12-12-1995

Faculty Senate Meeting Minutes, 12/12/1995, vol 20, p 189-252

UNM Faculty Senate

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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES
1995-96
VOLUME 20
# UNIVERSITY OF NEW MEXICO

## FACULTY SENATE

### MEETING AGENDA

December 12, 1995
3:30 p.m.
Kiva

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| pp 9-12 | • minor program revision-Human Evolutionary Ecology Concentration (Anthropology) | Tabled |
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| pp 17-18 | • minor program revision-School Health Education (Health Education) | New |
| pp 19-20 | • minor program revision-Community Health Education Track (Health Education) | New |
| pp 21-26 | • new degree-Early Childhood Multicultural Education (Education/Psychology-Gallup Branch) | New |
| pp 27-28 | • new certificate-Early Childhood Multicultural Education (Education/Psychology-Gallup Branch) | New |
| pp 29-34 | • revision of existing degree-A.S. in Criminal Justice (Professional Studies-Valencia Branch) | New |

11. New Business

12. Adjournment
The Faculty Senate meeting was called to order at 3:40 p.m. on December 12, 1995, President Harry Llull presided. The meeting was held in the Kiva.

Senators present: Alok Bohara (Economics), James Boone (Anthropology), Beverly Burris (Sociology), Anthony Cardenas (Spanish & Portuguese), Tom DeCoster (Orthopaedics), Charles Fleddermann (Electrical & Computer Engineering), Patrick Gallacher (English), Deborah Graham (Health Sciences Library), Blaine Hart (Radiology), Andrew His (Pediatrics), Roy Johnson (Civil Engineering), William Johnson (Biology), Peggy Kelley (Surgery), Craig Kelsey (Education), Tom Kyner (Mathematics & Statistics), Harry Llull (General Library), George Loger (Computer Science), Deborah McFarlane (Public Administration), Richard Meizer (Valencia), Christine Nath (Dental Hygiene), Donald Neaman (Electrical & Computer Engineering), Elizabeth Nielsen (Education), Stephen Preskill (Education), Kim Sorvig (Architecture & Planning), Maurice Wildin (Mechanical Engineering), Beulah Woodfin (Biochemistry), Nancy Ziegler (Gallup)

Senators absent: Steven Block (Music), Judith Brillman (Emergency Medicine), Jane Bruker (Gallup), Monica Cyrino (Foreign Languages & Literatures), Victor Delcos (Education), Ernest Dole (Pharmacy), Larry Lavender (Theatre & Dance), Kees Onneweer (Mathematics & Statistics), Gloria Sarto (Obstetrics & Gynecology), Fred Schueler (Philosophy), Sandra Schwanberg (Nursing), Avarham Shama (Anderson Schools of Management), Scott Taylor (Law, Henry Trehwitt (Communication & Journalism), Gerald Weiss (Physiology)

Excused absences: John Geissman (Earth & Planetary Sciences), William Kane (Education), Peter Pabisch (Foreign Languages & Literatures), Ed Reyes (Pharmacology), Howard Schreyer (Mechanical Engineering)

President Llull began the meeting by formally announcing the selection of William C. Gordon, Dean, College of Arts and Sciences, as Provost effective January 1, 1996.

1. APPROVAL OF AGENDA

The agenda was approved after adding item #5b. Issues from the Teaching Enhancement Committee Regarding Post-Tenure Review.

President Llull clarified agenda item #8 was to elect a Senate Vice President to fill the vacancy created by the resignation of Maurice “Bud” Wildin.

2. APPROVAL OF SUMMARIZED MINUTES (NOVEMBER 7, 1995)

The summarized minutes of November 7, 1995 were approved with the following changes:
3. MEMORIAL MINUTE FOR JOHN N. DURRIE, UNIVERSITY SECRETARY EMERITUS PRESENTED BY ANNE J. BROWN, UNIVERSITY SECRETARY EMERITA

The Memorial Minute for John Nicoll Durrie, University Secretary Emeritus, was read by Anne J. Brown, University Secretary Emerita. The minute was adopted by rising vote. Mrs. Brown asked that copies be sent to John Durrie's wife, Hope, his daughter, Patty, and his son, Nick.

MEMORIAL MINUTE FOR JOHN NICOLL DURRIE

John Nicoll Durrie, University Secretary Emeritus, died November 28, 1995. A graduate of Princeton University, he began his 28-year career at UNM in 1949 as Editor of Publications and Administrative Assistant to President Tom Popejoy. As was typical of John, he immediately began assuming additional responsibilities. President Popejoy, recognizing that he was carrying out duties far beyond the scope of an administrative assistant, asked John what title would be suitable for his position. Since, before serving in the U.S. Navy in World War II, he had been Assistant Secretary of the University at Princeton, John chose the title "Secretary of the University." He served in that capacity from 1951 until his retirement in 1977.

John's name was often mispronounced. When this happened he would say, "that's Durrie rhymes with hurry." The word hurry is most descriptive when applied to John. He never slowed down. His was a familiar figure briskly walking from his home on Richmond Drive to his office in Scholes Hall. If the weather was stormy, he drove his bright yellow Volkswagen, another well-known sight on campus.

John was a list maker and these lists assured smooth and efficient operations of the Secretary's Office. The list of duties to be accomplished for a commencement ceremony was ten pages long. The final item on the List of Last-Minute Duties stated, "Remember to take my marshal's hat to the gym." You can bet he never forgot that hat.

The list of John's duties as University Secretary is incredible. He was Secretary of the University, Secretary of the Faculty and the Faculty Senate; Secretary to the Board of Regents; University Archivist; University Protocol Officer; and member of numerous university committees including the President's Advisory Council and University Press Committee. He was responsible for the planning and execution of all commencement exercises and other academic ceremonies. He compiled the first Faculty Handbooks, and was responsible for collecting data, preparing, and distributing the Faculty-Staff Directory. In collaboration with Provost Emeritus Chester Travelstead, he compiled the
first Regents' Policy Manual. After his retirement he organized and arranged thrice-yearly meetings of UNM Emeriti. This is only a brief overview of his responsibilities.

In 1982 to honor John for his service to the University, the Board of Regents awarded him the Regents' Recognition Medal.

When he retired in 1977, President William E. Davis said, "John has been a warm friend, good counselor, and trusted advisor to Presidents, Regents, Administrators, faculty and students. Without his love and dedication, the University would have been a much poorer place indeed."

John was my boss, my mentor, and my friend. I, and his many colleagues will miss him. The University has lost a loyal and devoted supporter.

Memorial Minute Presented to UNM Faculty Senate by Anne J. Brown, University Secretary Emerita, December 12, 1995

4. APPROVAL OF DEGREE CANDIDATES, SEMESTER I, 1995-96

The Senate approved the degree candidates for Semester I, 1995-96.

5. POST-TENURE REVIEW FINAL REPORT PRESENTED BY PROFESSOR EMERITUS ROBERT SICKELS, CHAIR, POST-TENURE REVIEW TASK FORCE

President Llull provided a current summary on the status of the post-tenure review report. He informed Senators that copies of this amended report were included in the Information Packets distributed at this meeting.

Professor Robert Sickels was available to answer questions regarding the changes to the report from the Post-Tenure Review Task Force. He said the amended report incorporates suggestions received from the faculty, members of the Senate, and department chairs. The changes occur in sections 1.3, 1.5, 1.6, 1.7, 2.1, 4.1, and 7.3. A sample review has been included in section 1.5 in response to concerns that the paperwork required in conducting annual reviews would be overwhelming. Additional recommendations #1 and #5 were eliminated and #6 was amended. The amended report will be voted on by members of the task force within the next few days. The results of the polling of the task force will be reported immediately to the Faculty Senate.

In discussing post-tenure review, President Llull reminded Senators the issue of post-tenure review was one of two major items the Senate Operations Committee placed on the Faculty Senate agenda last year. However, before the Faculty Senate was able to address the issue of post-tenure review, the legislature required it to be dealt with by all universities. President Llull said the UNM faculty has received recognition from President Peck, Provost Coleman, and the UNM Regents, and across the state for addressing the issue of post-tenure review.
After discussions regarding the changes, the Senate decided that issues relating to the proposed amendments will be discussed at a regular meeting called for by the Senate on January 23, 1996 meeting.

5b. ISSUES FROM THE TEACHING ENHANCEMENT COMMITTEE REGARDING POST-TENURE REVIEW
President Llull reported on two recommendations from the Teaching Enhancement Committee which will have some impact on post-tenure review. The Teaching Enhancement Committee has requested support from the Faculty Senate on the following recommendations:

- Encourage the Teaching Enhancement Committee to recommend systems of teaching evaluations including student and peer evaluations to supplement, and perhaps replace ICES.
- Encourage programs for the enhancement of teaching and research within departments and colleagues adequately supported by the Faculty Development program in the Provost’s Office.

It was decided by the Senate to place the request from the Teaching Enhancement Committee on the agenda for the January 23, 1995 meeting.

6. COMMENTS - PROVOST MARY SUE COLEMAN
Prior to the Provost’s comments, Senator Wildin presented her with a gift of appreciation from the Senate Operations Committee on behalf of the Faculty Senate.

Provost Coleman commented briefly on the following:

- agreed annual reviews are very important and stated deans and academic affairs staff reporting to her have received written evaluations on a yearly basis;
- explained the state Supreme Court’s negative ruling on Governor Johnson’s proposed 2.5 percent state budget holdback; and discussed UNM’s plans for proposed reductions to the academic budget of 4% in non-instructional programs, 2% in instructional programs;
- provided information on the University of Iowa’s post-tenure review process;
- said she has enjoyed meeting with the Faculty Senate, and expressed her appreciation to the thought and care given to issues by the Faculty Senate.

7. ANNOUNCEMENTS - SENATE PRESIDENT HARRY LLULL
President Llull’s announcements consisted of the following:

- expressed thanks to Senator Roy Johnson (Civil Engineering) for his contributions to the Faculty Senate. Senator Johnson is retiring from UNM, therefore, this is his last Senate meeting;
- announced Professor Brian Hansen (Theatre and Dance), who has been a representative
on the Planning Council is also retiring from UNM;
• asked Senators to read the preliminary report of the Core Curriculum Task Force for discussion in January or February;
• proposed Senators think about whether receivership guidelines and issues should be addressed by an ad hoc committee in the near future;
• proposed Senators consider whether an ad hoc task force of senators and administrators should be formed to discuss reviews of administrators;
• presented the issue, which has arisen from the medical school, of defining what is the level of scholarship for a tenure track faculty.

8. ELECTION OF SENATE VICE PRESIDENT
Senators unanimously elected Deborah McFarlane, Public Administration as Senate Vice President for the remainder of the academic year. Maurice "Bud" Wildin who resigned from the vice presidency position will continue as Senator.

9. AFFIRMATIVE ACTION: PRACTICES & IMPLEMENTATION ISSUES
The Senate decided to table discussion on affirmative action and implementation issues for the second consecutive time, due to low attendance at this meeting. This is an important issue that needs to be discussed when more Senators can participate in its discussion. This item will be placed on the agenda for either the January or February meeting of the Senate.

