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 Llull
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 Llull
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
Agenda-May 9, 1995
Page 2

10. Approval of Degree Candidates for Spring Session 1995

pp 32-35

11. Items from Research Policy Committee presented by Ed Walters, Chair
   - Vote on Three New Centers

pp 36-41

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 Lear (Nursing), Harry Liull (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 Trewhitt (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 Llull 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 Management

Comments from Senate President Harry Lull.
President Lull 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 Lull announced election results for 1995-96 Faculty Senate. Elected by acclamation were President, Harry Lull (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 Lull 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 Lull 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 Lull for completing Bel Campbell’s term as senate president at mid-year. Provost Coleman commented she has enjoyed working with President Lull, 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 Llull 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 Kaufman, Chair.**

David Kaufman 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 Kaufman 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 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 Llull. President Llull 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
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 4/4/94

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

Assoc. Director for Instruction

UNM-Taos
(Div. Dir. Prog.)

CIP CODE
24.01

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

<table>
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<th>Revision of existing major</th>
<th>Revision of existing minor</th>
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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

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 X No_____

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________ Date: ________________________________

FS Undergraduate Ac. Affairs________ Date: ________________________________

FS Graduate Committee________ Date: ________________________________

Office of Graduate Studies________ Date: ________________________________

FS Curricula Committee________ Date: ________________________________

Assoc. VP of Academic Affairs________ Date: ________________________________

Faculty Senate________ Date: ________________________________
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.
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

Writing and Communications Skills:
Engl 101* 3
Engl 102 3
One course in Communications & Journalism 3

*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

Mathematics and Natural Sciences:
TWO courses in mathematics, Math 121 or above
TWO courses from the following area(at least ONE with lab):
Biology
Chemistry
Computer Science
Geology
Physics
Astronomy

Credits

3
3
4
15
6
13
Social Sciences:
THREE courses from the following areas:
   Anthropology
   Economics
   Geography
   Political Science
   Psychology
   Sociology

Foreign Language:
Four semesters of a language (not English)

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
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 4, 1994

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

Major Change - Mark appropriate category

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<th>Major</th>
<th>Minor</th>
<th>Concentration</th>
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Revision of existing degree
Revision of existing major
Revision of existing minor

Deletion

See attached

This program is or would be located in current catalog page

I. Major Change - Mark appropriate category

Degree
Major
Minor
Concentration

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.

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

Reasons for Request: (attach statement)
Effective Date of Proposed Change: Fall 1994

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: 4/14/94
CIRT ________________________________ Date: 4/14/94
College Curricula Committee ________________________________ Date: 1/20/94
(If necessary)
College of School Faculty ________________________________ Date: 1/20/94
College or School Dean ________________________________ Date: 1/20/94
FS Undergraduate Academic Affairs ________________________________ Date: 4/14/94
and/or
FS Graduate Committee ________________________________ Date: 1/20/94
Office of Graduate Studies ________________________________ Date: 4/14/94
FS Curricula Committee ________________________________ Date: 4/14/94
Assoc. VP of Academic Affairs ________________________________ Date: 1/20/94
Faculty Senate ________________________________ Date: 1/20/94
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.
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.

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<tr>
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<tr>
<td>English 102</td>
<td>3</td>
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<td>Soc 200 level OR Psych 200 level*</td>
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<td>Humanities Elective</td>
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*Soc and Psych courses cannot be combined--your 200 level course must be in the same field as your 100 level course

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Total Semester Credits Required 62
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 4/4/94

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

Director for Instruction
(Title, position)

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

CIP CODE
44.0

This form is for
Human Services

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

I. Major Change-Mark appropriate category

Degree
New
Revision of existing degree
Deletion

Major
New
Revision of existing major
Deletion

Minor
New
Revision of existing minor
Deletion

Concentration
New
Revision of
Deletion

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.

