Faculty Senate Meeting Minutes, 10/02/1996, p 320-361

UNM Faculty Senate

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<td>Adjournment</td>
<td></td>
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</tbody>
</table>
The Faculty Senate meeting was called to order at 3:35 p.m. on October 8, 1996, in the Roberts Room, Scholes 230. Senate President Beulah Woodfin presided.

Senators present: Margery Ambur (Art & Art History), Steven Block (Music), Alok Bohara (Economics), James Boone (Anthropology), Jane Bruker (Gallup), Laura Crossley (Earth & Planetary Sciences), William Dai (Anatomy), Tom DeCoster (Orthopaedics), Victor Deiolo (Individual, Family & Community Education), Michelle Diel (Valencia), Ernest Dole (Pharmacy), Gregory Franchini (Psychiatry), John Gahl (Electrical & Computer Engineering), Patrick Gallagher (English), John Geissman (Earth and Planetary Sciences), Jaime Grinberg (Education), Thomas Hagstrom (Mathematics & Statistics), William Johnson (Biology), Christiane Joost-Gaugier (Art and Art History), Wanda Martin (English), Christine Nathe (Dental Hygiene), Donald Neaman (Electrical & Computer Engineering), Eric Nuttall (Chemical & Nuclear Engineering), Jonathan Porter (History), Richard Reid (Anderson Schools of Engineering), Stephanie Ruby (Cell Biology), Christine Sauer (Economics), Sandra Schwanberg (Nursing), Loretta Serna (Education Specialties), Avarhama Shama (Anderson Schools of Management), Russell Snyder (Neurology), Joseph Spaeth (Radiology), Scott Taylor (Law), Mele Turan (Architecture & Planning), Holly Waldron (Psychology), Gerald Weiss (Physiology), Paul Weiss (General Library), Beulah Woodfin (Biochemistry), Melvin Yazawa (History), and Harry Llull, ex-officio Senate Operations member, (General Library)

Senators absent: James Boone (Anthropology), William Buss (Pharmacology), Diane Dotts (Gallup), Deborah Graham (Health Sciences Library), Peggy Kelley (Surgery), Craig Kelsey (Physical Performance & Development), Larry Lavender (Theatre & Dance), George Luger (Computer Science), Peter Pabesch (Foreign Languages & Literatures), Mario Rivera (Public Administration), Gloria Sarto (Obstetrics & Gynecology), Nicole Touchet (Family & Community Medicine), Pauline Turner (Individual, Family & Community Education), Carolyn Voss (Medicine), Nancy Ziegler (Gallup)

Senators excused: Helen Damico (English), Philip Reyes (Biochemistry), Sherman Wilcox (Linguistics), Nancy Ziegler (Gallup)

1. APPROVAL OF AGENDA
   The agenda was approved after the following two amendments: the last item under #6 was changed from Department of Chicano Studies to Chicano Studies Program; and item #8 Resolution on State Science Curriculum Standards was repositioned to #7 on the agenda.

2. APPROVAL OF SUMMARIZED MINUTES (September 10, 1996)
   The minutes of the September 10, 1996 meeting were approved after striking the
word "too" from the sentence on page 4, section #9, line 6, "Other departments want too many core courses."

3. **MEMORIAL MINUTE FOR PROFESSOR EMERITUS MILTON KAHN**

The Memorial Minute for Professor Emeritus Milton Kahn was read by Professor Emeritus Roy Caton. The minute was adopted by the Senate. Professor Caton asked the University Secretary to send a copy of the Memorial Minute to Milton Kahn's closest relatives.

**MEMORIAL MINUTE FOR MILTON KAHN**

Milton Kahn, Professor Emeritus of Chemistry, died on February 29, 1996.

Milton was born on November 11, 1918, in Philadelphia, Pennsylvania. After moving to California, he attended the University of California at Berkeley, where he obtained a B.S. degree in Chemistry in 1941. Following a position at the Berkeley Radiation Laboratory, he joined the Manhattan Project at Los Alamos, and he was present at the Trinity Site when the first nuclear bomb was detonated. In 1946 he began his graduate research at Washington University, in St. Louis, where he worked under A.C. Wahl, the co-discoverer of plutonium. Milton started teaching at UNM in the fall of 1948, wrote his Ph.D. dissertation, and initiated a research program in radiochemistry. He retired on January 1, 1981, after a productive teaching and research career.

During his tenure at UNM, Milton obtained three patents related to radiochemical processes, contributed chapters to several monographs, and co-authored a text on radiochemistry. Supported by grants from the Atomic Energy Corporation and the Sandia Corporation, he directed the research of over 25 graduate students and published over 50 papers on the chemistry of radioisotopes. His most recent research was concerned with chemical behavior of iodine at extremely low concentrations. He was a consultant at Los Alamos Scientific Laboratory where he spent many of his summers and sabbaticals, directing the research of LANL staff members who were working on their doctoral degrees under a UNM-LANL cooperative program. He was active in many UNM committees, a member of the UNM Honors Program Council, and lectured often on his research. In 1964, he delivered the UNM Sigma Xi 11th Research Lecture, and in 1974 he received the Honor Scroll from the New Mexico section of the American Institute of Chemists for "outstanding contributions to teaching and applications of radiochemistry in New Mexico." In 1979 he received the Dustin Clark medal from the Central New Mexico section of the American Chemical Society.

Milton Kahn, respected teacher and scientist, mentor of new chemistry faculty, and a steadfast friend to his students and associates, is fondly remembered by those who knew him.

4. **PROVOST’S COMMENTS**

Provost William Gordon’s comments included the following:
Fall 1996 semester enrollment declined by 3.3% from last fall which is an actual loss of 814 students. An analysis of enrollment patterns showed that the biggest drops were among incoming freshman (8.7%), undergraduates (3%), non-degree students (7%) and enrollment in graduate/professional schools (1%).

The factors associated with a decrease in enrollment are: a strong economy, decreased unemployment rates and the effect of the government shut down on financial aid packets.

Branch campuses' enrollments have a significant increase (6.5%). This reflects enrollment patterns for students, in areas where there are branch campuses, who no longer come to the main campus to begin their college careers.

Albuquerque TVI enrollment is up this year. However, enrollments for beginning freshman in academic programs are down. There has been a tremendous growth in vocational training. There may be a shift around the state in the kinds of academic and training programs that students are entering that may be affecting UNM and TVI.

The student enrollment decline is of great concern since the state legislature's funding formula for universities is based on student credit hours.

A more comprehensive recruitment program is needed, and the faculty will be called upon for more involvement in this effort in the future.

By using 1-TEL-UNM as a tracking measure, student accessibility to courses improved significantly (24%) this semester. Over 80% of the students at UNM experienced no difficulties in enrolling for the classes they needed.

All deans received notification from the Provost that every undergraduate degrees granting unit must have a student outcomes assessment program in place by May 1997. This is a requirement of the North Central Association for accreditation of universities. A Student Outcomes Assessment Office has been set up in the Provost's area to assist with this task. Academic units will identify academic goals for their students, developing assessment instruments to assess student progress toward those goals. The intent is to have much better refined programs in place by next year.

The UNM Strategic Plan is meant to be a framework for planning in individual university academic units, but because of its broad scope it is difficult for departments to create a plan which coincides with the strategic plan. The Deans' Council has begun to create a draft "Academic Master Plan" which focuses on scholarly and research activities of the university. The plan will be laid out in steps to help guide the academic departments in developing their own strategic plan. The draft plan will be distributed to the academic units for faculty input. The final draft plan will be circulated for comments campus wide in the spring.

APPROVAL OF CHANGES TO 1996-97 COMMITTEES
The Senate representatives to Faculty Senate committees and two new faculty appointments to committees were approved.
6. FORMS FROM THE CURRICULA COMMITTEE
The Senate discussed and took action on the curricular requests from the Curricula Committee for Senate approval:

- Approved with amendments a new Associate of Arts degree in School Health Promotion from the HPPELP at the Gallup branch which was tabled at the September 10, 1996 Senate meeting. The amendments included: adding education courses SPC ED 201 and 204, (5 credit hours) and PSY 210 (3 credit hours) in place of topics courses; and correcting the sequence of the humanities courses to be HIST 101 or 102 and 161 or 162 instead of HIST 101 or 161 and 102 or 162 as listed in the proposal.
- Approved the revision of major, minor and pre-law concentration in Philosophy.
- Approved the revision of a Master of Science in Civil Engineering with the understanding that the proposed changes for several wordings be updated in the Graduate Bulletin.
- Approved with an amendment a new minor in Chicana/o Studies and new department acronym (Ch. St.) for the Chicano Studies Program. The history courses listed under Course Listing B were amended to "HIST 260 or 360", instead of allowing credit for both HIST 260 and 360. A motion to amend course "320 Chicano Experience through Film" under Course Listing A to "when topic is appropriate" was defeated. A motion to amend the last paragraph by listing topics courses after the first sentence was withdrawn.