10. FORM C'S FROM THE CURRICULA COMMITTEE PRESENTED BY HENRY SHAPIRO, CHAIR
President Llull presented Form C's from the Curricula Committee for Faculty Senate approval, in the absence of Henry Shapiro. The following curricular requests were approved by the Senate:
• minor program revision-Human Evolutionary Ecology Concentration (Anthropology)
• minor program change-B.S. in Mechanical Engineering (Mechanical Engineering)
• minor program change-B.E. in Manufacturing & Robotics (Mechanical Engineering)
• minor program revision-School Health Education (Health Education)
• minor program revision-Community Health Education Track (Health Education)
• new degree-Early Childhood Multicultural Education (Education/Psychology-Gallup Branch)
• new certificate-Early Childhood Multicultural Education (Education/Psychology-Gallup Branch)
• revision of existing degree-A.S. in Criminal Justice (Professional Studies-Valencia Branch)
• revision of existing degree/Radiography Program
• minor program revision/Health Education
• revision of existing degree-Electrical Engineering/Electrical and Computer Engineering
• minor change/Nutrition/Dietetics
11. NEW BUSINESS
There was no new business to come before the Faculty Senate at this time.

12. ADJOURNMENT
The meeting adjourned at 4:48 p.m.

Respectfully submitted by:

Mari A. Ulibarri
Office of the University Secretary

Approved by:

Vivian Valencia
University Secretary
Major Curricular Changes Form C

Date: 3/31/95

Hillard Kaplan
(Name of individual initiating curricular change form)

Associate Prof.
(Tie, position)

Anthropology
(Dept., Div, Prog.)

This form is for Anthropology

This program is or would be located in current catalog page 78-80

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.

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: Anthropology 161L - Computer Lab in Human Evolutionary Ecology (Add to Catalog as appears on Pages of the attached)

Reasons for Request: (attach statement)

This completes the requirements for a concentration in Human Evolutionary Ecology within an anthropology major.

Effective Date of Proposed Change: Fall 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 X

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

Signature: ____________________________

Department Chair

Approvals:

Dean of Library Services Form B bully signed by library previous

CIRI: Impact statement signed by Form B on hill

College Curriculum Committee

(If necessary) ____________________________________________________________

Date:

College of School Faculty

Date:

College or School Dean

Date:

FS Undergraduate Acad. Affairs

Date:

and/or

FS Graduate Committee

Date:

Office of Graduate Studies

Date:

FS Curricula Committee

Date:

Assoc. VP of Academic Affairs

Date:

Faculty Senate

Date:
Major Study Requirements
(36 credits)
All majors are required to complete a general curriculum (18-20 hours) that provides an integrated preparation for study in any of the five anthropological subfields. This curriculum includes Anth 101, two of the following subfield core curriculum sequences, and one additional 200-400 level elective course in a third subfield.

Courses in the anthropology core curriculum include:

Archeology:
- Anth 120 Digging Up Our Past
- Anth 121L Archeology Laboratory
- Anth 320 Strategy of Archeology

Biological Anthropology:
- Anth 150 Evolution and Human Emergence
- Anth 151L Human Evolution Laboratory
- Anth 350 Human Biology

Ethnology:
- Anth 130 Cultures of the World
- Anth 330 Principles of Cultural Anthropology

Human Evolutionary Ecology (HBE)
- Anth 160. Human Life, Course and Life Histories
- Anth 161L Computer Lab in Human Evolutionary Ecology
- Anth 360 Human Behavioral Ecology

Linguistic Anthropology:
- Anth 110 Language, Culture and the Human Animal
- Anth 310 Language and Culture

Majors who select a concentration will take an additional 16 to 18 hours of concentration requirements and electives. The student who does not select a concentration must take the major requirements and can take courses in any of the subfields so long as appropriate prerequisites have been completed. In either case, 12 of the additional 16-18 credits must be upper division (300-400 level). No more than 6 hours of individual study or field research courses may be applied toward the major.

In addition to fulfilling the general curriculum and unit distribution requirements for the B.A. degree, students desiring a B.S. degree must concentrate (see below) in archeology, biological anthropology, or human evolutionary ecology, including an advanced laboratory course or summer field school of at least 4 credits in the major or the minor. To complement this science emphasis, they must also take at least 6 hours of mathematics (as approved for A&S group requirements) and have a minor in or distributed among astrophysics, biochemistry, biology, chemistry, computer science, earth and planetary science, geography, mathematics, psychology, or physics.

Departmental Honors
Students seeking departmental honors should identify a research project during their junior year in consultation with an appropriate professor and enroll in the Fall of their senior year in either Anth 497 or 499; after which, they should enroll in Anth 498, an appropriate graduate seminar, or another section of Anth 497. These 6 hours of honors work are in addition to the 36 credits required for the major.
CONCENTRATIONS

Archeology
(36 Credits)
Students pursuing a concentration in archeology within the major must take:
- Anth. 101 (3 credits)
- Anth. 120 (3 credits)
- Anth. 121L (1 credit)
- Anth. 320 (3 credits)

Students must also take 1 additional course from each of three groups (A, B, C) for a total of at least 9 credits:
- **Group B: Europe, Asia, Africa** (Anth. 325, 326, 327, 328, 329)
- **Group C: North and South America** (Anth. 321, 322, 323, 324, 329)

Anth 420 may be applied to the above groups, depending on topic.

In addition, a student must complete one additional core sequence within anthropology, plus an elective from a third subfield, plus elective credits to complete the minimum of 36 credits in anthropology.

Biological Anthropology
(36 credits)
For an anthropology major concentration in biological anthropology take:
- Anth 101 (3 credits)
- Anth 150 (3 credits)
- Anth 151 (1 credit)
- Anth 350 (3 credits)
- Anth 351L (4 credits)

Plus two upper division courses (300-400 level) in Biological Anthropology (may include Anth 461, or other HEE courses with approval) (6-8 credits)

In addition, a student must complete one additional core sequence within anthropology, plus an elective from a third subfield, plus elective credits to complete the minimum of 36 credits in anthropology.

Ethnology
(36 credits)
For a concentration in Ethnology, majors should take:
- Anth 101 (3 credits)
- Anth 130 (3 credits)
- Anth 330 (3 credits)

Plus two area courses (from Anth 331, 332, 337, 338, 339, 343, 345, 384) and two topics courses (from Anth 312, 333, 336, 341, 344, 346, 383, 385, 389)

Anth 340 or 430 may be included above, depending on subject matter.

In addition, a student must complete one additional core sequence within anthropology, plus an elective from a third subfield, plus elective credits to complete the minimum of 36 credits in anthropology.
Human Evolutionary Ecology (HEE) (36 credits)
To complete a concentration in HEE take
Anth 101 (3 credits)
Anth 160 (3 credits)
Anth 161L (1 credit)
Anth 360 (3 credits)
Anth 462 (3 credits)
Plus two elective courses in Human Evolutionary Ecology (6 credits)

In addition, a student must complete one additional core sequence within anthropology, plus an elective from a third subfield, plus elective credits to complete the minimum of 36 credits in anthropology.

Linguistic Anthropology
Students with a particular interest in linguistic anthropology should combine a concentration in one of the other subfields (e.g. Ethnology or HEE) with a Minor in Linguistics. They should include in their programs both Ling 292 (Linguistic Analysis) and Anth 310 (Language and Culture). It is highly recommended that such students consult with an advisor in Linguistic Anthropology early in their program.

Minor Study Requirements (21 credits)
A total of 21 hours, including 101 and at least one of the following core curriculum sequences: 110 (or Ling. 292L) and 310; 120 and 320; 130 and 330; 150 and 350; or 160 and 360. No more than 3 hours of field or problem courses (399F, 497, 499F) or 12 hours of lower division (100-200 level) courses may be applied toward the minor. Alternatively, a student may select a distributed minor with an emphasis in anthropology (see below).

Distributed Minors Outside Anthropology (30-36 credits)
Anthropology majors with interdisciplinary interests may plan a variety of possible distributed minors designed as preparation for diverse professional or educational goals. These include urban studies, folklore studies, earth sciences for archeologists, population science, applied social research, premedicine, behavioral biology, pre-law, and regional studies (Chicano, Native American, Southwestern, etc.). All courses for these distributed minors are taken outside of anthropology. A distributed minor comprises a total of 30 to 36 hours, dependent upon meeting a 15 hour minimum of upper division courses (300-400 level). With guidelines from the undergraduate advisor, students should design their own distributed minors and petition the Department Undergraduate Committee for approval of such programs.

Distributed Minors Within Anthropology (30 Credits)
Students majoring in other fields may select a distributed minor with an emphasis on anthropology. These are similar in intent and format to other distributed minors, but they require a minimum of one core curriculum sequence and 6 additional credits of anthropology.
**MAJOR AND MINOR CURRICULAR CHANGES**

**Date:** 5-31-95

**David E. Thompson**

_Name of Individual initiating curricular change form_

**Chairman**

_Title, position_

_Mechanical Engineering_

_(Dept., Div., Prog.)_

**UNIT PREPARES IN QUADRUPLE Typeface**

_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: Bachelor of Science in Mech. Engrg.

**Name of New or Existing Program**

This program is or would be located in current catalog page **253**

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**I. Major Change-Mark appropriate category**

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**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:

Replace Engr-F 120, Engineering Computing with CS 151, Computer Programming Fundamentals.

---

Reasons for Request: (attach statement) 

Change in Freshman Program agreed on by School of Engineering

Effective Date of Proposed Change: **Fall 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 X__

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

Signature: [Signature]

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

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

_Date:_ 6/6/95

_Date:_ 6/7/95

_Date:_ 6/9/95

_Date:_ 6/13/95

_Date:_ 10/10/95
ATTACHMENT TO FORM C

Budgetary and Faculty Load Implications: There will be no significant budgetary or faculty load implications; there currently are faculty available within the College of Engineering (Computer Science Department) to teach the course. Please refer to the Form B for CS 151 for a complete explanation of budgetary and faculty load implications.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 5-31-95

David E. Thompson
(Name of individual initiating curricular change form)

Chairman
(Title, position)

Mechanical Engineering
(Dept., Div., Prog.)

This form is for Bachelor of Engineering, Manuf. & Robot
Name of New or Existing Program

This program is or would be located in current catalog page 257

I. Major Change—Mark appropriate category

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Revision of existing degree
Revision of existing major
Revision of existing minor
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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:
Replace Engr-F 120, Engineering Computing, with CS 151, Computer Programming Fundamentals.