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1994

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

Signature:

Department Chair

Approvals:

Dean of Library Services
Date: 4/14/94

CIRT
Date: 4/14/94

College Curricula Committee
Date: 4/14/94

(If necessary)

College of School Faculty
Date: 4/14/94

College or School Dean
Date: 4/14/94

FS Undergraduate Ac. Affairs
Date: 9/16/94

and/or

FS Graduate Committee
Date: 4/20/95

Office of Graduate Studies
Date: 4/20/95

FS Curricula Committee
Date: 4/20/95

Assoc. VP of Academic Affairs
Date: 4/20/95

Faculty Senate
Date: 4/20/95
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.
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 2
- *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 4
- HS 251 Advanced Clinical Experience I 3
- Arts and Humanities Elective 16

**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 3
- Arts and Humanities Elective 16

**Fourth Semester**
- HS 202 Contemporary Issues in Mental Health 3
- Fine Arts Elective 3
- Math or Lab Science Elective 3
- Humanities or Social Science Elective 4
- HS 252 Advanced Clinical Experience II 16-17

**Total Semester Credits Required** 64-65
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 4/4/94

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

Assoc. Director for Instruction
(Title, position)

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

CIP CODE
05.01

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

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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.

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1994

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
CIFT
College Curricula Committee
(If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Ac. Affairs

and/or
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc, VP of Academic Affairs
Faculty Senate
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.
Dear Connie:

Mar. 17, 1994

Constance Higdon
Taos Education Center
115 Civic Plaza Drive
University of New Mexico
Taos, NM 87571
FAX: 757-6824

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
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* (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

**Arts and Humanities**
- THREE courses from THREE of the following areas:
  - Literature
  - History
  - American Studies
  - Philosophy and Religious Studies
- TWO courses from TWO of the following areas:
  - Art History
  - Music Theory, Appreciation or History
  - Theater History, Theory
  - Film Appreciation, Theory or History

**Mathematics and Natural Sciences**
- 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
  - Astronomy

Credits

<table>
<thead>
<tr>
<th>General Courses</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>Communications and Writing</td>
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</tr>
<tr>
<td>Arts and Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics and Natural Sciences</td>
<td>7</td>
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</tbody>
</table>
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 8, 1994

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

Director for Instruction
(Title, position)

CIP CODE
44.0

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

UNIT PREPARES IN QUADRUPLE
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 Curriculum Committee
9. VP of Academic Affairs
10. Faculty Senate

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

<table>
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<tr>
<th>Major</th>
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<th>Revision of existing degree</th>
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</tr>
<tr>
<td>Concentration</td>
<td>New</td>
<td>Revision of existing minor</td>
<td>Deletion</td>
</tr>
</tbody>
</table>

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

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
CIRT
College Curriculum Committee
(If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Ac. Affairs
and/or
FS Graduate Committee
Office of Graduate Studies
FS Curriculum Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 4/12/94
Date: 9/18/94
Date: 4/20/94
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.
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**

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>HS 101</td>
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<tr>
<td>HS 102</td>
<td>Principles of Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>HS 105</td>
<td>Group Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>HS 109</td>
<td>Techniques of Assessment and Intervention</td>
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<tr>
<td>HS 250</td>
<td>Clinical Experience in Human Services</td>
<td>4</td>
</tr>
<tr>
<td>Engl 101</td>
<td>Composition</td>
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</tr>
<tr>
<td>Soc 101</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 105</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 136</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective**

ONE of the following courses:

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

**Total Semester Credits Required**

32
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

DATE: November 2, 1994

Altha M. Crouch, Ed.D.
Associate Professor, HPPELP
Coordinator, Health Education

UNIT PREPARES IN QUADRUPPLICATE
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 Associate of Science Degree

This program is or would be located in current catalog page

I. Major Change – Mark appropriate category

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>Concentration</td>
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</tr>
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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college).
Attachment 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

Budgetary and Faculty Load Implications: (attach statements)

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

If yes, have you resolved these issues with department involved? ☐ Yes ☐ No ☑

Signature: ____________________________

Approvals:
Dean of Library Services
CIRT
College Curriculum Committee
College of School Faculty
FS Undergraduate Ac. Affairs

Date: 11/2/94
Date: 11/2/94
Date: 11/2/94
Date: 11/2/94
Date: 11/2/94
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Date: 11/2/94

FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 11/2/94
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Date: 11/2/94
Date: 11/2/94
Date: 11/2/94
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Date: 11/2/94
Date: 11/2/94

ENTRANCE-MAINFRAME
For Scheduling Office Use Only

[Signature]

[Title]
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 (3)
HED 209 Education for Aids Prevention (1)
HED 247 Consumer Health (1)
HED 292 Health Issues (1-3 Workshops) (5)

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
Dear Dr. Crouch:

February 24, 1995

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. 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
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. R. Kassich
(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

This program is or would be located in current catalog page

1145

I. Major Change-Mark appropriate category

Degree

Major

Minor

Concentration

New

Revision of existing degree

Revision of existing major

Revision of existing minor

Revision of

Deletion

Deletion

Deletion

Deletion

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, 536, ME 562, C&J 593, others as approved by advisor

II. Minor Change-

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

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 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

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

Signature: S. Kassich

Department Chair

Approvals:

Dean of Library Services

CIRT

College Curricula Committee

(If necessary)

College of School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

and/or

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

UNIT PREPARES IN QUADRUPLICATE

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5. College or School Dean
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7. Office of Graduate Studies (For grad. level changes)
8. FS Curricula Committee
9. VP of Academic Affairs
10. Faculty Senate
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.
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.
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 Oxyx 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 Latze, from Karlsruhe, Germany, was elected 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 Lugaro Industries.

Product Commercialization: The development and promotion of new assistive and training technologies is integral to the Institute's 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 Engineering, RIATT is currently collaborating with the College of Education, Sandia National Laboratories and Lugaro Industries Incorporated. Current plans include grants and projects with the Medical School, these 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.
PROPOSED REVISION OF ACADEMIC REGULATIONS

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 taken at an accredited institution), UNM non-degree credit (Graduate-level coursework taken in non-degree status at UNM), 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., Ed.D., and 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 degree), 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).

Approved by the Senate Graduate Committee April 21, 1994.
The student must also provide a letter
serving eligibility from the student’s under-
graduate advancement office. The form must
be signed by the instructor, and the instructor fol-
lows the same steps as listed above for Non-
Degree students. The student will not be al-
lowed to enroll in more than nine graduate
credit hours. The courses taken will apply to
an advanced degree after completion of the last
includes the degree. The same course
cannot count for both graduate and under-
graduate 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 up-
gradations will be allowed after these deadlines.

Graduate credit status depends on the time of the
course dates shown in the course schedule through
eight weeks 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.

UNDERGRADUATE CREDIT IN
8-WEK COURSES

Although courses numbered above 100 are
open only to graduate students, senior students
with credit hours of 3.0 or higher may receive under-
graduate credit in such courses. They must
obtain approval in advance from the instructor
concerned, the chair of the department and the
dean of the college. Undergraduates may not
receive in graduation problems for undergraduate
credit.

UNOFFICIAL DEGREE AND
UNMAJOR 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 Letter
Permittee. Record and may appear on the registra-
ion of Advancement to Candidacy. The credit points earned are not calculated in one's GPA (see also “Standards of GPA”.)

Upon admission to The Office of Graduate
Students must complete an application for Advancement to
Candidacy for an appropriate degree or Certificate program. The student may include for graduate credit up to four hours of credit earned in non-degree status commencing
two semesters prior to the semester of admission. This
is subject to the following 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 status. The student cannot combine
the two policies. As of the 12th hour of credit
earned in extension courses, student of UNM
only, provided that the criteria listed below are
met. However, no case may be accepted in
the combination of the two policies above except for more than 70% of the minimum requirements of
graduate degree or completion of de-


cree or Certificate program. The re-


on the courses are that

theory of these courses are that

conceived recommended for inclusion in
the program of study, had received a graduate
approval.

The student earned a grade of B (3.0) or better
in the courses; the student received permission to take

non-degree courses for graduate credit a


4. The courses are recommended and ap-

proved by the student's advisor, depart-

ment, and, where applicable, the com-

mittee of student committee.

5. The courses were taught by a faculty

member duly approved for the same

assignment.

