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UNM Faculty Senate

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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES
1994-1995
Volume 19



faculty senate

May 2, 1995

TO: Members of the UNM Faculty Senate

FROM: Anne J. Brown, University Secretary Emerita

SUBJECT: May 9, 1995 Meeting

The UNM Faculty Senate will meet on Tuesday, May 9, 1995, from 3:30 p.m. to 5:30 p.m. in the Kiva.

The agenda will include the following items:

- 1. Approval of Agenda
- 2. Summarized Minutes for April 11, 1995
- 3. Memorial Minute for Professor Emeritus William H. Roberts presented by Professor Alfredo Rodriguez
- 4. Comments from Senate President Harry Lull
- 5. Comments from Provost Mary Sue Coleman
- 6. Academic Freedom & Tenure Committee Report presented by John Trotter, Chair
- 7. Student Outcomes Assessment Committee Report presented by David Kauffman, Chair
- 8. Faculty Senate Committee Assignments presented by Senate President Harry Lull
- 9. Items from Curricula Committee presented by Ernest Dole, Chair
 - new degree Associate of Arts in Liberal Arts/Taos Education Center
 - new degree Associate of Arts in Pre-Business & Management/Taos Education Center

pp 1-8

pp 9-12

pp 13-15

Agenda-May 9, 1995
Page 2

- pp 16-18 -new degree Associate of Arts in Human Services/Taos Education Center
 - pp 19-22 -new degree Associate of Arts in Southwest Studies/Taos Education Center
 - pp 23-25 -Certificate in Human Services/Taos Education Center
 - pp 26-29 -new degree Associate of Science in Community Health/Health Education/Gallup Branch
 - pp 30-31 -new concentration Manangement of Technology/Anderson Schools of Management
10. Approval of Degree Candidates for Spring Session 1995
 11. Items from Research Policy Committee presented by Ed Walters, Chair
- Vote on Three New Centers
 12. Tabled Items from the Senate Graduate Committee
-Transfer Credits for Graduate Degrees
 13. Adjournment

THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MEETING

May 9, 1995

(Summarized Minutes)

Senators present: Steven Block (Music), James Boone (Anthropology), Jane Bruker (Gallup Branch), Beverly Burris (Sociology), Joan Bybee (Linguistics), Ernest Dole (Pharmacy), Charles Fleddermann (Electrical & Computer Engineering), Robert Glew (Biochemistry), Blaine Hart (Radiology), William Kane (Education), Tom Kyner (Mathematics & Statistics), Cheryl Learn (Nursing), Harry Llull (General Library), Deborah McFarlane (Public Administration), Richard Melzer (Valencia Branch), Leroy Ortiz (CIMTE), Lynette Oshima (CIMTE), Joe Rothrock (Art and Art History), Richard Santos (Economics), Howard Schreyer (Mechanical Engineering), Jerome Shea (University College), Henry Trehwitt (Communication & Journalism), Holly Waldron (Psychology), Gerald Weiss (Physiology), Maurice Wildin (Mechanical Engineering), Beulah Woodfin (Biochemistry), Nancy Ziegler (Gallup Branch).

Senators absent: Lynn Beene (English), ~~James Boone (Anthropology)~~, Judith Brillman (Emergency Medicine), ~~Jane Bruker (Gallup Branch)~~, Anthony Cardenas (Spanish & Portuguese), Monica Cyrino (Foreign Language & Literatures), Joseph Champoux (Management), Tom DeCoster (Orthopaedics), John Finklestein (Management), Deborah Graham (Medical School Library), Linda Hall (History), Roy Johnson (Civil Engineering), Peggy Kelley (Medicine), Astrid Kodric-Brown (Biology), Demetra Logothetis (Dental Hygiene), Bill MacPherson (Law), Carolyn Mold (Microbiology), Kurt Nolte (Pathology), Alan Reed (Public Administration), Ed Reyes (Pharmacology), Stephen Schreiber (Architecture & Planning), Sylvia Vela (Medicine).

Excused absences: Andrew Hsi (Pediatrics), Peter Pabisch (Foreign Languages & Literatures), Gloria Sarto (Obstetrics & Gynecology).

Approval of Agenda.

The agenda was approved after repositioning items #9 to #4a, and #4 to #4b.

Minutes of April 11, 1995.

The minutes were approved as distributed.

Memorial Minute for Professor Emeritus William H. Roberts presented by Professor Alfredo Rodriguez.

The Memorial Minute for Professor Emeritus William H. Roberts was read by Professor Alfredo Rodriguez (Spanish & Portuguese). The minute was adopted by rising vote.

William Roberts, professor emeritus of the Department of Spanish and Portuguese, passed away in April of this year. He was 80 years old.

A native of West Virginia, William Roberts graduated from Williams College in 1936. He received his doctorate from the University of Wisconsin in 1950. Prior to coming to UNM in 1969, as chair of the then Department of Modern and Classical Languages, William Roberts had spent 15 years at Vanderbilt University, rising from instructor to professor and chair of its Department of Romance Languages. Himself a gifted and sensitive poet, his long university career was lovingly centered on the study and teaching of the modern poetry of Portugal, Spain and Latin America.

Bill Roberts was the living expression of Southern gentility, of a sweetness and light that belonged, perhaps, to another time and another place... Sweet trip home, Bill!

ALONG THE RIO GRANDE

The Russian olive, tamarisk and cottonwood
declare spring's zenith:
no memory, they, of fall's sweet death
or the gnash of solstice storms
this or last or any year.
Only a voice of green and gray and plumes
only now
only
the Russian olive, tamarisk and cottonwood.
(W.H. Roberts)

Items from Curricula Committee presented by Ernest Dole, Chair.

President Lull announced that Taos Education Center's requests from the Curricula Committee presented for Senate approval at this meeting were year-old items not discussed at the May 10, 1994, Faculty Senate meeting due to a loss of quorum. Subsequently, the curriculum forms initiating these requests were also lost in bureaucratic processing. Upon recommendation from Ernest Dole, Chair, the Senate approved the following:

1. Associate of Arts in Liberal Arts, Taos Branch
2. Associate of Arts in Pre-Business & Management, Taos Branch
3. Associate of Arts in Human Services, Taos Branch
4. Certificate in Human Services, Taos Branch

- 5. Associate of Arts in Southwest Studies, Taos Branch
- 6. Associate of Science in Community Health, Gallup Branch
- 7. Management of Technology concentration, Anderson Schools of Mangement

Comments from Senate President Harry Llull.

President Llull informed the Senate the information packet for this meeting contained the following:

- 1. New Members-Faculty Senate Committees
- 2. Election Results for AF&T Committee and Committee on Governance
- 3. Post-Tenure Review Task Force Membership (incomplete)
- 4. Agenda of the Meeting of the Regents of the University of New Mexico, Friday, May 12, 1995

President Llull announced election results for 1995-96 Faculty Senate. Elected by acclamation were President, Harry Llull (General Library), Vice-President, Maurice "Bud" Wildin (Mechanical Engineering), Senate Operations Committee, Beulah Woodfin (Biochemistry), Richard Melzer (Valencia), William Kane (Education), and Charles Fleddermann (Electrical & Computer Engineering).

Copies of an interim report from the College of Education on the status of its restructuring were made available at this meeting. Although distributed to Senators only for informational purposes at this time, it may be up for discussion when the 1995-96 Senate convenes in the fall. President Llull said the Senate Operations Committees plans to become more informed about the impact of the reorganization within the College of Education on issues that come before the Senate.

President Llull has requested one-page reports from Senate committees which will be the basis for identifying issues for discussion, organizational structure of the Senate and its committees, and interactions between the Senate, its committees, and faculty as a whole.

Comments from Provost Mary Sue Coleman.

Provost Coleman thanked President Llull for completing Bel Campbell's term as senate president at mid-year. Provost Coleman commented she has enjoyed working with President Llull, as with previous senate president, Bel Campbell. She also acknowledged the work of the Senate Operations Committee, and expressed her appreciation to the Senate for creating the committees to examine core competencies and post-tenure review. Provost Coleman said she is very pleased the university is addressing these issues. Provost Coleman and the Regents are very willing to work with the Post-Tenure Review Task Force Committee. She will suggest a meeting between the Regents' Academic/Student Affairs Committee and the Post-Tenure Review Task Force Committee early in the fall semester, to

commence dialogue and to inform the Board of Regents which direction the faculty committee is taking on this issue.

Provost Coleman provided brief updates on the following: five candidates for the University Secretary position will be interviewed in June; dean appointments for School of Engineering and Continuing Education will be made this summer; two director searches for the Valencia and Gallup branches have culminated and appointments to these positions will be made soon; candidates' visits for the position of vice-president for Student Affairs concluded this month and a selection for this position will be forthcoming shortly; Mark Chisholm has been appointed director of the Office of Institutional Research; and the agreement to affiliate the School of Public Administration with the Anderson Schools of Management for a three-year trial period has been completed.

President Lull said monthly reports from Provost Coleman have been quite useful to the Senate, and the dialogue has been excellent.

Academic Freedom & Tenure Committee Report presented by John Trotter, Chair.

John Trotter reported on the efforts of the AF&T Committee to revise section B, Policy on Academic Freedom and Tenure in the Faculty Handbook. The AF&T Committee produced revisions, overwhelmingly approved by the faculty, that would clarify the policy on academic freedom and tenure. The revisions were tabled by the Academic Affairs Subcommittee of the Board of Regents due to specificity of issues in the revisions. Therefore, Provost Coleman was asked to work with the AF&T Committee to produce a revision that would be more in the nature of a policy statement that would clarify certain issues, but would not be a procedures manual. The AF&T Committee recently voted to form subcommittees that will join forces with the Provost to compare the version of section B the faculty voted on, Provost Coleman's version, and the original version in the Faculty Handbook.

The annual report of the AF&T Committee will soon be distributed to faculty.

Student Outcomes Assessment Committee Report presented by David Kauffman, Chair.

David Kauffman provided an update on the Student Outcomes Assessment Committee's work since his last report to Senators in December 1994. The committee composed a rough draft of a proposed report to North Central Association in March. David Kauffman said the committee's instructions to him as chair was to prepare a draft report and work with UNM administration on it. This report consisted of a general statement on how UNM proposed to proceed on student outcomes and assessment, and a plan for obtaining information from various academic and non-academic units within the university. Once completed, the report was submitted to Academic Affairs for guidance and input on exactly what was due to NCA, when, who would be assuming what responsibilities, and in

general requesting assistance in proceeding with this process. Dr. Kauffman said the committee met with overwhelming silence for approximately two months. Recently, Associate Provost Richard Holder responded he would spearhead the efforts to prepare the report for submittal to NCA, and that an extension until June 30 has been granted.

Faculty Senate Committee Assignments presented by Senate President Harry Lull.
President Lull presented recommendations for new faculty appointments to 1995-96 standing committees for Senate approval. New committee assignments, with the exception of Senator Bybee who will be on sabbatical, were approved. A complete listing of committee members will be available in September.

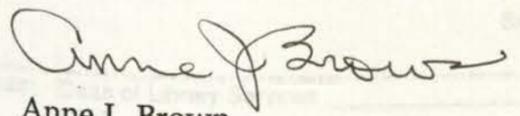
Approval of Degree Candidates for Spring Session 1995.
Since no corrections were made to the graduation lists, the Senate approved degree candidates for Spring Session 1995, as presented.

Items from Research Policy Committee presented by Ed Walters, Chair.
The Senate approved requests from the Research Policy Committee introduced by Ed Walters, Chair, at the April 11, 1995, meeting for the creation of three new centers at UNM: High Performance Computing, Education and Research Center; Center for Radioactive Waste Management; and Research Institute for Assistive and Training Technologies.

Tabled Items from the Senate Graduate Committee.
The proposal from the Senate Graduate Committee tabled at the April 11, 1995, meeting involved revisions of academic regulations regarding transfer/applied credits at the master's degree and doctoral/MFA degree level. Virginia Seiser, Chair, said the revisions are being made in order to simplify and make clear the language in the Graduate Bulletin concerning rules for transfer credit. After discussion, the Senate approved the committee's recommendations with the following amendment: the word "limits" will be changed to "restrictions" in the sentence "...departments (units) may impose additional limits." which appears in the policy statement, transfer credit, and applied credit paragraphs of the proposed revision.

Adjournment.
The meeting adjourned at 4:25 p.m.

Respectfully submitted,



Anne J. Brown,
University Secretary Emerita

College of Education
College of Business
PS Undergraduate AC Affair
PS Graduate Committee
Office of Graduate Studies
PS Graduate Committee

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 4/4/94

CIP CODE

24.01

Dr. Constance Higdon

(Name of individual initiating curricular change form)

Assoc. Director for Instruction

(Title, position)

UNM-Taos

(Dept., Div., Prog.)

- UNIT PREPARES IN QUADRUPLICATE**
Routing (All four copies)
1. Dean of Library Services
 2. CIRT (Comp & Inform Res & Tech), if necessary
 3. College Curriculum Comm. if necessary
 4. College or School Faculty
 5. College or School Dean
 6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
 7. Office of Graduate Studies (For grad. level changes)
 8. FS Curricula Committee
 9. VP of Academic Affairs
 10. Faculty Senate

This form is for Liberal Arts

Name of New or Existing Program

This program is or would be located in current catalog page 69

I. Major Change-Mark appropriate category

Degree	New	<input checked="" type="checkbox"/>	Revision of existing degree	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Major	New	<input checked="" type="checkbox"/>	Revision of existing major	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Minor	New	<input type="checkbox"/>	Revision of existing minor	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Concentration	New	<input type="checkbox"/>	Revision of	<input type="checkbox"/>	Deletion	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

SEE ATTACHED

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration.

New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1994

Semester

Year

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes X No

If yes, have you resolved these issues with department involved? yes (attach statement)

Signature: _____

Department Chair

Approvals:

Dean of Library Services	_____	Date: _____
CIRT	_____	Date: _____
College Curricula Committee	_____	Date: _____
(If necessary)		
College of School Faculty	<u>Constance Higdon</u>	Date: <u>4/14/94</u>
College or School Dean	_____	Date: _____
FS Undergraduate Ac. Affairs	_____	Date: _____
FS Graduate Committee	_____	Date: _____
Office of Graduate Studies	_____	Date: _____
FS Curricula Committee	<u>John Campbell</u>	Date: <u>9 May 94</u>
Assoc. VP of Academic Affairs	<u>Francis R. Gordon</u>	Date: <u>4/20/94</u>
Faculty Senate	_____	Date: _____

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

Rationale for Degree Program: Associate of Arts in Liberal Arts

UNM Taos is invested with two primary academic missions--to serve the local population's education and training needs and to provide the first two years of a transferable program to UNM Albuquerque's various upper division departments and schools. In this latter role, UNM Taos is establishing a number of transferable degree programs which are organized around the educational needs and interests of our student population.

In a recent Taos County survey, it was found that some 50% of the students who attended the Taos Education Center prior to UNM's assumption of the contract were undecided about career goals (NCHEMS 1993: 24). While we anticipate that this percentage will drop as degree programs are made available, there will continue to be a substantial group of students who need flexibility in their AA degree so that they may explore a variety of academic areas. In addition, there will be a small population of students who wish to pursue degrees at the upper division level for which there is no specific lower division preparation. For enrollment and financial aid purposes, however, they must be enrolled in a specific degree program at the community college they attend. For these reasons, UNM Taos is proposing a Liberal Arts associate degree.

This degree is also designed to serve students who wish to carve out an individualized path of study during their undergraduate years, transferring from Liberal Arts to the BUS program at UNM Albuquerque or UNM North. For the non-traditional (re-entry, second degree, part-time employed) student, the Liberal Arts program provides a flexible context for pursuing academic studies.

- Two courses chosen from the following:

 - Art History
 - Dance Appreciation
 - Theatre Appreciation
 - Film Appreciation
 - Music Theory, History, Appreciation

- Mathematics and Natural Sciences
- Two courses in mathematics, which may include:
- Two courses from the following areas:

 - Biology
 - Chemistry
 - Computer Science
 - Geology
 - Physics
 - Astronomy

**University of New Mexico-Taos
Associate of Arts in Liberal Arts**

The Associate of Arts in Liberal Arts is designed for students who intend to pursue Bachelor of Arts degrees in various fields. Upon completion of the degree, a student will have satisfied the general education requirements of the College of Arts and Sciences at UNM Albuquerque and many other four-year institutions. All courses for the Liberal Arts A.A. will transfer to UNM Albuquerque. Students may not count any IS 010 or IS 100 level classes toward the degree. Courses designated with a T (e.g., Bus Tc 294T) may not be used toward the Liberal Arts degree.

Courses Required

Credits

Writing and Communications Skills:

Engl 101*	3
Engl 102	3
One course in Communications & Journalism	<u>3</u>
	9

*Students may not begin the Liberal Arts major until they place into Engl 101 via placement exam or successful completion of IS Engl 100. Students who have advanced placement credits to satisfy the Engl 101 requirement may take an additional humanities elective in its place.