Reasons for Request: (attach statement)
Change in Freshman Program agreed on by School of Engineering
Effective Date of Proposed Change: Fall 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__

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

Signature:

Approvals:
Dean of Library Services

CIRT

College Curriculum Committee
(If necessary)

College of School Faculty

College or School Dean

FS Undergraduate A. Affairs

and/or

FS Graduate Committee

Office of Graduate Studies

FS Curriculum Committee

Assoc. VP of Academic Affairs

Faculty Senate

Date: 6/6/95

Date: 6/9/95

Date: 6-13-95

Date: 10/10/95
Budgetary and Faculty Load Implications: There will be no significant budgetary or faculty load implications; there currently are faculty available within the College of Engineering (Computer Science Department) to teach the course. Please refer to the Form B for CS 151 for a complete explanation of budgetary and faculty load implications.
May 2, 1995
Elias Duryea
Professor
Health Education

This form is for Health Education

This program is or would be located in current catalog page 221

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.

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: School Health Education Please see attached.

Reasons for Request: (attach statement) Please see attached page.

Effective Date of Proposed Change: Fall, 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 XX

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

Signature: P. Elias Duryea

Approvals:
Dean of Library Services Date: NA
CIRT Date: NA
College Curricula Committee Date: NA
College of School Faculty Date: NA
College or School Dean Date: 3 May 95
FS Undergraduate Ac. Affairs Date: 3 May 95
FS Graduate Committee Date: 10/3/95
Office of Graduate Studies Date: 10/31/95
FS Curricula Committee Date: 10/3/95
Assoc. VP of Academic Affairs Date: 10/31/95
Faculty Senate Date: 10/31/95
Form C: School Health Education Minor

Minor Study Requirements:
A minor in School Health Consists of 26 hours. This is a change from 24 hours:

Reason:
Revision of Health Education Curriculum added H ED 451 Teach Str and Cur Dev HE 2 hrs to minor study requirements.
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.

II. Minor Change—

Minor name change of existing degree, major, minor, or concentration. Community Health Education Track

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

Revision of the Four year curriculum includes in the 3rd year: Approved Psych Elective Other changes were submitted on Form C, April 3, 1995.

Reasons for Request: (attach statement) Deletion of a course by Psychology provides opportunity to change to Psychology Elective.

Effective Date of Proposed Change: ____________________________

Budgetary and Faculty Load Implications: (attach statements)

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: P. Shure Duryea

Department Chair

Approvals: Dean of Library Services N/A Date: ________________
CIRT N/A Date: ________________
College Curricula Committee N/A Date: ________________
(If necessary)
College of School Faculty N/A Date: ________________
College or School Dean Michael 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: ________________

This form is for Community Health Education Track

This program is or would be located in current catalog page 221
### Community Health Education Track

**First Year**

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<tr>
<td>Hist 144L Standard First Aid</td>
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<tr>
<td>Hist 171 Personal Health Mgt</td>
<td>3</td>
</tr>
<tr>
<td>Soc 101 Intro Soc or Appr Alternat</td>
<td>3</td>
</tr>
<tr>
<td>Psych 225 General Psych</td>
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<tr>
<td>Biol 121L Principles of Biol</td>
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<td>Chem 111L Elem Gen Chem</td>
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<td>Nut 125 Intro to Nutrition</td>
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<td>Biol 122L Principles of Biol</td>
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<td>Eng 219 Tech Writing</td>
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<tr>
<td>Apprv Cult Arts of Cult Cong</td>
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<td>Biol 136 Hum Anat &amp; Phys H-Maj</td>
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<tr>
<td>Apprv Intro to Statian</td>
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<tr>
<td>Econ 233 300 Economica</td>
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<tr>
<td>or Soc 321 Soc of Medical Prom</td>
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<td>Biol 221 Genetics or 239L Micro/Environ Sci</td>
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<td>Approved C &amp; J Course</td>
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<td>Ed Fis 203 Human Growth &amp; Dev</td>
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<td>Hist 247 Consumer Health</td>
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**Third Year**

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<tr>
<td>Psych 230 Adjust &amp; Interpersonal Rel</td>
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<td>or Psych 260 Psych Learn &amp; Mastery</td>
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<td>Hist 241 Intro to Comm Hlt</td>
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<td>Hist 243 Prof Applications HEE</td>
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<td>Computer Course - General Education</td>
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<td>TLT 241 Prod &amp; Ust State Mls</td>
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**Fourth Year**

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<td>Hist 451 Tiding Stress &amp; Care for Hlt</td>
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<td>Multicultural Elect</td>
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<tr>
<td>Approved Hist Ed Electsil</td>
<td>9</td>
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<tr>
<td><strong>Electives</strong></td>
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</table>
DEGREE/PROGRAM CHANGE

Date: September 12, 1995

Helen M. Zongolowicz, Ed.D.
(Name of individual initiating curricular change form)

Chair
(Title, position, telephone number)

Department of Education/Psychology
(Department/Division/Program/Branch)

Mark appropriate Program:
Undergraduate Degree Program  
Graduate Degree Program
(For existing degree only)

Mark appropriate category

<table>
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<tr>
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</table>

* Plan for curricular process to take at least 12 months.

This form is for AA Degree - Early Childhood Multicultural

This program is or would be located in current undergraduate/graduate can

on page(s)

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college

SEE ATTACHED

Schedule Office will take courses from THAT program in ECME and

we them in his catalog.

Reason(s) for Request (attach additional sheets if necessary).

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)

CIRF Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No X

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

Effective Date of Proposed Change: Spring 1995

Required Signatures:

Department Chairperson
Date: 8-23-95

Dean of Library Services (If necessary)
Date: 9/22/95

CIRF (If necessary)
Date: 9/22/95

College Curriculum Committee (If necessary)
Date: 9/27/95

College or School Faculty (If necessary)
Date: 2-27-95

College or School Dean/Director of Instruction
Date: 2-27-95

FS Graduate Committee (If applicable)
Date: 11/27/95

FS Curricula Committee
Date: 11/27/95

Assoc. Provost for Academic Affairs
Date: 11/27/95

Faculty Senate
MEMORANDUM

DATE: October 11, 1995
TO: Henry Shapiro, Chair
    Curriculum Committee
FROM: Dr. Robert E. Carlson
SUBJ: Proposed Early Childhood Programs

I am writing in support of the proposed programs in Early Childhood Multicultural Education being submitted by our Education Department. Early Childhood educators in this area have been requesting a change in our course offerings which would allow them to move up the career ladder. The proposed change includes a Child Development Associate (CDA) Certificate (a national certificate program), a 1-year certificate program, and an AA Program, all articulated. We have worked closely with faculty from UNM main campus to develop this program so that students who wish to can continue the program for a BA Degree. Identical programs from the Valencia and Taos Branches were recently approved.

The Navajo Nation and the Zuni Pueblo have been asking for this type of articulated program so that the quality of their Headstart Programs can be improved. Private sector child care providers as well as the Gallup Headstart Program are also supportive of the program.

The proposed changes will allow us to continue to offer a high quality educational program. If you need additional information, feel free to contact me.

HZ/kjd

cc: Dr. Helen Zongolowicz
TO: Harry Shapiro, Chair
Curriculum Committee

FROM: Polly Turner, Associate Dean
College of Education

RE: Proposed programs at UNM-Gallup

September 26, 1995

I am writing in support of the proposed programs in Early Childhood Multicultural Education being submitted by UNM-Gallup. These programs include a CDA (a national certificate program), a 1-year certificate program, and an AA program, all articulated. Faculty from UNM main campus have worked closely with the Gallup branch to develop this program for maximum articulation for students who wish to continue for a BA on main campus. You recently approved, as did the Faculty Senate, identical programs for the Valencia branch and for the Taos Education Center. The goal has been to bring all branch campus programs into alignment so that students will exit the programs with the same competencies and can more easily articulate with 4-year institutions. The state-wide Higher Education Early Childhood Articulation Task Force, which includes participants from all post-secondary institutions that offer work in Early Childhood, has been meeting for two years to address articulation issues, and we are all working together to offer consistently high quality programs. All of the UNM branches are represented on this group.

If you need additional information, please feel free to contact me.
UNIVERSITY OF NEW MEXICO - GALLUP
Early Childhood Multicultural Education

ASSOCIATE OF ARTS
(67 credit hours)

This program in Early Childhood Multicultural Education is designed for students who wish to work in this field or transfer to a four-year college or university to complete a bachelor's degree in early childhood education, child development, or a related field. This degree, plus experience, meets the requirements for qualifying as a center director as specified in the New Mexico Child Care Facilities Licensing Regulations. As part of this program, students will complete the Child Development Associate (CDA) credential preparation courses. This program addresses the seven general early childhood education competency areas required as partial fulfillment of the New Mexico Department of Education licensure in Early Childhood Education (birth to third grade). To assure the best transition, students who plan to transfer to a four year program should work closely with a UNM-Gallup advisor and advisors from the institution to which they plan to transfer.

General Education Requirements: (45 hrs min.)

ENGLISH: (9 credits)
ENG 101 Composition I: Expository Writing (3)
ENG 102 Composition II: Analysis & Argument (3)
3 additional hours in English, Communications, Linguistics

HISTORY: (6 credits)
HIST 260 History of New Mexico (3) required
Choose from the following:
HIST 101 or 102 Western Civilization (3)/or
HIST 161 or 162 History of the United States (3)

GOVERNMENT, ECONOMICS, or SOCIOLOGY: (6 credits)
Possibilities include:
ANTH 237 Indians of New Mexico (3)
ANTH 254 Cultures of the Southwest (3)
ECON 101 Introduction to Economics (3)
SOC 216 The Dynamics of Prejudice (3)
SOC 225 Marriage, Family and Their Alternatives (3)

SCIENCE: (8 credits)
8 credit hours in biology, chemistry, geology, physics, or zoology
Early Child Multicultural Education
Associate of Arts
page 2

PSYCHOLOGY: (3 credits)

PSYC 105 General Psychology (3)

MATHEMATICS: (6 credits)

MATH 111 Mathematics for Elementary & Middle School Teachers I (3)
MATH 112 Mathematics for Elementary & Middle School Teachers II (3)

FINE ARTS: (6 credits)

ART HIST 101 Introduction to Art (3)
ART HIST 151 Artistic Traditions of the Southwest (3)
MUSIC ED 298 Music for the Elementary School Teacher (3)

Early Childhood Core Curriculum Requirements: (19 credits)

ECME 105 Child Growth and Development (3)
ECME 106 Supervised Field Experience I* (1)
ECME 107 Learning Environments for Early Childhood (3)
ECME 108 Supervised Field Experience II* (3)
ECME 113 Guidance of the Young Child (3)
ECME 117 Working with Families and Communities of Young Children (3)
ECME 203 Introduction to the Early Childhood Professions (4)
ECME 210 Supervised Field Experience III* (3)

* ECME 106 must be taken concurrently with ECME 105. The other two field experience courses must be taken concurrently with one of the following courses:

ECME 107, ECME 113, ECME 117, or ECME 203. Each of the two 3 credit field experiences involves working a total of 160 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program may complete field experiences at their place of employment.
The care and education of young children birth through age eight has been recognized as a priority by families and communities, child development specialists, and public agencies. The importance of specialized knowledge in early childhood education is affirmed by research findings that indicate early childhood teachers with a strong background in child development and education interact with children in ways that are more growth promoting (Howes & Hamilton, 1993; Lazar & Darlington, 1992; Weikart, 1989). In addition, the increasing attention to the importance of the family as the child’s primary educator and the need for including children with special needs in the regular educational settings has led to the recognition that teachers must have a broader preparation in working with young children. Building on this knowledge, the first goal established by the National Goals of Education Panel states that “By the year 2000, all children in the United States will start school ready to learn,” (N.E.G.P., 1991). Responding to these developments, the New Mexico State Board of Education accepted the recommendations of the State Professional Standards Commission to establish a special competency based license for early childhood educators. This regulation requires that all professionals working with children birth through age eight in public school settings be licensed by July 1, 1995.