6. This policy is subject to any regulations on
courses taken in non-degree status or on ex-
tension courses that have been established by
the various departments or colleges.

TRANSFER OF NON-DEGREE CREDIT

A student may transfer graduate credit up to
12 semester hours earned in non-degree status at
an accredited institution provided that the credit
was earned toward 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 number of non-degree credit from all
sources is 12 semester hours.

TRANSFER OF LAW CREDIT

A student enrolled in a law course toward
credit toward graduate degree course
requirements only with the approval of the law
professor or committee on students, the
chairperson of the department, and the Dean of
Graduate Studies. Such hours may not also be
required for requirements for the I.D. degree.

Maximum of 12 hours of credit may be
credited toward graduate degree course
requirements only with the approval of the law
professor or committee on students, the
chairperson of the department, and the Dean of
Graduate Studies. Such hours may not also be
required for requirements for the I.D. degree.

CONCENTRATED COURSES AND
WORKSHOPS

Graduate credit earned in concentrated
courses and workshops that have been ap-
proved for credit may not exceed one
day of credit per week of instruc-
tion, contact hours, two hours of credit re-
duced per week. Contact hours allocated to
instructional activity appropriately
distributed over no less than 12 days.

300-LEVEL COURSES

COURSES AND WORKSHOPS

Graduate credit earned in concentrated
courses and workshops that have been ap-
proved for credit may not exceed one
day of credit per week of instruc-
tion, contact hours, two hours of credit re-
duced per week. Contact hours allocated to
instructional activity appropriately
distributed over no less than 12 days.

CORRESPONDENCE COURSES

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
course degree at this University, except that
course work done for the master's degree or
work may be counted toward the doctoral de-


cree of the student's Committee on Students. Special

ions to this rule occur for dual graduate
diplomas. See also individual
dual-degree programs. See also individual

PREREQUISITES

The minimum undergraduate prerequisite is 12 semester hours of advanced work (000-level

fields. Prerequisites vary based on the requirements.

American Studies (I, II, M.A.)

Anthropology (I, II, M.A., M.S.)

Architecture (I, II, M. Arch.)

Art History (I, M.A.)

Art (II, III, M.A.)

Biological Sciences (I, II, M.S.)

Chemistry (I, II, III, M.S.)

Communication (I, II, III, M.A.)

Comparative Disciplines (III, II, M.S.)

Community and Regional Planning (II, III, M.C.R.P.)

Comparative Literature (I, M.A.)

Earth and Planetary Sciences (I, II, M.S.)

Economics (I, II, M.A.)

Education (I, II, III, M.A.)

Adult II, M.A.)

Counseling Teach. (I, II, M.A.)

Education (Foundation) (II, M.A.)

Elementary (I, II, M.A.)

Family Studies (M.A.)

Geography (I, II, M.S.)

Health (I, II, M.S.)

History (I, II, M.S.)

Physical Education (I, II, M.A.)

Secondary (I, II, M.A.)

Special (I, II, M.A.)

Training & Learning Technologies (I, II, M.A.)

Engineering: Chemical (II, M.S.)

Civil (II, M.S.)

Computer Science (II, M.S.)

Electrical and Computer (II, M.S.)

Engineering (III, M.E.P.)

Mechanical (II, M.S.)

Nuclear (II, III, M.S.)

English (I, II, M.A.)

European (I, II, M.A.)

German Studies (I, II, M.A.)

History (II, M.A.)

Linguistics (II, M.A.)

Latin American Studies (II, M.A.)

Management (II, M.B.A., E.M.B.A.)

Mathematics (II, M.S.)

Music (I, II, M.M., M.A.)

Nursing (II, M.S.)

Pharmacological Sciences (I, II, M.S.)

Hospital Pharmacy (I, II, M.S.)

Pharmacy Administration (II, M.S.)

Radiopharmacy (II, III, M.S.)

Speech (II, M.S.)

Philosophy (II, M.A.)

Physics (II, III, M.S.)

Political Science (II, M.S.)

Portuguese (II, M.A.)

Psychology (I, II, M.S.)

