COLLEGE OF LIBERAL ARTS
THE UNIVERSITY OF TEXAS AT AUSTIN

Office of the Dean • West Mall Office Building • Austin, Texas 78712-1105
(512) 471-4141 • FAX (512) 471-4518

October 27, 1999

Sheldon Ekland-Olson
Executive Vice President and Provost
MAI 201
UT CAMPUS G1000

Dear Sheldon:

Enclosed find a Substantive Program Request to create a Center for Asian American Studies and a Bachelor of Arts degree in Asian American Studies. There is demonstrated faculty and student support in the College for the proposed major.

Estimates of new costs to the institution and to the state related to the proposed program are detailed in the proposal. The costs will be reallocated from existing funds within the College of Liberal Arts.

We are requesting that this new degree program become effective in the Fall 2000 semester, and will appreciate your submitting the proposal to the appropriate officials for approval.

Sincerely yours,

Richard

Richard W. Lariviere
Dean

Enclosure

xc: Carol Holmgreen
Marsha Moss
✓Arthur Sakamoto

Substantive Degree Program Requests
Title Page Model

NAME OF INSTITUTION The University of Texas at Austin

NAME OF PROPOSED PROGRAM Center for Asian American Studies

Display how proposed program(s) would appear on the Coordinating Board program inventory; include Texas CIP code designation(s).

Bachelor of Arts Asian American Studies CIP Code: 110 -

How would name(s) of program(s) appear on student diplomas?

BACHELOR OF ARTS

How would name(s) of program(s) appear on student transcripts?

B.A. major: Asian American Studies

Administrative unit(s) responsible for the program(s):

College of Liberal Arts

Center for Asian American Studies

Proposed date for implementation of program:

Fall 2000

Person to be contacted for further information about proposed program(s):

Name: Larry Carver Title: Associate Dean, Liberal Arts

Phone: (512) 471-4271

Signatures:

Campus Chief Executive Officer Date

System Chief Executive Officer (as appropriate) Date

Governing Board approval date:

FORMAT FOR SUBSTANTIVE DEGREE PROGRAM REQUESTS

I. PROGRAM ADMINISTRATION

A. Describe how the program would be administered.

1. Indicate name and title of person(s) who would be responsible for curriculum development and on-going review.

   The Center for Asian American Studies will initially be administered by Professor Arthur Sakamoto, who will act as Director *ad interim* until a permanent Director can be found. He will initially be responsible for curriculum development, working in conjunction with a program committee consisting of members of the teaching faculty who do work in the area of Asian American Studies.

2. Describe responsibilities for student advisement and supervision.

   A program committee will be formed as described above, and will be chaired by Professor Sakamoto.

3. If the program would be administered by more than one administrative unit, what factors make this desirable?

   Not applicable.

B. If a non-academic administrative unit, e.g., "institute" or "center" would be involved in administering the program, describe the relationships.

The program will be administered by teaching faculty who teach and do research in the area of Asian American Studies. The Advisory committee--consisting of both students and faculty--of the Center for Asian American Studies will give advice and provide input into the development of the program, but all final decision-making authority will remain with the program committee of teaching faculty and the Dean of Liberal Arts.

C. If a new organizational unit would be created or an existing organizational entity modified as a result of this program, identify and describe the anticipated result. (Reference: "Format for Administrative Change Request," Fall 1992.)

The Center for Asian American Studies is being developed at the University of Texas at Austin. It is concerned with promoting the study and understanding of the experiences of Asian Americans. This academic program is obviously associated with the Center for Asian American Studies, but the Center also plays a role in promoting and coordinating social and cultural activities relating to Asian Americans at the University of Texas as well as in the surrounding community of Austin.

II. PROGRAM DESCRIPTION

A. Educational Objectives

1. Describe the educational objectives of the program.
   (Include reference to preparation of students for licensure or certification, if appropriate, and any special outcomes or competencies which the program would provide that are not available from existing degree programs.)

The educational objective of the program is to provide students with the opportunity to pursue an interdisciplinary study of the experiences of Asian Americans, including for example, their history, literature, poetry, ethnic institutions, sociological interactions, psychological characteristics, legal history, economic attainments and adaptations, political participation, and artistic creations.