In response to this licensure, the College of Education at the University of New Mexico has developed an interdisciplinary early childhood baccalaureate major. The University of New Mexico - Gallup is proposing to redesign the existing Early Childhood Education Certificate and the Child Development Associate Preparation programs so that these programs will articulate with the new Early Childhood Multicultural Education main campus degree program. These re-designed Early Childhood Multicultural Education courses and programs are more academic in content than the existing courses and programs. These new courses will not only help child care providers in McKinley County, Navajo Nation, and the Zuni Pueblo to meet the new state-mandated licensing and certificate requirements but will allow students completing our AAECME to enter the ECME baccalaureated program a the third year level.

This proposed academic program will prepare early childhood professionals to understand the unique continuum of development from birth through age eight, including children developing both typically and atypically. The program content will embody an understanding of the need for teachers and caregivers to be sensitive to the cultural and developmental diversity of children, especially those children representing New Mexico’s diverse cultures. To support this effort, early childhood professionals will develop knowledge and skills enabling them to plan, assess, implement, and evaluate curricular and instructional strategies appropriate for these young children that support the whole child and his/her family.

As a two year community-based educational institution, we believe that UNM-Gallup is in a unique position to take the lead in promoting quality multicultural early childhood care and education in North Western New Mexico by preparing professionals, by offering continuing education and in-service programs for teachers and providers, and by building partnerships and establishing collaborative relationships with local early care and education programs.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

DATE: September 12, 1995

Helen M. Zongolowicz, Ed.D.
(Chair, Title, or position)

Department Education/Psychology

CIP CODE 190100

This form is for Certificate-Early Childhood Multicultural Education

This program is or would be located in current catalog page 64

1. Major Change - Mark appropriate category

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</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: SPRING 1996

Budgetary and Faculty Load Implications: (attach statements)

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: ________________________

Approvals: Dean of Library Services
CIRT ________________________

College Curriculum Committee
(if necessary)

College of School Faculty
College or School Dean
FS Undergraduate Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curriculum Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 9/13/95

Date: 9/13/95

Date: 9/13/95

Date: 10/17/95

Date: 11/7/95
UNIVERSITY OF NEW MEXICO - GALLUP
Early Childhood Multicultural Education

CERTIFICATE PROGRAM
(35 credit hours)

This program in Early Childhood Multicultural Education provides students with the knowledge and skills required to work with children from birth through age eight and with their families in a variety of settings including child care centers, Head Start programs, family child care, preschools, and as early childhood teacher assistants. This certificate, plus experience, meets the New Mexico Child Care Licensing Regulations requirements for qualification as director of a child care center. Though not intended for transfer, this program addresses the seven general early childhood competency areas required as partial fulfillment of the New Mexico Department of Education licensure in Early Childhood Education (birth to third grade). All course work for this certificate can be applied toward the Associate of Arts degree in Early Childhood Education. As part of this program, students will complete courses required for the Child Development Associate credential preparation.

General Education Requirements: (12 hours)
- ENG 101 Composition I: Expository Writing (3)
- MATH 111 Math for Elementary and Middle School Teachers (3)

Choose two (2) electives from the following multicultural courses:
- ANTH 254 Cultures of the Southwest (3)
- MUS ED 298 Music for Elementary School Teachers (3)
- PSYC 105 General Psychology (3)
- SOC 216 The Dynamics of Prejudice (3)

Early Childhood Core Curriculum Requirements: (23 hours)
- ECME 105 Child Growth and Development (3)
- ECME 106 Supervised Field Experience I* (1)
- ECME 107 Learning Environments for Early Childhood (3)
- ECME 108 Supervised Field Experience II* (3)
- ECME 113 Guidance of the Young Child (3)
- ECME 117 Working with Families and Communities of Young Children (3)
- ECME 203 Introduction to the Early Childhood Professions (3)
- ECME 210 Supervised Field Experience III* (3)

*ECME 106 must be taken concurrently with ECME 105. The other field experience courses must be taken concurrently with one of the following courses: ECME 107, ECME 113, or ECME 117 or ECME 203. Each of the two 3 credit field experiences involves working a total of 160 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program, may complete field experience at their place of employment.

Total Semester Credits Required: 35
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: March 15, 1995

Jon Conescu, PhD
(Name of individual initiating curricular change form)

Chair, Dept of Professional Studies
(Title, position)

UNM-Valencia
(Dept, Div, Prog.)

CIP CODE 43.0104

This form is for A.S. in Criminal Justice
Name of New or Existing Program
This program is or would be located in current catalog page p. 57

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 degree program

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 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 X

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

Signature: Department Chair

Approvals:
Dean of Library Services ___ Date: 3-17-95
CIRT ___ Date: 3-17-95
College Curriculum Committee ___ Date: 3-17-95
College of School Faculty ___ Date: 3-17-95
College or School Dean ___ Date: 3-17-95
FS Undergraduate Academic Affairs ___ Date: 3-17-95
FS Graduate Committee ___ Date: 3-17-95
Office of Graduate Studies ___ Date: 3-17-95
FS Curriculum Committee ___ Date: 3-17-95
Assoc. VP of Academic Affairs ___ Date: 3-17-95
Faculty Senate ___ Date: 3-17-95
## ASSOCIATE OF SCIENCE
### CRIMINAL JUSTICE

### EXISTING DEGREE

1. **COMMUNICATIONS (9)**
   - ENGL 101 (3)
   - ENGL 102 (3)
   - COM elective (1)

2. **FOREIGN LANGUAGE (6)**
   - SPAN 101 (3)
   - SPAN 102 (3)

3. **BEHAVIORAL SCIENCES (9)**
   - FROM THE FOLLOWING:
     - PSYCH 105 (3)
     - PSYCH 230 (3)
     - ANTHRO 108 (3)
     - ANTHRO 237 (3)

4. **SOCIAL SCIENCES (12)**
   - FROM THE FOLLOWING:
     - SOC 101, 211, 213, 216, 220
     - ECON 200, 201
     - POL SC 110, 200, 270

5. **GENERAL ELECTIVES (10)**

6. **MANAGEMENT 113 (3)**

### PROPOSED DEGREE

1. **COMMUNICATIONS (9)**
   - ENGL 101 (3)
   - ENGL 102 (3)
   - COM elective (1)

2. **FOREIGN LANGUAGE (6)**
   - SPAN 101 (3)
   - SPAN 102 (3)
   - OR PROVEN COMPETENCY IN A NATIVE AMERICAN LANGUAGE

3. **BIOLOGICAL/BEHAVIORAL SCIENCE (9)**
   - FROM THE FOLLOWING:
     - PSYCH 105 (3)
     - ANTHRO 130 or 238 (3)
     - ECOL or PSYCH elec (3)
     - OR ANTHRO 150 OR 250 (3)

4. **SOCIAL SCIENCES (9)**
   - FROM THE FOLLOWING:
     - SOC 101#, 213#, 216#
     - POL SC 110#, 200#, 260#, 270#

5. **HUMANITIES/FINE ARTS (6)**

6. **PHYSICAL SCI/MATH (6)**
   - MATH 145 RECOMMENDED

7. **CRIMINAL JUSTICE CORE (13-18)**
   - CRIM J 101T (3)
   - CRIM J 132T (3)
   - CRIM J 201T# (3)
   - CRIM J 292T# (3)
   - CRIM J 293T# (1-6)

   **TOTAL CREDITS: 62**

# Required in UNM Criminology core
# UNM Criminology elective (of which 9 credits will transfer)

**TOTAL CREDITS: 60**
Ignacio Cordova, Associate Provost for Academic Affairs  
University of New Mexico  
Albuquerque, NM 87131

Dear Ignacio,

Attached you will find the necessary paperwork for a revision in the UNM-Valencia Department of Professional Studies' AS in Criminal Justice.

Our department has worked in close cooperation with the UNM-Albuquerque Sociology Department to ensure that UNM-Valencia graduates of our Criminal Justice degree program have a smooth articulation with the main campus Criminology major in Sociology. Because part of our revision includes the creation of new sociology courses at the lower division, I have forwarded this paperwork to Professor Gary LaFree, Department Chair for Sociology, for final review and approval.

If there are any changes and/or corrections that must be made, please feel free to get in touch—our spring break ends on Friday, March 24th. Hoping all is well with you.

Cordially,

Jon Conescu, PhD  
Assistant Professor & Chair  
Department of Professional Studies
October 9, 1995

To: Ignacio Cordova  
Associate Provost for Academic Affairs

From: Gary LaFree; Chair, Sociology

Subject: Revision in the UNM-Valencia Department of Professional Studies' AS Criminal Justice

In order to improve the articulation between the UNM-Valencia Campus and the main campus in the criminology major in sociology, Jon Conescu, Tomas Atencio and I met to discuss several changes and additions to the UNM-Valencia program. The attached changes seem to provide a relatively smooth articulation between Valencia and the main campus and we therefore support them.

Thank you.

GDL:ejg

Attachment

cc: Tomas Atencio, Chair, Undergraduate Committee
Associate of Science in Criminal Justice (ASCJ)

The Associate of Science in Criminal Justice is a multi-disciplinary program designed to prepare students for a variety of job occupations in the criminal justice field. Employment opportunities include careers in corrections, law enforcement, public safety, health services, social work, counseling, sociology, and public administration.

Total credit hours required: 60

General Education Requirements: (49 Credits)

Communications: (9 Credits)
Students must take the following courses:
ENGL 101: Composition I: Exposition (3)
ENGL 102: Composition II: Analysis and Argument (3)
Communication elective (3)

Foreign Languages: (6 credits)**
Students must take the following courses:
SPAN 101: Elementary Spanish (3)
SPAN 102: Elementary Spanish (3)

Biological/Behavioral Sciences: (9 credits)
Students must take 9 credit from among the following groups of courses:
PSYCH 105: General Psychology (3)
and
ANTH 130: Cultures of the World (3) or
ANTH 238: Cultures of the Southwest (3)
and
ANTH 150: Evolution and Human Emergence (3) or
ANTH 235: Human Development (3) or
Biology of Psychology elective

Social Sciences: (12 credits)
Students must take 12 credit from among the following courses:
SOC 101: Introduction to Sociology (3)*
SOC 213: Deviant Behavior (3)**
SOC 216: The Dynamics of Prejudice (3)**
POL SCI 110: The Political World (3)**
POL SCI 200: American Politics (3)**
POL SCI 260: Political Ideals (3)**
POL SCI 270: Public Policy and Administration (3)**

Humanities/Fine Arts Electives: (6 credits)
Students must choose 6 credits of electives in humanities and/or fine arts courses.