7. RESOLUTION ON STATE SCIENCE CURRICULUM STANDARDS
The Faculty Senate amended and then unanimously adopted the following resolution introduced by Professor John Geissman (Earth and Planetary Sciences) and Professor Bel Campbell (Physics and Astronomy):

Whereas, the principal missions of the University of New Mexico are education, as the dissemination of knowledge, truth and the arts; scholarly and scientific research, as the inessent pursuit of knowledge, truth, and artistic expression, and service to the State in fostering ready access to knowledge, truth, and the arts; AND

Whereas, the great majority of students matriculating at the University received their prior education in the State of New Mexico;

Therefore, be it resolved, that we the members of the Faculty Senate of the University of New Mexico, representing the Faculty of the University, emphatically disapprove of the New Mexico State Board of Education's revisions of the Content Standards with Benchmarks for Kindergarten through Grade 12, specifically with regard to Science Curriculum Standards.

The changes made to the curriculum, especially the removal of all references to the instruction of biological evolution and the vast antiquity of the planet we inhabit, are inappropriate and will further serve to detract from an objective, quality education so vital for the preparation of New Mexico students for pursuits in higher education at the University of New Mexico and elsewhere.
We recommend in the strongest possible terms that the State Board of Education reconsider its recent actions and revise the Science Curriculum Standards of the State to bring them into general accordance with the recently established National Science Education Standards.

A copy of this resolution is to be presented to each member of the State Board of Education and to the Governor of the State of New Mexico.

Senator Joost-Gaugier asked it be noted in the letters to the State Board of Education, Governor Johnson, and the media that the vote of the Senate regarding this proposal was unanimous.

8. CORE CURRICULUM

Included in the agenda packets was a revised proposal for the core curriculum (a merging of the two earlier proposals). Charles Steen, Chair, Core Curriculum Task Force was present for discussion of the revised proposal.

Some of the issues discussed were:

• The relationship between the proposed core curriculum and the Commission on Higher Education's development of a general education core.
• The consistency of the proposed core curriculum courses with high school courses.
• Math courses 121 and 150 listed in the proposed core curriculum are considered by the Math Department to be pre-calculus courses, and Math 123 is a two-credit course and not considered appropriate for the core. Currently, the elementary school education programs require students to take three math courses (9 credit hours) and they should not be required to take another 100-level course to satisfy the core requirements.
• Math 123 is a two-credit course and not considered appropriate for the core. Currently, the elementary school education programs require students to take three math courses (9 credit hours) and they should not be required to take another 100-level course to satisfy the core requirements.
• There were suggestions to split the History courses from the Humanities courses, and require a history course and another humanities course; to make a decision on Fine Arts performance courses; and to add a non-Western course.

At this point, Senator Shama made a motion "To vote positively on the architecture of the proposal, and to leave the final vote on the core course: for some point in the future, but, by no later than one quarter year from today."

Senator Shama's motion was carried by voice vote with one no vote.

9. ANNOUNCEMENTS - SENATE PRESIDENT

Senate President Woodfin made the following announcements:

• Today's Senate meeting was held in the Roberts Room due to a scheduling conflict with the Kiva. President Woodfin asked the Senate if it would like to continue to meet in the Roberts Room. The Senate indicated its preference for meetings to be held in the Kiva due to overcrowding and noise factors in the Roberts Room.
• President Peck will not be able to attend any Faculty Senate meetings this
semester. He may be able to attend some Faculty Senate meeting in the
Spring semester.
• The Regents have incorporated the policy on Post Tenure Review as it was
amended by them into the Regents' Policy Manual. President Woodfin said
some faculty believe this is a modification of their contracts, and must be
incorporated into the Faculty Handbook.

Discussion ensued on the possible alternatives and/or actions the Senate could
take regarding this issue. President Woodfin said there were a number of
possibilities for the Senate's response including the following:
1. The Senate could let it ride and challenge the situation two or more years
down the road when the post-tenure review policy might be utilized in terms of an
evaluation for a tenured faculty member who has received two consecutive
negative annual reviews.
2. The Senate can express its concern and feelings to the Regents.
3. The Senate can directly challenge the Regents.

The chronology of events regarding the post-tenure review policy approved by
the Faculty Senate on February 13, 1996; amended by the Regents on April 11,
1996, and incorporated by the Regents into the Regents' Policy Manual on
September 12, 1996 was discussed.

Senator Shama made a motion to authorize the Senate Operations Committee to
prepare a letter to the Regents addressing three concerns: disappointment in the
Regents' behavior; the post-tenure review policy belongs in the Faculty Handbook;
and request for a meeting with the Regents to find a common ground. Senator
Shama's motion was carried unanimously by voice vote. Once the letter is
prepared by the Senate Operations Committee it will be distributed to Faculty
prepared via e-mail for their comments before it is sent to the Regents. Senator
Magotra proposed an amendment to Senator Shama's motion to send the letter.
Magotra proposed an amendment to Senator Shama's motion to send the letter.
Magotra proposed an amendment to Senator Shama's motion to send the letter.

10. NEW BUSINESS
There was no new business to come before the Senate at this time.

11. ADJOURNMENT
The meeting adjourned at 5:45 p.m.

Respectfully submitted by:
Mari A. Ulibarri
Administrative Assistant
Office of the University Secretary

Approved by:
Vivian Valencia
University Secretary
NEW APPOINTMENTS TO FACULTY STANDING COMMITTEES
(Additions and/or changes to list approved at September 10, 1996 Faculty Senate Meeting)

Faculty Senators

ATHLETIC COUNCIL
Mel Yazawa (History)

BACHELOR OF UNIVERSITY STUDIES
Mario Rivera (Public Administration)

BUDGET
James Boone (Anthropology)

FACULTY ETHICS AND ADVISORY
Ernest Dole (Pharmacy)

HONORARY DEGREE
Pauline Turner (Indiv Family & Comm Educ)

RESEARCH ALLOCATIONS
Christine Sauer (Economics)

TEACHING ENHANCEMENT
Christine Nathe (Dental Hygiene)

UNDERGRADUATE
Laura Crossey (Earth & Planetary Sciences)

UNIVERSITY PRESS
Sherman Wilcox (Linguistics)

Faculty

CURRICULA
Elizabeth Rapaport (Law School) - Term Ends 1998

KUNM BOARD
Richard Schaefer (Comm & Journ) - Terms Ends 1998
DEGREE/PROGRAM CHANGE
FORM C

Date: November 29, 1995

Altha M. Crouch, Ed.D.
(Assoc. Prof./Coordinator H Bi)

Mark appropriate Program:
Undergraduate Degree Program □
Graduate Degree Program □
(Proposing degree only)

Mark appropriate category
Degree □
AA Health Prom. □
Major □
Minor □
Certificate □
Emphasis □
Department □

Purpose

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

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

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

Effective Date of Proposed Change:

Dean of Library Services (if necessary) Date: 11/25/95
CIRT (If Necessary) Date: 11/25/95
College Curriculum Committee (If necessary) Date: 11/25/95
College or School Faculty (If necessary) Date: 12/31/95
College or School Dean/Director of Instruction Date: 12/31/95
FS Graduate Committee (if applicable) Date: 11/25/95
FS Curricula Committee Date: 11/25/95
Assoc. Provost for Academic Affairs Date: 11/25/95
Faculty Senate Date: 11/25/95

Altha M. Crouch, Ed.D.
(Assoc. Prof./Coordinator H Bi)

UNIT PREPARES IN QUADRUPLICATE
Reading (All four copies)