2. If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks, etc.), describe the educational objectives of each. (Each of these curricula must be identified on the title page, including Texas CIP code. Reference: "Guidelines for Recognition and Classification of Courses and Degree Program Offerings," adopted July 20, 1979 and revised to conform to new CIP codes, Fall 1992.)

   Not applicable.

B. Admission Standards

1. State admission requirements for the program. (If there are different categories of admission, e.g., unconditional, probationary, etc., describe each.)

   All students who meet the minimum standards for study at the University of Texas will be admitted unconditionally into the program.

C. Degree Requirements

1. In tabular form, indicate the semester credit hour (SCH) requirements in each of the following categories applicable to the proposed program; include the total SCH requirement for the degree:

   a. Foundation Courses

      1. for undergraduate programs, general education/core curriculum,

         At this time, no graduate program is being proposed, so only an undergraduate curriculum in being proposed.

      2. for graduate programs, prerequisite/leveling courses;

         Not applicable.

   b. courses required of all students in the proposed program,

      The required course for all students in the program is AAS 310, *Introductory Topics in Asian American Studies*." Students would also be required to take one of each of the following courses: (1) AAS 320, *Topics in Asian American Culture, Literature, and Media Studies*; (2) AAS 325, *Topics in Asian American Economics, History, and Government*; and (3) AAS 330, *Topics in Asian American Anthropology, Geography, and Sociology*. Required courses constitute twelve of the twenty-four semester hours required for a degree in Asian American Studies.

   c. elective courses prescribed for those students,

CREATION OF A BACHELOR OF ARTS DEGREE WITH A MAJOR OR MINOR IN ASIAN AMERICAN STUDIES IN THE COLLEGE OF LIBERAL ARTS CHAPTER OF *THE UNDERGRADUATE CATALOG, 1998-2000*, OF THE UNIVERSITY OF TEXAS AT AUSTIN

Protests to this proposed legislation must be put in writing and received in the Dean's Office no later than 12:00 noon on _____

On page 254, in the College of Liberal Arts chapter of *The Undergraduate Catalog, 1998-2000*, in the **BACHELOR OF ARTS, PLAN I** section, under *MAJORS AND MINORS*, add the following new major and minor:

Asian American Studies

Major: Twenty-four semester hours, including at least eighteen hours of upper-division coursework, chosen from a list of courses approved by the Advisory Committee of the Center for Asian American Studies. The coursework must include

1. Asian American Studies 310 (any topic).
2. At least one three-semester-hour course in each of the following groups:
   a. Culture, literature, and media studies
   b. Economics, history, and government
   c. Anthropology, geography, and sociology

Minor: Twelve semester hours, including at least six hours of upper-division coursework, in any one field of study in the University. Six of the required hours must be taken in residence.

Rationale: Add a new bachelor's degree to accommodate the creation of a Center for Asian American Studies at the University of Texas at Austin.

Funding: Funding to create this new degree program is being requested under a Substantive Program Request to the Texas Higher Education Coordinating Board.

CREATION OF AN HONORS PROGRAM IN ASIAN AMERICAN STUDIES IN THE COLLEGE OF LIBERAL ARTS CHAPTER OF *THE UNDERGRADUATE CATALOG, 1998-2000*, OF THE UNIVERSITY OF TEXAS AT AUSTIN

Protests to this proposed legislation must be put in writing and received in the Dean's Office no later than 12:00 noon on ____

On page 241, in the College of Liberal Arts chapter of *The Undergraduate Catalog, 1998-2000*, in the **ACADEMIC POLICIES AND PROCEDURES** section, under ***DEPARTMENTAL HONORS PROGRAMS***, insert the following new honors program:

Asian American Studies Honors Program

Majors who are candidates for special honors in Asian American studies should apply to the honors adviser for admission to the honors program at the beginning of their third year; they must apply no later than the beginning of their last year before graduation. A University grade point average of at least 3.00 is required for admission to the honors program. The requirements for graduation with special honors, which are in addition to the requirements for the major, are (1) Asian American Studies 679H, *Honors Tutorial Course*, with a grade of *A* in each half; (2) a University grade point average of at least 3.00 and a grade point average in Asian American studies of at least 3.50; and (3) completion at the University of at least sixty semester hours of coursework counted toward the degree.