* Students must take one course from this group.
** Students must take two courses from this group.
*** Students must take one of the following courses: SPAN 101 or SPAN 102.

Total credit hours required: 60

General Education Requirements: (49 Credits)

Communications: (9 Credits)
Students must take the following courses:
ENGL 101: Composition I: Exposition (3)
ENGL 102: Composition II: Analysis and Argument (3)
Communication elective (3)

Foreign Languages: (6 credits)**
Students must take the following courses:
SPAN 101: Elementary Spanish (3)
SPAN 102: Elementary Spanish (3)

Biological/Behavioral Sciences: (9 credits)
Students must take 9 credit from among the following groups of courses:
PSYCH 105: General Psychology (3)
and
ANTH 130: Cultures of the World (3) or
ANTH 238: Cultures of the Southwest (3)
and
ANTH 150: Evolution and Human Emergence (3) or
ANTH 235: Human Development (3) or
Biology of Psychology elective

Social Sciences: (12 credits)
Students must take 12 credit from among the following courses:
SOC 101: Introduction to Sociology (3)*
SOC 213: Deviant Behavior (3)**
SOC 216: The Dynamics of Prejudice (3)**
POL SCI 110: The Political World (3)**
POL SCI 200: American Politics (3)**
POL SCI 260: Political Ideals (3)**
POL SCI 270: Public Policy and Administration (3)**

Humanities/Fine Arts Electives: (6 credits)
Students must choose 6 credits of electives in humanities and/or fine arts courses.

* Students must take one course from this group.
** Students must take two courses from this group.
*** Students must take one of the following courses: SPAN 101 or SPAN 102.
Mathematics/Physical Sciences Electives: (6 credits)
Students must choose 6 credits of electives in mathematics and/or physical sciences courses (MATH 145: Introduction to Probability and Statistics (3) is recommended).

Core Curriculum: (15 Credits)
Students must take the following courses:
SOC 205: Crime and Society (3)*
SOC 211: Introduction to Criminal Justice (3)**
POL SC 215: Law in the Political Community (3)**
SOC 290: Crime and the American Legal System (3)**

and
SOC 211: Social Problems (with Criminal Justice content) (3)**
SOC 295: Topics in Criminal Justice (1-6)**
SOC 291: Criminal Justice Practicum (3)**

* Required for a Criminology minor in UNM’s Sociology degree program.
** Criminology elective (of which 9 credits will transfer)
*** Students with proven competency in a Native American language may opt to take an additional six hours of humanities, fine arts, social/behavioral science or communications electives in lieu of SPAN 101/102.
1. Latest draft of Post Tenure Review Report, pp 1-4

2. Additional Form C’s:
   - revision of existing degree/Radiography Program, pp 5-6
   - minor program revision/Health Education, pp 7-10
   - revision of existing degree-Electrical Engineering/Electrical and Computer Engineering, pp 11-15
   - minor change/Nutrition/Dietetics, 16-17
   - new concentration-Environmental Education/Parks and Recreation, COE, pp 18-20


4. Receivership Memo, pp 28-29
Report of the Post-Tenure Review Task Force

The Faculty Senate instructed us to make recommendations on seven issues related to post-tenure review. We presume, in our response, that an equitable review policy will make sense to the people of New Mexico and to members of the faculty who suspect that a few tenured professors here, as at other universities, are performing inadequately and should seek or accept help and improve or be subject to dismissal (fewer, to be sure, in a university than in most other public and private institutions, since tenure is not granted lightly). We believe post-tenure review that is fair, in keeping with the safeguards of the Faculty Handbook, and respectful of faculty time, will provide accountability without threatening or burdening those who perform well.

In making our recommendations, we have adhered to pertinent portions of the Handbook, for two reasons. First, the Handbook, especially the Policy on Academic Freedom and Tenure, is the basis of our tenure system, which is protected by the Contract Clause of the U.S. Constitution. Under the United States Supreme Court's interpretation of that clause, neither the University nor the State government may impair the faculty's contractual tenure rights. Second, the Handbook contains the accumulated insights of generations of faculty, administration, and regents on the matters before us.

Faculty Senate Instruction *1: "Reviewing and incorporating when appropriate evaluative processes currently available e.g., yearly evaluations, workload reports, merit criteria, and annual updates."

1.1 The University already has a number of annual reviews for all faculty, including those with tenure. They are not required by the Handbook, as are reviews for promotion and tenure, but neither are they forbidden, as long as they do not conflict with Handbook standards of academic competence.

1.2 To determine the scope of annual reviews affecting tenured faculty, we sent a questionnaire to all departments and divisions of the University asking: "Which of the following forms of evaluation are undertaken by or for all tenured faculty in your department?"

1. UNM annual biographical updates
2. Student evaluations of every course
3. Annual evaluations for salary recommendations
4. Workload reports
5. Evaluations for teaching awards
6. Reviews of applications for research grants

The results indicate that annual biographical updates, student evaluations of every course, and (except for the Medical School) evaluations for salary recommendations are nearly universal.

1.3 We recommend that biographical updates, student evaluations of teaching (supplemented by periodic but not necessarily annual peer evaluations of teaching), and (with necessary exceptions) evaluations for salary recommendations be required annually of all faculty, including tenured professors. Some departments and divisions may also wish to require information more detailed than in the current biographical update form. We suggest that the biographical update be revised to include space for objectives for the coming year.

1.4 We recommend that deans require each department or division to file a statement of criteria and procedures used annually to evaluate the performance of each tenured faculty member. The criteria and procedures shall have the approval of the department or division faculty and the dean. At a minimum, the procedures shall include an annual written evaluation, as described below.

1.5 That each department conduct an annual review of each tenured faculty member's teaching, research or creative work, and service. This annual review, which may be combined with salary
review and may be performed by the chair or the chair and a committee of tenured faculty. shall be in writing (normally 50 to 100 words for most faculty, more for those with identified deficiencies or special achievements) and contain a description and critique of performance during the past year and performance goals for the coming year." It shall be discussed with the faculty member if there are deficiencies. Two copies of the annual review, signed by the chair, shall be given to the faculty member; one and returned to the chair. A faculty member who disagrees with the review may add a comment or rebuttal. The review and any such statement shall be placed in the faculty member's personnel file. The faculty member, in addition, may appeal the chair's evaluation to the dean. At any point in these or subsequent proceedings, the faculty member shall have access to aggregate information concerning the teaching evaluations, publications, grants, etc. of the department as a whole for purposes of comparison. [E.g., "John Smith published two articles in the last year; one of them in ...,"] The faculty member shall have access to aggregate information concerning the teaching evaluations, publications, grants, etc. of the department as a whole for purposes of comparison. The results of the program shall be reported by the chair to the dean.

1.6 that each department annually provide the dean with summaries of the reviews of all faculty members (normally no more than 30 words for most faculty, more for those with identified deficiencies or special achievements) and the full text of any comment or rebuttal. The summaries shall include the special achievements as well as the identified deficiencies of individual faculty members. In the case of special achievement, the summary shall state the rewards to be provided. The dean or a college committee shall participate in the merit award for special achievement. In the case of deficiency, the summary shall suggest remedies; and the chair and the dean shall monitor improvements. If the dean disagrees with the chair's evaluation, he or she shall so inform the chair and the faculty member.

1.7 that if in the judgment of the chair the annual review for any faculty member shows a serious deficiency that has continued for two consecutive years. the chair shall inform the faculty member. At the request of the faculty member, the chair shall submit his or her findings to the other tenured members for their concurrence. If the faculty member has not requested faculty action or has so requested and two-thirds concur with the chair, the following year the faculty member shall undergo a more complete review similar to the mid-probationary review described in the Handbook, with the aim of identifying strengths and weaknesses. This review shall be undertaken by the chair with a committee of at least three tenured faculty members chosen by the tenured faculty. If they find that the faculty member's performance is not seriously deficient, the member shall be so informed and a statement of the decision placed in the file. If serious deficiency is found, a specific remedial program shall be developed in consultation with the faculty member, including procedures, criteria for evaluating progress, and a reasonable timetable. The results of the program shall be reported by the chair to the dean. If the dean concludes, after consulting the college promotion and tenure committee, that serious deficiencies persist, he or she shall so inform the Provost or the Vice President for Health Sciences.

1.5 that any faculty member who feels that two or more consecutive annual reviews have inaccurately conveyed his or her professional accomplishments or have contained other substantial deficiencies shall have the option of initiating the more complete review described above.

1.9 that the more complete reviews not be initiated for any faculty member more frequently than once every five years; and

1.10 that if a tenured faculty member's professional deficiencies are considered by the Provost or the Vice President for Health Sciences to be very serious and to have been uncorrected at the conclusion of the agreed time period, and, further, if there is evidence that the faculty member's
performance has deteriorated since he received tenure and that his academic performance is now typically unsatisfactory. The President of the University may initiate the process specified in the Faculty Handbook for removing a faculty member for cause, as defined in Sec. 126A(viii) of the Policy on Academic Freedom and Tenure. ("If the faculty member's academic competence is questioned, the proof before the Committee on Academic Freedom and Tenure shall be insufficient unless it includes testimony of teachers and other scholars, either from the University or from other institutions, and it shows that: (1) the faculty member's academic performance has deteriorated since he received tenure; and (2) his academic performance is now typically unsatisfactory.") The President shall have the burden of proof. (Sec. 13(a))

2.0 Faculty Senate Instruction #2: "Creating a process that evaluates all three areas of responsibility of faculty: teaching, research, and service.

2.1 The Appointment and Promotion Policy describes good teaching and good research at some length, including the importance of one's original research in imparting new ideas in the classroom and in inspiring students to engage in original research. It also stresses the need for service in the department, the University, and one's discipline, particularly by senior members of the faculty.

2.2 We recommend that the more complete post-tenure reviews described above consider the Bases for Appointment and Promotion and suggested Sources of Information in the Appointment and Promotion Policy. except that reviews from outside the University shall not normally be included.

3.0 Faculty Senate Instruction #3: "Incorporating professional development assistance programs as part of the process.

3.1 At UNM, as elsewhere, there is an increasing variety of programs for the enhancement of teaching and research. Some are centrally administered; others, such as mentoring, peer-group self-study, and analysis of videotaped classroom performance, are more collegial and informal.

3.2 Such programs can be beneficial for tenured and nontenured faculty alike. We support them, with one caveat: participation should be voluntary, even in the case of a tenured professor who in the words of the handbook "has been informed in writing of his alleged shortcomings and has been given a reasonable period of time in which to remedy them." For that person, as for others, participation may be recommended, but not, we think, required. For that person, attendance might be unproductive and forced attendance unnecessarily demeaning. He or she might well find alternative means of improvement instead. And if participation is voluntary, the faculty member may join with a more positive spirit.