Library Services

CIRT

College Curriculum Committee

College or School Faculty

College or School Dean/Director of Instruction

FS Graduate Committee

FS Curricula Committee

Assoc. Provost for Academic Affairs

Faculty Senate
<table>
<thead>
<tr>
<th>Agency/Division</th>
<th>No. of employees</th>
<th>Interest High-Low</th>
<th>Yes-No</th>
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<tr>
<td>Public safety</td>
<td>650</td>
<td>High</td>
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<tr>
<td>Occupational safety</td>
<td>Deferred to H.Ed. Div.</td>
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<td>Family planning</td>
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<td>Employment Training</td>
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<td>Crownpoint</td>
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<tr>
<td>Shiprock</td>
<td>100</td>
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<td>WIC Programs</td>
<td>103</td>
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<td>Division Health</td>
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<td>Head Start</td>
<td>Deferred to H.Ed. Div.</td>
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<tr>
<td>Div. of Behavioral Health</td>
<td>105</td>
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<tr>
<td>Community Health Rep.</td>
<td>160</td>
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</tr>
<tr>
<td></td>
<td>1415</td>
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Eight agencies with approximately 1415 employees expressed a high degree of interest in a Community Health Associate of Science Degree. Each of the eight agencies are all interested in receiving information about the degree and will support their employees in their endeavors to pursue their education. Each of these agencies also said they would support a grant proposal. The school Health Education Associate Degree will be pursued in the Spring of 1995.
THE UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS
HEALTH PROMOTION, PHYSICAL EDUCATION, LEISURE PROGRAMS

Associate of Arts Degree in School Health Promotion

This program is designed to provide the student with the first two years of a four-year baccalaureate degree at UNM-Albuquerque and most other four-year institutions. It also provides the student with the knowledge and skills necessary to being a School Health Promotion Paraprofessional in a variety of school settings, i.e., teaching associate, a counselor associate, or a nursing associate.

Degree Requirements: A total of 72 credits.

| COMMUNICATIONS | ENG 101 | Composition I: Exposition | (3) |
| ENG 102 | Composition II: Analys and Argument | (3) |
| C&J 101 or 270 | Intro to Speech Communications or Speech for Classroom Teacher | (3) |

| ARTS/HUMANITIES/SOCIAL SCIENCES | HIST 101 or 161 | Western Civilization or History of the U.S. | (6) |
| and 102 or 162 | | | |
| SOC 101 | Intro to Sociology | (3) |

| MATHEMATICS/NATURAL SCIENCES/BEHAVIORAL SCIENCES | BIOL 136 or CHS 1137 | Human Anat & Physiology, N-Maj or Body Struct | (3-4) |
| MATH 111 | Math for Elem Tchr | (3) |
| MATH 145 | Intro. to Probability & Statistics | (3) |
| NS 261, 262 or 263 | Physical Science, Life Science, or Envirntl Sci | (3) |
| PSYC 105 or 220 | Gen Psychology or Child Psychology | (3) |

| HEALTH EDUCATION CORE COURSES | HED 164L | Standard First Aid/Lab | (3) |
| HED 171 | Personal Health Management | (3) |
| HED 209 | Education for AIDS Prevention | (1) |
| HED 212 | Fundamentals of Human Sexuality | (3) |
| HED 247 | Consumer Health | (3) |
| HED 260 | Foundations of Health Promotion | (3) |
| NUTR 125 | Intro. to Nutrition | (6) |
| HED 292 | Health Issues (1-3 Workshops) | (6) |
| HED 293 | Current Health Topics or approved electives | (6) |

| ELECTIVES | HED 292 | Health Issues (1-3 Workshops) | (3) |
| HED 293 | Current Health Topics to be offered on the basis of the needs of the students/community workplace or approved electives | (6) |
THE UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS
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**First Year**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HED 164L</td>
<td>Standard First Aid/Lab</td>
<td>3</td>
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<tr>
<td>HED 171</td>
<td>Personal Health Management</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Comp I: Exposition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 105 or 220</td>
<td>Gen. Psychology or Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 145</td>
<td>Intro. to Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Composition II: Analysis and Argument</td>
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<td>Western Civilization or History of the U.S.</td>
<td>6</td>
</tr>
<tr>
<td>HED 292</td>
<td>Health Issues (1-3 Workshops)</td>
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<td>HED 293</td>
<td>Current Health</td>
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**Second Year**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HED 260</td>
<td>Foundations of Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 136 or HCHS 113</td>
<td>Human Anat &amp; Physiology, N-Maj or Body Structures</td>
<td>3-4</td>
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<tr>
<td>NUTR 125</td>
<td>Intro. to Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>NS 261, 262 or 263</td>
<td>Physical Science, Life Sci, or Environmt Sci</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Intro to Sociology</td>
<td>3</td>
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<tr>
<td>CJ 101 or 270</td>
<td>Intro Sp Comm or Sp for Classr Techr</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Math for Elem Schl Techr</td>
<td>3</td>
</tr>
<tr>
<td>HED 212</td>
<td>Fundamentals of Human Sexuality</td>
<td>1</td>
</tr>
<tr>
<td>HED 247</td>
<td>Consumer Health</td>
<td>1</td>
</tr>
<tr>
<td>HED 209</td>
<td>Education for Aids Prevention</td>
<td>3</td>
</tr>
<tr>
<td>HED 292</td>
<td>Health Issues (1-3 Workshops)</td>
<td>6</td>
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<tr>
<td>HED 293</td>
<td>Current Health</td>
<td>6</td>
</tr>
</tbody>
</table>

Topics to be offered on the basis of the needs of the students/community workplace

**TOTAL** 72
ASSOCIATE OF ARTS DEGREE
IN
SCHOOL HEALTH PROMOTION

HEALTH EDUCATION COURSE DESCRIPTION

125. Nutrition (3)
Nutrition needs of normal individuals of all age groups; relation of nutrition to health. (Main Campus Course.)

164. Standard First Aid (1-3)
Preparation in knowledge and skills to meet the needs in most situations where first aid care is needed. Student eligible for Advanced First Aid Certificate and CPR Certificate. (Main Campus Course.)

171. Personal Health Management (3)
Exploration of the major areas of health information pertinent to understanding how to achieve, maintain, and promote positive health. Topics covered include mental health, drugs, human sexuality, prevention and control of diseases, nutrition, consumer health, and ecology. (Main Campus Course.)

209. Education for AIDS Prevention (1)
This course is designed (see attached). (Main Campus Course.)

212. Fundamentals of Human Sexuality (3)
Basic knowledge about human sexuality, anatomical, physiological, psycho-social, and ethical components. Broad consideration of sexual behavior. Emphasis on discussion of viable topics from varying points of view. (Main Campus Course.)

247. Consumer Health (1)
Preparation in knowledge and skills related to consumers to health products and services. Prerequisite: 171. (Main Campus Course.)

260. Introduction to Health Promotion (3)
For those considering becoming health majors or minors in school health or community health. Exploration of the basic philosophy and fundamental practices currently utilized in health education. (Main Campus Course.)

292. Workshops (1-5)
(Main Campus Course.)

293. Topics (1-3)
(Main Campus Course.)
The faculty in the Health Education Program gladly supports the two year Associate of Arts Degree in School Health Education. The program will provide an excellent opportunity for individuals to understand the role of School Health Education has in teaching our youth to protect their health. It will also provide an incentive for students to pursue a teaching degree in School Health Education.

Respectfully,

Michael Hammes, Ph.D.
March 26, 1996

Russell Goodman

Pre-Law

Required Department Chairperson: Russell Goodman

Proff., Chair, 277-2405

Philosophy/AES

Department/Division/Program/Brand

Vark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program

Vark appropriate category:
Degree
Major
Minor
Concentration – Pre-Law
Certificate
Emphasis
Department

NEW: Undergraduate degree only

REVISION OF:
DELETION:
NAME CHANGE:

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). Identify in bracket form what is being changed.

Attached

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

Attached

Library Impact Statement. Name of librarian consulted and attached signed impact statement.
CIRT Impact Statement. Name of individual consulted and attached signed impact statement.
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 ___
If yes, have you resolved these issues with department/branch involved? ___

Effective Date of Proposed Change:

Required Signatures:
Department Chairperson
Dean of Library Services (if necessary)
CIRT (if necessary)
College Curriculum Committee (if necessary)
College or School Faculty (if necessary)
College or School Dean/Director of Instruction
FS Graduate Committee (if applicable)
FS Curricula Committee
Assoc. Provost for Academic Affairs
Faculty Senate

UNIT PREPARES IN DUPLICATE
Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (Comp & Info Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Assoc. Provost for Academic Affairs
9. Faculty Senate

College Curriculum Committee:

Effect of Proposed Change:

(attach statement)

See how unit policy Guidelines. Look available from the Provost’s Office.