Arts and Humanities:

THREE courses chosen from THREE of the following areas:

- American Studies
 - Literature--English, American or Comparative
 - History
 - Philosophy
- 9

TWO courses chosen from the following areas (no studio courses):

- Art History
 - Dance Appreciation
 - Theater Literature, Theory and History
 - Film Appreciation
 - Music Theory, History and Appreciation
- 6
15

Mathematics and Natural Sciences:

TWO courses in mathematics, Math 121 or above

6

TWO courses from the following areas (at least ONE with lab):

- Biology
 - Chemistry
 - Computer Science
 - Geology
 - Physics
 - Astronomy
- 7
13

Social Sciences:

THREE courses from the following areas:

- Anthropology
- Economics
- Geography
- Political Science
- Psychology
- Sociology

9

Foreign Language:

Four semesters of a language (not English)

12

Total Semester Credits for Required Courses

58

Electives

Elective courses should be chosen in consultation with a UNM-Taos academic adviser in order to develop a coherent program for transferring to upper division programs at UNM Albuquerque and elsewhere or to prepare for the upper-division major in the Bachelor of University Studies program.

Total Semester Credits for Elective Courses

2

Total Semester Credits for the Liberal Arts A.A.

67

Office of Registrar Services

Office of Student Services

Office of Financial Aid

Office of Career Development

Office of Disability Services

Office of International Services

Office of Institutional Research

Office of Learning Resources

Office of Library Services

Office of the President

Office of the Vice President for Academic Affairs

Office of the Vice President for Student Affairs

Office of the Vice President for Administration

Office of the Vice President for External Affairs

Office of the Vice President for Health Services

Office of the Vice President for Information Technology

Office of the Vice President for Legal Affairs

Office of the Vice President for Planning

Office of the Vice President for Quality Improvement

Office of the Vice President for Research

Office of the Vice President for Safety and Security

Office of the Vice President for Special Programs

Office of the Vice President for University Relations

Office of the Vice President for Workforce Development

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 4, 1994

CIP CODE

52.0

Dr. Constance Higdon
(Name of Individual initiating curricular change form)

Director for Instruction
(Title, position)

UNM Taos
(Dept., Div., Prog.)

- UNIT PREPARES IN QUADRUPLICATE**
Routing (All four copies)
1. Dean of Library Services
 2. CIRT (Comp & Inform Res & Tech), if necessary
 3. College Curricula Comm. if necessary
 4. College or School Faculty
 5. College or School Dean
 6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
 7. Office of Graduate Studies (For grad. level changes)
 8. FS Curricula Committee
 9. VP of Academic Affairs
 10. Faculty Senate

This form is for Pre-Business and Management
Name of New or Existing Program

This program is or would be located in current catalog page 49

I. Major Change-Mark appropriate category

Degree	New	<input checked="" type="checkbox"/>	Revision of existing degree	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Major	New	<input checked="" type="checkbox"/>	Revision of existing major	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Minor	New	<input type="checkbox"/>	Revision of existing minor	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Concentration	New	<input type="checkbox"/>	Revision of	<input type="checkbox"/>	Deletion	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

SEE ATTACHED

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. _____
New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall, 1994
Semester Year

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes X No _____
If yes, have you resolved these issues with department involved? _____ (attach statement)

Signature: _____
Department Chair

Approvals:

Dean of Library Services	_____	Date: _____
CIRT	_____	Date: _____
College Curricula Committee	_____	Date: _____
(If necessary)		
College of School Faculty	_____	Date: _____
College or School Dean	<u>Constance Higdon</u>	Date: <u>4/14/94</u>
FS Undergraduate Ac. Affairs	_____	Date: _____
and/or FS Graduate Committee	_____	Date: _____
Office of Graduate Studies	_____	Date: _____
FS Curricula Committee	<u>John Campbell</u>	Date: <u>9 May 94</u>
Assoc. VP of Academic Affairs	<u>Gregory R. Gordon</u>	Date: <u>4/20/94</u>
Faculty Senate	_____	Date: _____

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY

University of New Mexico-Taos
College of Business Administration
**Rationale for Degree Program:
Associate of Arts in Pre-Business and Management**

UNM Taos is proposing an Associate of Arts in Pre-Business and Management to serve both individuals who are already operating small businesses in the Taos area and students who intend to pursue the BBA at UNM Albuquerque's Anderson School. The degree program is set up to parallel the first two years' coursework required of students planning to transfer from University College to the Anderson School.

The need for a degree program in business is substantial in Taos. As the community grows, and as UNM Taos comes to be seen as the region's educational nucleus, a pre-business AA will serve the developing business community by providing administration and management candidates who, upon completion of BBA programs, will return to the community to enhance its development. Strong family and community ties will draw these individuals back to leadership positions in such areas as banking, small business administration, hospital and public works administration and enterprise zone development (see NCHEMS 1993: 33).

The region's escalating development as well as the cultural and environmental appeal of Taos ensures attraction of qualified instructors and development of summer student internship arrangements within the community. The growth this first academic year in student enrollments in management, finance and small business-related courses indicates a solid student interest in this program's establishment and development.

- Comm 201
- Eng 200 level OR Psych 200 level
- Humanities Elective
- * Soc and Psych courses cannot be taken over your second year unless you are a transfer student
- Sold at your 100 level course
- French Semester
- Mat 102
- Mgt 200
- Mgt 201
- Social Science Elective
- Other Elective
- Total Semester Credits Required

University of New Mexico-Taos
Associate of Arts in Pre-Business and Management

The Associate of Arts Degree in Business and Management is designed for students who plan to pursue further studies for a Bachelor of Business Administration at UNM Albuquerque's Anderson School of Management or other BBA programs. Please discuss other transfer requirements with the Student Services Director.

First Semester

Math 121	3
Laboratory Science Elective	4
Humanities Elective	3
Social Science Elective	3
English 101 or Arts and Humanities Elective (if 101 is satisfied)	<u>3</u>
	16

Second Semester

Math 180	3
Econ 200	3
Soc 101 OR Psych 105*	3
English 102	3
Humanities Elective	<u>3</u>
	15

Third Semester

Mgt 101	3
CS 150	3
Econ 201	3
Soc 200 level OR Psych 200 level*	3
Humanities Elective	<u>3</u>
	15

*Soc and Psych courses cannot be combined--your 200 level course must be in the same field as your 100 level course

Fourth Semester

Mgt 102	3
Mgt 290	3
Mgt 291	1
Social Science Electives	6
Other Elective	<u>3</u>
	16

Total Semester Credits Required 62

Dean of Library Services
 College of School Faculty
 College of School Dean
 PE Undergraduate Ad. Adm.
 PE Graduate Committee
 Office of Graduate Studies
 PE Computer Center

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 4/4/94

CIP CODE
44.0

Dr. Constance Higdon, Assoc.
(Name of individual initiating curricular change form)

Director for Instruction
(Title, position)

UNM-Taos
(Dept., Div., Prog.)

- UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies)
1. Dean of Library Services
 2. CIRT (Comp & Inform Res & Tech), if necessary
 3. College Curricula Comm. if necessary
 4. College or School Faculty
 5. College or School Dean
 6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
 7. Office of Graduate Studies (For grad. level changes)
 8. FS Curricula Committee
 9. VP of Academic Affairs
 10. Faculty Senate

This form is for Human Services
Name of New or Existing Program

This program is or would be located in current catalog page 298

I. Major Change-Mark appropriate category

Degree	New	<input checked="" type="checkbox"/>	Revision of existing degree	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Major	New	<input checked="" type="checkbox"/>	Revision of existing major	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Minor	New	<input type="checkbox"/>	Revision of existing minor	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Concentration	New	<input type="checkbox"/>	Revision of	<input type="checkbox"/>	Deletion	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

SEE ATTACHED

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. _____
New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall, 1994
Semester Year

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes x No _____

If yes, have you resolved these issues with department involved? yes (attach statement)

Signature: _____
Department Chair

Approvals:

Dean of Library Services	_____	Date: _____
CIRT	_____	Date: _____
College Curricula Committee	_____	Date: _____
(If necessary)		
College of School Faculty	_____	Date: _____
College or School Dean	<u>Constance Higdon</u>	Date: <u>4/14/94</u>
FS Undergraduate Ac. Affairs	_____	Date: _____
FS Graduate Committee	_____	Date: _____
Office of Graduate Studies	_____	Date: _____
FS Curricula Committee	<u>Neil Campbell</u>	Date: <u>9 May 94</u>
Assoc. VP of Academic Affairs	<u>Ignacio de Cordova</u>	Date: <u>4/20/95</u>
Faculty Senate	_____	Date: _____

Received
Entered (Mainframe)
Entered (Catalog)

For Scheduling Office ONLY

Noted

Year	Spring	Summer	Fall	Winter
1993	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1994	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1995	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1996	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1997	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1998	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2003	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2004	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2006	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2008	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2009	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2011	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2021	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2022	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2023	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2024	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2025	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2026	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2027	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2028	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2029	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2030	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Degree Program: Associate of Arts in Human Services

In establishing an Associate of Arts in Human Services, UNM Taos intends to fill an important training and education gap in the Taos County area. Numerous federally and state-funded human services providers in the region rely to a considerable extent on non-degreed employees for case assistance, care giving and rehabilitation activities. Without degrees, these human service workers are unable to advance in their professions, which tends to lead to relatively high job turnover. In addition, lack of advanced training and higher education limits the scope of services which can be made available to area residents. This gap is particularly critical in an area of exceptionally high unemployment, entailing social problems which require human service intervention (NCHEMS 1993: 3-8).

The A.A. in Human Services will provide advanced training and degree status for currently-employed human service workers. At the same time, it will, through transferable general education and human service courses, prepare those students who wish to continue their education in related fields at UNM Albuquerque or other four-year programs. In short, it provides an open door of opportunity for students who are committed to working in their home communities with high-demand programs in social services, public health, drug and alcohol rehabilitation and services to youth.

- Engl 100 Composition
- Anth 130 Cultures of the Southwest
- HS 150 Clinical Experience I, A, P, & S

- Third Semester
- HS 201 Family Process
- HS 202 Stages of Human Social Development
- Biol 13 Human Anatomy and Physiology
- HS 214 Advanced Clinical Experience II
- Arts and Humanities Elective

- Fourth Semester
- HS 202 Contemporary Health Issues
- Top Arts Elective
- Math or Lab Science Elective
- Humanities or Social Science Elective
- HS 232 Advanced Clinical Experience III

Total Semester Credits Required

**University of New Mexico-Taos
Associate of Arts in Human Services**

The Associate of Arts in Human Services is a program of study designed for students who intend to investigate and pursue paraprofessional careers in various human services fields, including social work, public health, community mental health and other social services. It is also designed to prepare students for transfer into Bachelor of Arts or Bachelor of Science programs in these and related fields.

First Semester

HS 101 Intro. to Human Services	3
HS 102 Principles of Interviewing	3
Engl 101 Composition*	3
Soc 101 Intro. to Sociology	3
Psych 105 General Psychology	<u>3</u>
	15

* If you have satisfied this requirement, you may take an additional arts and humanities elective

Second Semester

HS 105 Group Dynamics	4
HS 109 Techniques of Assessment and Intervention	3
Engl 102 Composition	3
Anth 130 Cultures of the World	3
HS 250 Clinical Experience in Human Services	<u>4</u>
	17

Third Semester

HS 201 Family Process	3
HS 203 Stages of Human Social Development	3
Biol 136 Human Anatomy and Physiology	3
HS 251 Advanced Clinical Experience I	4
Arts and Humanities Elective	<u>3</u>
	16

Fourth Semester

HS 202 Contemporary Issues in Mental Health	3
Fine Arts Elective	3
Math or Lab Science Elective	3-4
Humanities or Social Science Elective	3
HS 252 Advanced Clinical Experience II	<u>4</u>
	16-17

Total Semester Credits Required

64-65

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 4/4/94

CIP CODE
05.01

Dr. Constance Higdon
(Name of individual initiating curricular change form)

Assoc. Director for Instruction
(Title, position)

UNM-Taos
(Dept., Div., Prog.)

- UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies)
1. Dean of Library Services
 2. CIRT (Comp & Inform Res & Tech), if necessary
 3. College Curricula Comm. if necessary
 4. College or School Faculty
 5. College or School Dean
 6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
 7. Office of Graduate Studies (For grad. level changes)
 8. FS Curricula Committee
 9. VP of Academic Affairs
 10. Faculty Senate

This form is for Southwest Studies
Name of New or Existing Program

This program is or would be located in current catalog page 74

I. Major Change-Mark appropriate category

Degree	New	<input checked="" type="checkbox"/>	Revision of existing degree	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Major	New	<input checked="" type="checkbox"/>	Revision of existing major	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Minor	New	<input type="checkbox"/>	Revision of existing minor	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Concentration	New	<input type="checkbox"/>	Revision of	<input type="checkbox"/>	Deletion	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

SEE ATTACHED

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. _____
New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall, 1994
Semester Year

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes X No _____
If yes, have you resolved these issues with department involved? yes (attach statement)

Signature: _____
Department Chair

Approvals:

Dean of Library Services	_____	Date: _____
CIRT	_____	Date: _____
College Curricula Committee (If necessary)	<u>Robert E. Fleming</u>	Date: <u>7 Dec. 1994</u>
College of School Faculty	<u>Robert E. Fleming</u>	Date: <u>27 Apr. 1994</u>
College or School Dean	<u>Constance Higdon Robert E. Fleming</u>	Date: <u>4/14/94 2:14 pm '94</u>
FS Undergraduate Ac. Affairs	_____	Date: _____
and/or FS Graduate Committee	_____	Date: _____
Office of Graduate Studies	_____	Date: _____
FS Curricula Committee	<u>William R. Gordon</u>	Date: <u>9 May 94</u>
Assoc. VP of Academic Affairs	_____	Date: <u>4/20/94</u>
Faculty Senate	_____	Date: _____

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

Rationale for Degree Program: Associate of Arts in Southwest Studies

There is perhaps no area in New Mexico richer in cultural dynamics than Taos. As a meeting place of diverse human groups from pre-Columbian times to the present, it has long been a focus of intercultural interaction, struggle and dialog. As such, it provides an ideal setting for an interdisciplinary academic program which addresses the cultures, environments and historical processes of the southwestern United States.

UNM Taos is establishing an Associate of Arts in Southwest Studies to provide a forum for an on-going, area-wide discussion of issues related to culture, use of the natural environment and the nature of regional identity. Such a program has the potential to become relevant nation-wide as a model for intercultural communication and study.

At the same time, the program will address a very specific need among young students of local Native American and Hispanic origin to learn about and address issues involved in their broader cultural heritages. There is additionally a strong push locally for greater understanding of the intellectual and social history of this region among adult learners of all backgrounds. Such an academic program has direct applications to the intellectual and economic development of Taos County in a period of rapid demographic change which leads to increased cultural polarization and misunderstanding (NCHEMS 1993: 32; R. Romancito, lecture of April 8, 1994).

The Southwest Studies program is designed to serve as a training ground for historians, archivists, environmental analysts, folklorists and museum specialists. With three major developing museum centers, a public library and an archive housing substantial Southwest collections, and two cultural foundations connected directly to UNM, the community has an abundance of resources requiring disciplinary research and sound interpretation. The possibilities for funded and voluntary student internships are multiple.

The program's general education requirements and degree-affiliated courses closely match the Southwest Studies track in UNM Albuquerque's American Studies program. The Associate of Arts program at UNM Taos thus additionally provides a transferable curriculum for students whose interest in the culture and environment of the Southwest leads them to seek higher degrees in the field.



The University of New Mexico

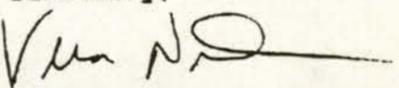
Department of American Studies
Albuquerque, NM 87131-1176
(505) 277-3929

Mar. 17, 1994

Constance Higdon
Taos Education Center
115 Civic Plaza Drive
University of New Mexico
Taos, NM 87571
FA x # 758-6898
Dear Connie:

This is in response to your proposal for the AA in Southwest Studies. The program you have outlined looks like it would match well with our Southwest Studies major/minor emphasis in American Studies. We would, of course, appreciate the opportunity to review course syllabi (for those courses with an American Studies number) as you implement the plan.

It is Spring break here and I was not able to have our faculty who teach the Southwest emphasis review this document before providing a response. I will give it to them next week, and they may have other comments, but I believe they, too, will approve of the general outline.

Sincerely,

Vera Norwood
Chair

xc: Biebel, Melendez, Young

Post-It™ brand fax transmittal memo 7871		# of pages »
To <i>Constance Higdon</i>	From <i>Vera Norwood</i>	
Co.	Co. <i>Amer. Studies</i>	
Dept.	Phone #	
Fax # <i>758-6898</i>	Fax # <i>277-2351</i>	



University of New Mexico-Taos
Associate of Arts in Southwest Studies

The Associate of Arts in Southwest Studies is an interdisciplinary program dealing with topics related to the American Southwest and United States-Mexico border regions. The course offerings include studies in history, culture, social problems and environmental issues and encompass a broad intellectual perspective. An A.A. in Southwest Studies satisfies the general education requirements of UNM Albuquerque and other four-year institutions. It prepares students to transfer into B.A. programs in American Studies, Native American Studies, Chicano Studies, American History, American Literature, Sociology and Anthropology. It can also provide regional perspective for a variety of human service, resource management and other professionals.