3.3 Whether or not a tenured faculty member accepts a recommendation to participate, and whether or not the member performs well in an enhancement program, he or she shall be judged, after "a reasonable period of time," on subsequent classroom and research performance.

3.4 We recommend that participation in formal and informal programs for the enhancement of teaching and research be voluntary, even for those with "alleged shortcomings.

4.0 Faculty Senate Instruction #4: "Including merit reinforcers as part of the process.

4.1 We recommend that merit, as determined in annual salary reviews, be the primary criterion for raises.

5.0 Faculty Senate Instruction #5: "Recommending appropriate timetables for post-tenure review taking into consideration reviews already being carried out, i.e., for promotion, and taking into account the workload created by the process.

5.1 See *1, above.

6.0 Faculty Senate Instruction *5: "Clarifying mechanisms for addressing non-performing faculty, which also incorporates the process already established in the Faculty Handbook."

6.1 See *1, *2, and *3, above, for our recommendations concerning evaluations and enhancement of teaching and research or other creative activity.

6.2 The provisions of the Policy on Academic Freedom and Tenure are fair and clear. If we maintain an effective system of annual evaluation of all tenured faculty, and if faculty, chairs, and deans together have the will to initiate dismissal proceedings against the occasional incompetent, the present system will work.

6.3 We recommend that present Handbook policy for termination of tenured faculty be followed.

7.0 Faculty Senate Instruction *7: "Addressing issues of standardization of a process across the University."

7.1 As noted in *1, above, we recommend that biographical updates, evaluations of teaching (including student evaluations), and (with necessary exceptions) evaluations for salary recommendations be required annually of all faculty, including tenured faculty, and that Handbook criteria be followed.

7.2 But we also favor the practice in many departments of elaborating those criteria in the context of their own disciplines. We should be sensitive to the words of the Policy on Academic Freedom and Tenure, Secs. 3(g)(i) and (ii) on "standards of excellence prevailing in that discipline, department, and college" and "the need for flexibility of standards of judgment both within and between disciplines."

7.3 We recommend that similar post-tenure review procedures be adopted throughout the University, that the general standards of the Appointment and Promotion Policy be applied to post-tenure review, and that each department or division have a more specific statement of criteria, consistent with the Handbook, that reflects the standards of excellence and the appropriate balance of teaching, research or other creative activity, and service prevailing in its discipline and department or division.

Additional Recommendations to the Faculty:

1. Encourage the Teaching Enhancement Committee to recommend improved systems of teaching evaluation, including student and peer evaluations, to supplement and perhaps replace ICES.

2. Encourage programs for the enhancement of teaching and research within departments and colleges, adequately supported by the faculty development program in the Provost's office.

3. Monitor the efforts of the administration, in its proposed revision of the Handbook, to enlarge the grounds for dismissal (Sec. 5.7) and to restrict the authority of the Committee on Academic Freedom and Tenure (Sec. 6.2.1). If and when the revision comes to the faculty for approval or disapproval, these and other provisions affecting tenure rights should be carefully reviewed.

4. Institute reviews of the administrative performance of all academic administrators by faculty of the respective units every four years (departments would evaluate their chairs, main-campus and law faculty would evaluate an associate provost, and so forth), and publish summary ratings.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: AUGUST 23, 1995

Unit: RADIOGRAPHY PROGRAM
(Dept., Div., Prog.)

1. Major Change
Degree New
Major New
Minor New
Concentration New

Revision of existing Associate of Science Degree credit hours increase from 77 to 91
Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of existing concentration

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

SEE ATTACHED SHEET

II. Minor Change
Minor name change of existing degree, major, minor, or concentration.
Minor program revision (3-5 hours)

Reasons for Request (attach extra sheets if necessary)

SEE ATTACHED RATIONALE

Effective Date of Proposed Change: FALL 95 Semester Year

Budgetary and Faculty Load Implications: (attach statements) None see attached rationale

Might this change impact in any significant way on student or departmental programs? Yes No

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

Signature: Department Chair

Approvals: Dean of Library Services
College Curricula Committee (if necessary)
College or School Faculty
College or School Dean
FS Undergraduate Ac. Affairs

and/or
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Provost
Faculty Senate

Date: 8-27-95
Date: 8-24-95
Date: 10-27-95
Date: 12-6-95

University of New Mexico
(Redacted 6-1-81)
The previous credit hours awarded for the clinical component of the Radiography Program needs to be increased to reflect the number of contact hours the student spends in the clinical setting. This adjustment in credit hours awarded for clinical contact hours would be comparable to other programs which have clinical externship requirement. The Radiography Program currently offers one credit hour for every 70 clinical contact hours. The additional 14 hours of credit in the total clinical courses would adjust this ratio to award one credit hour for every 42 clinical contact hours. There will be no increase in the current teaching responsibilities. The clinical faculty is already present during the students clinical rotation. This adjustment in credit hours will not affect any Budgetary or Faculty increases. The students are scheduled approximately 32 hours a week for each semester in clinical. Therefore, the credit awarded should be increased from a total of 22 credit hours to 36 credit hours for the entire clinical course work. Listed below are the clinical courses with previous credit hours and adjusted credit hours.

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<th>Adjusted Cr. hours</th>
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<td>Clinical Radiography III</td>
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This form is for **Health Ed**

**Name of New or Existing Program**

This program is or would be located in current catalog page __221__

### I. Major Change-Mark appropriate category

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<td>Concentration</td>
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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.

### 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: ___ See attached page.

Reasons for Request: (attach statement) See attached page

**Effective Date of Proposed Change:** Fall __1995__ Semester Year

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ___

Department Chair ___

Approval:

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<td>(If necessary)</td>
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<td>College or School Dean</td>
<td>Richard Van Dorn</td>
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Form C: School Health Education Major

MINOR PROGRAM REVISION:

This is the updated four year curriculum for School Health Education Track with the following changes:

Change Third Year:

Change H ED elective from 5 hrs to 3 hrs
Move H Ed 451 Tea Str & Cur Dev HE 2hrs to fourth year
Add H ED 482 Multicultural 3 hrs
Add Gen Elective of 3 hours
Move H ED 445 Str Pre of Subs Use 1 hour to Fourth Year

Change Fourth Year:

Increase H ED elective to 6 hrs

Total hours are 23

REASON: Revision of Health Education Curriculum and changes in other courses in Arts and Sciences have provided opportunity for a more carefully sequenced curriculum.
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<td>Student Teaching in Sec Sch</td>
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<td>H Ed 451</td>
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<td>H Ed 445</td>
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<tr>
<td>H Ed 481</td>
<td>Pre-Student Teaching</td>
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</table>
Memo

To: Kathleen F. Sena and Henry Shapiro
From: Mike Hammes, Health Education
Date: 11-6-95

Reason: Form C revisions for science, sociology and psychology electives

According to my notes, the following are electives for science, sociology and psychology courses in the School Health Education program of studies.

Science Electives
Biol 121L Principles of Biology
Biol 123L Biology for Health Related Sciences and Non-Majors
Biol 200L Principles of Ecology
Bio 122Introductory Genetics
Chem 111L Elements of General Science
Chem 211L General Chemistry

Sociology
Soc 101 Introduction to Sociology
Soc 211 Social Problems
Soc 213 Deviant Behavior
Soc 305 Man, Nature and Society

Psychology
Psych 105 General Psychology
Psych 220 Child Psychology
Psych 271 Social Psychology

Students whose career objectives suggest choices other than those listed above, should contact the department about the possibility of exceptions.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: August 31, 1995

Martin D. Bradshaw
(Name of individual initiating curricular change form)

Associate Chairman

Program: Electrical Engineering

This form is for

Name of New or Existing Program

This program is or would be located in current catalog page

I. Major Change-Mark appropriate category

- Degree
  - New
  - 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.

Title: Electrical Engineering

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: Spring 1996

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 (attach statement)

Signature: Kenneth Jungwirth

Approvals:

- Dean of Library Services
  - Date: 9/2/95
- CIRT
  - Date: 9/19/95
- College Curricula Committee
  - (If necessary)
  - Date: 9/27/95
- College of School Faculty
  - Date: 10/9/95
- College or School Dean
  - Date: 10/9/95
- FS Undergraduate Ac. Affairs
  - Date: 10/9/95
- FS Graduate Committee
  - Date: 10/9/95
- Office of Graduate Studies
  - Date: 10/9/95
- FS Curricula Committee
  - Date: 11/27/95
- Assoc. VP of Academic Affairs
  - Date: 12/01/95
- Faculty Senate
  - Date: 12/01/95

Mailed

Entered (Catalog)

Entered (Mainframe)

For Scheduling Office

Entered (Mainframe)
Reasons for Request:

The technology in Electrical Engineering is changing very rapidly, especially in the computer area. Discussions with our graduates out in industry indicated that all of our future graduates should know the "C" programming language. Thus, we changed the freshman engineering courses to put in CS 151 and CS 251. This change makes these courses the same as those in the Computer Engineering curriculum.

For the last five years, many of our students have been electing CE/ME 350 (Engineering Economy) as a technical elective. We added this course as a requirement in the senior year. This change makes this requirement the same as for Computer Engineering, as well as for all of the other programs in the School of Engineering, except for Computer Science and Mechanical Engineering.

The math elective in the previous curriculum has been replaced with Math 314 as a required course. Most of the students had been selecting this course as an elective in the previous curriculum.

The number of technical electives in the program was increased from 9 hours to 12 hours. In addition, the departmental faculty voted to require students to select at least two of these four courses from "tracks" in five major areas of electrical engineering. It was felt that this small dose of specialization will be helpful for our graduates as they go either into industry or to graduate school.

Our accrediting agency, the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), has issued new guidelines which require at least a one hour course in "Engineering Ethics". An existing course, EECE 301, Engineering Ethics, has been put into the curriculum as a required one credit course in the senior year. In addition, ABET has relaxed the previous requirements on required Math and Science hours and the departmental faculty voted to eliminate the second semester of Chemistry and add a required Physics laboratory, Phys 163L.

Finally, two new courses have been added to the curriculum. These are a one credit course in the first semester of the freshman year, EECE 101, EECE Problem Solving, and a four credit second semester sophomore course, CE/ME 304 Statics/Dynamics. The freshman course has been added to give entering students a "taste" of electrical engineering while they are working through their required Chemistry, Math and Physics courses before they get to their required EECE Courses in the first semester of the Sophomore year. It is anticipated that this will help in the retention of students in the program. The new CE/ME 304 Statics/Dynamics course will replace the previous two courses, CE 202, Statics, and ME 306, Dynamics, each of which is a three credit course.

Descriptions of the previously submitted Form B's for these two new courses are included as an attachment to this document.

With all of these changes, the number of hours required for graduation is 133 credit hours, which is the same as for the previous curriculum.