Rationale: To accommodate honors students in the new Bachelor of Arts degree in Asian American studies.

Funding: Funding to create this new honors program is being requested under a Substantive Program Request to the Texas Higher Education Coordinating Board.

Also required as electives are twelve additional semester hours, which may be any other topics of either AAS 320, 325, or 330 not already taken in regard to 1.b. above. At least nine of these hours must be upper-division for a total of eighteen hours of upper-division coursework.

d. courses freely elected by students,

None.

e. other, specify.

All other courses as required by the College of Liberal Arts for the B.A.

2. Identify and describe special requirements for the program, e.g., clinicals, field experience, internship, practicum, thesis, etc.

None, although AAS 379, *Conference Course in Asian American Studies*, is available for students to enroll in if they wish to pursue supervised individual study.

3. If transfer students would be admitted to the program, list articulation agreements completed, in negotiation, or planned.

We plan to consider transferring credit for comparable courses taken at other major Asian American Studies centers around the national (e.g. University of California at Berkeley, University of California at Davis, etc.).

D. Curriculum

1. Identify by prefix, number, title, and description (including prerequisites) courses to be required or elected in the proposed program.
(Identify with an asterisk (*) courses added during the last three academic years, and with two asterisks (**) courses to be added if the program is authorized.)

**AAS 310, *Introductory Topics in Asian American Studies*. An introduction to Asian American studies through a variety of disciplines. May be repeated for credit when the topics vary.

**AAS 320, *Topics in Asian American Culture, Literature, and Media Studies*. May be repeated for credit when the topics vary. *Prerequisite:* Varies with the topic and is given in the *Course Schedule*.

**AAS 325, *Topics in Asian American Economics, History, and Government*. May be repeated for credit with the topics vary. Some topics partially fulfill the legislative requirement for American history; these are identified in the *Course Schedule*. *Prerequisite:* Varies with the topic and is given in the *Course Schedule*.

**AAS 330, *Topics in Asian American Anthropology, Geography, and Sociology*. May be repeated for credit when the topics vary. *Prerequisite:* Varies with the topic and is given in the *Course Schedule*.

**AAS 379, *Conference Course in Asian American Studies*. Supervised individual study of selected problems in Asian American studies. May be repeated for credit. *Prerequisite:* Upper-division standing and consent of the director of Asian American Studies.

2. If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks, etc.), identify courses unique to each alternative.

None.

3. Provide a semester-by-semester projection for offering of the required and prescribed courses during the first five years.

AAS 310 will be offered every semester beginning fall 2000. At least one topic from AAS 320, 325, and 330 will also be offered every semester.

4. Describe arrangements that would serve non-traditional students, e.g., non-traditionally scheduled classes, delivery of instruction by telecommunications and/or off-campus instruction sites, library services, student advisement, etc., if applicable.

Not applicable.

5. If the general education/core curriculum component of the proposed program differs from that for all or most other undergraduate programs at the institution, indicate how and why.

Not applicable.

E. Supporting Fields

1. Identify existing degree programs and non-degree supporting fields that would complement the proposed program; describe the relationship of each to the proposed program.

When appropriate, courses from other fields would be crosslisted with Asian American Studies courses, but there is no formal relationship or interdependence between this program and others.

2. If the existing programs or supporting fields would require updating or expansion because of the new program, explain how and why.

Not applicable.

F. Effect on Existing Programs

1. Describe how existing courses would be affected by enrollments generated in the proposed program, including, but not limited to the potential need for additional: sections or increased class sizes, faculty, library resources, equipment, supplies, and/or space.

Enrollments in the proposed program are expected to be fairly moderate initially. Thus the effect on other courses is expected to be small; they will lose some enrollment to Asian American Studies, but because the latter program is relatively small, repercussions are expected to be limited. Currently affiliated faculty will mainly teach Asian American Studies courses as they fit into their schedules along with other department teaching duties. Five additional faculty are planned to be hired over the next five years who will also be required to teach Asian American Studies courses.