(See New Unit Policy Guidelines)
Major Study Requirements

[31 hours distributed as follows:]

201 Greek Philosophy
202 Modern Philosophy
[356 Symbolic Logic]
358 Ethical Theory
352 Theory of Knowledge
-or-
354 Metaphysics
441 Philosophical Movements
-or-
402, 403, 404, 406, 409, 410, 412, 413, 421, 422, or 442 Individual Philosophers

Twelve hours of electives, 6 of which must be at the 300 level or above. (Normally 100 level Philosophy courses will count only if taken prior to any 200 or higher level courses.)

Philosophy Major, Pre-Law Concentration [(30 or 31 Hours)]

For students considering law school, and those who wish a philosophy major with a concentration in ethics, legal, and social philosophy.

[156 Reasoning and Critical Thinking]
-or-
[356 Symbolic Logic]
201 Greek Philosophy
202 Modern Philosophy
352 Theory of Knowledge
358 Ethical Theory
371 Classical Social and Political Philosophy,
-or-
372 Modern Social and Political Philosophy
380 Philosophy of Law and Morals
Three electives, two of which must be at the 300 level or above.

Outside the department, the following courses are recommended: Pol Sc 315 or 316 (Constitutional Law).
Minor Study Requirements

[18 or 19 hours] including either 156 or [356]; at least 2 of the following: 101, 201, 202; with 9 additional hours at the 300 or above level. If 101 is included it must be taken before any 300 or above level course which is counted toward the minor.

REASON FOR REQUEST

We are deleting Phil 257 which has 3 credit hours and replacing it with Phil 356 which has 4 credit hours. Therefore, the total hours have changed.
A Proposal for Revamping Our Curricula in Logic, Philosophy of Mathematics, and Philosophy of Science

Aladdin M. Yaqub
Department of Philosophy
University of New Mexico
6 December 1995
[Updated: 7 March 1996]

A. Current and [Previous] Curricula

1. Critical Thinking

PHIL 156 (3): Introduction to Logic and Critical Thinking (no prereq.)

2. Logic

PHIL 257 (3): Introduction to Symbolic Logic (no prereq.)
PHIL 356 (3): Symbolic Logic (prereq. 257)
PHIL 357 (3): Symbolic Logic (prereq. 356)

[PHIL 656 (3): Ph.D. Seminar in Logical Theory (prereq. 257 and 356)]
[MATH 455 (3): Mathematical Logic (prereq. instructor’s consent)]

3. Philosophy of Mathematics

PHIL/MATH 415 (3): In Philosophy, Foundations of Mathematics (no prereq.)
PHIL/MATH 415 (3): In Mathematics, History and Philosophy of Mathematics

4. Philosophy of Science

PHIL 253 (3): Introduction to Philosophy of Science (no prereq.)
PHIL 350 (3): Philosophy of Science (prereq. 156, 253, [254], or 257)
PHIL 443 (3): Problems in Space, Time, and Causality (prereq. 156, 253, [254], 257, or 350)
PHIL 455 (3): Philosophy of the Natural Sciences (prereq. 202[1] or 352[1])
PHIL/SOC 465 (3): Philosophy of the Social Sciences (no prereq.)

[PHIL 254 (3): Scientific Method (prereq. 156, 253, or 257)]
[PHIL 543 (3): Sem. on the Probs. of Space, Time, and Causality (prereq. 156, 253, [254], 257, or 350)]
B. Proposed Curricula

The following lists of courses replace the philosophy courses of the A-curricula.

1. Critical Thinking

PHIL 156 (3):

**Reasoning and Critical Thinking**

Prerequisite: None

Text: For the first (shared) material, Weston's *A Rulebook for Argument* and Strunk and White's *The Elements of Style*

Frequency: Several sections every semester

My commitment: Supervision

Description: The purpose of this course is to help students learn how to analyze, critique, and construct arguments *in context* (in other words, how to read and write argumentative essays). The course material is organized into two main parts. The first part is an introductory survey of important linguistic and logical concepts and tools that are needed for argument analysis. The second (and longer) part is an in-depth examination of a few philosophical essays focused on a small set of closely related questions and issues. Different sections have different focuses, which are indicated by the subtitles of the sections listed in the Schedule of Classes. Although no background in philosophy or logic is presupposed, the course requires a moderate degree of linguistic sophistication and a strong commitment to rational inquiry.

2. Logic

PHIL 356 (4):

**Symbolic Logic**

Prerequisite: None

Possible Cross Listings: Mathematics, Computer Science, Linguistics

Desired Frequency: One section each semester

My commitment: One section each fall

Description: This course is an introduction to logical theory. Its primary goal is to study the notion of logical entailment and related concepts (such as consistency and contingency). Hence, the central question of the course is this: What exactly does it mean to say that some conclusion is logically entailed by some collection of premises? In order to answer this and related questions as clearly and rigorously as possible, three formal systems are developed: Term (Aristotelian) Logic, Sentence (Propositional) Logic, and Predicate (First-Order Quantifier) Logic. The course covers the syntax and semantics of these three systems, and the proof theory of Predicate Logic. It concludes with a brief exposition of the metatheory of Predicate Logic: the statements of the soundness and completeness theorems and some of their corollaries.

PHIL 456 (4):

**Metalogic**

Prerequisite: 356

Possible Cross Listings: Mathematics, Computer Science, Linguistics

Possible required or recommended texts: Halmos's *Naive Set Theory*, and Boolos and Jeffrey's *Computability and Logic*

Desired Frequency: One section each spring

My commitment: At least once per two years

Description: This is a course on the metatheory of Predicate Logic. It offers expositions of some of the most important results of this metatheory. Such results include the soundness and completeness theorems, the Löwenheim-Skolem theorem, Gödel’s first and second incompleteness theorems, Tarski’s indefinability theorem,
PHIL 556 (3):  Seminar in Philosophical Logic
Prerequisite: Varies but includes 356
Frequency: At least once per two years
My commitment: As above
Description: The contents of this course vary within a range of topics in philosophical logic construed broadly. The topic may be in the study of reasoning, whether it is deductive or probabilistic, such as scientific reasoning, decision theory, conditional theory, and modal logic; or it may be in an area that utilizes the methods of logic, such as philosophy of mathematics, philosophy of language, and truth theory. The topic could also be the study of a certain philosophical school or the work of a certain philosopher that is closely connected with philosophical logic.

3. Philosophy of Mathematics

PHIL 415 (3):  Philosophy of Mathematics
Prerequisite: Ideally 456; but realistically only 356
Possible Cross Listing: Mathematics
Desired Frequency: One section every year
My commitment: Once per two years
Description: A survey of the main philosophical views on the nature of mathematics and mathematical knowledge. The course explores the classical debate between the instrumentalist, logicist, and intuitionist schools of philosophy of mathematics, and the recent debate between their modern predecessors, the fictionalist, Platonist, and constructivist schools. Some of the materials covered make essential use of important results of logical theory.

4. Philosophy of Science

PHIL 350 (3):  Philosophy of Science
Prerequisite: 156 or 356
Desired Frequency: One section each year
My commitment: Once per two years
Description: This course is an introductory survey of the main epistemological, ontological, and conceptual issues that arise from or concern the methodology and content of the empirical sciences.

PHIL 455 (3):  Topics in Philosophy of Science
Prerequisite: Varies but includes 350
Desired Frequency: One section each year
My commitment: Once per two years
Description: A close and critical examination of selected issues that are related to one or more of the natural or social sciences. The selection varies. It may consist of issues in the philosophy of a specific scientific field (such as biology, physics, economics), or of issues related to a collection of fundamental methodological or natural science. The selection may also consist of issues centered around a certain school (or schools) in philosophy of science, or around the work of a certain philosopher of science.
Form C

Date: Feb. 7, 1996

Richard Heggen
Graduate Advisor 277-5737
Civil Engineering

Mark appropriate Program:

<table>
<thead>
<tr>
<th>Undergraduate Degree Program</th>
<th>Graduate Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>(For existing degree only)</td>
</tr>
</tbody>
</table>

Mark appropriate category

<table>
<thead>
<tr>
<th>Degree</th>
<th>NEW:</th>
<th>REVISION:</th>
<th>DELETION:</th>
<th>NAME CHANGE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Undergraduate degree only</td>
<td>○</td>
<td>○</td>
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</tr>
</tbody>
</table>

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Attached

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

Attached

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

CSTEP 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: Fall 1996

UNIT PREPARES IN QUADRUPLE
Routing (All four copies)

1. Dean of Library Services (if necessary)
2. CSTEP (Dean of College) (if necessary)
3. Curriculum Committee (if necessary)
4. College or School Dean (if necessary)
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if necessary)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate
Give the exact title ....