Budgetary and Faculty Load Implications

One new course, EECE 101 EECE Problem Solving, has been added to the curriculum. As explained in the attached Form B for this course, a three credit course, EECE 204, has been eliminated from the curriculum. Thus, this new course can be offered within the present budgetary and faculty load restrictions.
Does this Change Impinge on Another Department

The new course CE/ME 304 will impinge on the Civil and Mechanical Engineering Departments. However, as explained on the attached Form B for this course, it will simply be a shift of EE students from the existing CE 202 and ME 306 courses and will not add to their faculty requirements.

New Curriculum

See Attached Sheet.
### BS in Electrical Engineering Curriculum (155 hours)

**Effective Fall 1995**

#### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Math 162 Calculus I</td>
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<tr>
<td>EECE 101 EECE Prob solv</td>
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<td>CS 151-Equiv. Intro C/++</td>
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<tr>
<td>EECE 203 Circuit Anal I</td>
<td>EECE 206L Lab I</td>
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<td>EECE 238L Comp Logic Des</td>
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<td>Math 264 Calculus III</td>
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<td>Math 316 Diff Equations</td>
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#### Sophomore Year

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<td>EECE 344L Microprocessors</td>
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<td>EECE 361 Fields &amp; Waves I</td>
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<td>EECE 314 Sig and Comm</td>
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<td>H&amp;SS Elective*</td>
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* See list of approved Humanities and Social Science electives for specific requirements. At least one H&SS elective must be taken after an introductory course in the same department.

** 6 hours (2 courses) must be from a listed track. The remaining 6 hrs (2 courses) must be approved in writing by the EECE Department, usually from 300, 400, and 500 level EECE courses. EECE 402 and EECE 325L are not acceptable.
Figure 1b: Flow Chart of Electrical Engineering Courses

NOTE: All prerequisite courses must be satisfied with C- or better grades.
*All technical electives have prerequisites that must be satisfied.
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<td>(Chairperson)</td>
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<td>Assoc. Professor</td>
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<td>Nutrition/Dietetics</td>
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**RECEIVED SEP 1 2 1995**

This form is for Nutrition/Dietetics.

This program is or would be located in current catalog page 792.

### Major Change Mark appropriate category

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Revision of existing degree

Revision of existing major

Revision of existing minor

Revision of existing concentration

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.

### 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: See attached pages.

### Reasons for Request: (attach statement)

See attached pages.

Effective Date of Proposed Change: Fall 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 __

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

Signature: ________________________________

Date: ____________

### Approval:

<table>
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<th>Date:</th>
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Date: ____________
Form C

II: Minor Change

Nutrition/Dietetics Major:

First Year:
- Change Elective from 3 hrs to 6 hrs.
- Move CS 150 Computers for Business Students or TL T 483 to Third Year.
- Total hours remain 33 hrs.

Second Year:
- Change H Ed 171 pers Hlth Mgt (or H Ed 247, 471, 482) 3 hrs to 1-3 hrs.

Third Year:
- Move Nutrition 406 to Fourth Year.
- Move Biology 429 to Fourth Year.
- Add 427L to 3rd Year.

Fourth Year:
- 427L moved to Third Year.
- Biol 429 Molec Cell Biology 1 4 hrs.
- Total 35 hours.

Reason for Request:

Curricular revisions in other programs provide opportunity to realign courses.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 2-1-95

Dr. Paul S. Miko, Ph.D.
(Name of individual initiating curricular change form)

Associate Professor
(Title, position)

Parks and Recreation, COE
(Dept., Div., Prog)

UNIT PREPARES IN QUADRUPLE
Routing (All four copies)
1. Dean of Library Services
2. CIIT (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
   only)
8. FS Curricula Committee
9. VP of Academic Affairs
10. Faculty Senate

This form is for Concentration-Environmental Educat.

Name of New or Existing Program

This program is or would be located in current catalog page 284 93-9.

I. Major Change—Mark appropriate category

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<tr>
<td>Minor</td>
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<tr>
<td>Concentration</td>
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</table>

Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of Concentration in

Environmental Education
Recreation Resource Management

Give exact title and requirements as they should appear in the catalog. (See current catalog for formal within the respective college.) Attach additional sheets if necessary. Environmental Education. This specialization is primarily for those interested in studying humanity's interactions with natural and human environments. Coursework and experiences focus on the development of teaching and learning strategies and skills.

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) please see attached two pages and Form A's and B's

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements) None—current faculty are sufficient

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: Clay W. Milley
Department Chair

Approvals:

Dean of Library Services: Date: 2-7-95
CIIT: Date: 2-12-95
College Curriculum Committee: Date: 3-1-95
College of School Faculty: Date: 3-1-95
College or School Dean: Date: 3-1-95
FS Undergraduate Academic Affairs: Date: 3-25-96
FS Graduate Committee: Date: 4-28-95
Office of Graduate Studies: Date: 5-21-95
FS Curricula Committee: Date: 7-5-95
Assoc. VP of Academic Affairs: Date: 10-15-95
Faculty Senate: Date: 12-16-95

Mailed: 18
The Parks and Recreation field encompasses a broad range of human activities and values including those related to education, environment, family, community, health and rehabilitation. The Parks and Recreation Program is committed to responding to our society's growing needs for highly qualified professionals to enhance and to facilitate the quality of life for all individuals.

The Parks and Recreation Program was first established in 1936-37, when a two year curriculum was created in the General College of the University of New Mexico. In 1948-49, the College of Education received the program as part of the Division of Health, Physical Education, and Recreation. During the 1959-60 academic year, the Parks and Recreation Program became a four year undergraduate major and in 1962-63, the Masters of Arts and Doctorate of Philosophy with an emphasis in Parks and Recreation was approved.

The mission of the Parks and Recreation Program through faculty teaching, research and service, is to have a positive impact on the citizens and institutions of the State of New Mexico, the Southwest region, the nation, and in a limited focus, the world. The goal of the Program is to prepare educators and practitioners to become skilled in the assessment, planning, implementation and evaluation of park and recreation programs so that they will become leaders in the development and wise use of basic leisure services and natural resources.

The Doctorate of Philosophy degree with an emphasis in Parks and Recreation is one of only eight doctorate programs in the Parks and Recreation field in the United States and one of only two in the western part of the country. The graduate program at UNM in Parks and Recreation is generally considered to be one of the largest contributors of minority post-baccalaureate educators and practitioners to the field and one of the international leaders with regard to research on multicultural issues within the parks and recreation profession.

Studies for the Master's and Doctoral degrees have for the past several years been organized into three major areas of concentration: Parks and Recreation Administration, Recreation Resource Management, and Therapeutic Recreation. This Form C is a request to replace the Recreation Resource Management concentration with a new concentration in Environmental Education.

With encouragement and support from the Dean of the College of Education, the Parks and Recreation faculty began exploring the possibility of offering a concentration in Environmental Education during the 1992-93 academic year. With this end in mind, the following steps were undertaken:

- site visitations to Environmental Education/Studies programs at Prescott College, San Jose State, Sonoma State, and the University of California at Santa Cruz;
- consultation with members of the New Mexico Recreation and Park Association and the Environmental Education Association of New Mexico;
--a survey of Park Superintendents of the National Park System;
--consultation with various state and local agencies including the Rio Grande Zoological Park, the New Mexico Museum of Natural History, the Albuquerque Public Schools, Office of Recycling of the Albuquerque Solid Waste Management Department and the Albuquerque Open Space Division;
--consultation with Park and Recreation professional colleagues in Israel, Mexico, Puerto Rico and the Republic of China;
--attendance and invited presentation at the 1994 international conference of the North American Association for Environmental Education, Cancun, Mexico;
--a two year analysis of job bulletins from the National Recreation and Park Association and the National Student Conservation Association;
--the offering of Environmental Education topics courses beginning Fall Semester 1993.

The above investigations, visitations and consultations overwhelmingly supported the "extreme importance" of Environmental Education in the preparation and training of current and future professionals for the Parks and Recreation field. They also provided the foundation for the development of the following request unanimously agreed to by the Parks and Recreation faculty on January 24, 1995.

The Parks and Recreation Program faculty of the University of New Mexico's College of Education respectfully request permission for the following curricular changes:

1. Deletion of the Recreation Resource Management concentration in Parks and Recreation at the graduate level. This will involve the deletion of the following courses--
   RECREA 400 - Environmental Awareness in Outdoor Recreation
   RECREA 479 - Park Management
   RECREA 540 - Outdoor Recreation Planning

2. Creation of a concentration in Environmental Education in Parks and Recreation at the graduate level. The concentration will require the following courses--
   RECREA 485 - Interpretive Services
   RECREA 515 - Teaching Environmental Education
   RECREA 520 - Multicultural Environmental Education
   RECREA 535 - Research Principles in Environmental Education

(please see attached Form A's and B's)
PRELIMINARY REPORT OF THE CORE CURRICULUM TASK FORCE
(Discussion Draft)

SUMMARY OF CORE CURRICULUM REQUIREMENTS

- English: two courses plus competency examination.
- Communication: one course.
- Mathematics: one course.
- Natural Science: two courses, including laboratory experience.
- Social Science: two courses.
- Humanities: two courses.
- Language: one course. Basic exposure or an introduction to foreign culture.
- Fine Arts: one course.

Competency or attainment of skills implicit in the Core will be assessed by grades in the courses. The English requirement, which is the only universal part of the Core, is designed to provide minimum proficiency, that is a level of writing ability beyond entry level. The obligation for greater writing proficiency then shifts to all other departments. The broadest educational goal of the university is to have graduates who are articulate in both written and oral presentation of ideas. Encouraging writing through the entire curriculum should be considered by every department, for they alone will be able to match the development of ideas in each discipline with the ability to express them. Other courses add to the skills of a person educated in a liberal arts education.

They provide a blend of thoughts, practices, methods and experiences which should distinguish graduates in life and profession. They include training in analytical and logical skills in a variety of disciplines. In general, the goal inventory relating to the core curriculum includes developing reading, writing and the cognitive skills associated with mathematics, scientific methods, analytical reasoning and critical thinking. Comparative analysis of language and culture and greater appreciation of creative facets of life are skills with equally vital place in an educated person's development. Mastery of such skills at the freshman/sophomore level prepares students for achievement in theoretical studies, in considering world and human affairs and in problem identification, assessment and solution. In addition, students will gain basic skills relating to several areas of particular expertise and be able to communicate their ideas and findings. All of the core courses provide only preliminary skill levels with the hope that they will be sufficient to make upper-division studies more productive while also furnishing each student with the abilities necessary in an increasingly complicated world. Debate over the nature of skills is inevitable, for many course goals relate directly to professions and much training in critical thinking is subject-specific. However, at the beginning level the Task Force feels that there can be
substantial agreement on skills and competencies. In specific, there is considerable concern over writing skills and the position of English 102 in the curriculum. The Task Force recommends an effort to establish a uniform standard for what is expected from the course, indicating a minimum competency for every student whether native of transfer. In addition, there must be similar consideration of university norms, expectations and other general educational goals and the methods appropriate to achieve them. Beyond concern over writing competency, the Task Force wishes to establish a better definition of skills arising from the methods of the other disciplines included in the Core. There should be essential agreement on standards in writing, reading, historical and social analysis, mathematical reasoning, scientific methodology, and an appropriate level for the broadening and creative understanding derived from humanities, foreign language and fine arts courses. These skills thus form the foundation of general education requirements while still offering some latitude in the selection of courses to attain competency. Skills in math and the sciences need to be directed toward degree requirements, thus creating a wide range of programs within the Core. Students will also be encouraged to take courses which complement each other during the same semester. Individual departments might consider greater levels of cooperation in scheduling and even in teaching. Models of various sorts are being tried at different schools where efforts to develop the vital skills in the curriculum have led to discussion of instruction in introductory courses and to the development of interdisciplinary approaches which pair core courses with complementary objectives. The Task Force is anxious to encourage similar developments at UNM and sees the Core as an opportunity for inventive and innovative teaching.