General Courses *Credits*
(where appropriate, courses with Southwest topics may be used--see the attached list of approved courses):

Communications and Writing
Engl 101
Engl 102
One Communications, Journalism or Writing course 9

Arts and Humanities
THREE courses from THREE of the following areas:
Literature
History
American Studies 9
Philosophy and Religious Studies

TWO courses from TWO of the following areas:
Art History
Music Theory, Appreciation or History
Theater History, Theory 6
Film Appreciation, Theory or History

Mathematics and Natural Sciences 6
TWO courses in Mathematics, Math 121 or above
TWO courses from TWO of the following areas
(one must include a lab section):
Chemistry
Earth Sciences (Geology)
Physics 7
Astronomy

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 8, 1994

CIP CODE

44.0

- UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services
 2. CIRT (Comp & Inform Res & Tech), if necessary
 3. College Curricula Comm. if necessary
 4. College or School Faculty
 5. College or School Dean
 6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
 7. Office of Graduate Studies (For grad. level changes)
 8. FS Curricula Committee
 9. VP of Academic Affairs
 10. Faculty Senate

Dr. Constance Higdon
(Name of individual initiating curricular change form)

Director for Instruction
(Title, position)

UNM Taos
(Dept., Div., Prog.)

This form is for Human Services Certificate
Name of New or Existing Program

This program is or would be located in current catalog page _____

I. Major Change-Mark appropriate category

Degree Certificate	New	<input checked="" type="checkbox"/>	Revision of existing degree	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Major	New	<input checked="" type="checkbox"/>	Revision of existing major	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Minor	New	<input type="checkbox"/>	Revision of existing minor	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Concentration	New	<input type="checkbox"/>	Revision of	<input type="checkbox"/>	Deletion	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

SEE ATTACHED

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. _____
New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall Semester, 1994 Year

Budgetary and Faculty Load Implications: (attach statements)
Does this change impinge in any significant way on my other student or departmental programs? Yes X No _____
If yes, have you resolved these issues with department involved? yes (attach statement)

Signature: _____
Department Chair

Approvals:

Dean of Library Services	_____	Date: _____
CIRT	_____	Date: _____
College Curricula Committee	_____	Date: _____
(If necessary)		
College of School Faculty	<u>Constance Higdon</u>	Date: <u>4/12/94</u>
College or School Dean	_____	Date: _____
FS Undergraduate Ac. Affairs	_____	Date: _____
FS Graduate Committee	_____	Date: _____
Office of Graduate Studies	<u>John A. Cordova</u>	Date: <u>9 May 94</u>
FS Curricula Committee	_____	Date: <u>4/20/94</u>
Assoc. VP of Academic Affairs	_____	Date: _____
Faculty Senate	_____	Date: _____

Received
Entered (Mainframe)
Entered (Catalog)
Mailed

For Scheduling Office ONLY:

Course	Units	Prerequisites	Notes
PSYC 101	3		
PSYC 102	3	PSYC 101	
PSYC 103	3	PSYC 101	
PSYC 104	3	PSYC 101	
PSYC 105	3	PSYC 101	
PSYC 106	3	PSYC 101	
PSYC 107	3	PSYC 101	
PSYC 108	3	PSYC 101	
PSYC 109	3	PSYC 101	
PSYC 110	3	PSYC 101	
PSYC 111	3	PSYC 101	
PSYC 112	3	PSYC 101	
PSYC 113	3	PSYC 101	
PSYC 114	3	PSYC 101	
PSYC 115	3	PSYC 101	
PSYC 116	3	PSYC 101	
PSYC 117	3	PSYC 101	
PSYC 118	3	PSYC 101	
PSYC 119	3	PSYC 101	
PSYC 120	3	PSYC 101	
PSYC 121	3	PSYC 101	
PSYC 122	3	PSYC 101	
PSYC 123	3	PSYC 101	
PSYC 124	3	PSYC 101	
PSYC 125	3	PSYC 101	
PSYC 126	3	PSYC 101	
PSYC 127	3	PSYC 101	
PSYC 128	3	PSYC 101	
PSYC 129	3	PSYC 101	
PSYC 130	3	PSYC 101	
PSYC 131	3	PSYC 101	
PSYC 132	3	PSYC 101	
PSYC 133	3	PSYC 101	
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PSYC 135	3	PSYC 101	
PSYC 136	3	PSYC 101	
PSYC 137	3	PSYC 101	
PSYC 138	3	PSYC 101	
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PSYC 141	3	PSYC 101	
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PSYC 145	3	PSYC 101	
PSYC 146	3	PSYC 101	
PSYC 147	3	PSYC 101	
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PSYC 159	3	PSYC 101	
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PSYC 167	3	PSYC 101	
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PSYC 171	3	PSYC 101	
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PSYC 173	3	PSYC 101	
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PSYC 185	3	PSYC 101	
PSYC 186	3	PSYC 101	
PSYC 187	3	PSYC 101	
PSYC 188	3	PSYC 101	
PSYC 189	3	PSYC 101	
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PSYC 191	3	PSYC 101	
PSYC 192	3	PSYC 101	
PSYC 193	3	PSYC 101	
PSYC 194	3	PSYC 101	
PSYC 195	3	PSYC 101	
PSYC 196	3	PSYC 101	
PSYC 197	3	PSYC 101	
PSYC 198	3	PSYC 101	
PSYC 199	3	PSYC 101	
PSYC 200	3	PSYC 101	

Rationale for Program: Certificate in Human Services

The need for trained paraprofessionals in the human services is growing throughout Taos County. As unemployment levels remain above the New Mexico average and income gaps continue to plague the area (NCHEMS 1993: 3-8), human services delivery, from case management to rehabilitation to child and family services is increasingly important.

According to Robert Pasternak, Carlos Miera and other directors and planners in Taos, many human services are currently delivered locally by non-certified and non-degreed individuals whose employment is based principally on experience. In order to provide career development for those already employed in the field and to provide short-term training for those who wish to gain "hands on" experience as paraprofessionals before pursuing higher degrees, UNM-Taos is establishing a certificate in human services.

The certificate is based primarily on the first year of the Associate of Arts in Human Services at UNM and UNM-Taos. It is tailored to meet the specific training objectives of paraprofessionals, however, and therefore does not include many of the general education electives of the Associate program. The coursework and supervised practica enable students to prepare in one academic year for entrance or advancement in positions such as case workers, public program administrative assistants and drug and alcohol rehabilitation group leaders.

145 201 Counseling and Guidance

145 202 Human Services Practicum

145 203 Human Services Practicum

Total Semester Credit Hours: 150

University of New Mexico-Taos
Certificate in Human Services

The Certificate in Human Services is designed for human services workers and paraprofessionals who have never received formal training in human services delivery. It introduces the study and practice of Human Services and provides information about careers in Social Work, Public Health and other social service endeavors.

Required Courses

Credits

HS 101 Introduction to Human Services	3
HS 102 Principles of Interviewing	3
HS 105 Group Dynamics	4
HS 109 Techniques of Assessment and Intervention	3
HS 250 Clinical Experience in Human Services	4
Engl 101 Composition	3
Soc 101 Intro. to Sociology	3
Psych 105 General Psychology	3
Bio 136 Anatomy and Physiology	3

Elective

ONE of the following courses:

HS 202 Contemporary Issues in Mental Health	3
HS 203 Human Social Development	3

Total Semester Credits Required

32

Gallup Table until 3/22/95

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

- UNIT PREPARES IN QUADRUPPLICATE**
Routing (All four copies)
1. Dean of Library Services
 2. CIRT (Comp & Inform Res & Tech), if necessary
 3. College Curricula Comm., if necessary
 4. College or School Faculty
 5. College or School Dean
 6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
 7. Office of Graduate Studies (For grad. level changes)
 8. FS Curricula Committee
 9. VP of Academic Affairs
 10. Faculty Senate

DATE: November 2, 1994

CIP CODE _____

Altha M. Crouch, Ed.D.
(Name of individual initiating curricular change form)

Associate Professor, HPPELP
(Title, position)

Coordinator, Health Education
(Dept., Div., Prog.)

This form is for Associate of Science Degree
Name of New or Existing Program

This program is or would be located in current catalog page _____

I. Major Change - Mark appropriate category

Degree	New	<input checked="" type="checkbox"/>	Revision of existing degree	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Major	New	<input type="checkbox"/>	Revision of existing major	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Minor	New	<input type="checkbox"/>	Revision of existing minor	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Concentration	New	<input type="checkbox"/>	Revision of	<input type="checkbox"/>	Deletion	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college).
Attach additional sheets if necessary.

II. Minor Change -

Minor name change of existing degree, major, minor, or concentration. _____
New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: SPRING 1995
Semester Year

Budgetary and Faculty Load Implications: (attach statements) Yes _____ No X

Does this change impinge in any significant way on my other student or departmental programs? _____ (attach statement)

If yes, have you resolved these issues with department involved? _____

Signature: _____
Department Chair

Approvals: Dean of Library Services	<u>Charles E. Crouse</u>	Date: <u>11/30/94</u>
CIRT	<u>[Signature]</u>	Date: <u>11-25-94</u>
College Curricula Committee (if necessary)	<u>[Signature]</u>	Date: _____
College of School Faculty	<u>[Signature]</u>	Date: <u>11/30/94</u>
College or School Dean	<u>[Signature]</u>	Date: _____
FS Undergraduate Ac. Affairs	<u>[Signature]</u>	Date: _____
and/or FS Graduate Committee	<u>[Signature]</u>	Date: _____
Office of Graduate Studies	<u>Ernest J. Dele, Pharm. D.</u>	Date: <u>11/30/94</u>
FS Curricula Committee	<u>[Signature]</u>	Date: <u>4/3/95</u>
Assoc. VP of Academic Affairs	<u>[Signature]</u>	Date: <u>11/30/94</u>
Faculty Senate	<u>[Signature]</u>	Date: _____

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office Use ONLY:

THE UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS
HEALTH PROMOTION, PHYSICAL EDUCATION, LEISURE PROGRAMS

Associate of Science Degree in Community Health

This tract will be available to students majoring in Health Education, and leads to an Associate of Science in Health Education. Community health is a non-teaching track, which provides students with an introduction to community and public health and prepares them for professional service in community health agencies, and clinical settings.

Degree Requirements: **A total of 70 credits.**

COMMUNICATIONS

ENG 101	Writing with Readings in Exposition	(3)
ENG 102	Composition II: Anal. and Argument	(3)
ENG 220	Exposition Writing or ENG 219, Technical Writing	(3)
C&J 130L	Public Speaking	(3)

ARTS/HUMANITIES/SOCIAL SCIENCES

	Approved Cultural Anthrop. or Cultural Geography course	(3)
SOC 101	Intro. Sociology	(3)

MATHEMATICS/NATURAL SCIENCES/BEHAVIORAL SCIENCES

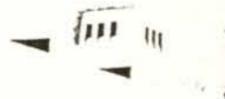
PSYCH 105	General Psychology	(3)
PSYCH 220	Child Psychology	(3)
BIOL 121L	Principles of Biology	(4)
BIOL 122L	Principles of Biology	(4)
BIOL 136-139L	Human Anatomy & Physiology	(3)
CHEM 111L	Elem. General Chemistry	(4)
	Approved Intro. to Statistics	(3)

HEALTH EDUCATION CORE COURSES

HED 164	Standard First Aid	(3)
HED 171	Personal Health Management	(3)
NUTR 125	Intro. to Nutrition	(3)
HED 260	Foundations of Health Promotion	(1)
HED 209	Education for Aids Prevention	(1)
HED 247	Consumer Health	(5)
HED 292	Health Issues (1-3 Workshops)	

ELECTIVES

HED 212	Fundamentals of Human Sexuality	(3)
HED 293	Current Health	(6-9)
	Topics to be offered on the basis of the needs of the students/community workplace	



The University of New Mexico

College Of Education
Education Office Building
Albuquerque, NM 87131-1231
Telephone (505) 277-0337
FAX (505) 277-8360

February 24, 1995

Dr. Altha Crouch
200 College Road
UNM Gallup
Gallup, NM 87301

Dear Dr. Crouch:

My apologies for not sending you this letter earlier. I was under the impression that the Associate of Science Degree in Community Health Promotion at the Gallup Branch was finalized. In any case, please know that the Health Education Program faculty here on main campus fully and enthusiastically support your Associate of Science course of study. As you know the state is in great need of enhanced outreach for training health education students. Your efforts to provide students at the Gallup Branch with this new, more contemporary curriculum is to be commended. We are in full support !.

If there is anything I or the faculty here can do to assist please call.

Sincerely,

P. Elias Duryea, PhD
Professor, Coordinator - Health Education Program

Summary of Survey

<u>Agency/Division</u>	<u>No. of employees</u>	<u>Interest High-Low</u>	<u>Yes-No</u>
Public safety	650	High	Yes
Occupational safety	Deferred to H.Ed. Div.		
Family planning	20	High	Yes
Employment Training		High	Yes
Window Rock	100	High	Yes
Crownpoint	100	High	Yes
Shiprock	100	High	Yes
WIC Programs	105		
Division Health	75	High	Yes
Head Start	Deferred to H.Ed. Div.		
Div. of Behavioral Health	105	High	Yes
Community Health Rep.	<u>160</u>	High	Yes
	1415		

Eight agencies with approximately 1415 employees expressed a high degree of interest in a Community Health Associate of Science Degree. Each of the eight agencies are all interested in receiving information about the degree and will support their employees in their endeavors to pursue their education. Each of these agencies also said they would support a grant proposal. The school Health Education Associate Degree will be pursued in the Spring of 1995.

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: January 23, 1995

CIP CODE _____

S. K. Kassicien

(Name of individual initiating curricular change form)

Director

(Title, position)

Management of Technology program

(Dept., Div., Prog.)

Anderson School of Management

This form is for

Management of Technology

Name of New or Existing Program

This program is or would be located in current catalog page 145

- UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services
 2. CIRT (Comp & Inform Res & Tech), if necessary
 3. College Curricula Comm. if necessary
 4. College or School Faculty
 5. College or School Dean
 6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
 7. Office of Graduate Studies (For grad. level changes)
 8. FS Curricula Committee
 9. VP of Academic Affairs
 10. Faculty Senate

Received

Entered (Mainframe)

For Scheduling Office Use ONLY:

Entered (Catalog)

Mailed

I. Major Change-Mark appropriate category

Degree	New	<input type="checkbox"/>	Revision of existing degree	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Major	New	<input type="checkbox"/>	Revision of existing major	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Minor	New	<input type="checkbox"/>	Revision of existing minor	<input type="checkbox"/>	Deletion	<input type="checkbox"/>
Concentration	New	<input checked="" type="checkbox"/>	Revision of	<input type="checkbox"/>	Deletion	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

Management of Technology - graduate concentration: 15 hours, including

Required courses: Mgt 512, 513

Electives (3) to be chosen from: MGT 514, 515, 516, 519, 527, 525, 560, 586, ME 562, C&J 593, others as approved by advisor

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. _____

New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement) Creation of new concentration approved by Provost

Effective Date of Proposed Change: Fall 1995

Semester

Year

Budgetary and Faculty Load Implications: (attach statements) attached

Does this change impinge in any significant way on my other student or departmental programs? Yes _____ No XX

If yes, have you resolved these issues with department involved? _____ (attach statement)

Signature: S. Kassicien

Department Chair

Approvals:	Dean of Library Services	<u>[Signature]</u>	Date:	<u>1-31-95</u>
	CIRT	<u>[Signature]</u>	Date:	<u>1-31-95</u>
	College Curricula Committee (If necessary)	<u>John A. Finckelstein</u>	Date:	<u>1-23-95</u>
	College of School Faculty	<u>[Signature]</u>	Date:	<u>1-23-95</u>
	College or School Dean	<u>[Signature]</u>	Date:	<u>1-23-95</u>
	FS Undergraduate Ac. Affairs	<u>[Signature]</u>	Date:	<u>3/2/95</u>
and/or	FS Graduate Committee	<u>[Signature]</u>	Date:	<u>2/9/95</u>
	Office of Graduate Studies	<u>[Signature]</u>	Date:	<u>3/22/95</u>
	FS Curricula Committee	<u>[Signature]</u>	Date:	<u>1/22/95</u>
	Assoc. VP of Academic Affairs	<u>[Signature]</u>	Date:	<u>1/22/95</u>
	Faculty Senate	<u>[Signature]</u>	Date:	<u>1/22/95</u>

Management of Technology
MBA concentration
Anderson School of Management

This document outlines our conceptual model for courses to be offered by the Anderson School of Management as part of the Management of Technology (MOT) concentration.

The concentration will consist of
● Five courses (15 hours) elected from the following set with two required courses and three electives:

Required courses (2 courses):
MGT 512 Strategic Management of Technology
MGT 513 Technological Forecasting and Assessment

Electives (3 courses of the following):
MGT 514 (change from 559) Technological Entrepreneurship
MGT 515 Innovative product development
MGT 516 Technology-based Strategic Alliances and Consortia
MGT 519 Project in Technology Commercialization

MGT 525 Management of Quality
MGT 527 Manufacturing Strategy and Policy
MGT 560 Cross Cultural Organizational Behavior
MGT 586 Industrial Marketing Management
Mechanical Engineering ME 562 Design for Manufacturability
Communication and Journalism 593: Technological Innovation
and other courses as approved by advisor.