Public Administration (I, II, M. M. of P.A.)

Sociology (I, M.A.)

Spanish (I, II, M.A.)

Theatre and Dance (II, M.A.)

Water Resources Administration (II, M.A.)

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

PREREQUISITES

The minimum undergraduate prerequisite is 12 semester hours of advanced work (000-level

field. Prerequisites vary based on the requirements.

American Studies (I, II, M.A.)

Anthropology (I, II, M.A., M.S.)

Architecture (II, M. Arch.)

Art History (M.A.)

Art (II, III, M.A.)

Biological Sciences (I, II, M.S.)

Chemistry (I, II, III, M.S.)

Communication (I, II, III, M.A.)

Comparative Disciplines (III, II, M.S.)

Community and Regional Planning (II, III, M.C.R.P.)

Comparative Literature (I, M.A.)

Earth and Planetary Sciences (I, II, M.S.)

Economics (I, II, M.A.)

Education (I, II, III, M.A.)

Adult II, M.A.)

Counseling Teach. (I, II, M.A.)

Education (Foundation) (II, M.A.)

Elementary (I, II, M.A.)

Family Studies (M.A.)

Geography (I, II, M.S.)

Health (I, II, M.S.)

History (I, II, M.S.)

Physical Education (I, II, M.A.)

Secondary (I, II, M.A.)

Special (I, II, M.A.)

Training & Learning Technologies (I, II, M.A.)

Engineering: Chemical (II, M.S.)

Civil (II, M.S.)

Computer Science (II, M.S.)

Electrical and Computer (II, M.S.)

Engineering (III, M.E.P.)

Mechanical (II, M.S.)

Nuclear (II, III, M.S.)

English (I, II, M.A.)

European (I, II, M.A.)

German Studies (I, II, M.A.)

History (II, M.A.)

Linguistics (II, M.A.)

Latin American Studies (II, M.A.)

Management (II, M.B.A., E.M.B.A.)

Mathematics (II, M.S.)

Music (I, II, M.M., M.A.)

Nursing (II, M.S.)

Pharmacological Sciences (I, II, M.S.)

Hospital Pharmacy (I, II, M.S.)

Pharmacy Administration (II, M.S.)

Radiopharmacy (II, III, M.S.)

Speech (II, M.S.)

Philosophy (II, M.A.)

Physics (II, III, M.S.)

Political Science (II, M.S.)

Portuguese (II, M.A.)

Psychology (I, II, M.S.)

Public Administration (I, II, M. M. of P.A.)

Sociology (I, M.A.)

Spanish (I, II, M.A.)

Theatre and Dance (II, M.A.)

Water Resources Administration (II, M.A.)

For Master of Fine Arts degree, see p. 25.
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.
24 MASTER'S DEGREES

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 requirements, etc.) assigned for and be admitted to candidacy.
3. Pass the Major's Examination.
4. Present a thesis acceptable to the graduate unit and the Graduate Dean, as outlined in the graduate unit 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 at the time of registration. 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 semester hours.
2. A minimum of 6 hours of 500-level courses.
3. A minimum of 6 hours of courses in residence at the University.
4. A minimum of 6 hours of thesis (995) credit.
5. A maximum of 6 hours of problems courses.
6. A minimum of 24 semester hours.
7. A minimum of 12 hours of 500-level courses.
8. A maximum of 36 semester hours.
9. At least 26 hours completed in residence at the University.
10. A maximum of 12 hours in programs outside and 8 hours of workshops credits.
11. A minimum of 18 hours in the major and 12 hours in the minor.

Plan II

1. A minimum of 32 months of course work.
2. A maximum of 12 months of 500-level courses.
3. A maximum of 12 months in residence.
4. A maximum of 24 months of 995 (thesis) credit.

In either Plan I or Plan II, the student and the major department may design a program of study in which all work is done in the major graduate unit, in the major graduate unit and a minor graduate unit, 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.

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 Plan 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.

