanding and enhances understanding of ideas.
Conclusion	Underdeveloped conclusion that merely summarizes main points and thesis. No sense of closure.	Adequately summarizes main points and thesis, but does not advance new ways of thinking about the topic. Some limitations of the study are acknowledged. Somewhat sense of closure.	Proficiently summarizes main points and thesis, and somewhat advances new ways of thinking about the topic. Sense of closure is good. Limitations of the study are acknowledged. Future research from the study is suggested. Adequate sense of closure.	Delivers what was promised in the introduction. Goes beyond summarizing main points and restating thesis. Advances new ways of thinking about the topic. Key limitations of the study are acknowledged. Creative future research that could emerge from the study is suggested. Sense of closure is exemplary.
Originality	Inadequate evidence of new thinking or of significant new knowledge.	Acceptable evidence of new thinking and of new knowledge. Candidate somewhat presents ability to conduct independent research. The work somewhat transitions the candidate from student to professional.	Proficient evidence of new thinking. Makes modest contribution to new knowledge about the field in general, and the topic at hand specifically. The work demonstrates the candidate's ability to conduct significant independent research. The work reasonably transitions the candidate from student to professional.	Makes fresh, significant, and concrete contribution to new knowledge in and about the field in general, and the topic at hand specifically. The work clearly demonstrates the candidate's ability to conduct significant independent research. The work explicitly transitions the candidate from student to professional.
Potential for Impact and Dissemination	Work does not demonstrate impact on public policy, community-based projects, or scholarly perspectives in the form of a book or articles nor promise for dissemination.	Work shows adequate promise for dissemination. May impact public policy, community-based projects, or scholarly perspectives in the form of a book or articles.	Work shows proficient promise for dissemination and impact on public policy, community-based projects, or scholarly perspectives in the form of a book or articles.	Work shows promise for publication in top-tier journals or comprises a book and/or impact on public policy, community-based projects, or scholarly perspectives in the form of a book or articles.

Appendix G: UNM, CHICANA & CHICANO STUDIES, PhD DISTINCTION DESIGNATION

Distinction: “Passed with Distinction” may be awarded to dissertations that (1) are consistently and truly outstanding, (2) present an original intervention that advances the discipline of Chicana Studies, and (3) hold great promise for publication. Moreover, dissertations passed with distinction must merit “outstanding” on at least six of eight dissertation evaluation rubric categories and the dissertation chair must be able to clearly articulate the committee’s collective argument for distinction upon request.

At the time of the dissertation defense, the chair will ask committee members to collectively assess and vote if the dissertation merits distinction utilizing the above three criteria and the dissertation rubric as the metrics. Each member of the committee must login to the Report of Examination online and record their vote of Yes or No as to whether the exam and the dissertation were passed and whether distinction is to be awarded. The chair will login for all outside members and record their votes. If a revision/rewrite is required or if the defense is failed, the dissertation cannot receive distinction.

Attribute	Outstanding
Introduction, Statement of Purpose, Thesis Statement, RQs	Exceptional. Grabs reader’s interest. Identifies basics of the argument as well as nuances. Offers background information and compelling and clear topic, purpose, thesis statements, and RQs. All subtopics are in order. Explicitly and eloquently develops a theoretical and methodological position systematically aligned with the argument. Strong and original arguable statement of position. Well-developed and definitive introduction.
Organization & Development of Argument	Exhaustive literature review written up as argument vs. summaries of extant work. Displays an outstanding understanding of the theories and of significant and unnecessary gaps in the literature that the dissertation will fill. Demonstrates broad synthetic understanding of Chicana Studies theoretical and methodological trends. Presents an original intervention that advances the discipline of Chicana studies. Exceptionally clear, logical, and mature thinking demonstrated throughout. Solid and sustained support for and the development of ideas. Excellent transitions between ideas and paragraphs to help follow the writer’s logic and purpose.
Data/Evidence Quality of Information	Methods used to collect data are described in detail; systematically grounded on documented approaches vs. intuition and/or the study develops and persuasively defends an original methodology. Advantages and disadvantages of methods are discussed in depth. Exceptionally researched with detail necessary to persuasively sustain the argument. Accurate and credible evidence from an impressive range of credible sources to support thesis. Contrary evidence and studies are acknowledged and rebutted.
Analysis	Key concepts defined well throughout. Labeling of categories is clear and parallel. Data/evidence and ideas are clearly and logically connected. Claims and inferences systematically are drawn from data/evidence. Data/evidence is persuasively used to support the argument and address the RQs. Argument closely aligns with the theoretical and methodological frameworks.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. Exemplary ability to answer all questions in a knowledgeable and confident manner.
Mechanics	Concise and clear. Consistent grammar, spelling, and paragraphing. Word choice is outstanding and enhances understanding of ideas.
Conclusion	Delivers what was promised in the introduction. Goes beyond summarizing main points and restating thesis. Advances new ways of thinking about the topic. Key limitations of the study are acknowledged. Creative future research that could emerge from the study is suggested. Sense of closure is exemplary.
Originality	Makes fresh, significant, and concrete contribution to new knowledge in and about the field in general, and the topic at hand specifically. The work clearly demonstrates the candidate’s ability to conduct significant independent research. The work explicitly transitions the candidate from student to professional.
Potential for Impact and Dissemination	Work shows promise for publication in top-tier journals or comprises a book and/or impact on public policy, community-based projects, or scholarly perspectives in the form of a book or articles.