2. For a graduate program, describe how related undergraduate programs would be affected by enrollments in the proposed program, including changes anticipated in the rank and/or credentials of faculty teaching in the undergraduate program, and use of graduate student Teaching Assistants, Graduate Assistants, Assistant Instructors, etc., and their credentials. Provide evidence that faculty (full-time, part-time, or TAs) in the proposed program, or who would replace current faculty reassigned to the proposed program, would meet Southern Association minimum standards for credentials and experience.

Not applicable.

G. Accreditation

1. If there is a professional program accreditation procedure in this field, attach current standards.

Not applicable.

2. State intention regarding accreditation.

No intention at this time.

III. EVALUATION

A. Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate survey, or other procedures. How would evaluations be carried out?

We will evaluate the program by following the retention rate; assessing the number of graduates who obtain positions in the Asian American community or other Asian American related work, or who go on to pursue graduate studies. Ex-student surveys and follow-ups will be used.

IV. PROGRAM NEED/DEMAND

A. Identify similar programs at:

1. Texas public and independent universities,

Rice University has an Asian American Studies program. However, their program is not really comparable to ours because their program primarily consists of Asian Studies courses which do not focus on the Asian American experience per se.

2. Out-of-state institutions, if the proposed program would be unique in Texas.

Asian American Studies programs are well established at dozens of colleges and universities in the west (primarily in California). In addition, newer and smaller programs--similar to that proposed here--are round at Northwestern, University of Illinois at Champaign-Urbana, Princeton, Columbia, Cornell, University of Wisconsin, University of Pennsylvania, and elsewhere.

B. Describe justification for the proposed program in terms of the following, as applicable:

1. Local, regional, state, national, and international needs.

NOTE: State need is the preeminent criterion for consideration of new degree programs (Reference: Coordinating Board "Standards for Consideration of New Doctoral Program Requests," July 1982 and revised Fall 1992).

The number of Asian American students at the University of Texas at Austin exceeds 5,100, and this group may one day soon surpass Hispanics as the largest category of minority students in the population at our University. In part, this growth in the Asian American student population reflects the continued growth of the Asian American population in Texas which is home to more Asian Americans than are any states other than California, Hawaii, and New York. Given the immigration patterns that are likely to exist in the near future, the chances are high that Asian Americans will continue to be the fastest growing minority group in America and a disproportionate number of them will continue to settle in Texas. In short, demographic trends suggest that the demand for Asian American studies is likely to be increasing, and it is likely to remain high, especially as knowledge and information about the program become more widespread and accepted at the University.

Despite this demand, topics pertaining to Asian American studies has been largely absent from courses in our current curriculum. Defined as the interdisciplinary study of the experiences of originally Asian peoples residing in the Western hemisphere, Asian American studies does not fit very well into our existing structure of course offerings. Although there is an obvious growing demand for Asian American studies courses, the supply of appropriate courses lags behind greatly, and bureaucratic incentives for the development of such courses are currently limited. Furthermore, the interdisciplinary perspective on providing a fuller representation of the total life experiences of Asian Americans can not be adequately fostered within the conventional disciplinary administrative units which tend to promote their own particular fields.

It should be underscored that the experiences of Asian Americans--such as the history of intense racial discrimination against them during the period before the Civil Rights movement of the 1960s--have been largely ignored. We estimate that a total of at least 250 million person-years of Asian American experience has transpired in the history of the United States, and only a tiny fraction of that experience has been systematically researched. Thus, this is a new field that can be expected to yield rich and stimulating material that will advance not only a better appreciation of Asian American life, but will also spill over into and thereby enhance debates and developments in related areas of inquiry.

Although they have become a well accepted and defined racial category in America, Asian Americans actually constitute an extremely diverse set of ethnic groups. Given that our diverse world is quickly being brought closer and closer together by the advances of modern technology, transportation, and communications, knowledge about this ethnic diversity needs to be better organized and integrated through an Asian American studies program. The existence of a bachelor's degree in Asian American studies would provide a solid foundation for the continued development of such a program.

