Faculty Senate Meeting Minutes, 01/28/1997, vol 21, p 451-532

UNM Faculty Senate

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# UNIVERSITY OF NEW MEXICO
## FACULTY SENATE
### MEETING AGENDA

January 28, 1997  
3:30 - 5:30 p.m.  
Kiva

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<td>2. Approval of Summarized Minutes for December 10, 1996</td>
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<td>3. Senate President’s Report</td>
<td>INFORMATION Beulah Woodfin</td>
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<td>4. Provost’s Report</td>
<td>INFORMATION William C. Gordon</td>
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<td>5. Forms C from the Curricula Committee</td>
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<td>- Renaming/reorganizing six School of Medicine departments into four departments: Biochemistry &amp; Molecular Biology, Cell Biology and Physiology, Molecular Genetic and Microbiology, and Neurosciences</td>
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<td>6. Resolution for Regential Support of Tenure</td>
<td>ACTION John Geissman</td>
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<td>7. Final Core Curriculum Proposal</td>
<td>ACTION Charlie Steen</td>
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<td>8. Open Discussion and New Business</td>
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<td>9. Adjournment</td>
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For more information contact the Office of the University Secretary, 277-4664
The Faculty Senate meeting was called to order at 3:35 p.m. on January 28, 1997, in the Kiva. Senate President Beulah Woodfin presided.

Senators present: Steven Block (Music), James Boone (Anthropology), William Buss (Pharmacology), Laura Crossev (Earth & Planetary Sciences), William Dail (Anatomy), Helen Damico (English), Tom DeCoste (Orthopaedics), Victor Delcos (Individual, Family & Community Education), Ernest Dole (Pharmacy), Gregory Franchini (Psychiatry), John Gahl (Electrical & Computer Engineering), Deborah Graham (Health Sciences Library), Jaime Grinberg (Education), Thomas Hagstrom (Biology), Christiane Joost-Gaugier (Art & Art History), John Geissman (Earth & Planetary Sciences), Peggy Kelley (Surgery), Craig Kelsey (Physical Performance & Development), Larry Lavender (Theatre & Dance), George Luger (Computer Science), Neeraj Magotra (Electrical & Computer Science), Wanda Martin (English), Donald Neamen (Electrical & Computer Engineering), Elizabeth Nielsen (Education Specialties), Eric Nutall (Chemical & Nuclear Engineering), Peter Pablsch (Foreign Languages & Literatures), Jonathan Porter (History), Philip Reyes (Biochemistry), Stephanie Ruby (Cell Biology), Gloria Sarto (Obstetrics & Gynecology), Sandra Schwanberg (Nursing), Loreena Senna (Education Specialties), Russell Snyder (Neurology), Joseph Spaeht (Radiology), Christine Sauer (Economics), Scott Taylor (Law), Nicole Touchet (Family & Community Medicine), Pauline Turner (Individual, Family & Community Education), Holly Waldron (Psychology), Gerald Weiss (Physiology), Paul Weiss (General Library), Sherman Wilcox (Linguistics) Beulah Woodfin (Biochemistry), Melvin Yazawa (History), Nancy Ziegler (Gallup), and ex-officio Senate Operations member, Harry Ull (General Library)

Senators absent: Margery Amdur (Art & Art History), Alok Bohara (Economics), Joseph Champoux (Anderson), Michelle Diel (Valencia), Diane Dotts (Gallup), Mario Rivera (Public Administration)

Senators excused: Jane Bruker (Gallup), Patrick Gallacher (English), Christine Nathe (Dental Hygiene), Richard Reid (Anderson Schools of Management), Mete Turan (Architecture & Planning), Carolyn Voss (Medicine)

Guests present: Henry Shapiro (Computer Science), Peter White (Associate Dean, Arts & Sciences)

1. APPROVAL OF AGENDA
   The agenda was approved as presented.

2. APPROVAL OF SUMMARIZED MINUTES (December 10, 1996)
   The minutes were approved as presented.
3. **SENATE PRESIDENT’S REPORT**

Senator President Beulah Woodfin made the following announcements:

- Vice President Mc Kinney has reactivated the Transportation and Parking Advisory Committee. The four sub-committees are: Transportation Planning, Parking Regulations & Enforcement, Transportation & Parking Capital Investment Planning, and Parking Citation Management and Appeals. Any interested faculty are invited to volunteer.