Insert the following at the end of the "M.S. in Civil Engineering" section
(Graduate Bulletin, p. 153)

Plan I

1. 33 credit hour total, excluding Seminar (691).
2. 6 or 9 hours of Thesis (599).
3. A maximum 9 hours of Thesis, problems, and independent research combined.
4. A minimum 9 hours of 500-level courses.
5. A maximum 6 hours taken in non-degree status.
6. 2 hours of Seminar (691).
7. General UNM limits, including transfer credit, coursework from a single professor, and time of completion.
8. No credit is allowed for experiential learning.

Plan II

1. 33 credit hour total, excluding Seminar (691).
2. 0, 3 or 6 hours of Masters Project (588).
3. A maximum 6 hours of problems.
4. A minimum 12 hours of 500-level courses.
5. A maximum 6 hours taken in non-degree status.
6. 2 hours of Seminar (691).
7. General UNM limits, including transfer credit, coursework from a single professor, and time of completion.
8. No credit is allowed for experiential learning.

In addition, delete the 2-item section "Graduation", p. 153-154 and insert the appropriate title "Civil Engineering Courses", as illustrated by Chemical and Nuclear Engineering, p. 150.
Reason(s) for Request...

Introduction

The Plan I (Thesis option) is a proper route for students with research interest and whose research effort may be publishable. The Plan II (Project option) requires students with basically-professional objectives to complete a project that in most cases is not publishable. The project load is heavy for faculty; the compensating benefit is small. Many students find the project to be less beneficial than an advanced course in their specialty. This proposal authorizes a coursework-only MSCE.

None of the proposed changes are disallowable by University or School of Engineering (SOE) criteria. The SOE Graduate Committee has deemed that the proposed changes could be unilaterally enacted. The Department, however, wishes to route the changes through the conventional University channels so that they might be properly described in the Graduate Bulletin.

The above changes bring together several existing Departmental requirements which are now specified in the Graduate Bulletin under “General Academic Requirements”, p. 31-39, “College of Engineering”, p. 148, “Civil Engineering”, p. 154, and in the Department’s Graduate Manual. Students too frequently are unaware of all the rules.

As part of the authorization of a coursework-only MSCE, several wordings should be updated in the Graduate Bulletin. The following paragraphs itemize the proposed changes. A listing of the SOE minimum MS requirements and the proposed Civil Engineering proposed MS requirements is attached to facilitate comparison.

Catalog changes reflecting no change from current practice.

1) Elimination of references to “major and minor fields combined”. MSCE students major in “Civil Engineering” and have no minor. Allusion to a “minor” is misleading.

2) Elimination of residency reference.

The majority of MSCE students pursue studies on a part-time basis, taking one or two classes a semester. No SOE department excludes part-time students from the MS. “Residency” is not monitored. A requirement that has no effect on a student’s program serves no purpose.

The Department has a long-standing relationship with the Indian Health Service wherein IHS engineers do coursework via videotaped lectures. The IHS students come to UNM for occasional meetings, advisement, and summer coursework (e.g. two weeks of laboratory project direction, and summer coursework). Faculty occasionally visit the IHS sites. On class roles, IHS students appear to be on campus. “Residency” lacks meaning in relation to the IHS program.
3) 6 hour non-degree coursework limit.
   This existing requirement (Graduate Bulletin, p. 154) should be indicated
   under the MSCE program description, not appended to "Graduation"

4) 2 hour Seminar.
   This existing requirement (Graduate Bulletin, p. 154) should be indicated
   under the MSCE program description, not appended to "Graduation". As
   Seminar is CR/NC, it does not, and will not, count toward the SOE MS
   minimum of 30 hours (Graduate Bulletin, p. 148)

5) No credit for experiential learning.
   The Department has never allowed such credit and wishes to make this
   restriction explicit.

Catalog changes reflecting a change from current practice.
1) The credit-hour requirement changes from 30 to 33, excluding Seminar.
   The Department joins Chemical and Nuclear Engineering (33 hours for
   Plan II), Computer Science (32 hours for Plan II), and Electrical and
   Computer Engineering (33 hours for Plan II) in establishing departmental
   credit-hour requirements in excess of the SOE minimum. The boldface
   note on p. 148, Graduate Bulletin, authorizes such "individual
   departmental requirements":
   If Plan II were changed to 33 hours while Plan I remained at 30, the plans
   would be in imbalance. Civil Engineering prefers to maintain balance by
   requiring an additional 3 hours of Thesis. As noted below, the impact to
   Plan I is in Department-paid tuition, not student effort.

2) Plan II currently requires 3 hours of Master's Project (588). There is no
   University or SOE requirement for Plan II to include a Project. The
   proposed change allows a coursework-only program.
   The Master's Project is typically a thesis-type endeavor dealing with an
   engineering practice-oriented problem. The 3 hour total significantly
   underrepresents the investment, typically a year's effort.
   The Department anticipates that many students will prefer to take two
   regular classes in lieu of the Master's Project. Student opting to do a full
   Master's Project will receive 6 hours, an appropriate credit. Alternatively,
   a student could do a "mini-project" for 3 hours, generally a task that could
   be done in a semester, plus one regular class.

3) Plan I allows up to 9 hours of Thesis.
   Nine hours are authorized by the SOE (Graduate Bulletin, p.148). That
   total is commensurate with the required effort. Virtually all Plan I students
   have tuition covered from research accounts. The proposed additional 3
   hours of registration is effectively a financial burden on the Department, a
   burden the Department is willing to assume. Thesis students wishing to
also pursue independent studies would be limited to 6 hours of Thesis, in keeping with the SOE limit (p. 148, Graduate Bulletin)

4) Master's Exam

Currently, the Thesis or Project presentation is the framework for the Masters Exam. The Committee-on-Studies reviews the written work, the oral presentation, and the student's response to questions relating to his or her studies.

A Plan II student who pursues the proposed coursework-only option will be formally examined faculty in his or her area of specialization. The Exam will have a written and oral component and follow the UNM Master's Exam requirements (Graduate Bulletin, p. 38).

Library Impact

The proposal calls for no new or changed courses. There is no impact on the Library.

CIRT Impact

The proposal calls for no additional computer resources. There is no impact on CIRT.

Budgetary and Faculty Load Implications

The proposal calls for no new classes, faculty, staff or equipment. A coursework-only MS should add approximately 10 percent to class sizes and generate a 10 percent increase in credit-hour production. As Departmental graduate class enrollments are generally in the 7-10 range, the class size increase is desirable.

Long-range Planning Statement

The Department's graduate enrollment is now greater than the undergraduate enrollment. Undergraduate enrollment closely parallels the national Civil Engineering trend, steady. Graduate enrollment, however, has grown consistently over the past decade. Environmental and infrastructure issues are perpetual challenges.

The Department's future lies with its Graduate program. While full-time students play a vital role in the Department's research endeavors, the part-time students maintain the class enrollments.