In the plan proposed by the Task Force, the first year of studies would be highly structured and each student would be required to obtain advisement twice during the year. During the second year, students would begin to select courses leading toward a major and the advising responsibility would shift to departments. Some disciplines have closely regulated steps toward the major and the task of evaluating students is simplified. Other department will have to institute mechanisms for assessment of student performance. Ultimately, competencies in general terms will be measured through an expansion of each department's management of student programs. The use of comprehensive and required advising that this would entail is already the hallmark of some of the most successful programs at the University.

Advising is at the heart of making the core curriculum work for students and for the University. Each department should find some means to expand advising, helping the Office of Undergraduate Studies with beginning students and better managing the programs of upper division students once they have selected a major. Only advising will assure that students are taking the courses at the proper time and in a manner suitable to their degree goals. Advisors will also have an idea of how well individual students are mastering the skills. It is also imperative to have advisors guard against the curriculum becoming a barrier to minority students or to those whose preparation for university has been inadequate. The programs to help such students are in place, as are remedial courses at TVI and proper advising and encouragement will assist such students in establishing themselves in a better academic and thus professional position. The core courses provide the very skills necessary for personal and academic achievement and should be regarded as ladders and opportunities rather than as barriers.
CORE CURRICULUM: DISCUSSION DRAFT

WRITING AND COMMUNICATION (Required: three courses, with two from English.)

ENGLISH 101 (3) Composition I: Exposition
ENGLISH 102 (3) Composition II: Analysis and Argument
ENGLISH 119 (3) Technical Writing
ENGLISH 220 (3) Expository writing (intermediate)

COMMUNICATION 130 AND 130L (1 and 2) Public speaking

LINGUISTICS 101 (3) Introduction to the study of language

FOREIGN LANGUAGE (Required: one or two courses)

Any 100 or 200 level courses in the Departments of Spanish and Portuguese or Foreign Languages and Literatures.

CLASSICS 107 (3) Greek Mythology
CLASSICS 204 (3) Greek Civilization
CLASSICS 205 (3) Roman Civilization

COMPARATIVE LITERATURE 223 (3) Literary Questions
COMPARATIVE LITERATURE 224 (3) Literary Questions
COMPARATIVE LITERATURE 240 (3) Introduction to Methodology
Discussion Draft

HUMANITIES (Required: three courses, one of which must be from Fine Arts.)

ART 101 (3)
Introduction to Art

ART 201 (3)
History of Art to the Renaissance

ART 202 (3)
History of Art since the Renaissance

DANCE 105 (3)
Dance appreciation

ENGLISH 150 (3)
Literature (topics).

HISTORY 101 (3)
Western Civilization to 1648

HISTORY 102 (3)
Western Civilization since 1648

PHILOSOPHY 101 (3)
Introduction to Philosophical Problems

PHILOSOPHY 111 (3)
Introduction to Humanism

PHILOSOPHY 112 (3)
Introduction to Humanism

PHILOSOPHY 156 (2)
Introduction to Logic and Critical Thinking

MUSIC 139 (3)
Music Appreciation

MUSIC 140 (3)
Music Appreciation (discrete course)

THEATER 122 (3)
Introduction to Theater

FILM/TV 210 (3)
Introduction to Film
SOCIAL AND BEHAVIORAL SCIENCES (Required: two courses)

ANTHROPOLOGY 101 (3)
Introduction to Anthropology

ANTHROPOLOGY 108 (3)
Human ancestry

ANTHROPOLOGY 130 (3)
Cultures of the world

ANTHROPOLOGY 150 AND 150L (4)
Evolution and Human Emergence

ECONOMICS 200 (3)
Principles of Microeconomics

ECONOMICS 201 (3)
Principles of Macroeconomics

GEOGRAPHY 101 AND 105L (4)
Physical Geography and Lab

GEOGRAPHY 102 (3)
Human geography

POLITICAL SCIENCE 110 (3)
The Political World: An introduction to politics

POLITICAL SCIENCE 200 (3)
An introduction to American politics

PSYCHOLOGY 105 AND 105L (4)
General Psychology

SOCIOLOGY 101 (3)
Basic concepts, topics and theories of sociology

MATHEMATICS (Required: one course)

MATH 121 (3)
Algebra

MATH 123 (2)
Trigonometry

MATH 145 (3)
Statistics

MATH 150 (3)
Advanced Algebra

MATH 162 (4)
Calculus I

MATH 163 (4)
Calculus II

MATH 180 (3)
Elements of Calculus I

MATH 181 (3)
Elements of Calculus II
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<tr>
<td>BIOLOGY 110 AND 112L (4)</td>
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<td>CHEMISTRY 105 AND 107L (4)</td>
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<td>CHEMISTRY 121L (4) AND 122L (4)</td>
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<tr>
<td>EPS 101 AND 105L (4)</td>
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<td>PHYSICS 102 AND 112L (4)</td>
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The Core draft reflects the decisions taken at the meetings of October 26 and November 29, 1995. All of the course selection arises from the concern of the Task Force in establishing skills as the fundamental aspect of the core curriculum. Students must receive careful advising so that they do not take courses that are incompatible with their degree objectives. In many cases, the variety of courses, especially in Math, Chemistry and Biology, reflect the differing skills necessary for the pursuit of distinct majors in different fields. In other areas, especially in the Humanities, Fine Arts and Social Sciences, students will be encouraged to follow or to develop personal interests. All of the courses teach and advocate skills appropriate to the individual disciplines and the greater freedom of choice is consistent with the various paths toward degree objectives. Most degree programs will be unaffected by the Core, but students must be apprised of the variations in requirements which will affect their early semesters of study. Introductory courses in specific disciplines (e.g. Nursing) will delay taking some core courses but will not replace them. Some other students, notably those in Engineering, will follow a path that is unique to that course of study.

The fundamental principle of the Core is that certain skills are basic to an education and that mastery of them must precede following a specific degree program. Departments must adjust to the program, recognizing a University obligation to make lower-division courses the best and most productive possible. The skills represent values and the Core courses should reflect them in a serious and positive manner. In addition to adjusting some material to emphasize writing, reading and analytical skills, Departments will also be the center of advising.

Objections have been raised by departments which have established strict programs which regulate student schedules from the very beginning. Students in such programs would require advising on the best method to move some core courses to their sophomore or even later years while still trying to maintain the dedication to a skills approach. They might substitute an upper-division course which would assure the proper acquisition of the requisite skill while still placing the student within the intellectual environment appropriate to their standing in the University. The intention is to have students acquire the skills arising from the Core as early as possible within their University career, so such exceptions are not encouraged by the Task Force. No course which does not specifically offer a skill identical to that offered by a Core course may serve as a substitute.

Other objections arise from the absence of technology related courses, more specifically computer courses. The intention of the Task Force was to encourage every department to make computer literacy part of the training in each discipline. General awareness of computer technology tends to arise from needs specific to courses and particular fields of study and the introduction of computer lab courses relating to each major should increase as funds and hardware become available.

Beginning students or transfer students who already have the skills in a particular discipline evidenced by achievement or placement tests would not take the Core courses. If they were undecided in terms of choice of major, they would be advised to take more advanced courses in the Core groups. Otherwise, such students would proceed directly to courses fulfilling college and departmental requirements.
The issue of "receivership" in academic administration has arisen recently in connection with the Teacher Education Division of the College of Education and with the School of Public Administration. Concerned about the implications of "receivership" for faculty governance, the UNM Chapter of the American Association of University Professors conducted a survey via the AAUP's national e-mail listserve, asking for reports on the experiences of other schools. We would like to share with you what we learned and some of our concerns about this practice.

Receivership is a rare but not unprecedented step, usually taken when a unit (department, division) is so badly divided within itself as to be incapable of running its own affairs, when it has mismanaged its budget so badly that it needs outside help, or when its policies and practices are demonstrably contrary to those of the college or university of which it is a part. The management of the unit is taken out of its hands and assigned to an administrator or an appointee from outside the unit. The receivership is usually accompanied by a statement of the rationale for the action, of the time-period envisioned for correcting the problems, and of a procedure by which the unit will be certified as being no longer in receivership.

Receivership is properly administered, not necessarily in violation of AAUP policies on faculty governance. It has been applied at Yale, Michigan, Emory, Rochester, and Washington University (St. Louis) in recent years. Sometimes it is a reasonable and necessary solution to administrative deadlock. But it should be applied sparingly and only after careful planning, because while it is in force, the faculty subject to it are deprived of significant powers of self-government that may involve decisions about curricula, personnel, and budget. If abuses of these confiscated powers occur, they can be more than usually difficult to remedy in a situation where the ordinary structures of responsibility have become fluid and ambiguous.

Receivership is not mentioned in the UNM Faculty Handbook or in the AAUP Policy and Documents handbook. The University therefore has no articulated policy concerning it. The UNM Chapter of the AAUP encourages the Faculty Senate and the Administration to formulate a written policy on the use of receivership in academic administration at UNM. Such a statement could help greatly to clarify the ground rules of any future receiverships, and thus to allay some of the misunderstandings, anxieties, and uncertainties that inevitably attend such situations.

Harry Lull, President
UNM Faculty Senate

Mary Sue Coleman, Provost
Scholes Hall

Dear President Lull and Provost Coleman:

November 29, 1995

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Yours sincerely,

Hugh Witemeyer, President
AAUP/UNM
Department of English

CC: Arthur Melendres, President, UNM Board of Regents
Richard Eribes, Dean, College of Architecture and Planning
William Gordon, Dean, College of Arts and Sciences
Howard L. Smith, Dean, Anderson School of Business
Peggy Blackwell, Dean, College of Education
Nasir Ahmed, Dean, College of Engineering
Thomas Dohson, Dean, College of Fine Arts
Jane E. Renney, Vice-President for Health Sciences
Leo Reserio, Dean, School of Law
Robert Migneault, Dean, University Libraries
Kathleen Bond, Dean, College of Nursing
William Hadley, Dean, College of Pharmacy