- The Part-Time Faculty Use Task Force sent out questionnaires to survey departmental use of part-time faculty. So far, 37 responses have been received. Those departments using part-time faculty will receive an additional, more detailed questionnaire. The task force will continue to work on the issue.

4. **PROVOST’S REPORT**

Provost William C. Gordon reported on the following:

- A book recently published by Johns Hopkins University entitled “The Rise of American Research Universities: Elites and Challenges in the Postwar Era” ranks UNM 29th in the country among 200 public research universities. It also regards UNM as one of the fastest rising research universities in the country. This ranking was based on 1990 data, and more growth has occurred since then.

- Enrollment declines affect both tuition revenue and state funding. Based on the funding formula, UNM’s Instruction & General (I&G) Budget is down 3.4% or 5.2 million dollars. This affects UNM regardless of the funding decisions of the current legislative session. Compounding this problem is the Legislative Finance Committee’s recommendation that the budget be decreased this fiscal year by 3%. By the time this comes into effect, it will amount to 12% between March and July. Due to the uncertainty of funding recommendations from the current legislative session, the potential exists for much larger cuts.

- The 5.2 million dollars mentioned previously will be a permanent reduction of UNM’s base I&G budget. Fundamental changes are needed to compensate for this, and the Planning Council, the Vice Presidents and the Deans have all been involved in looking at areas of the University which can be made more efficient and yield cost savings. Task forces will be formed to assist with making recommendations to implement actions for savings.

- Institutional savings will need to be addressed. For example, risk management premiums have gone down to save the University approximately $800,000 dollars. Currently, most of the University's money is tied up in salary lines and fringe benefits.

- 73% of the I&G budget is in Academic Affairs, and Academic Affairs will have to generate 2.7 million dollars in savings. Toward this end, a tenure track faculty hiring freeze has been instituted for the coming year while deans look at new approaches to filling positions and saving money.

Discussion ensued, and several senators voiced concern about the effect of a hiring freeze on departments and curriculum. There was a question about the necessity for
department budget cuts coming from a hiring freeze. Some schools, colleges and departments are growing rapidly, and their faculty are already overburdened. The Provost responded that the hiring freeze is not total, but that the money must come from somewhere. There is room for differential treatment of units, but the goal is to try to have no one unit make a substantially greater contribution than any other.

One senator questioned the staff salary increases from UNMPact in view of a faculty hiring freeze. Provost Gordon stated that the monies for staff salary increases were encumbered in this year's budget to bring certain staff up to the minimum of their salary ranges. It was asked what impact the hiring freeze would have in the long term. In time, the Provost believes money-saving measures will offset the impact.

The Provost responded to the question of whether staff layoffs were anticipated by saying that layoffs were not anticipated. He added that reorganization of units may need to happen.

There was a concern about having to drop credit hours due to not having enough faculty to teach the courses because of the hiring freeze. In response to this, the Provost said that to avoid dropping large numbers of credit hours, some of the money from the non-hiring of faculty would have to be returned to the department for the hiring of temporary faculty.

5. FORMS C FROM THE CURRICULA COMMITTEE

The Senate discussed and took action on the curricular requests presented from the Curricula Committee.