Albuquerque has a large Civil Engineering professional community. The Department has excellent relationships with both government agencies and private consultants. Input from the engineering community emphasizes professional development. New Mexico Professional Engineering registration now requires ongoing education. An MSCE is increasingly a professional necessity. The large part of the Department's graduate program is late afternoon or evening to facilitate working students.
A coursework-only MSCE explicitly targets the working engineer interested in furthering his or her professional skill. The Department views the coursework option a decisive step forward.
DEGREE/PROGRAM CHANGE

**Date:** 3/11/96

**FORM C**

**Name:** Christine Sierra

**Academic Coordinator:**

**Program:** Chicago Studies

**CIP Code:**

**Does this change affect in a significant manner a budgetary and faculty load implications?**

**Name of librarian consulted:**

**Impact Statement:**

**Mark appropriate program:**

- Graduate Degree Program
- Undergraduate Degree Program

**Mark appropriate category:**

- Degree
- Type
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

**NEW:**

- Undergraduate degree only

**REVISION OF:**

- Undergraduate degree only

**DELETION:**

- Undergraduate degree only

**NAME CHANGE:**

- Undergraduate degree only

**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). Identify in bracket form what is being changed.**

**See attached sheet.**

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

**Library Impact Statement. Name of librarian consulted and attached signed impact statement.**

**CIRI Impact Statement. Name of individual consulted and attached signed impact statement.**

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

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

**Effective Date of Proposed Change:**

**Routing (All four copies):**

1. Dean of Library Services (if necessary)
2. CIRI (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

**FORM PREPARES IN QUADRUPLE**

**Name of Form on Front of Program/branch.**

**UNIT PREPARES IN QUADRUPLICATE**

**Routing (All four copies):**

1. Dean of Library Services (if necessary)
2. CIRI (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

**College or School Dean/Director of Instruction**

**College Curriculum Committee (if necessary)**

**College or School Faculty (if necessary)**

**FS Graduate Committee (if applicable)**

**FS Curricula Committee**

**Associate Provost for Academic Affairs**

**Faculty Senate**

**Name of individual consulted and attached signed impact statement.**

**Name of librarian consulted and attached signed impact statement.**

**Affairs**

**Effective Date of Proposed Change:**

**Routing (All four copies):**

1. Dean of Library Services (if necessary)
2. CIRI (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

**Name of individual consulted and attached signed impact statement.**
Reason(s) for Request

Chicana/o Studies is an interdisciplinary program of study of the Chicana/o experience. Chicana/o Studies courses focus on the Mexican American/Hispano experiences in New Mexico, the Southwest, and across the United States.

The Chicana/o Studies Program proposes an interdisciplinary undergraduate minor in Chicana/o Studies. Since 1969, when the Chicano Studies program was first established, the number of faculty and course offerings in Chicana/o Studies has grown significantly. Over twenty-five faculty are now associated with the Southwest Hispanic Institute (SHRI) and offer core and related courses in Chicana/o Studies through their respective university departments. Most of these faculty teach in the College of Arts & Sciences; others are in the School of Architecture and Planning, the College of Education, and the Law School.

There are a number of additional faculty, not associated with the SHRI/Chicano Studies program, who offer courses in related areas, such as Southwest Studies, that complement the course offerings in Chicana/o Studies. Thus, a substantial curriculum now exists at UNM that offers a program of breadth and depth in Chicana/o Studies. The establishment of a minor offers pedagogical coherence to these course offerings and provides a useful guideline for student learning in this area.

Additionally, student interest in Chicana/o Studies-related courses is considerable. For example, nine of the courses listed in Course Listing A and which were taught in Spring, 1995, averaged 27 students per class. These courses were taught in the departments of Communication & Journalism, English, History, Linguistics, Political Science, Spanish, and Women Studies. In Spring, 1996, eight courses in Category A were offered in the departments of American Studies, English, Family Studies, History, Political Science, Sociology, and Spanish. The average enrollment for these courses was 28 students. Noteworthy was that Hist 320 20th Century Chicano History enrolled 63 students; Soc328 Sociology of Mexican Americans had 46 students.

A Chicana/o Studies minor promises to draw more students into these courses as more visibility and overall coherence are added to the program of study. Indeed, a number of students have expressed to faculty in Chicana/o Studies that they would like to have their transcripts acknowledge their coursework in Chicana/o Studies.

Finally, a Chicana/o Studies minor will provide the university with a strong curriculum in an area highlighted by UNM 2000 and other university pronouncements.
January 5, 1996

Dr. Christine Sierra
Director, Chicana/o Studies

Dear Dr. Sierra:

I enclose a copy of the Library Impact Statement you requested. The Statement describes the UNM General Library's collections and services available to support a Chicana/o Studies minor.

If I can be of further assistance, please call me.

Sincerely,

Maria Teresa Marquez
Bibliographer, Chicana/o Studies
CHICANA/O STUDIES MINOR

Library Impact Statement

The University of New Mexico General Library began collecting materials in Chicana/o Studies in the early 1970s. From 1983 to the present, the collections are as comprehensive as possible. The focus of the collections is on the social sciences and the humanities. The monographic collections are excellent in history, political science, sociology, and education, supplemented by journals, and microfiche reports produced by ERIC. Located in the Center for Southwest Research, the literature collection is supported by a growing manuscript collection of works by Nuevo Mexicana/o writers such as E. A. Mares, Denise Chavez, Demetria Martinez, and Leo Romero. Furthermore, the literature collection is enhanced by dissertations on Chicana/o writers and diverse topics and a small but increasing video collection of interviews with Chicana/o writers, literary readings, and critical discussions by preeminent scholars. Researchers, scholars and students, especially from Italy, Spain, France, Germany, and most recently from Siberia, have come to the university to use the Chicana/o literature collection.

The addition of the New Mexico Federal Writers’ Project on microfilm to the literature collection provides a rich source of oral literature and history. This collection is also in the Center for Southwest Research. The Center also has a strong collection of political papers contributed by former New Mexico
Governors Jerry Apodaca and Toney Anaya and Senators Dennis Chavez and Joseph Montoya.

The general reference collection consists of books, print indexes, and CD-ROMS, which includes the Chicano Database and the Ethnic News Watch.

The general reference collection is enhanced by government information available in print, CD-ROMS, and in electronic format. Historical research is supported by books, files, manuscripts, and genealogical materials, specifically the census rolls, located in the Center for Southwest Research. Historical research is also supported by Congressional hearings, the Congressional Record, and Serial Set reports and documents found in the Government Information Department. Beginning with the 1980 census, more information about the Chicano/Latino population in the United States has been available. The 1990 census is a rich lode of statistical data for interdisciplinary research.

Because the Government Printing Office and other government agencies provide their information electronically, researchers and students can obtain their information more conveniently. The Government Information Department now has access to electronic information through GPO ACCESS MODEL GATEWAY.

Collections in music, art, dance, theater, sports, and film are small at this time because materials in these disciplines are not as available as in other fields. A vertical file or newspaper and journal articles file is maintained to supplement research in the fine arts and sports areas.
Research in all disciplines is supported by access to a wealth of journal articles and books through FirstSearch, Expanded Academic Research, and links to other university library catalogs. For those materials not available in the library, Interlibrary Loan services are provided. Overall, the monographic collections in Chicana/o Studies located in the general library and Center for Southwest Research are sufficiently comprehensive to support a Chicana/o Studies minor.
BUDGETARY AND FACULTY LOAD IMPLICATIONS

A Chicana/o Studies curriculum is well established at the University of New Mexico. Over twenty-five tenured and tenure track faculty are formally associated with the Chicana/o Studies Program and the Southwest Hispanic Research Institute (SHRI). The courses taught by this core group of faculty are offered through a number of departments. Most of these courses fall within the College of Arts & Sciences and a few are offered through the curriculum in the College of Education, School of Architecture and Planning, and School of Law. Additional courses complement the core Chicana/o Studies course offerings, such as those in the general area of Southwest Studies.

Thus, faculty are already in place to teach the courses included in the minor. The budgetary impact is slight. This proposal involves the creation of only three new courses; only two of these courses are requirements for the minor. The Chicana/o Studies program is able to provide course buyouts to faculty to teach the new courses. No additional resources are necessary to launch this minor.

LONG RANGE PLANNING

The proposal for a Chicana/o Studies undergraduate minor seeks to provide more visibility and pedagogical coherence to a curriculum that is well integrated in the university curriculum. Additionally, we submit that the Chicana/o Studies curriculum at UNM is of sufficient breadth and depth to warrant its own minor degree program. Moreover, students who complete Chicana/o Studies courses deserve formal recognition for their work and accomplishment.