Budgetary and Faculty Load Implications

Individual courses will be offered once a year. The MOT program has an existing faculty line assigned for the concentration courses. Other concentration courses will be taught by interested faculty and/or adjunct faculty. Other full-time faculty will teach in the program if other ASM courses reduce their frequency of offering because of declining enrollment in other concentrations in the school. Therefore, the program will not require further resources. The program also has the potential to attract soft money to hire visiting professors if needed.

Other points

1. Certain courses...
2. Overhead...
3. Expenses of a center...

Research Policy Committee (RPC)

Summary of Policies and Procedures for Establishment of Centers

Steps are:

1. Submit a proposal to RPC conforming to RPC guidelines.
2. RPC reviews proposal and makes a recommendation to the Faculty Senate.
3. Faculty Senate recommends action to the Office of the Provost.

Types of centers:

1. College level
Activities lie almost exclusively within a college. Administration is by college dean. Approval by Faculty Senate is not required for establishment.
2. University-level
Activities routinely involve faculty from two or more colleges. Report to Office of the Provost. Approval by Faculty Senate is required for establishment.
3. Business centers
These centers typically provide services to the business and governmental communities of New Mexico. Approval by the Faculty senate is required for establishment.

Criteria for establishment of University centers:

1. University centers are accountable to the senior research officer of the Office of the Provost.
2. All tenured or tenure-track faculty must be members of academic departments. Other center employees have appointments dependent upon funding of the center.
3. Center funding is to sustain the mission of the center. It comes from external sources, public or private, and some (target: 50%) return of overhead.
4. Intellectual property is owned by UNM.
5. Positive recommendation for establishment must be given by the Faculty Senate. This must include positive endorsement by deans and department chairs impacted by the center.
6. Annual reports must be presented to the Office of the Provost and thorough reviews are to be conducted on a seven-year cycle.

Other points:

1. Centers must pay for their own space.
2. Overhead return is linked to needs of center and of colleges and departments with faculty participating in the center.
3. Existence of a center is to enhance the research enterprise at UNM and must not diminish the ability of departments and colleges to carry out their mission.

HIGH PERFORMANCE COMPUTING, EDUCATION AND RESEARCH CENTER

OVERVIEW

This proposal is to establish a High Performance Computing, Education and Research Center (HPCERC) to initiate, coordinate, and manage selective high performance computing and communications (HPCC) initiatives at UNM, further student and faculty research through the use of these new tools, and to facilitate cooperation with local federal laboratories. The most obvious recent UNM initiative in HPCC is the Maui Project which established the Maui High Performance Computing Center (MHPCC), and which is managed by UNM under a Cooperative Agreement administered by the Phillips Laboratory (PL).

The three primary functions of the proposed HPCERC are:

- Provide Academic Research and Education in HPCC at UNM,
- Provide User Services related to HPCC,
- Manage the Maui Project and oversee the MHPCC.

These activities at UNM are organized in two main thrusts:

- Academic programs, especially cross-disciplinary efforts, and
- Albuquerque Resource Center (ARC), providing computing resources and support.

The purpose of the HPCERC academic programs is to bring together groups of high performance computing users from various departments. Currently a graduate Certificate Program in Scientific and Engineering Computation (SEC) is in the approval process and involves ten Engineering and A&S departments.

Affiliated with the MHPCC, and a key component of the HPCERC, will be an Albuquerque Resource Center - it will specialize in user services and communications for HPCC and will facilitate access to equipment necessary for high performance computing. These activities will be enhanced through shared resources at UNM such as state-of-the-art parallel computer (a 32 node IBM SP1.5), visualization workstations (an SGI Onyx Reality), data storage, printers, and other special usage equipment. HPCERC currently funds the 10Mbits Internet connection for UNM faculty and students. The ARC will facilitate UNM access to the vast resources located at the MHPCC facility on Maui.

MANAGEMENT

The HPCERC will be managed by an Executive Director, who reports to the Office of Provost. The Executive Director will be Frank Gilfeather, with Brian T. Smith and John Sobolewski as Directors. The Albuquerque Resource Center will be headed by a Director, Brian T. Smith.

FACULTY AND STUDENT PARTICIPATION

Membership in the HPCERC will be available to all interested faculty who participate in HPCERC activities. In addition the HPCERC will cooperatively foster, with departments and colleges, a wide range of HPCC faculty and student research programs. Currently there are 20 RA positions funded by HPCERC and additional support going to the colleges of Engineering and A&S to support faculty (currently 6) released for HPCERC activities. HPCERC provides leveraged support to a number of current and pending UNM proposals from a number of departments.

FUNDING

Funding for the HPCERC will initially come from several sources all linked to the Maui Project. Specifically the resources to initially fund the HPCERC includes some direct budgeting from of the Maui Project and the reinvestment of the indirect costs (IDC) from the Maui Project which are apportioned to the Center.

**PROPOSAL FOR CREATION OF A
UNIVERSITY OF NEW MEXICO
CENTER FOR RADIOACTIVE WASTE MANAGEMENT**

Summary:

The University of New Mexico should establish an interdisciplinary Center for Radioactive Waste Management. The purposes of this center are to bring together researchers from across campus who are working on various aspects of radioactive waste management, to provide an organizational structure for major additional work in this area, to develop facilities for specialized work in this area, and to bring recognition to UNM for this work.

The Center for Radioactive Waste Management at UNM is a logical outgrowth of the present Waste-Management Education and Research Consortium (WERC) program, which has been funded by the U.S. Department of Energy at about \$5 million per year for a five-year period.

Over 50 faculty members at UNM have received small research grants from WERC. Participants have come from 14 schools, departments, and institutes. Over 200 UNM students have enrolled in educational programs sponsored by WERC. As an integral part of the program, UNM has developed and equipped a laboratory designed specifically for the characterization of radioactive samples and wastes.

With less than one year of DOE funding left, it is imperative that UNM develop a means of continuing its activities in waste management. The Center for Radioactive Waste Management will be able to assist faculty in several ways. First, it will provide a mechanism and an organizational structure for obtaining large grants in this area. Such grants would involve the collaborative effort of many faculty across the campus. Second, it will provide a convenient means of sharing facilities and information. Third, through its larger total mass, it will provide recognition and visibility to UNM faculty working in this area.

The Center will be directed by a senior faculty member. Dr. Werner Lutze, from Karlsruhe, Germany, was selected to be the director. He has been at UNM since November, 1993. Specific goals for the Center include the following:

- develop a functioning organization of UNM researchers involved in radioactive waste management, building on the base of UNM's portion of the WERC program;
- ramp up to several million dollars per year in funded research contracts at UNM related to radioactive waste management;
- initiate programs to increase the visibility and recognition of UNM in radioactive waste management research (e.g., through professional symposia, short courses, international cooperation, etc.);
- maintain collaborative research and education activities with the other WERC institutions in the area of waste management.

Existing space within the College of Engineering, though extremely tight, is sufficient to house the Center Director and a small staff. The Environmental Radiation Measurement Laboratory (ERML) has already been set up within the Nuclear Engineering Laboratory. As the Center grows, however, it is likely that additional office and laboratory space will be needed. With the exception of laboratory work involving radioactive materials, the space could be in almost any reasonable location, such as the UNM Research Park, new UNM facilities, etc.

To: University of New Mexico Faculty Senate
Subject: Application of RIATT as a University Institute
Date: March 29, 1995

The purpose of the Research Institute for Assistive and Training Technologies is to conduct research in assistive technologies by studying the specific applications of adaptive devices and diverse technologies (hydraulics, biomechanics, robotics, microelectronics). Such applications may be used to improve or maintain the quality of life for people with disabilities in the areas of rehabilitation, education, recreation, vocation, mobility and life skills. The purpose of research in training technologies is to investigate the potential of new and emerging technologies (alternative computer input devices, augmentative communication systems, interactive multimedia applications) in improving or enhancing the instruction of all learners.

The mission of RIATT is to provide services and resources to further the research and application of technology which enhances the productivity and quality of life for individuals with disabilities. The leading enterprises of RIATT are

Research and Demonstration:

Clinical and field based sites in agencies, hospitals and school districts statewide have been developed by RIATT for studying the needs for assistive technology and for providing demonstration settings for assistive technology assessments, device testing and professional training.

Training Innovations:

Training in the use of innovative multimedia techniques is provided to industry and agencies. Curriculum and instructional design multimedia development is offered to schools, agencies and the community interested in developing training sequences.

Technology Transfer and Development:

The Institute supports new technology development in cooperation with assistive technology vendors and technology extraction from federally owned technical institutions in cooperation with Sandia National Laboratories and Laguna Industries.

Product Commercialization:

The development and promotion of new assistive and training technologies is integral to the Institutes mission. Technology transfer from design to commercial use by individuals with disabilities in the assistive technology marketplace is a leading goal.

Information Dissemination:

The Institute provides information and resources for consumers, developers, professionals and caregivers interested in assistive technology worldwide from our extensive data base.

Clinic Assessment:

The Institute Clinic conducts research in assessments for assistive technology for ADA, elderly and school age children. Assessment research includes development of instruments, refining techniques and testing of the assessment process.

The future of research and development in assistive technology lies in the collaborative efforts of a variety of highly specialized professional groups. It is important that cross-disciplinary investigations be encouraged and supported. The institute (RIATT) is currently involved in research projects which are broad in scope, requiring the contribution of individuals from a variety of disciplines, representing many colleges and outside organizations. At this time in addition to our relationship with the College of Education, RIATT is currently collaborating with the College of Engineering, Sandia National Laboratories and Laguna Industries Incorporated. Current plans include grants and projects with the Medical School, three area businesses and Sandia Laboratories. These efforts are most efficiently operated and supported when they are separate from traditional academic units or colleges to encourage flexibility in seeking funding sources, cross disciplinary exploration and support.

Policy Statement

Up to 50% of the coursework required for a master's degree program can consist of any combination of the following: **Transfer credit** (Graduate-level coursework from an accredited university whether taken in graduate or non-degree status); **UNM non-degree credit** (graduate-level work taken in non-degree status at UNM); **UNM extension credit**; and **UNM Law Credit**. Departments may impose additional limits. Policy will become effective beginning with students who are admitted for the Fall of 1995.

Proposed Bulletin Language regarding General Academic Regulations:

The following will replace the x-ed out sections on page 23 of the UNM Graduate Bulletin:

TRANSFER CREDIT

Transfer credit includes graduate-level coursework taken at an accredited institution other than UNM whether the student was in graduate or non-degree status. These credits may be transferred into a degree program via the Application for Candidacy within the limits described on pages XX-XX (master's degree), XX-XX (Ph.D. and Ed.D. programs, or XX-XX (MFA programs). Graduate units may impose additional limits. Courses taken as extension credit at other universities are not accepted for graduate credit at UNM.

APPLIED CREDIT

Graduate-level UNM courses taken in non-degree status, graduate-level UNM extension credit, and UNM Law credit may be applied toward a graduate degree via the Application for Candidacy within the limits described on pages XX-XX (master's degrees), XX-XX (Ph.D. and Ed.D. programs, or XX-XX (MFA programs). Graduate units may impose additional limits.

UNM non-degree credit and UNM extension credit to be applied toward a graduate degree must meet the following requirements:

1. the course(s) recommended for inclusion in a program of studies had received prior graduate approval;
2. the student earned a grade of B (3.0) or better in the courses;
3. the student received permission to take the non-degree or extension course for graduate credit by filing a GCA with the registration center (see page XX, applies to 300 and 400 level courses only).
4. the course(s) is/are recommended and approved by the student's advisor, graduate unit head, and, where applicable, the program of studies committee;
5. the course(s) was/were taught by a faculty member duly approved for graduate instruction;
6. this policy is subject to any restrictions on courses taken in non-degree status or on extension courses that have been or may be established by the various graduate units.

UNM Law Credit to be applied toward graduate degree course requirements must be approved by the major professor or committee on studies, the head of the graduate unit, the Dean of the Law School, and the Dean of Graduate Studies. Such hours may not also be counted toward requirements of the J.D. degree (except in the case of dual degree programs, see page XX).

credit. The student must also provide a letter verifying eligibility from the student's undergraduate advisement office. The form must be signed by the instructor, and the instructor follows the same steps as listed above for Non-Degree students. The student will not be allowed to enroll in more than nine graduate credit hours. The course(s) taken will apply toward an advanced degree after completion of the baccalaureate degree. **The same course cannot count for both graduate and undergraduate credit.**

Both non-degree and undergraduate students must have the form filed by the last day of the fourth week of classes during the regular semester and by the end of the first week of four-week classes or the second week of eight-week classes during the summer session. No upgrades will be allowed after these deadlines. Graduate credit status downgrades for courses will be allowed only with the instructor's approval (signature on an orange card) through the twelfth week of classes during the regular semester, and through the sixth week of classes for an eight-week course or the third week of classes for a four-week course during summer session.

UNDERGRADUATE CREDIT IN 500-LEVEL COURSES

Although courses numbered above 500 are open only to graduate students, senior students with GPAs of 3.0 or higher may receive undergraduate credit in such courses. They must obtain approval in advance from the instructor concerned, the chair of the department and the dean of their college. Undergraduates may not enroll in graduate problems for undergraduate credit.

UNM NON-DEGREE AND UNM EXTENSION CREDIT

Work done in non-degree status does NOT automatically carry graduate credit. Credit earned in extension courses or while one is in non-degree status are recorded on a UNM Permanent Record and may appear on the Application for Advancement to Candidacy; the grade points earned are not calculated in one's GPA (see also "Standards of Quality").

Upon petition to the Office of Graduate Studies (via an Application for Advancement to Candidacy to an appropriate advanced degree or Certificate program), a student may include for graduate credit up to 12 hours of credit earned in non-degree status commencing spring semester, 1983. Work done before spring, 1983, falls under earlier graduate policy: "No student may receive more than six hours of graduate credit toward any degree or combination of degrees in extension courses or in non-degree work." —one cannot combine the two policies and up to 12 hours of credit earned in extension courses offered at UNM only, provided that the criteria listed below are met. However, in no case may the combination of the two options above account for more than 50% of the minimum requirements (exclusive of thesis) for any degree or combination of degrees (including Certificate program). The requirements on these courses are that:

1. the course(s) recommended for inclusion in a program of studies had received prior graduate approval;
2. the student earned a grade of B (3.0) or better in the courses;
3. the student received permission to take the non-degree course(s) for graduate credit by

filing the GCA with the Registration Center. (See p. 22.)

4. the course(s) is/are recommended and approved by the student's advisor, department chairperson, and, where applicable, the program of studies committee;
5. the course(s) was/were taught by a faculty member duly approved for graduate instruction;
6. this policy is subject to any restrictions on courses taken in non-degree status or on extension courses that have been or may be established by the various departments or colleges.

TRANSFER OF NON-DEGREE CREDIT

A student may include graduate credit up to 12 semester hours of credit in non-degree status at another accredited institution provided that the credit was considered graduate credit at the original institution.

TRANSFER OF EXTENSION CREDIT

Courses taken as extension credit at other universities are not accepted for graduate credit at the University of New Mexico.

The total limit on non-degree credit from all sources is 12 semester hours.

TRANSFER OF LAW CREDIT

A student enrolled in graduate status who wishes to enroll in a law course for the purpose of earning credit applicable toward course requirements in a graduate program must have that enrollment approved in advance by the major professor or committee on studies, the chairperson of the department, and the Dean of the School of Law.

A maximum of 6 hours of law credit may be counted toward graduate degree course requirements only with the approval of the major professor or committee on studies, the chairperson of the department, and the Dean of Graduate Studies. Such hours may not also be counted toward requirements for the J.D. degree.

CONCENTRATED COURSES AND WORKSHOPS

Graduate credit earned in concentrated courses and workshops that have been approved for such credit may not exceed one hour of credit per each 12.3 hours of instruction (i.e., contact time); two hours of credit require 26.6 hours of instruction appropriately distributed over no less than 8 days; three hours of credit require 40 hours of instruction appropriately distributed over no less than 13 days.

CORRESPONDENCE COURSES

Correspondence work is not accepted for graduate credit.

CREDIT TOWARD SINGLE DEGREE

No course applied toward another degree here or elsewhere may be applied toward a graduate degree at this University, except that course work done for the master's degree or MFA may be counted toward the doctoral degree, provided that it is logically related to the doctoral program and acceptable to the student's Committee on Studies. Special exceptions to this rule occur for dual graduate professional programs. See also Individual Dual-Degree Program (p. 30).

MASTER'S DEGREES

FIELDS AND DEGREES

Graduate work leading to the master's degree is offered in the following major fields. Parenthetical notations indicate plans (I or II) and degrees offered.