Limitations: The thesis is not always automatic. Graduate credit may be transferred only from a properly accredited graduate school, with the credit earned to be accepted as graduate credit at this university only if the graduate school certifies that graduate credit at that institution has been approved by the Graduate Studies Committee in the student's major field. Each transferred course is limited to 12 hours, and the total of dual, joint and three-thesis credit hours involving a collaboration between UH and outside universities is limited to 12 hours. The Dean of Graduate Studies, the Dean of School and Program Administration, Business Administration, Agricultural Economics, and Agri-Business, students may transfer up to 20% of the credits required for the degree with the approval of the respective administrative officer.

4. A student may include a maximum of 12 hours of credits earned in graduate courses while in non-degree status and up to 12 hours of credit earned in graduate level extension courses offered at UH only, provided the criteria stated in the second paragraph of this Bulletin are met. (See Non-Degree and Extension Credit, p. 25.) 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.

5. At least half of the minimum required hours of extension courses, Thesis, or other than a single comprehensive examination.

6. All work offered toward degree requirements must fall within a five-year period.

7. 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 graduate department in the student's Master's Examination Committee, unless otherwise 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 after the student has completed 12 hours of graduate work in residence at the University or six (6) letter units or 9 credit units of study at the University. The student expects to complete degree requirements.

Application blanks may be obtained at the Graduate Office. The completed forms must be submitted to the Dean of Graduate Studies. A candidate shall be signed in consultation with the major advisor, both the student 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 if (1) all undergraduate prerequisites have been satisfied, (2) at least 12 hours of graduate credit have been completed with a 3.0 average minimum C.P.A. of 3.0 or better, and (3) the foreign language requirement has been completed. (The foreign language requirement applies to students in All History, Biology, Comparative Literature, English, Geography, History, Latin American Studies, Hebrews and Classical Languages, and Philosophy.)

NOTIFICATION OF INTENTION TO GRADUATE

By September 22, February 16, or June 15, respectively, the student should submit the master's graduate unit and the Office of Graduate Studies in writing, at the option to complete all degree requirements during that semester. Degrees are awarded three times during the year. Commencements 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 UH faculty with regular faculty approval. All members must be approved to 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 completed the examination by the last day of classes of the semester in which the student anticipates being able to meet this deadline. It must be given by the student's 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 1, 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 once.
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.

Approved by the Senate Graduate Committee March 2, 1995.
DOCTORAL DEGREES

The doctoral degree is the highest degree offered by the University. It is awarded to those who have demonstrated high levels of scholarship and research ability. The degree is conferred upon candidates who have completed the requirements for the degree, including the dissertation. The dissertation is a scholarly examination of a specialized subject, and it is the culmination of the candidate's academic work.

The dissertation is usually completed under the guidance of a committee of faculty members, known as the dissertation committee. The dissertation committee typically consists of three members, including the dissertation advisor, who is usually a full-time professor in the candidate's field of study.

The dissertation must be a substantial and original contribution to the field of study, and it must be submitted to the Graduate School for consideration. The dissertation is typically reviewed by a committee of faculty members, and it must be approved before the candidate can graduate.

The dissertation may be submitted in either a written or electronic format, and it must comply with the University's formatting and submission guidelines. The dissertation must be original work, and it must not have been previously published or submitted for another degree.

The candidate must also complete a comprehensive examination, which is a test of the candidate's knowledge and understanding of the field of study. The examination is usually administered by the candidate's dissertation committee and may be either written or oral.

The comprehensive examination must be completed within a specified time limit, and it must be passed with a satisfactory grade. Failure to pass the examination may result in the candidate's withdrawal from the program.

CANDIDACY

Admission to candidacy is a significant milestone in the candidate's doctoral journey. It signifies that the candidate has met the minimum requirements for advanced study and is ready to pursue the dissertation project.

To be admitted to candidacy, the candidate must have completed the core courses and passed the comprehensive examination. The candidate must also have received approval from the dissertation committee to begin the dissertation research.

The candidature process varies depending on the program and the University. Generally, the candidate must submit an application to the Graduate School and meet with the dissertation committee to discuss the dissertation proposal.