A strong Chicana/o Studies curriculum at the University of New Mexico promotes many of the goals stated in UNM 2000. Such a curriculum also complements teaching and research in related areas, such as Southwest Studies and Latin American Studies, for which this university may be justifiably proud. A successful minor degree program in Chicana/o Studies will also serve as an important mechanism for the recruitment and retention of students, especially Hispanic students, who will find a curriculum and faculty responsive to their needs, interests, and intellectual pursuits.
CHICANA/O STUDIES

Minor Study Requirements

A minimum of 24 hours, including Ch St(101) or Am St(241) or Hist 283; at least 3 hours of Spanish (Span 201 or above); 1 course in language study must be taken in residence at UNM; Ch St 401 Advanced Seminar in Chicana/o Studies; 9 hours chosen from Course Listing A, "Chicanos/Hispanos as a Central Focus" (9 hours must be distributed across 3 departments; at least 6 of the 9 hours must be upperdivision courses 300 level or above); and 6 hours chosen from either Course Listing A, "Chicanos/Hispanos as a Central Focus" or Course Listing B, "Chicano/Hispano-Related Courses."

Up to 3 hours of independent study may be taken in various departments, in consultation and with the approval of the Chicana/o Studies Academic Coordinator.

Course Listing A: Chicanos/Hispanos as a Central Focus

Am St 241, 360, 362, 363; Anth 345; C&J 473 (Hispanic & Mexican Cultures); GRP 470; Ed Fdn 383/Spc Ed 383; Engl 211 (Chicano Lit); FS 484; Hist 283, 320 (20th Century Chicano Hist), 320 (Chicano Experience through Film), 381, Ling 332, 429; Pol Sc 308, 400 (U.S. Hispanic Political Cultures); Soc 326, Span 301 (New Mexican Culture), Span 301 (Chicano Culture), 370, 371, 375, 377, 479, Wm St 231.

Course Listing B: Chicano/Hispano-Related Courses

Am St 185, 186; Anth 238, 337, 344; Art H 429 (Muralism in the Americas); C&J 473 (Minorities, Women, and Media); CIMTE 446, Econ 238, 320, 335, 427, 426; Ed Fdn 481; FS 484; Geog 374; Hist 260, 270, 280, 360, 380, 385, 386, 399, 479; Ling 331, 432; Music 374; Pol Sc 301, 307; Psych 411; Relig 481, 482; Soc 216, 326, 420; Wm St 200, 322.

Special topics courses and additional courses not listed in Course Listings A or B may count toward the minor if course material is relevant and such courses are approved by the Chicana/o Studies Academic Coordinator. Students may petition the Chicana/o Studies Academic Coordinator for approval of specific courses.

In particular, each student must complete 6 hours of courses not listed in the above course requirements.

Students may request approval of special courses not listed in the above course requirements.
PROPOSAL FOR A CHICANA/O STUDIES MINOR

TOTAL NO. OF HOURS: 24 HOURS MINIMUM

I. 9 Hours of the following:

Entry Level Requirement: Ch St 101 Introduction to Chicana/o Studies (3 hours)

Language Requirement: Spanish 201 Intermediate Spanish or above (3 hours)

Students who speak or understand some Spanish as a result of having heard it at home or from grandparents are urged to enroll in the sections designated Spanish for Bilinguals (Intermediate Spanish Sections 150 or 151). Students with more advanced language skills are strongly encouraged to take one of the following courses for their language requirement:

Spanish 301 Topics in Hispanic Culture: New Mexican Culture
Spanish 301 Topics in Hispanic Culture: Chicano Culture
Spanish 302 Topics in Language Study OR equivalent course in another dept. taught in Spanish

**Note: 1 course of language study must be taken in residence at UNM.

Ch St 401 Advanced Seminar in Chicana/o Studies (3 hours)

II. CORE COURSES IN CHICANA/O STUDIES

9 hours chosen from Course Listing A: Courses with Chicanos/Hispanos as a Central Focus. Nine hours must be distributed across 3 departments. At least 6 of the 9 hours must be upperdivision courses (300 level or above). -See Course Listing A

III. ADDITIONAL COURSES IN CHICANA/O STUDIES

6 hours chosen from either:
Course Listing A: Courses with Chicanos/Hispanos as a Central Focus or Course Listing B: Chicano/Hispano-Related Courses

NOTES:
- Up to 3 hours of Independent Study may be taken in various departments, in consultation and with the approval of the Chicana/o Studies Academic Coordinator.

Special topics courses and additional courses not listed in Course Listings A or B may count toward the minor if course material is relevant and such courses are approved by the Chicana/o Studies Academic Coordinator. Students may petition the Chicana/o Studies Chicana/o Studies Academic Coordinator for approval of specific courses to be included in their minor.
To:  Professor Christine Sierra, Political Science and Chicano Studies; Kathleen Sena, Assistant Registrar

From:  Professor Henry Shapiro, Faculty Senate Curriculum Committee

Re:  Minor in Chicano Studies

April 15, 1996

Let me commend you for the excellent program (Minor in Chicano Studies) you, your colleagues, and students have constructed and the excellent presentation you made at the Faculty Senate Curriculum Committee. Often when new minors are introduced they are on the thin side, but yours is well thought out, demanding, has a rich selection of relevant courses, and should fulfill student needs.

We do need to get together and finalize the list of courses on lists A and B. The sense of the committee, as I understood it, is that it is okay to list topics classes with specific topics on these lists if these topics are going to be offered with some regularity, but they should not be on the list and should instead be covered by the catch-all "special topics classes and additional courses not listed in Course Listings A or B may count toward the minor if course material is relevant and such courses are approved by the Chicano Studies Academic Coordinator." In order to fine tune your list, I have asked Kathleen Sena's organization to determine the frequency with which the topics courses you listed have been given. You may be able to obtain relevant information from the departments, since they will have a better sense of what they plan on offering in the future.

Let me stress that I regard this as fine tuning, and it is not the desire of the committee to make wholesale changes to your proposal. (I personally prefer never to put topics courses on lists of acceptable courses, but the committee did not agree with my position and I can see the need for it in your program's case—it gives a better sense of the diversity and richness of the program.) I hope we can clear this matter up in the next few weeks, in time for the next faculty senate meeting.

I wish you well on this exciting adventure.
The Proposal for the Core Curriculum

The Core Curriculum Task Force recommends adoption of a broad statement of educational goals for undergraduate education at UNM. The University joins the efforts of the Commission on Higher Education and the two-year schools in the state in attempting to define the Core program. In part, the effort was directed at creating articulation agreements which would facilitate student transfer into the degree granting programs at the University. But beyond this practical consideration, the core curriculum reflects the reaffirmation of the intention of the University to impart a body of knowledge to its students that will include intellectual concepts and mental attitudes which educated people should possess.

The Core is designed to have a broad, introductory function, to instill intellectual habits and abilities common to educated people and to represent educational values that transcend the specialized degree programs selected by students. The ideals of a liberal arts education should underlie the definition of a Core Curriculum. The values of the University and its faculty should serve as the foundation for the goals we have for our undergraduates. The achievement of these goals and the attainment of competency in the particular disciplines which support them involves the definition of courses which should comprise an essential beginning program for all students except for transfer students who come furnished with the requisite skills. Thus students who graduate from UNM should have certain common characteristics based on shared experiences regardless of their particular educational objectives. These would include a high level of ability in written expression and communication.

Students should also be numerate, showing themselves to be capable of understanding mathematics in the modern world. They should also have considerable exposure to the physical and natural sciences, developing an appreciation for the natural environment and the methods of evaluating it. Likewise, students should also have an introduction to the social and behavioral sciences which will help them to develop an understanding of the human environment. They will be assisted in this by taking courses in the Humanities, Fine Arts and Language, all of which contribute to an understanding of the cultural and creative values and interests of human society.

The objectives of the Core are to give students the benefits of the standards and expectations of a liberal arts education. The Core focuses on abilities with which students come to the University from high school and seeks to build upon that foundation and to expand it to embrace the fundamentals of a liberal arts education. The courses have been selected to offer liberal arts education and to encourage students to explore the many different avenues of education common to the disciplines and to the methods and practices of the major disciplines.
intellectual life. These courses mark the initial contact of
students with the University and the point at which they should
begin the active acquisition of the abilities and understanding
that will inform their degree programs in subsequent years. It
is essential that the University place considerable emphasis on
the initial contact departments have with students and assure
students that they are receiving instruction at the highest
possible level.

No expansion of curricular offerings would be necessary for
implementation of the Core. All of the courses necessary for the
development of this program are already offered at the University
and the Core program simply wishes to make student programs more
coherent. We wish to acknowledge that the University has an
essential common goal for all students and is able to identify
and justify paths and programs to achieve it. No college
requirements are modified by this proposal and the Core structure
is flexible enough to be adapted to existing major requirements
with minimal difficulty. In general, the proposal is a modest
departure from existing programs and seeks only to give clearer
definition and order to undergraduate programs.