- American Studies (I, II; M.A.)
- Anthropology (I, II; M.A., M.S.)
- Architecture (I, II; M. of Arch.)
- Art History (I; M.A.)
- Biology (I, II; M.S.)
- Biomedical Sciences (I, II; M.S.)
- Chemistry (I, II; M.S.)
- Communication (I, II; M.A.)
- Communicative Disorders (I, II; M.S.)
- Community and Regional Planning (I, II; M.C.R.P.)
- Comparative Literature (II; M.A.)
- Earth and Planetary Sciences (I; M.S.)
- Economics (I, II; M.A.)
- Education:
 - Administration (I, II; M.A.)
 - Adult (I, II; M.A.)
 - Art (I, II; M.A.)
 - Counseling (I, II; M.A.)
 - Education [Foundations] (I, II; M.A.)
 - Elementary (I, II; M.A.)
 - Family Studies (I, II; M.A.)
 - Health (I, II; M.S.)
 - Nutrition (I, II; M.S.)
 - Physical (I, II; M.S.)
 - Recreation (I, II; M.A.)
 - Secondary (I, II; M.A.)
 - Special (I, II; M.A.)
 - Training & Learning Technologies (I, II; M.A.)
- Engineering:
 - Chemical (I, II; M.S.)
 - Civil (I, II; M.S.)
 - Computer Science (II; M.S.)
 - Electrical and Computer (I, II; M.S.)
 - Engineering (II; M.Eng.)
 - Mechanical (I, II; M.S.)
 - Nuclear (I, II; M.S.)
- English (I, II; M.A.)
- French (I, II; M.A.)
- Geography (I, II; M.A.)
- German Studies (I; M.A.)
- History (I, II; M.A.)
- Linguistics (I, II; M.A.)
- Latin American Studies (I, II; M.A.)
- Management (II; M.B.A., E.M.B.A.)
- Mathematics (II; M.A.)
- Music (I, II; M.M.)
- Nursing (I, II; M.S.)
- Pharmaceutical Sciences
 - Hospital Pharmacy (I, II; M.S.)
 - Pharmacy Administration (I, II; M.S.)
 - Radiopharmacy (I, II; M.S.)
 - Toxicology (I, II; M.S.)
- Philosophy (I, II; M.A.)
- Physics (I, II; M.S.)
- Political Science (I, II; M.A.)
- Portuguese (I, II; M.A.)
- Psychology (I, II; M.S.)
- Public Administration (I, II; M. of P.A.)
- Sociology (I; M.A.)
- Spanish (I, II; M.A.)
- Theatre and Dance (I, II; M.A.)
- Water Resources Administration (II; M.W.R.A.)

For Master of Fine Arts degree, see p. 25.

PREREQUISITES

The minimum undergraduate prerequisite is 12 semester hours of advanced work (300-level

The following will replace the x-ed out sections on page 24 of the UNM Graduate Bulletin

PLAN I.3. At least 50% of coursework requirements completed after admission to a graduate program.

PLAN II.3. At least 50% of coursework requirements completed after admission to a graduate program.

- 4a. **The application or transfer of credit is never automatic.** Up to 50% of the course requirements for a graduate degree may consist of the following: transfer credit from another properly accredited graduate school, graduate-level courses taken at UNM in non-degree status, graduate-level UNM extension courses, and/or UNM Law credit, **provided that:**
- b. The coursework is graded at least a B (3.0) and falls within the student's five-year period (see below).
- c. The credit is judged by both the graduate unit and the Dean of Graduate Studies to be appropriate to the particular student's master's program.
- d. Graduate units may impose additional limits.

courses or higher) in the major field. Certain departments require more extensive or more specific preparation; consult individual sections of this **Bulletin**.

REQUIREMENTS FOR MASTER'S DEGREE

To meet the formal requirements for the master's degree the student must:

1. complete the requirements of Plan I or II;
 2. complete any additional graduate unit requirements (e.g., specific course requirements, foreign language requirement, etc.);
 3. apply for and be admitted to candidacy;
 4. pass the Master's Examination;
 5. present a thesis acceptable to the graduate unit and the Graduate Dean (Plan I only).
- For the various program requirements, please consult the the appropriate section of this **Bulletin**. General requirements are described in the sections following.

FIVE-YEAR RULE

All work offered toward a master's degree must be accomplished within a five-year period, including transfer work from another institution. A student must request an extension of this time limit in writing. The request must be supported by the student's graduate unit and approved by the Dean of Graduate Studies. Failure to obtain an approved extension will result in the student being unable to use hours outside the five year limit toward the degree, commencing with the courses taken earliest.

PLANS I AND II

In each course hour requirement or limitation listed below, the number of hours given refers to semester hours in the major and minor (or related) fields combined, and is exclusive of thesis.

Plan I

1. A minimum of 24 hours of course work.
2. A minimum of 6 hours of 500-level courses.
3. At least 18 hours completed in residence at the University. **Replace**
4. A minimum of 6 hours of Thesis (599) credit.
5. A limit of 6 hours of problems courses and 5 hours of workshop credit.
6. If a minor is declared, a minimum of 14 hours in the major and 7 hours in the minor.

Plan II

1. A minimum of 32 hours of course work.
2. A minimum of 12 hours of 500-level courses.
3. At least 26 hours completed in residence at the University. **Replace**
4. A limit of 12 hours in problems courses and 8 hours of workshop credit.
5. If a minor is declared, a minimum of 18 hours in the major and 12 hours in the minor.

In either Plan I or Plan II, the student and the major advisor may design a program of studies in which all work is done in the major graduate unit, in the major graduate unit and a minor graduate unit, or in the major graduate unit and one or more related graduate units. The following provisions must be observed:

1. Programs meeting the minimum requirements of Plan I or II do not automatically constitute a master's program. Each program must be approved by the major graduate unit and the Office of Graduate Studies (see

2. A declared major may be changed only with the approval of the new graduate unit and the Office of Graduate Studies.
3. After the Application for Candidacy has been filed, a change between Plans I and II may be made only with the approval of the major graduate unit and the Office of Graduate Studies via a new application for candidacy.

Credit transfer is never automatic. Graduate credit may be transferred only from another properly accredited graduate school, and the credit earned must be acceptable as graduate credit at that school. Courses taken as extension credit at other universities are not accepted for graduate credit at the University of New Mexico.

b. Transferred work must be graded A or B (minimum G.P.A. of 3.0) and must fall within the student's five-year period (see below).

c. The credit must be judged by both the graduate unit and the Dean of Graduate Studies to be appropriate to the particular student's master's program.

d. Normally, transferred credit is limited to 12 hours. A part of dual, joint, and three-two degree programs involving collaboration between UNM and NMSU or NMIMT in Latin American Studies, Community and Regional Planning, Business Administration/Management, Agricultural Economics and Agri-Business, students may transfer up to 50% of the credits required for the degree with the approval of the respective academic units.

5. A student may include a maximum of 12 hours of credit earned in graduate courses while in non-degree status and up to 12 hours of credit earned in graduate level extension courses offered at UNM only, provided that the criteria stated in earlier pages of this Bulletin are met. (See Non-Degree and Extension Credit, p. 23.) In no case may the combination of transferred non-degree and extension hours account for more than 50% of the minimum requirements (exclusive of thesis) for any degree or combination of degrees.

6. At least half of the minimum required hours, exclusive of Thesis, must be taken with other than a single professor.
7. All work offered toward degree requirements must fall within a five-year period.
8. When a master's student opts for a formal minor as part of his or her program, (1) the student is strongly urged to consult with a member of the minor graduate unit in the planning of that program; (2) the student's graduate unit shall include a faculty member from the minor department in the student's Master's Examination Committee, unless this right is waived by the chairperson of the minor graduate unit.

CANDIDACY

Admission to graduate study does not imply admission to candidacy for a degree.

Application for candidacy for the master's degree is to be filed with the Dean of Graduate Studies soon after the student has completed 12 hours of graduate work in residence at the University or AT LEAST BY THE SEMESTER BEFORE the student expects to complete degree requirements.

Application blanks may be obtained at the Graduate Office. The program of study listed in the application should be planned in consultation with the major advisor; both the advisor

and the graduate unit chairperson or graduate unit advisor must approve the application before it is submitted to the Graduate Office.

Approval of this application will be given only after (1) all undergraduate prerequisites have been satisfied, (2) at least 12 hours of graduate credit have been completed with a B average (minimum G.P.A. of 3.0) or better, and (3) the foreign language requirement has been completed. (The foreign language requirement applies to students in Art History, Biology, Comparative Literature, English, Geography, History, Latin American Studies, Modern and Classical Languages, and Philosophy.)

NOTIFICATION OF INTENTION TO GRADUATE

By September 22, February 16, or June 15, respectively, the student should inform the major graduate unit and the Office of Graduate Studies, in writing, of the intention to complete all degree requirements during that semester. Degrees are awarded three times during the year; commencement exercises are held in May and December.

MASTER'S EXAMINATION

The Master's Examination must be passed by all candidates for the master's degree. The examination, drawn from the major field and from minor or related fields as appropriate, may be written, oral, or both, at the option of the graduate unit.

The examination is conducted by a committee of at least three faculty, at least two of whom must be full time UNM faculty with regular faculty approval. All members must be approved for graduate instruction and service on thesis committees by the Dean of Graduate Studies. The committee is appointed by the major graduate unit in consultation with the student and must have the approval of the Dean of Graduate Studies. Under Plan I, the thesis chair usually serves as chair of the committee. The chair of the examination committee must be a regular faculty member approved by the student's major graduate unit.

The examination may be given only after the Application for Candidacy has been approved by the Graduate Dean. The student must have a GPA of at least 3.0 at the time of the examination.

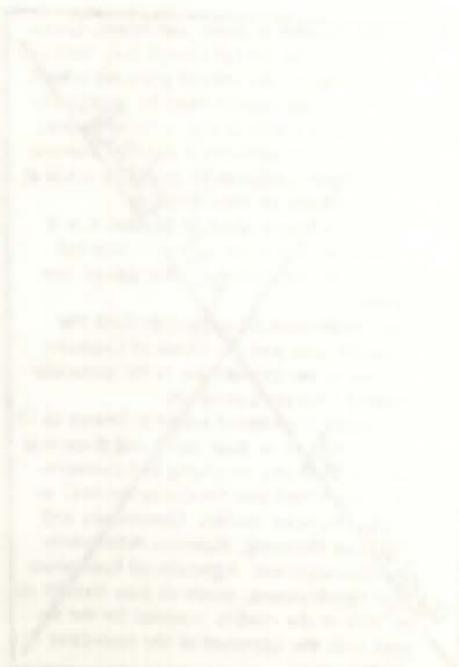
At least two weeks prior to the date of the Master's Examination, the major graduate unit must notify the Office of Graduate Studies of the date of this examination.

The student must be notified of the results of the examination no later than two weeks from the date of examination. If the graduate unit anticipates being unable to meet this deadline, it must give the student written notice to this effect prior to the examination; in this event, the student must be notified of the results of the examination no later than three weeks from the date of the examination. The results of examinations taken between semesters or during the summer must be given no later than two weeks after the first day of classes of the next regular semester.

Results of the examination shall be reported to the Office of Graduate Studies on the form provided by November 15, April 1, or July 6, respectively.

If a candidate fails the examination, a second examination may be given at the next regularly scheduled examination but no later than one calendar year after the first examination. A candidate may take this examination only twice.

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Proposed Bulletin language regarding transfer/applied credit at the doctoral/MFA level
Replaces x-ed out sections on page 26 of the UNM Graduate Bulletin

The Ph.D., Ed.D., or MFA degree shall require at least 24 hours of coursework completed at UNM, of which at least 18 hours must be taken after admission to the doctoral/MFA program (exclusive of dissertation hours).

the remainder of the coursework required for the program may be applied or transferred as follows:

1. Credit applied to the master's degree (can include credit transferred from another institution, UNM non-degree and/or extension credit, and UNM Law credit. May include a maximum of 6 hours of thesis credit or other coursework graded CR);
2. 1-12 credit hours of graduate-level UNM credit taken prior to admission to a doctoral/MFA program (that was not previously applied toward the master's degree);
3. 1-6 hours of transfer credit (graduate-level coursework taken at an accredited institution either in graduate or non-degree status) or up to 12 hours from New Mexico institutions covered by cooperative agreements.

Transferred and applied credit as defined above may be used toward the doctoral/MFA program provided that:

1. grades of B or better were earned in all coursework (minimum GPA of 3.0);
2. the student has already completed at least 12 hours of graduate work in a doctoral/MFA program at the University;
3. the transfer/application of these credits is approved by the Committee on Studies in the student's Application for Candidacy;
4. the transfer/application of these credits is approved by the Dean of Graduate Studies

REQUIREMENTS FOR THE DOCTORATE

The doctorate is a higher learning level... (Faded text describing requirements for the doctorate degree.)

mittee appointed during the first semester of residence.

The Committee consists of at least three faculty members. The chair of the Committee on Studies must be a regular faculty member approved by the student's graduate unit. If the student's program is to include a minor, or a significant amount of non-major work, additional members may be appointed.

Appointment of the Committee involves the following steps: (1) the student arranges for an appropriate faculty member to serve as Committee Chairperson; (2) the student and the Committee Chairperson agree upon remaining members of the Committee; (3) the Committee must be approved by the graduate unit chairperson or graduate unit advisor, attested by the latter's signature on the student's Application for Doctoral Candidacy; (4) the Committee must be approved by the Graduate Dean (as part of the "tentative" approval of the Candidacy Application).

The student has the right at any time to call for a review of the membership of the Committee. He or she may call for such a review, or address any other grievance, to the Committee Chairperson, the graduate unit chairperson, the Dean of Graduate Studies, and the Senate Graduate Committee.

The basic role of the Committee is to plan, with the student, an integrated individual program of study and research meeting general and graduate program requirements. The Committee Chairperson and its members must approve the program and oversee its execution. Additional functions of the Committee include: the establishment of prerequisites when needed; the recommendation of transfer of credit; the certification of proficiency in a foreign language or alternative skill; the approval of significant changes in the program of studies; serving, normally, as the dissertation committee; certifying that the residence requirement has been met; and serving, normally, as the core of the comprehensive and final examination committees.

REQUIREMENTS FOR THE DOCTORATE

The doctorate is a degree representing broad scholarly attainments, a deep grasp of a field of study, and expertise in the conceiving, conducting, and reporting of individual research. As such, its attainment is no mere matter of "meeting requirements." Thus, the requirements described below should be viewed only as a minimal formal context in which the student is expected to grow to the professional stature denoted by the doctoral degree.

It is in this sense that the formal requirements are summarized in terms of: course work, work done in residence, foreign language or alternative requirement, additional requirements of specific graduate units, application for and admission to candidacy, the doctoral comprehensive examination, the dissertation, the final examination, and the time limit.

Please consult the appropriate section of this Bulletin for the particular requirements of specific programs. General requirements are presented in the sections following.

COURSE WORK

The doctorate usually requires at least three years of intensive study and research beyond the bachelor's degree.

The minimum amount of course work required for the degree is 48 semester hours de-

dissertation. Certain graduate units require more course work.

A maximum of 30 hours of credit completed for the master's degree or the master of fine arts degree, including 6 hours of thesis credit (whether C or G letter graded), if approved by the college, may be counted toward the 48-hour requirement, with the approval of the Committee on Studies. These must be post-baccalaureate, graduate hours.

At least 18 semester hours, exclusive of thesis and dissertation, must be earned in courses numbered 500 or above completed at the University of New Mexico.

A maximum of 30 semester hours may be transferred from another accredited graduate school, provided that:

1. grades of B (minimum G.P.A. of 3.0) or higher were earned in all course work;
2. if allowed by the college and with the approval of the committee on studies, an individual with a master's degree may apply 30 hours of credit toward the 48-hour requirement. This may include a maximum of 6 hours of thesis credit if a thesis was completed.
3. the student has already completed at least 12 hours of graduate work in residence at this University;
4. the transfer is recommended by the Committee on Studies in the student's Application for Candidacy;
5. the transfer is approved by the Dean of Graduate Studies;
6. courses taken in extension at other universities are not accepted for graduate credit at the University of New Mexico.

Note: (1) these transfer regulations also apply to the Master of Fine Arts degree; (2) in Education, where the minimum requirement is 72 rather than 48 hours beyond the bachelor's degree, a maximum of 48 hours of graduate work may be transferred, however, at least 24 semester hours exclusive of dissertation, must be completed at the University of New Mexico.

At least half of the UNM hours identified on the application for Candidacy form, exclusive of dissertation, must be taken with other than a single professor. Work completed for the master's degree is included in satisfying this requirement.

TIME LIMIT TO COMPLETE REQUIREMENTS

A doctoral candidate will have five years for completion of all degree requirements from the date he/she is formally advanced to candidacy by the Dean of Graduate Studies.

A student must request an extension of this time limit in writing. The request must be supported by the student's graduate unit and approved by the Dean of Graduate Studies.

RESIDENCE

The residence requirement has been established to provide students the opportunity of concentrated study. The minimum residence requirement for the doctorate is two academic-year semesters not inclusive of residence accomplished during the master's program, or equivalent, if applicable. During these two semesters, which may be consecutive, the student must be engaged full-time in academic pursuits on campus and must complete at least nine credit hours each semester. Students may petition the Office of Graduate Studies via their respective college committees for inclusion of an extended summer session (minimum of 8 weeks) to meet the residence requirement. Residence must be completed by the Ed.D.

may be met in alternative ways as approved by the Dean of Graduate Studies.