2. The long-range academic plan of the institution.

The University of Texas, as a public institution, is especially responsive to the long-term needs and interests of its student body, particularly in regard to the representation of diversity in its course offerings.

3. Demand from prospective students.

   Given the enrollments of Asian American students at the University of Texas, sufficient demand is expected for this program, especially as information about it becomes more widely available.

4. Job market needs (identify specific potential employers and supply names, addresses and phone numbers where possible).

   Specific employers perhaps can not be identified at this time, but a work force that is more aware of multicultural issues will certainly be a long-run asset to any company in the 21st century. Furthermore, with the continued growth of the Asian American communities, some market demand in these communities is expected to be evident.

5. Educational and cultural needs of the community.

   The Austin area has over 30,000 Asian Americans and this minority group is increasing rapidly.

V. PROGRAM POTENTIAL

A. Estimate the cumulative headcount and full time equivalent (FTE) enrollment for each of the first five years (majors only, considering expected attrition and graduation) and indicate the number expected to be <u>new</u> to the institution each year.

   A total cumulative population of 20 majors with approximately four new majors per year entering.

B. Explain assumptions used in making these estimates.

   Assumed to be somewhat less than those of other ethnic studies centers at the University.

VI. RESOURCES

A. Personnel

1. Describe any personnel additions or changes in the <u>past</u> three years made in anticipation of the program.

   None.

2. Indicate for the first five years the cumulative number of FTE personnel who would be involved in delivery of the program in each of the following categories:

   a. released time for administrative and other services,

The *interim* director, Dr. Arthur Sakamoto, receives release time for one course each semester.

b. full-time faculty,

Five to ten.

c. part-time faculty,

One to two.

d. graduate student assistants,

None at this time, but teaching assistants may be assigned to courses when enrollments warrant.

e. clerical/support staff, and

The Center for Asian American Studies employs a half-time staff person.

f. others, specify.

None.

3. List current faculty members, indicating highest earned degree/institution, field of study, current teaching and research assignments, dates of appointment, and anticipated contribution to the program. Specify course(s) each faculty member would teach.

Gigi Durham, Assistant Professor, Journalism, Ph.D. University of Florida -- feminist media studies, representation of South Asian American women in mass media (AAS 320).

Richard Lee, Assistant Professor, Psychology, Ph.D. Virginia Commonwealth University -- ethnic identify, family relationships, and mental health among Asian Americans (AAS 330).

Edward Rhoads, Professor, History, Ph.D. Harvard -- Chinese American history (AAS 325).

Arthur Sakamoto, Associate Professor, Sociology, Ph.D. University of Wisconsin -- Asian American socioeconomic attainment (AAS 310).

Kamala Visweswaran, Associate Professor, Anthropology, Ph.D. Stanford -- Asian American feminist theory, critical race theory, transnational studies, diaspora theory, South Asian Americans (AAS 330).

4. If current faculty would be teaching new courses, how would their teaching assignments change, and how would their current assignments be accommodated?

Departments would re-assign teaching schedules to help accommodate the changes.

5. List all <u>new</u> positions (faculty, graduate assistants, clerical/support, etc.) required during the first five years of the program and indicate whether the positions would be additions or reassignments. If reassignment, indicate the source.

Five new faculty positions for Asian American Studies faculty are expected to be added during the next five years. These five positions are new additions that will be filled via national searches.

6. Describe qualifications that would be sought in new faculty, indicate the expected level of appointment and anticipated contributions to the program (including research grants, contract resources, etc.).

Ability to teach Asian American studies courses; to conduct research on Asian American studies topics and issues; and to publish in peer-reviewed journals.

7. For graduate programs:

a. describe departmental faculty policy regarding chairing or serving on thesis/dissertation committees, number of students supervised at one time, etc.

Not applicable.

b. identify faculty who would supervise theses, dissertations, and internships, etc.; provide examples of their ongoing research projects and scholarship publications.

Not applicable.

B. Library

1. List any library holdings added in the <u>past</u> three years in anticipation of the program.

None.

2. Describe library holdings specifically relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards? Describe planned actions that would maintain strengths and/or remedy weaknesses.