The following is a description of core courses and a brief
statement of the objectives for students in each group. These
are the courses which introduce students to college work and
which will often serve as intermediary points between
accomplishments in high school and degree goals in an academic
career at the University. They will reveal strengths and
weaknesses and, with firm advising, help students to match their
expectations to their abilities. The base for general education,
for most degree requirements, and the essentials for acquiring a
liberal education, the courses give students the widest contact
with the University and its goals.

WRITING: English 101 and 102, plus an additional course from the
following: English 219; English 220; Communication 130/130L;
Linguistics 101; or Philosophy 155.

English 101/102: The purpose of the required courses in English
is to assure that students have a minimum ability in written
expression. The hope is that the introductory classes will
become the initial step in a long process that will develop
writing skills at every level of each student's university
experience. The student will be introduced to techniques of
analysis and organization of material, critical reading and
composition. Students will also become aware of various methods,
such as analogy, in organizing their perspectives about subjects.
They will also develop their own strategies for composition,
revision and individual expression, abilities that will assist
them in all subsequent college work and in their careers. The
variety of courses in English presents students with the option of developing their writing ability along technical as well as expository lines.

**Linguistics 101/Philosophy 156:** The courses in Linguistics and Philosophy expand the scope of writing by offering variations on the origin of language and the reasoning powers which may be brought to bear in presenting ideas. Linguistics introduces students to the study of language. Philosophy in this context offers an introduction to logical and critical thinking.

**Communication 130/130L:** The additional courses in communication add information on organizing the spoken word. The goal of the courses is to assist students in developing speaking skills and the analytical abilities which will support clarity of thought and presentation. The material will introduce students to a different approach in the effective organization of material, in the identification and presentation of facts and other supportive material in sustaining an argument. Thus this is an introduction to cognitive abilities which support non-written communication and use of language in forms that involve very distinctive situations and take into account differences in thought and behavior.

**MATHEMATICS:** One course from the following: Math 121, 123, 145, 150, 162, 163, 180, or 181.

The single course requirement is designed to improve upon exposure to mathematics which students received in high school. Students will be encouraged to choose a course which is required in their degree program. For students who do not follow such a program, the acquisition of math competence is still vital to a liberal education. The Task Force is convinced that learning the fundamentals of the language and methods of mathematics is part of a liberal education. All educated people should have an essential degree of numeracy beyond the introduction given in high school, for it is part of the attainment of general education. Mathematics also provides a intellectual skills and abilities. Mathematics also provides a method and language that will assist students in all critical thinking, rationality, and problem solving.

**PHYSICAL/NATURAL SCIENCES:** Two courses in the natural and physical sciences, one of which must be taken with a laboratory course.

The purpose for students who do not intend to pursue a degree in the sciences is to expose them to the scientific method. The method involved in objective and careful acquisition and evaluation of data is vital to modern modes of thinking and problem solving. Courses in the sciences will also develop an problem solving.
appreciation for and understanding of the natural environment. Laboratory experience will also provide important foundations for analysis in theoretical and practical situations.

SOCIAL AND BEHAVIORAL SCIENCES: [this segment does not give information on number of courses or departments involved].

The requirement introduces students to courses that explore the various methods pertinent to consideration and analysis of the human environment. The courses instruct students in how to determine and investigate relevant evidence arising from human communities and social organisations. Analysis of documentary evidence and of data accumulated in a scientific and scholarly manner is the foundation of the discipline. Students will consider situations in which they may draw specific conclusions from general information and others in which they may extrapolate general conclusions from specific information. They will understand that different perspectives will lead to various interpretations of the same evidence. The object is to make students aware of relativity in research and the consideration of data when evaluating both abstract and practical problems in human society. The Core allows students to choose among a wide range of courses and discipline in fulfilling this requirement, thereby acknowledging the various methods involved in these disciplines. Advising will be crucial in matching student aspirations to the proper courses of study.

HUMANITIES: Two courses chosen from: American Studies 1--; English 150; History 101; History 102; Philosophy 101; Philosophy 111; and Religion 107.

The goal of courses in the humanities is to expose students to an analysis of human affairs with a greater emphasis on cultural and creative standards. Courses in the humanities encourage critical and analytical thinking along with basic reasoning which incorporates an appreciation of values, efforts and relationships in the human environment, both individual and social. Close study of history, literature, philosophy and many other aspects of the human society leads to a habit of analysis which helps to develop rational, reflective thinking and which encourages interdisciplinary and "multilogical" reasoning.

FINE ARTS: One course chosen from: Art 101; Art 201; Art 202; Dance 105; Film/TV 210; Music 139; Music 140; and Theater 122.

Students will select one from a number of courses which will develop their understanding and consideration of the human environment. The aesthetic values which they imagined and created environments. The aesthetic values which they developed in the study of art, music, theater, dance, film and architecture encourage are vital to the creation of an educated attitude. The
Core Curriculum 5
courses consider a broad range of creative endeavors and experiences which expand and condition thought and analysis. Study in the fine arts promotes awareness of the great variety of forms of creative expression. The arts also heighten sensitivity to aspects of life which continually provoke thought and reflection. These subjects have a singular value for students who have little additional contact with the arts in their chosen field of study, for they will help create an understanding of influence of various cultural values.
FOREIGN LANGUAGE: A single course is required, although it is hoped that this introduction will encourage students to pursue additional study on their own.
Along with the value of understanding the fundamentals of another language, such study, even at a minimal level, helps to create an awareness of the essential features of a different culture and people. There are practical considerations with regard to many career choices, plus the obvious value that knowledge of another language gives to an educated person. In order to communicate in an increasingly interconnected, cosmopolitan world, language and cultural sensitivity are vital to exchange at every level.
Completion of the core would be followed by a thirty-hour module of courses designed to meet the needs of the individual student. The module would have the function of directing students to the courses beyond the introductory level which would expand their knowledge of some subjects and introduce them to different approaches and methods, often interdisciplinary and multi-cultural. Some courses in the University address these issues directly, but it is hoped that an increasing number of courses at the sophomore and upper-division level will embrace these values while also modifying content to increase writing skills and computer literacy. The Core courses should not begin with such materials, but lead to them as a natural progression from attitudes and abilities gained in freshman courses.
It should be understood that the University expects students to improve on some abilities on their own and to acquire proficiency in others during the pursuit of a degree. Reading comprehension is a fundamental ability, but one which students should cultivate on their own. Computer use should be left to individual departments which will introduce students to the applications and departments which will introduce students to the applications and use of computer technology. The ideal usage most appropriate to the particular discipline.
Graduate students will be widely read and capable of sophisticated use of computer technology. such abilities, however, remain largely in the hands of individual students and in those of the departments in which they study.
University of New Mexico

FACULTY SENATE

RESOLUTION
October 8, 1996

Introduced by: John Geissman, Professor
Earth and Planetary Sciences
Bel Campbell, Associate Professor
Physics and Astronomy

Whereas, the principal missions of the University of New Mexico are education, as the dissemination of knowledge, truth and the arts; scholarly and scientific research, as the incessant pursuit of knowledge, truth, and artistic impression; and service to the State in fostering ready access to knowledge, truth, and the arts; AND

Whereas, the great majority of students matriculating at the University received their prior education in the State of New Mexico;

Therefore, be it resolved, that we the members of the Faculty Senate of the University of New Mexico, representing the Faculty of the University, emphatically disapprove of the New Mexico State Board of Education’s revisions of the Content Standards with Benchmarks for Kindergarten through Grade 12, specifically with regard to Science Curriculum Standards.

The changes made to the curriculum, including, for example, the removal of all references to the instruction of biological evolution and the vast antiquity of the planet we inhabit, are inappropriate and will further serve to detract from an objective, quality education so vital for the preparation of New Mexico students for pursuits in higher education at the University of New Mexico and elsewhere.

Implicit in our condemnation of these revisions is our recommendation that the State Board of Education reconsider its recent actions and revise the Science Curriculum Standards of the State to bring them into general accordance with the recently established National Science Education Standards.

A copy of this resolution is to be presented to each member of the State Board of Education and to the Governor of the State of New Mexico.