The meeting of this requirement must be certified by the student's Committee on Studies and approved by the Dean of Graduate Studies.

In general, employment which involves any significant responsibility to an employer is incompatible with residence as here defined. However, with advance written approval of the Committee on Studies and the Dean of Graduate Studies, a student who is employed at a professional level may satisfy the residence requirement with two semesters during which he or she is employed. The employer must certify in writing that the employment is at a professional level and is germane to the student's doctoral program.

Full-time University employees are governed by policies stated in the Faculty Handbook (p. B-22) or the Staff Personnel Policies and Practices Manual (sec. 700).

FOREIGN LANGUAGE OR ALTERNATIVE REQUIREMENT

While there is no University-wide foreign language requirement, most graduate units require a demonstration of competence either in one or more foreign languages or in some area of skill related to scholarship or research in the particular discipline. Please consult the individual sections of this Bulletin, and the graduate unit itself, for further information on such requirements and their modes of satisfaction.

For information concerning the Educational Testing Service foreign language examinations, please contact the Assessment and Counseling Services, University College.

A student will not be advanced to candidacy for the doctoral degree until the Committee on Studies certifies to the Office of Graduate Studies that proficiency in foreign language or other skills, as required by the graduate unit, has been attained.

CANDIDACY

Admission to graduate study does not imply admission to candidacy for a degree. The doctoral student must apply for and be admitted to candidacy for the degree.

The Application for Candidacy is the vehicle which formally summarizes the student's program of studies. The student should file this application as soon as it becomes feasible, at least by the time he or she has completed 12 hours beyond the master's degree or its equivalent, and in any event by the semester before the student expects to complete degree requirements.

Application forms are available in the Graduate Office. The application must be approved by the Committee on Studies and signed by the graduate unit chairperson before it is filed with the Office of Graduate Studies.

Tentative approval by the Office of Graduate Studies will be given only after it is ascertained that the student's program will meet all quantitative and qualitative requirements.

Final approval, by which the student is formally advanced to candidacy by the Dean of Graduate Studies, is given only after the Office of Graduate Studies ascertains that (a) the foreign language or alternative requirement, (b) the comprehensive examination requirement, and (c) the residence requirement have been met.

DOCTORAL COMPREHENSIVE EXAMINATION

The doctoral student must pass a comprehensive examination in the major field of study.

Faculty Senate - May 9, 1995

Documents Attached

- (1) New Members - Faculty Senate Committees (pp. 1-2)
- (2) Election Results for AF&T Committee and Committee on Governance (p. 3)
- (3) Post-Tenure Review Task Force Membership (p. 4)
- (4) Agenda of the Meeting of the Regents of the University of New Mexico, Friday, May 12, 1995 (p. 5)

John Smith (Gen Lib)	1997
David Lee (Gen Lib)	1997
CASUS SENIOR	
Russ Davidson (Gen Lib)	1997
Christopher Reed (Art & Soc History)	1997
Bill Mack (Lib)	1997
CASUS JUNIOR	
William Smith (Gen Lib)	1997
Jack Services	1997
Andrew Brown (Math)	1997
David Davis (Physics)	1997
John Cook (Geography)	1997
Elizabeth Sanders (Math)	1997
Adrian Sanders (Collip)	1997
Edith Wall (Libr Collip)	1997
CASUS FRESH	
Richard Curllin (Soc)	1997
Joe Griffin (Gen Lib)	1997

NEW MEMBERS ON STANDING COMMITTEES 1995-96

ADMISSIONS & REGISTRATION	TERM ENDS
Charlie Steen (History)	1997
Russ Romans (Gallup)	1997
Henri Semo (History)	1997
Anita Pfeiffer (Education)	1997
Anne Tafoya (Education)	1997

ATHLETIC COUNCIL	
Donald Duszynski (Biology)	1998
Robert Kelley (Anatomy)	1998

BACHELOR OF UNIVERSITY STUDIES	
Martin Bradshaw (ECE)	1998
Joan Bybee (Linguistics)	1998
Raymond Hammond (Pharmacy)	1998
Mary Margaret Smith (Educ)	1998

BUDGET	
John Bretting (Pub Admin)	1998
David Colton (Education)	1998

CAMPUS PLANNING	
Russ Davidson (Gen Lib)	1997
Christopher Mead (Art & Art History)	1997
Gil Merkx (IAI)	1997

COMMUNITY EDUCATION	
William Bramble (Media Tech Services)	1997
Andrew Burgess (Phil)	1997
David Dunlap (Physics)	1997
Janet Poole (Orthopaedics)	1996
Elizabeth Saavedra (Educ)	1997
Roberto Sandoval (Gallup)	1997
Keith Wells (Univ College)	1997

COMPUTER USE	
Richard Coughlin (Soc)	1997
Joan Griffith (Gen Lib)	1997

COMPUTER USE (CONTINUED)	
Richard Harris (Psy)	1997
Christee King (Med Lib)	1997
Eric Nuttal (Chem Nuclear Engr)	1997
Patrick Scott (Educ)	1997

CURRICULA	
Robert Dinegar (Los Alamos)	1997
Raymond Hammond (Pharmacy)	1997
Elizabeth Keefe (Educ)	1997
Richard Melzer (Valencia)	1997
James Porter (ASM)	1997

FACULTY ETHICS & ADVISORY	
Susan Cameron (Educ)	1997
Elizabeth Kostas (Dental Hygiene)	1997
Jennifer Predock-Linnell (Theatre & Dance)	1997
James Thorson (English)	1997

FACULTY & STAFF BENEFITS	
Gloria Birkholz (Nurs)	1997
James Hamill (ASM)	1996
Marc Ingber (Mech Engr)	1996
Byron Lindsey (For Lang & Lit)	1996
H.L. Ross (Sociology)	1997
Karl Schwerin (Anthro)	1996
Beulah Woodfin (Biochem)	1996

GENERAL HONORS	
Patrick McNamara (Soc)	1998
James Porter (ASM)	1998

HONORARY DEGREE	
Charles Biebel (Amer St)	1997

INTERNATIONAL AFFAIRS

Alejandro Aceves (Math & Stats) 1997

KUNM

Diane Furno (Comm & Journ) 1996
Bruce Thomson (CivIL Engr) 1996

LIBRARY

Timothy Lowrey (Biol) 1998
Stephen Preskill (Educ) 1998
Linda Schappert (Los Alamos) 1998
Leonard Stitelman (Public Administration) 1998

LONG RANGE PLANNING

Oswald Baca (Biol) 1998
John Bretting (Pub Admin) 1998
Steven Block (Music) 1998
Joseph Cecchi (Chem Engr) 1998
Renate Savich (Ped) 1998
Phyllis Wilcox (Ling) 1998

RESEARCH ALLOCATION

Joseph Champoux (ASM) 1997
Shane Phelan (Pol Sci) 1997
Hallie Preskill (Educ) 1997
Virginia Shipman (Educ) 1997

RESEARCH POLICY

Helen Damico (English) 1998
Bernard Moret (Comp Sci) 1998

SCHOLARSHIPS & PRIZES

~~Joan Bybee (Linguistics) 1997~~
Judith Du Charme (Med Cntr Lib) 1997
Kishore Gawande (Economics) 1997
Hugh Martin (Medicine) 1997
Pamela Olson (Educ) 1997

STUDENT PUBLICATIONS BOARD

Wanda Martin (English) 1997

STUDENT STANDARDS AND GRIEVANCE**(UNDERGRADUATE PANEL)**

Howard Rodee (Art & Art History) 1996
Diane Viens (Nurs) 1996

Alternates:

Charles Taylor (Train & Learn Tech) 1996
Jennifer Predock-Linnell (Theatre & Dance) 1996

(GRADUATE PANEL)

Gina Geller (Orthopaedics) 1996
Thomas Reeves (Pub Admin) 1996

Alternates:

Denis McCarthy (Med) 1996
Mary Jo Campbell (HPPELP) 1996

STUDENT UNION BOARD

Ernest Lange (HPPELP) 1997

TEACHING ENHANCEMENT

Gregory Candela (Valencia) 1998
Lorraine Deck (Chemistry) 1998
Gordon Hodge (Psychology) 1998

UNDERGRADUATE

Michael Gold (Physics) 1997
Scott Sanders (English) 1997
Mary Robinson (Valencia) 1997
Christine Schnieders (Educ) 1997
Denise Schulz (Fine Arts) 1997

UNIVERSITY PRESS

Jonathan Abrams (Medicine) 1998
Virginia Scharff (History) 1998
Fred Sturm (Philosophy) 1998
Connie Thorson (Gen Lib) 1998

ELECTION RESULTS**Academic Freedom and Tenure Committee 1995-97**

Keith Auger (Elementary Education)
Susan Deese-Roberts (General Library)
Allen Parkman (Anderson Schools of Management)
Jennifer Predock-Linnell (Theatre & Dance)
Janice Schuetz (Communication & Journalism)
Susan Scott (Pediatrics)
Virginia Shipman (Family Studies)

Hugh Kabat (Pharmacy) was elected to a one-year term (1995-96) as replacement for Lynn Beene who resigned from the committee.

Previously elected members with 1994-96 terms are: John Geissman (Earth & Planetary Sciences), Jane Hood (Sociology), Christiane Joost-Gaugier (Art and Art History), John Omdahl (Biochemistry), and Sally Ruybal (Nursing).

Committee on Governance 1995-98

Jane Slaughter (History)

Previously elected members are: John Lipski (Spanish & Portuguese), Gil Merckx (Sociology), Pauline Turner (Education) and Terry Yates (Biology).

POST-TENURE REVIEW TASK FORCE MEMBERSHIP

- Stephen Burd, Anderson Schools of Management
- William Buss, Pharmacology
- Evangelos Coutsias, Mathematics and Statistics
- Marilyn Fletcher, General Library
- Christiane Joost-Gaugier, Art and Art History
- Shlomo Karni, Electrical and Computer Engineering
- Michele Libeau, Valencia
- Byron Lindsey, Foreign Languages & Literatures
- Vera Norwood, American Studies
- Robert Sickles, Professor Emeritus, Political Science
- John Trotter, Anatomy
- Carolyn Wood, Education

senate\posttnr.com

Michael Gold (Physics) 1997
 Scott Sanders (Psychology) 1997
 Mary Robinson (Valencia) 1997
 Christine Schmiedeknecht (History) 1997
 Dennis Schick (Fine Arts) 1997

Matthew Brown (Mathematics) 1998
 Virginia Schmitt (History) 1998
 Paul Stone (Philosophy) 1998
 Gerald Thoren (Gen. Ed.) 1998

AGENDA OF THE MEETING OF THE REGENTS OF THE UNIVERSITY OF NEW MEXICO

Friday, May 12, 1995 -- 10 a.m.
Roberts Room, Scholes Hall

TAB

- I. Adoption of Agenda
- II. Public Input Regarding Items on the Agenda
- III. Approval of Summarized Minutes of March 13 and March 23, 1995 Meetings
- IV. Administrative Report -- University President Richard E. Peck
- V. Consent Agenda (adoption of Regents' committee recommendations on the following items)
 - A. Academic/Student Affairs Committee
 - 1. Approval of Resolution for Defense Industrial Security Program A
 - 2. Approval of Candidates for Degrees - Spring, 1995 B
 - B. Finance and Facilities Committee
 - 1. Approval of Disposal of Surplus Property C
 - 2. Denial of Request for Discretionary Appeal to Board of Regents (staff member) .. D
- VI. Discussion Items for Action
 - A. Academic/Student Affairs Committee
 - 1. Sanction Enhancement Policy E
 - 2. Request for Discretionary Appeal to Board of Regents (faculty member) F
 - B. Finance and Facilities Committee
 - 1. Revisions to 1994-95 Operating Budget Plans G
 - 2. Resolution on Labor Management Relations H
 - C. Health Sciences Committee
 - 1. Carrie Tingley Hospital Advisory Group Member Appointment I
- VII. Information Items
 - A. Academic/Student Affairs Committee
 - 1. Faculty Contracts, Resignations, Retirements, and Leaves J
 - B. Health Sciences Committee
 - 1. First and Second Quarterly Reports on Clinical Activities for Fiscal Year Ending June 30, 1995 K

**STATUS OF COLLEGE OF EDUCATION RESTRUCTURING
INTERIM REPORT TO THE FACULTY SENATE**

May 9, 1995

INTRODUCTION

The attached *Plan of Action* for the College of Education was initially developed in 1991, and the current version represents the second revision in February, 1995. This document outlines the focus, mission, areas of priority, and goals for the college, as well as strategies for achieving the goals. Last, anticipated outcomes are identified. The restructuring process over the past four years has been concerned with the pursuit of these goals, which constitute the process by which identified outcomes will be achieved.

Schools and Colleges of Education across the country have developed partnerships to undertake systemic reform in education due to rapid and continual social and economic changes in society that have significantly impacted schools and the learning process. The education community has been joined by representatives from both the business and government sectors in addressing ways to enhance the teaching and learning process and thereby increase student achievement. Crucial to the success of school reform is appropriate preparation of educators--teachers, counselors, principals, etc. Further, as the opportunity for learning has increasingly extended beyond traditional classroom walls, other professionals are being prepared as educators for a variety of settings outside of schools. The College of Education at UNM is a comprehensive college that prepares educators for both traditional and non-traditional settings. With programs such as health education, family studies, nutrition, counseling and others, the college is uniquely situated to address many of the variety of issues facing educators today, and to do so in tandem with schools.

The College of Education has 978 undergraduate students (732 full time and 246 part time) and 1,285 graduate students (499 full time and 786 part time). There are approximately 120 faculty FTEs and 89 part-time faculty. Programs are offered at the bachelor's, master's, education specialist, and doctoral levels.

ORGANIZATIONAL STRUCTURE

When restructuring was initiated, the college was organized into 8 academic departments. For the 1992-93 academic year, the college was reorganized into 3 interim divisions; and for the 1993-94 academic year, into 2 divisions. At a college faculty meeting in May, 1994, the faculty voted overwhelmingly to officially abolish the 8 departments and the existing 2 divisions, and to function essentially at the program level for the academic year, 1994-95. This action was taken with the commitment to move toward a more permanent structure that

would "cluster" programs by the end of the academic year. In two instances, more than one program had already come together to form clusters. Each program/cluster selected a program/cluster coordinator, who took the leadership in accomplishing the work of the unit. Each coordinator received a reduced load and/or a small administrative supplement, depending on the size and complexity of the unit. The units are as follows:

- Counseling
- Early Childhood
- Educational Administration
- Elementary Education
- Family Studies
- Health Education
- Health Promotion and Human Performance Cluster (Physical Education, Exercise Science, Nutrition, Recreation)
- Language, Literacy, and Cultural Studies Cluster (Educational Thought & Sociocultural Studies, Bilingual Education, Educational Linguistics, Language Arts)
- Middle Level Education
- Psychological Foundations of Education
- Secondary Education
- Math and Science Education
- Art Education
- Special Education
- Training and Learning Technologies

The process to accomplish this next phase of reorganization has been as follows: Discussions surrounding possible structures were discussed with the Faculty Committee and with the Planning Committee (committees to be described later in this document), with the Program Coordinators, and with other administrators in the college. Each program coordinator was asked to consult with program faculty to identify first and second preferences for clusters of programs that seemed to fit conceptually and programmatically. The results of this process yielded two options for faculty consideration: a structure with 3 divisions and a structure with 6 divisions.

The concept of a division is a multi-programmatic administrative structure that preserves the identity of individual programs while reducing academic barriers to collaboration and administrative overhead. The division increases flexibility for interdisciplinary research and instructional initiatives and enables us to use our resources efficiently. However, the boundaries of the divisions are permeable, and faculty are encouraged to collaborate with faculty in other divisions. After a series of "brown-bag" discussion groups, the faculty voted at its meeting on March 28, 1995, to organize into 6 divisions (at that point, unnamed). The new

divisions and the programs located in each division are shown in Appendix A. A brief rationale for each division can be found in Appendix B.

On March 29 the Dean distributed a memo to all faculty, outlining the next steps of reorganization, which were as follows:

1. Since tenure for faculty in the COE resides **in the college** rather than in a specific department, faculty were asked to declare a primary program affiliation, and, if they so desired, a secondary program affiliation. Program coordinators were asked to submit a form with the names and signatures of faculty proposing to affiliate with the program and the percentage of time. (Precedent exists in the college, under the old department structure, for faculty to affiliate with a department different from the one into which they were hired as needs of the college or interests of faculty change.) Program affiliations were completed on April 4.
2. Division faculty were requested to hold a meeting for the purpose of recommending 2 potential titles for the respective divisions. These recommendations were due to the Dean by April 7. They were subsequently discussed by the Faculty Committee and other relevant individuals, and the division names were finalized by the Faculty Committee.
3. Criteria for the selection of division directors, the process for nominating and recommending individuals, and the terms of appointment were distributed to the faculty as part of the Dean's March 29 memo. On April 4, the Dean distributed a "Position Responsibility" description for division directors, including the following areas: unit governance, program development, instruction, faculty affairs, students, external communication, budget and resources, and office management.
4. Following the procedures for Appointment and Continuation in Office of Departmental Chairpersons, page B-18 in the *Faculty Handbook*, the Dean solicited recommendations from division faculty for the positions of Division Director (since the division structure is replacing the departmental structure in the college). After candidates were identified, faculty were asked to submit a secret, preferential ballot to the dean, providing her with the sentiment of the faculty in each division. (Division faculty could interview candidates before responding, if they chose.) The Dean is in the process of interviewing each candidate and will consult with individuals as stipulated in the *Faculty Handbook* before making appointments.
5. Reorganization of the Dean's office will be completed prior to June 1.