The dissertation proposal is a detailed plan for the dissertation research, including the research design, methodology, and expected outcomes. The dissertation proposal must be approved by the dissertation committee before the candidate can proceed with the dissertation research.

The candidate is expected to complete the dissertation within a specified time limit, and it must be approved by the dissertation committee before it can be submitted to the University for publication.

FOREIGN LANGUAGE OR ALTERNATIVE REQUIREMENT

While there is no University-wide foreign language requirement, most graduate units require a demonstration of competence in a foreign language or an alternative skill. The University recognizes that this requirement may be fulfilled in a variety of ways, including the completion of advanced coursework, the submission of a research paper, or the successful completion of a foreign language examination.

For more information on the foreign language requirement, please consult the Application and Counseling Services Office.
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)
NEW MEMBERS ON STANDING COMMITTEES 1995-96

ADMISSIONS & REGISTRATION
TERM ENDS
Charlie Steen (History) 1997
Russ Rovens (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
Jean Bybee (Linguistics) 1998
Raymond Hamond (Pharmacy) 1998
Mary Margaret Smith (Edoc) 1998

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

CAMPUS PLANNING
Rae Davidson (Gen Lib) 1997
Christopher Mead (Art & Art History) 1997
Gil Markok (LAI) 1997

COMMUNITY EDUCATION
William Bramble (Media
& Tech Services) 1997
Andrew Burgess (Phil) 1997
David Dunlap (Physics) 1997
Janet Poole (Orthopaedics) 1996
Elizabeth Sauvendra (Edoc) 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 (Pay) 1997
Christee King (Mod Lib) 1997
Eric Mittal (Chem Nuclear Eng) 1997
Patrick Scott (Edoc) 1997

CURRICULA
Robert Dinegar (Los Alamos) 1997
Raymond Hamond (Pharmacy) 1997
Elizabeth Keefe (Edoc) 1997
Richard Melzer (Valencia) 1997
James Porter (ASW) 1997

FACULTY ETHICS & ADVISORY
Susan Cameron (Edoc) 1997
Elizabeth Kostas (Dental Hygiene) 1997
Jennifer Predock-Linell (Theatre & Dance) 1997
James Thornton (English) 1997

FACULTY & STAFF BENEFITS
Gloria Birkholz (Nurs) 1997
James Basill (ASW) 1996
Marc Ingham (Mech Engr) 1996
Byron Lindsey (For Lang & Lit) 1996
H.L. Ross (Sociology) 1997
Karl Scheerin (Arthro) 1996
Beulah Woodfin (Biochem) 1996

GENERAL HONORS
Patrick McLamara (Soc) 1998
James Porter (ASW) 1998

HONORARY DEGREE
Charles Biebel (Amer St) 1997
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 Merkx (Sociology), Pauline Turner (Education) and Terry Yates (Biology).
AGENDA OF THE MEETING OF
THE REGENTS OF THE UNIVERSITY OF NEW MEXICO

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

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

2. Approval of Candidates for Degrees - Spring, 1995

B. Finance and Facilities Committee

1. Approval of Disposal of Surplus Property

2. Denial of Request for Discretionary Appeal to Board of Regents (staff member)

VI. Discussion Items for Action

A. Academic/Student Affairs Committee

1. Sanction Enhancement Policy

2. Request for Discretionary Appeal to Board of Regents (faculty member)

B. Finance and Facilities Committee

1. Revisions to 1994-95 Operating Budget Plans

2. Resolution on Labor Management Relations

C. Health Sciences Committee

1. Carrie Tingley Hospital Advisory Group Member Appointment

VII. Information Items

A. Academic/Student Affairs Committee

1. Faculty Contracts, Resignations, Retirements, and Leaves

B. Health Sciences Committee

1. First and Second Quarterly Reports on Clinical Activities for Fiscal Year Ending June 30, 1995
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 GATA 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 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.
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 inservice programs for faculty and staff, as appropriate.

7. Assist the college in recruiting students, faculty, and staff from underrepresented 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.

Outcomes 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
College of Education  
Plan of Action  
February, 1995

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
College of Education

Plan of Action

February, 1995

- 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 ensuring 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.