The major journals and books in this field are already available at the Perry-Castenada Library. However, it is recommended that future purchases be made to remain up-to-date with future developments in this expanding field.

3. Describe cooperative library arrangements that would be available to students in this program.

None at this time.

4. Provide library director's assessment of library resources necessary for the proposed program.

Adequate at this time.

C. Equipment

1. List any equipment acquired in the past three years in anticipation of the program.

Standard office equipment (fax machine, personal computer, typewriter, etc.) is being purchased for the Center for Asian American Studies. Also, some office furniture is being purchased.

2. Itemize expenditures projected during each of the first five years for equipment and supplies specifically for the proposed program.

None other than paper and toner for printing and copying.

D. Facilities

1. Describe any facility added or modified in the past three years in anticipation of the program.

Suite 2.116 of UA-9 located at 2609 University Avenue has been made available for the Center for Asian American Studies. This area is fully adequate office space for the administration of this program.

2. Describe the availability and adequacy of existing facilities that would be used for the proposed program.

Suite 2.116 of UA-9 includes a seminar room, two offices, and a restroom.

3. Describe planned alteration or renovation of existing facilities needed for the program; estimate date of availability and display estimated cost in Item VII.

None.

4. Describe planned new facilities needed for the program; estimate date of availability and display estimated cost in Item VII.

None.

VII. COSTS

On the attached form, provide estimates of new costs to the institution related to the proposed program(s) and provide information regarding sources of funding that would defray these costs.

NOTE: Under Coordinating Board procedures, proposals for new programs and administrative units must be accompanied by (a) a statement certifying the adequacy of funding, or (b) a statement regarding the need for funds not yet available to the institution. The statement must be from the chief administrative officer of the requesting institution.

("Policy on Adequate Financing," Coordinating Board, January 1992.)

VIII. ADDITIONAL COMMENTS THAT WOULD BE HELPFUL TO THE COORDINATING BOARD IN EVALUATING THIS PROGRAM REQUEST.

None.

NOTE: See especially additional Coordinating Board criteria for doctoral program review:

1. "Standards for Consideration of New Doctoral Program Requests," adopted July 1982, updated Fall 1992.
2. "Distinctions between Ed.D. and Ph.D. Programs in Education," July 1990.
3. "Guidelines for Developing Cooperative Doctoral Programs."
4. "Standards for Ed.D. Programs in Educational Administration/Leadership."
5. "Degree Programs, Support Areas, and Degree Titles," adopted October 1986.
6. "Guidelines for Recognition and Classification of Courses and Degree Program Offerings."

(All of the above documents are included with revisions as applicable in a compilation of Coordinating Board documents entitled: Division of Universities and Health Affairs Policy, Procedure, Guideline, and Format Documents, Fall 1992.)

NEW COSTS TO THE INSTITUTION AND SOURCES OF FUNDING

	ESTIMATED COSTS BY YEAR					
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	18,889	19,833	20,825	21,866	22,960	104,373
Faculty Salaries	175,000	231,000	289,800	304,290	319,505	1,319,595
Graduate Assistants	22,000	22,000	23,100	24,255	25,468	116,823
Clerical/Support Personnel	54,778	57,517	60,393	63,412	66,583	302,683
Supplies and Materials	20,100	20,100	20,100	20,100	20,100	100,500
Library Resources	---	---	---	---	---	---
Equipment	4,500	---	---	---	---	4,500
Facilities	---	---	---	---	---	---
Other (Identify)	---	---	---	---	---	---
TOTALS	295,267	350,450	414,218	433,923	454,616	1,948,474

	SOURCES OF FUNDING BY YEAR					
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
State Appropriations						
Other State Funding*						
Reallocation of Existing Funds	295,267	350,450	414,218	433,923	454,616	1,948,474
Federal Funding*						
Other Funding*						
TOTALS	295,267	350,450	414,218	433,923	454,616	1,948,474

*Specify source(s) (e.g., Special Item Appropriation, Auxiliary Enterprise Funds, Discretionary Endowment Income, HEAF Funds, special grant or contract, etc.).