Among the activities that will occur at the division level are coordination of course scheduling, budget, facilitating work of programs/paperwork, supervision

of staff, faculty reviews (annual, mid-point, tenure, and promotion reviews), part-time and GA/TA hiring.

FACULTY GOVERNANCE

Prior to the initiation of restructuring the college had 6 standing committees, plus an undergraduate and a graduate committee with one representative from each department, a Merit III committee elected college-wide, as well as a 5-person Faculty Policy Committee elected by college faculty. The Administrative Council was made up of all department chairs. The prior committee structure was cumbersome, and some committees functioned poorly, if at all. It was difficult to persuade faculty to serve. In May, 1994, the faculty of the college approved a new, streamlined committee structure, proposed by a faculty committee on committees. A description of this structure, with a brief description of the charge for each committee, is provided in Appendix C. The Program Coordinators Council has functioned as the Administrative Council during the restructuring phase.

Throughout the evolution of organizational structures, programs have retained their authority and autonomy for making programmatic and curricular decisions, subject to college and university procedures. As described above, faculty have been intimately involved in determining the organizational structure for the college and have been consulted appropriately in the selection of division leadership.

PROGRAM RESTRUCTURING/CURRICULUM CHANGES

All programs in the college are engaged in the process of restructuring, using the following broad priority areas as a guide:

Curricular revision and integration in response to more complex visions of teaching and learning

Ongoing integration, collaboration and assessment of program units

Collaborations, partnerships, and linkages with schools, communities, and the workplace

Recruitment and development of faculty and students to promote diversity and excellence

The process of program restructuring is a complex and arduous one. It begins with a focus on the mission and conceptual framework of the program and the program's "fit" within the mission and conceptual framework of the college. It means the examination of the content of each course, the sequencing of

courses, instructional strategies, assignments, and field experiences. It also includes piloting innovative courses or instructional strategies. All of this work is undertaken using the standards of our national accrediting body (NCATE), the standards for educators delineated by the State Department of Education, the standards or competencies of the appropriate national professional association, and a host of other standards. Some programs are in the process of making more massive changes than others. Throughout this process, appropriate university policy has been followed, e.g., approval of new courses/programs first at the college level, then by appropriate Faculty Senate committees, and finally approval by the Faculty Senate and Provost's office. Changes have ranged from minor ones, such as changing the number of credit hours, to proposing entirely new programs. These changes will continue to come to the Faculty Senate throughout the next academic year.

Examples of progress to date include:

1. A new bachelor's program in Early Childhood Multicultural Education was approved.
2. A revised bachelor's program in Health Education was approved.
3. An emerging Middle Level initiative, which currently offers a degree through Secondary Education, has been supported by the Carnegie Foundation, consistent with a national trend in focusing on a separate middle school licensure. The college's initiative is progressing in tandem with the State Department of Education's planning for a separate license or endorsement. This initiative will ultimately result in the submission of middle-level program for approval by the Faculty Senate.
4. Increased emphasis has been placed on Math and Science Education through a grant from Martin-Marietta and Sandia National Labs. Math and Science Ed faculty are working with Arts and Sciences faculty in those areas to redesign the curriculum for educators in those areas.
5. Educational Administration has restructured the format for offering its Ed.D. program. The program is offered on weekends and in the summer. School administrators from across the state and out of state are participating in the program, which will graduate its first cohort in December.
6. The Counseling Psychology Ph.D. program is in planned phase-out. There has been a moratorium on accepting new students, and when the current students complete the program, the program will be officially deleted.
7. The Family Studies Education (licensure) program is in planned phaseout. Official deletion will be forthcoming.

8. A new prefix (EDUC) for topics courses, 293, 493, 593 to describe innovative courses that are interdisciplinary, i.e., they span more than one program, has been approved.

9. Several courses have been team-taught by interdisciplinary faculty, and others are being planned.

10. Several professional education courses have been taught on-site at schools, with collaboration between college faculty and master teachers.

11. A new college-wide admissions policy and procedures for undergraduate programs has been approved. It replaces an array of existing admissions policies and procedures for individual programs.

12. Paperwork is in process to delete the Resource Management concentration in Recreation and to approve a new concentration in Environmental Education.

13. Special Education and Elementary Education have collaborated on a dual licensure undergraduate program, which meets all requirements for each program and which will allow students to be licensed to teach in both areas.

14. On April 28, 1995, the faculty adopted *Criteria for College of Education Program Review, Revision, and New Program Proposals*. These criteria were developed jointly by the Faculty, the Undergraduate, and Graduate Committees for the purpose of providing a standardized format for the review, revision, and proposal of new programs, which take into account NCATE standards and the Office of Graduate Studies Program review guidelines. It is a streamlined protocol for self-study and for restructuring activities.

In addition to the above, a Policy, Development, and Leadership Collaborative has been formed in the college, which consists of faculty from multiple disciplines who have an interest in policy. This collaborative has sponsored graduate level topics courses related to educational policy, which have drawn on the expertise of several faculty through team teaching. They have also sponsored several colloquia and are planning a conference on the use of portfolios in graduate education in the fall.

SUMMARY

As the College of Education views its *Plan of Action* as a dynamic and evolving document, it also views the restructuring process as on-going, with continual program improvements as new data on teaching and learning become available. Restructuring of curriculum will continue, and appropriate changes will continue to be submitted to committees and the Faculty Senate. With both the new

organizational structure and the committee structure in place, the process should progress smoothly.

APPENDIX I

Division of Undergraduate Education	Division of Graduate Education	Division of Educational Services	Division of Institutional Services
This division oversees the undergraduate curriculum, including the development and revision of courses, and the implementation of the curriculum. It also oversees the implementation of the college's educational policies and procedures.	This division oversees the graduate curriculum, including the development and revision of courses, and the implementation of the curriculum. It also oversees the implementation of the college's educational policies and procedures.	This division oversees the implementation of the college's educational policies and procedures, including the development and revision of courses, and the implementation of the curriculum. It also oversees the implementation of the college's educational policies and procedures.	This division oversees the implementation of the college's educational policies and procedures, including the development and revision of courses, and the implementation of the curriculum. It also oversees the implementation of the college's educational policies and procedures.

**APPENDIX B
RATIONALE FOR DIVISIONS**

Division of Educational Leadership and Organizational Learning

The programs in this division prepare administrators and leaders for a variety of educational settings and organizations, including school assistant principals, principals, and superintendents; and professionals interested in improving the learning experiences of adults in businesses, government, the military, health care organizations, and non-profit organizations.

Division of Individual, Family, and Community Education

Programs in this division prepare professionals to work with individuals (children, youth, and adults), groups, families, community and government agencies, and schools. All programs are committed to the enhancement of human development and physical and psychological health. Some programs also focus on human learning, motivation, and cognition.

Division of Physical Performance and Development

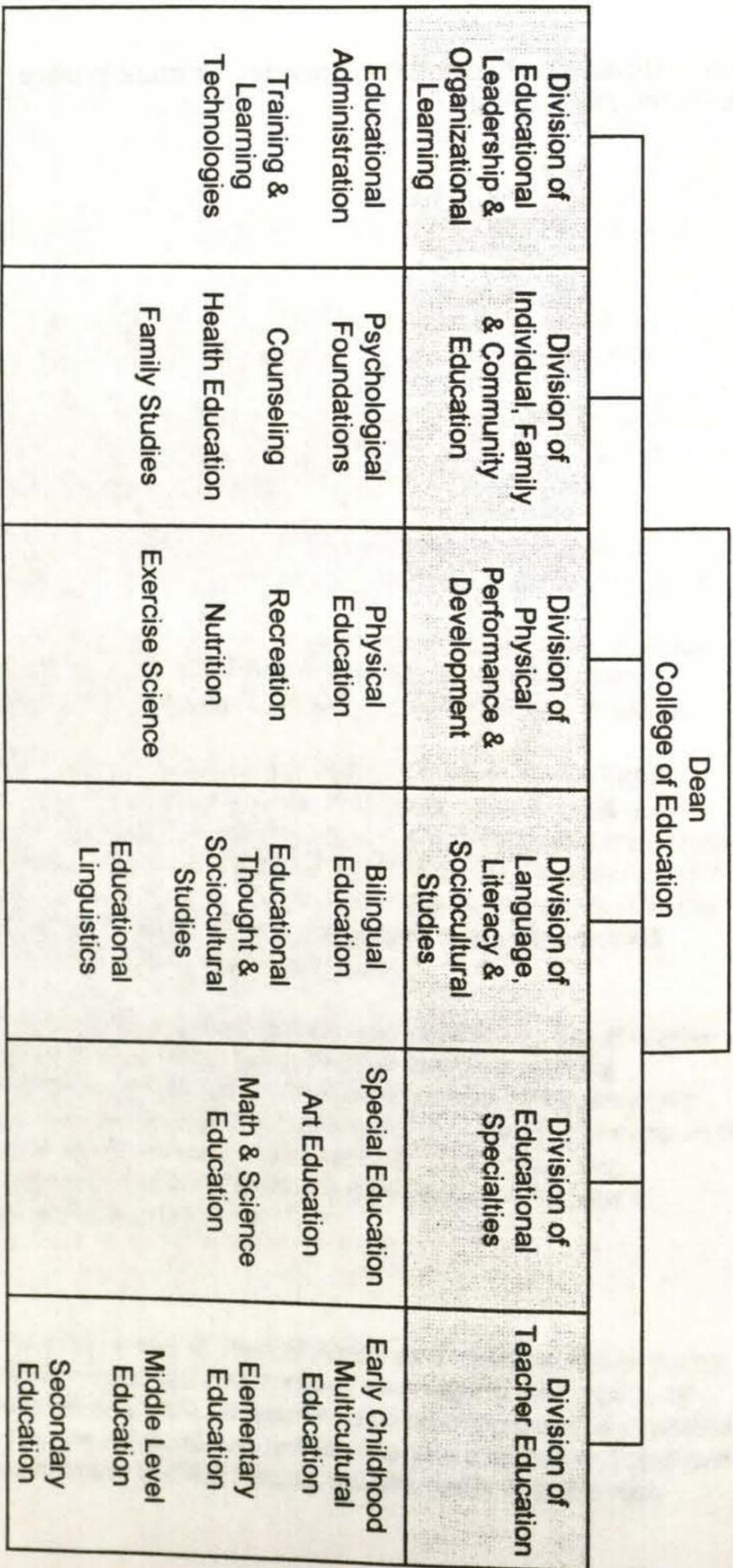
The programs in this division focus on optimal physical development and human performance, including the benefits of wellness, fitness, and proper nutrition. Programs prepare professionals in the areas of teacher education, nutrition counseling and education, athletic training/sport administration, and parks and recreation.

Division of Language, Literacy, and Sociocultural Studies

This division brings together programs to study and to promote further understanding of culture, language, and literacy within their social, historical and political contexts. The following themes undergird the work of this division: the social foundations of education, the contexts of education, multicultural education, bilingual education, pedagogy, the culture of schools, and equity and equality in education. Programs in this division provide content for the Division of Teacher Education.

Division of Educational Specialties

This division brings together instructional content in the specialty areas of education, including special education, art/museum education and art therapy, math education, and science education. Programs in this division provide content for the Division of Teacher Education.



Division of Teacher Education

Programs in this division support the content areas in preparing preservice teachers for four developmental levels: early childhood, elementary, middle level, and secondary. Graduate programs prepare advanced level educators, for example, master teachers, instructional leaders, curriculum specialists, etc.

APPENDIX C COMMITTEE STRUCTURE

The following are standing committees in the College of Education:

Faculty Committee

The committee consists of 9 voting members, elected by the faculty, for 3-year staggered terms. The Dean serves as an ex-officio, non-voting member. The duties of the committee are as follows:

1. Define and nominate members for selected committees, and designate acting appointments to fill committee vacancies.
2. Consider questions of general educational and fiscal policy.
3. Refer policy and procedural matters to appropriate COE committees.
4. Create ad-hoc committees to study and report on matters referred to them by the Faculty Committee.
5. Review reports and recommendations of COE committees with feedback when policy implications are involved, prior to submission to the COE faculty.
6. Make reports and recommendations directly to the COE faculty for action by that body.
7. Represent COE faculty interests to appropriate bodies outside of the COE.
8. Participate in evaluations of the Dean, including those conducted by the central administration of the university.
9. Meet in joint session with the Administrative Council each year to review the annual budget.
10. Keep written minutes of meetings and make them available to COE faculty through program coordinators.
11. The chair of the committee jointly sets the agenda for COE faculty meetings with the Dean.
12. Work with Undergraduate and Graduate Committees on relevant matters of curriculum.

The following committees are appointed by the Faculty Committee: **Faculty Salary Appeals Committee** (to hear faculty appeals regarding salaries and merit increases), **Human Research Review Committee** (to review research proposals using human subjects, including both faculty and student research), the **Planning Committee** (to lead the restructuring effort, in collaboration with the Faculty Committee), and the **Merit 3 Committee** (to determine those outstanding faculty members to receive the highest level of salary merit increases and awarded at the college level according to the merit policy and procedures approved by the college faculty).

Undergraduate Committee

The committee consists of 9 members elected by the COE faculty, 1 member from Arts & Sciences, 1 member from Fine Arts, and 1 appropriate Associate Dean, who is ex-officio, non-voting. Members serve for 3-year staggered terms. Selected duties of the committee are as follows:

1. Receive from programs, the Administrative Council, and the Faculty Committee proposals for additions, deletions, and changes in undergraduate courses and programs in the college, along with the appropriate University forms.
2. Review and make recommendations for changes in undergraduate programs, as appropriate.
3. Review and evaluate policies related to undergraduate programs and make recommendations for changes, as appropriate, to the faculty.
4. Keep minutes of meetings and forward copies to members, the Dean, and the chair of the Faculty Committee.
5. Organize discussion groups around curriculum issues, using outside constituencies when appropriate.
6. Work with the Dean, representatives from outside constituencies, the director of the Multicultural Education Center, and other appropriate individuals on multicultural issues. Collect and assemble data on multicultural education efforts in the college, and assist in developing in-service programs for faculty and staff, as appropriate.
7. Assist the college in recruiting students, faculty, and staff from under-represented groups.
8. Review and recommend policies to the Faculty Committee regarding

undergraduate student services in the COE.

9. Oversee the process of appeals and grievances involving undergraduate students in the college as defined in the *Pathfinder*.
10. Assist in the collections, public relations efforts, and other activities of the Tireman Library.

The committee will have two standing subcommittees: the Scholarship Subcommittee and the Student Petitions and Grievance Subcommittee.

Graduate Committee

The committee consists of 9 members elected by the COE faculty, 1 representative from the Arts & Sciences Graduate Committee, 1 graduate student, the Dean or her designate, and the Dean of the Office of Graduate Studies or her designate. Voting members are elected for 3-year staggered terms. The last two members are ex-officio, non-voting. Selected duties of the committee are as follows:

1. Recommend major curricular changes, new courses, and graduate policies to the COE faculty for their action.
2. Act on behalf of the faculty on all aspects of graduate education to the appropriate university individuals and bodies.
3. Supervise and coordinate graduate activities and policies in the COE in consultation with the Deans of the COE and the OGS.
4. Maintain UNM graduate policies and regulations while recommending to the Faculty Senate Graduate Committee appropriate revisions that improve the quality of graduate education.
5. Keep minutes of meetings and distribute to members, the Dean, and the Chair of the Faculty Committee.
6. [Same as item 6 of Undergraduate Committee]
7. [Same as item 7 of Undergraduate Committee]
8. Review and recommend policies to the Faculty Committee regarding graduate student participation in COE governance.
9. [Same as item 9 of Undergraduate Committee]

10. [Same as item 10 of Undergraduate Committee]

Overhead Funds Allocation Committee

The committee consists of 6 members elected by the COE faculty for 3-year staggered terms and the Dean, who is ex-officio, non-voting. Only one member from any COE program may serve at a given time. The duties of the committee are as follows:

1. Receive and consider suggestions on policy matters related to overhead return funds.
2. Meet at least once each quarter to review expenditures of overhead funds and to recommend to the Dean priorities in spending overhead return funds, consistent with the policy passed by the faculty in 1979.
3. Recommend overhead allocation policy changes to the Faculty Committee.
4. Make an annual report to the faculty regarding the expenditures of overhead return funds.
5. Keep minutes of meetings and distribute to members, the Dean, and the Chair of the Faculty Committee.

PLAN OF ACTION

COLLEGE OF EDUCATION UNIVERSITY OF NEW MEXICO

Presented to the Provost
February, 1995

Revised, September 1994

THE FOUNDATION

The College of Education has a unique opportunity to respond to the challenges facing national and state educators in the 1990s. Schools have traditionally played a major role in the development of citizenship, yet they have always been only one of many institutions endeavoring to teach, shape, protect, encourage, and sustain learners. In recent years, however, the educational enterprise has not only expanded far beyond the boundaries of the school, it has also begun to address the continuing education of all people throughout a lifetime of learning-- from birth to death. Learning across the life span is a communal effort that occurs everywhere, but it must be coordinated and informed by excellent practices and disciplined inquiry in order to maximize resources and capitalize on the best that specialists at all levels have to offer. The nation's future must be founded on high quality education, informed by thoughtful and comprehensive actions.

The College of Education, through this updated Action Plan, will assume a leading role in efforts to improve teaching and enhance learning, developing model programs that are responsive to a multicultural and diverse population, profound and rapid societal changes, and the challenges of global transformation.

The College of Education was targeted for review by the University's Reallocation Plan, which was issued in draft form in August, 1991. The College developed a Design for Planning in the Fall of 1991, which resulted in a Plan of Action. Since the 1991 Plan of Action, the College has continued its restructuring effort. This updated Plan of Action is the result of ongoing discussion and work in the College.

THE FOCUS

The mission of the College of Education is to advance the quality of educational experience for all learners. We strive to create dynamic, model programs of interdisciplinary and multidisciplinary education that exemplify effective practice and scholarly inquiry, recognizing the interactions of theory, research, and reflective practice.

The College engages in the development of educational theory and practice and in scholarship essential to the enhancement of collaborative learning and teaching in a multicultural society. The scholarly work of the College extends to include the community at large through collaboration with schools, families, social services, businesses, public policy makers, and governmental agencies, and is responsive to the evolving needs of these external constituencies.

THE PLAN OF ACTION

The Action Plan of 1995 grows out of the original plan of action written in 1992. That document and process can be found in Appendix B. This updated Action Plan not only responds to the priorities, initiatives, and redesign already set, but also to a number of other documents such as UNM 2000, the Regents' Vision Statement, the College's Conceptual Framework, and the original Plan of Action (see Appendix B). The following outcomes, drawn from these planning documents, set the College's response and priorities in this updated Action Plan. The goals that follow are the processes by which these outcomes will be achieved.

OUTCOMES FOR THE COLLEGE OF EDUCATION

- a sustained focus on *research* by our faculty and students that is relevant to critical issues of education and improves the classroom environment for all students;
- accomplished teaching* in our faculty and students who delve deeply into the intellectual side of teaching and learning;
- programs that admit a *diverse body of students in cohorts* to work with multidisciplinary cohorts of faculty;
- programs of *high standards* at all levels;
- intense *collaboration and cooperation* with the Colleges of Arts and Sciences and Fine Arts, as well as with schools;
- leadership* in educational policy
- response to state and national educational reform efforts, particularly with regard to *professional development and site-based programs*.

to enable the College to

- Transform schools to better prepare students for the future;
- Improve education throughout the state based on the interaction of theory, research, and reflective practice;
- Collaborate and links with schools, communities, the workplace, and national laboratories;
- Engage in communal efforts to support learning across the life span;
- Participate in the professional development of educators throughout the State.

The goals of the Action Plan for the college will be the primary avenue by which these outcomes are realized. This document is intended to be dynamic, self-renewing, and flexible. It will be reviewed annually to determine the progress of the College in the past year and to make any changes in goals, strategies, or outcomes that are deemed necessary to enable the College to meet the needs of its constituent groups. The Action Plan is designed to establish a model college of education.

The Action Plan for the College of Education has a single overall mission, to enhance the College's capacity to prepare individuals in the practice of education and thus to better prepare them to take on the educational challenges of the future. Because these individuals will teach the students and educators of tomorrow, the College has a decisive role to play in improving education throughout the State of New Mexico. In carrying out this mission, the College of Education will provide strong graduate programs, fifth-year teacher preparation programs, and professional development training options, as well as rigorous undergraduate courses of study.

AREAS OF PRIORITY

The Action Plan is deliberately designed to be flexible and evolutionary, permitting faculty and programs to respond to changing student needs and emerging University initiatives, as well as to state and national trends. The priorities of the original Plan of Action can be found in Appendix B. The priority areas are based on the revised Conceptual Framework adopted by the faculty in November of 1994.

- Curricular revision and integration in response to more complex visions of teaching and learning**
- Ongoing integration, collaboration and assessment of program units**
- Collaborations, partnerships, and linkages with schools, communities, and the workplace**
- Recruitment and development of faculty and students to promote diversity and excellence**

GOAL ONE

To study, develop, practice, and disseminate innovative approaches to learning and teaching for a diverse population of learners.

The goal of learning and teaching encourages faculty to conduct research and explore learning and teaching strategies and approaches across a variety of educational settings, including higher education. To facilitate this process, subject matter knowledge must be integrated with the study of the science and art of teaching, and the commitment to curriculum integration and the education of the whole student must be renewed. This will require the restructuring and assessment of programs in the College of Education.

The preparation of professional educators must be based upon knowledge of human growth and development and special needs, classroom experience, and content from the subject matter disciplines. Professional educators additionally will profit from programs that feature collaborations among cohort groups of diverse students, site-based professionals, and university-based faculty, who share their knowledge of subject matter, curricular materials, and instructional strategies. Reflecting on the ethics of teaching, particularly determining the grounds for choosing one content over another for specific students in specific settings, will also figure prominently in these programs. Because schools are such complex institutions, educators have a special responsibility to reach out to the community, to seek site-based counsel, to work closely with a variety of adult professionals, and to be advocates for students and students' issues.

It is imperative for the College of Education to become a center for the understanding and improvement of the practice of education. Effective approaches to learning and teaching must be developed, studied, practiced, and disseminated to others.

Aspirations for Goal One:

An important measure of the long-term achievement of Goal One is the progress made by the faculty in accomplishing the following programmatic and professional aspirations. These aspirations are guided by the Conceptual Framework of the College.

- ◆ Balance maintained between pre-service, graduate, and professional development programs
- ◆ Coherence achieved among programs in the College
- ◆ Explicit connections between theory and practice are built into the curriculum

- ◆ The faculty of the College model effective teaching and learning practices
- ◆ Instruction is based on sound learning principles
- ◆ Cultural diversity integrated into classroom and practicum experiences
- ◆ Intellectually challenging courses and experiences stress critical thinking, problem solving and inquiry skills
- ◆ Technology incorporated into classes
- ◆ Cross-disciplinary connections created through synthesis, interpretation, and reflection
- ◆ Courses in the College address real problems encountered in natural settings outside the university and connect knowledge of facts to a broader understanding of application and synthesis

Strategies to achieve Goal One:

The following strategies have grown out of the original Plan of Action but have been updated to respond to changes in the College since the original plan was written.

- A. Continued evolution of administrative structure to enable faculty and programs to better develop, study, practice, and disseminate innovative approaches to learning and teaching.
- B. Ongoing, systematic assessment and revision of programs to determine their "fit" within the mission of the College and to provide assistance in making necessary changes.
- C. Curriculum revision in accordance with educational reform efforts at the national, professional, state, and local levels.
- D. Partnerships and linkages to collaborate with schools, state agencies, national laboratories, state commissions and committees.
- E. Recruitment of diverse faculty and students to enhance approaches to learning and teaching.

GOAL TWO

To strengthen the research activity in the College of Education and to identify research agendas that contribute to the purpose of the College.

The College of Education must be a center for research and scholarship related to schooling, learning, and teaching. The College must identify new knowledge that focuses on learning and teaching across the life span with special attention given to the learning and teaching of children. The success of a strong educational system is dependent upon the process and products of educational research. Educational research should inform and stimulate systemic change. Fundamental components of this goal include the process of constructing knowledge in the context of practice and research that is interwoven with practice and that grows out of teaching and service. The diversity of New Mexico provides an opportunity to study, implement and assess education for individuals with varied language, ethnic, and cultural backgrounds, as well as a wide range of abilities. Dissemination of research is not enough; attention must be given to the implementation of the research as well. A well focused and conceived educational agenda provides faculty, students, and external constituents an opportunity to for collaboration in solving problems germane to education.

Aspirations for Goal Two:

- ◆ Improved processes for teaching students research skills and for helping them to develop more active and meaningful research agendas
- ◆ Increases in the acquisition of external research funds
- ◆ Increases in dissemination and use of research findings resulting from more productive collaborative efforts
- ◆ Emphasis on recruiting faculty who can contribute to research agenda of the College
- ◆ Recruitment of first-rate graduate students and faculty resulting from College's enhanced research reputation

Strategies to Achieve Goal Two:

- A. Establish interdisciplinary and inter-institutional teams of collaborative researchers. These teams will facilitate faculty mentoring and will cut across program and college lines.

- B. Provide the structure and support to create a facilitating environment within which faculty can conduct research, engage in scholarly inquiry and work creatively.
- C. Allocate resources to create an Office of Research Services, including technological services, and to support faculty travel to regional and national conferences for presentation of juried scholarly papers.
- D. Increase and establish specific standards of achievement in the area of scholarship for the Tenure and Promotion in line with the model proposed by Ernest Boyer in *Scholarship Reconsidered* will be developed.
- E. Enhance and improve the level of research undertaken by graduate students in College of Education.
- F. Place emphasis on systematic research throughout the course of studies, particularly at the doctoral level.
- G. Establish standard procedures and guidelines for comprehensive examinations and graduate student program procedures.
- H. Review and revise procedures and standards for dissertations, including the establishment of criteria for alternative styles of dissertations for professional degrees, appropriate to the field of study
- I. Establish a formal distinction between the Ph.D. and Ed.D. and research requirements for the completion of each
- J. Require a nurturing, but rigorous, inquiry skills core will be required of all doctoral students.

GOAL THREE

To foster and promote collaborative relationships with all constituencies vitally interested in the improvement of teaching and learning and dedicated to meeting the needs of all learners.

Program and curricular development are no longer the private domain of the College of Education. The College must strengthen its efforts to join with schools, communities, State agencies and the private sector to meet the needs of education in New Mexico. Strong affiliations with public school personnel, national laboratories, families, and State government agencies are central to restructuring. The wheel of reform will continue to be

turned by collaborative relationships with all constituencies that have vested interests in the educational process.

Aspirations for Goal Three:

- ◆ Renewed commitment to collaborative teaching, research, and service
- ◆ Greater integration of technology into curricula
- ◆ Implementation of comprehensive interdisciplinary programs
- ◆ Implementation of comprehensive interdisciplinary internships
- ◆ Initiation of home-community-school model
- ◆ Engagement in interagency policy development and decision making and policy-oriented research

Strategies to Achieve Goal Three:

- A. Within the parameters of Goal One, restructure programs to be comprehensive, interdisciplinary and integrated. Such programs will include students and faculty from a variety of programs to work as integrated teams, at school sites, business sites, and ingovernment agencies, to address the comprehensive educational needs of children and adults to include:
 - Revised and new curricula that address the development of critical thinking and solutions to real-world problems
 - Development of innovative and effective uses of technology for education and collaborative endeavors with constituents to implement new technology
 - Development of long-range plans for implementation of activities that foster consideration of the moral purposes of schools
 - Utilization of College-wide faculty expertise to address the societal issues surrounding schools and their impact on learning, e.g., family functioning, wellness and health promotion, at-risk students, adult learning, and technology

- Implementation of programs and research agendas that are consistent with the national and local trends in schooling toward provision of comprehensive services, and integrated training and delivery systems
 - Engagement in public policy educational issues, such as equity and excellence
 - Development of constituency-based advisory committees for ongoing input into curricular and instructional issues
- B. Create partnerships with agencies and individuals, especially policy makers, who are participating in educational reform as well as public policy decisions.

GOAL FOUR

To prepare a greater number of educational personnel from traditionally underrepresented populations.

Diversity is one strength upon which the future of our state and nation is dependent. Educators must develop knowledge, capacities, and dispositions to respond wisely and sensitively to the needs of a diverse population. The youth of this country have traditionally achieved their visions through the power of education. Today, however, that avenue is threatened, unless the educational system finds ways to advance the educational opportunities of students from underrepresented populations. The number of students from underrepresented populations is increasing at a rate faster than the number of persons from underrepresented populations who choose to become teachers. This goal is an attempt to improve education for all by insuring that those who prepare educators closely reflect the multicultural richness and diversity of our society. Responding to this goal, however, will require a coordinated effort from all sectors of education, kindergarten through post-secondary, local school boards to state policy makers.

Aspirations for Goal Four:

- ◆ Prepare prospective educators to teach students who have different learning styles, abilities, and backgrounds
- ◆ Increase the number of minority college students who are qualified to teach, with particular emphasis on mathematics, science and the early education of children
- ◆ Increase the number of licensed bilingual teachers

- ◆ Increase the number of licensed special education teachers
- ◆ Increase the number of minority tenure track professors in the College
- ◆ Incorporate cultural pluralism, diversity, and equity into all college curricula
- ◆ Incorporate technological advances into all college curricula
- ◆ Continue commitment to Holmes Group Scholars
- ◆ Capitalize on the faculty's and students' varied experiences to enrich the curricular content across the college
- ◆ Understand and apply cross-cultural perspectives in a way that displays and fosters professional commitment and ethical responsibility and values the traditions of New Mexico

Strategies to Achieve Goal Four:

- A. Increase the number of minority students in education developing creative recruitment, outreach, and support programs for prospective educators.
- B. Recruit and retain minority faculty in areas of college priority.
- C. Develop career advisement and mentoring programs that do not discriminate against any student, both in the college and in cooperation with secondary schools.
- D. Establish systems of entry that do not discriminate on the basis of language, race, gender, or ethnicity and that acknowledge the significance of diversity in the educational setting.
- E. Work with the university to establish scholarship opportunities for qualified minority students who wish to become teachers.
- F. Work with the university to address policy issues regarding student loan incentives for minority educators who serve minority children.
- G. Implement the Holmes Group Scholar Program for minority doctoral candidates
- H. Work with the Hemispheric Initiative to explore opportunities for students to study abroad.

- I. Work with the State Board of Education to design and implement alternative paths into teaching from other professions.
- J. Design research that infuses multicultural and bilingual aspects of education into learning, teaching, and technology
- K. Integrate concepts of cultural pluralism, diversity, and equity into College curricula including experiences in pre-entry curricula

GOAL FIVE

To create and sustain helpful attitudes and structures to enhance the professional environment of the College of Education.

This goal addresses the issues of the professional environment in which our faculty and staff work and in which our students are prepared. We seek to create an educational environment that promotes justifiable pride and self-esteem among our faculty, staff, and students. We seek to create an environment that fosters intellectual curiosity and encourages the continuing educational development of our faculty and staff and challenges students to pursue life-long learning. We seek to create an environment that respects and adapts to individual, linguistic, and cultural differences and maintains our professional commitment to the educational community and its leaders. We seek to create an educational environment that is progressive, creative, dynamic, and challenging through our programs, our services, and our commitment to serve the State of New Mexico. The College of Education aims to create an ongoing dialogue around professional issues with faculty, students, and staff and to improve communication at all levels.

Aspirations for Goal Five

- ◆ Ongoing and evolving restructuring of the College of Education
- ◆ Reasonable student satisfaction with the admissions and advisement process
- ◆ Ongoing, systematic professional activities for faculty and staff to meet their professional needs and to further the goals of the College
- ◆ Intellectual vibrancy and eagerness to learn will be cornerstones of the College atmosphere.

- ◆ Technology widely used by faculty, staff, students and administrators to assist their professional development and to promote communication with all educators in the state.
- ◆ More equitable faculty workload will result from a revised funding formula that reflects the clinical nature of programs in the College
- ◆ A new building for all programs, faculty, and staff of the College
- ◆ A reduction in the administrative and committee burden for faculty
- ◆ Advocacy for the profession of education by students, faculty and staff.

Strategies to Achieve Goal Five:

- A. Create a system for faculty development and renewal that provides ongoing professional development and advocacy for faculty with the College and University administration and seeks to improve communication between faculty and among programs of the College. A particular focus of faculty development will be on mentoring to improve research and nurture and sustain new faculty members.
- B. Encourage joint appointments across units in the college and foster active participation with public schools and other outside agencies.
- C. Modify the process of tenure and promotion to reflect the changes in program structure and priorities.
- D. Provide advisement to students interested in education at the time they declare an intent to become an educator.
- E. Encourage team teaching across and within programs and cooperative learning among students
- F. Reduce the layers of bureaucracy with which faculty must grapple. Strategies include centralized scheduling of courses and centralized admissions for undergraduates.
- G. Improve communication with the staff of the College and provide ongoing professional development for staff.
- H. Improve communication with students of the College

- I. Create a centralized system to communicate with external constituencies and to inform faculty and staff of ongoing opportunities and developments.
- J. Work with the University administration and the Faculty Senate, when appropriate, to facilitate restructuring of the College.
- K. Work with the University administration to improve the funding formula for the College and to enhance the funding profile of the College. Such enhanced funding would enable the College to secure a new office/classroom/laboratory building, upgrade technology, and attend to other needs which are vital to the success of restructuring.
- L. Reduce the committee structures and administrative activities of faculty to permit more focus on instruction, research, and faculty governance.
- M. Work with the State Board of Education to insure that program initiatives in teacher education comply with licensure requirements or that waivers are granted.