- Revision of Ph.D. degree in Latin American Studies - approved unanimously by voice vote.
- Revision of Master in Latin American Studies - approved unanimously by voice vote.
- Revision of AA degree in Early Childhood Multicultural Education - Gallup - the Senate questioned the reasoning behind UNM-Gallup's desire to change their Education program, considering that two years ago the main campus faculty worked with the three branches to come up with identical early childhood programs for transfer ease for students. A motion was made to table the three UNM-Gallup curriculum changes until the next Senate meeting when a Early Childhood Education representative from Gallup could be present to answer questions. The motion was seconded and approved by voice vote.
- Deletion of A.A.S. degree in Paraprofessional in Early Childhood Education - Gallup - tabled until February Faculty Senate meeting (see above).
- Revision of A.A. degree in Paraprofessional Elementary - Gallup - tabled until February Faculty Senate meeting (see above).
6. **Revision of B.A. & B.S. degrees and majors in Earth & Planetary Sciences** - the Senate questioned why the Earth & Planetary Sciences department wanted this curriculum change. A representative from that department explained that the change was necessary to make the core classes for the Bachelor of Arts and Bachelor of Science degrees the same. A motion was then made to approve the form C. The motion was approved unanimously by voice vote.

- **Deletion of dual major in Linguistics and Communicative Disorders** - approved unanimously by voice vote.

- **Revision of existing major in Portuguese** - approved unanimously by voice vote.

- **Revision of Master of Music** - there were several questions about this curriculum change abolishing the graduate core for a master's degree in music. Some senators were concerned that a master's degree with only one required class could not give the student a general knowledge of the subject (as most master's degrees do). Chris Shults, a professor in the Music Department, explained that this degree was more performance-based, so there was a need for students to specialize their degree in consultation with an advisor. After the discussion, a motion was made to approve the form C. The motion was approved unanimously by voice vote.

- **Revision of concentration in Master of Music History and Literature** - approved unanimously by voice vote.

- **Revision of concentration in Master of Music Comp/Theory** - approved unanimously by voice vote.

- **Revision of concentration in Master of Music in Applied Music-Performance** - approved unanimously by voice vote.

- **Revision of concentration in Master of Music in Applied Music-Conducting** - approved unanimously by voice vote.

- **Revision of concentration in Master of Music in Applied Music-Piano Accompanying** - approved unanimously by voice vote.

- **Renaming of School of Medicine departments: Biochemistry & Molecular Biology, Cell Biology and Physiology, Molecular Genetic and Microbiology, and Neurosciences** - approved unanimously by voice vote.

**RESOLUTION FOR REGENTAL SUPPORT OF TENURE**

The following resolution was prepared by John W. Geissman, Leslie D. McFadden, and Laura J. Crossley from the Department of Earth and Planetary Sciences. The following resolution was presented to the Senate by Senator Geissman.
"Whereas, the institution of faculty tenure at the University of New Mexico, other public centers of higher education in New Mexico, and elsewhere has come under ever-increasing scrutiny, including attempts at unqualified elimination, from several perspectives or in the context of particular considerations, for example the "improved" flexibility of universities and colleges to adapt to changing economic situations or educational "missions".

And, whereas, the Faculty Senate of the University has recently ratified a policy, approved and subsequently modified by the Board of Regents, of regular post-tenure review of all faculty in an attempt to assure that no tenured faculty can cease, by erosion of quality teaching, scholarly research, and/or commitment to university and community service, to be a viable member of the academic community.

Therefore, be it resolved that the Faculty Senate of UNM, cognizant of the legitimate criticisms of tenure, continue to emphasize the importance of faculty tenure and request that the Administration and Board of Regents of the University publicly confirm their support for tenure at the University of New Mexico.

A timely and positive response from the Administration and the Board of Regents would be sincerely appreciated by the faculty of the University of New Mexico."

There was a considerable amount of discussion about the proposed resolution. The major concerns were that it lacked an explanation of the importance of tenure, that the language was negative and could be perceived as confrontational, and that it may be dangerous to present it during a budget crisis and before the legislative session is over. Many also questioned the desired effect of the resolution and its possible negative reception by the Regents.

President Woodfin suggested that if the resolution is approved, she would request a group of faculty to accompany her to present and defend the resolution to the Board of Regents. Senator Polly Turner of the College of Education expressed that the faculty at her college were overwhelmingly against the resolution in its current form. Some specific criticisms were that the phrase, "legitimate criticisms of tenure" weakened the importance of tenure, and that asking the Regents to "publicly confirm their support for tenure" could back them into a corner.

It was also asked how negotiations over post-tenure review were going and if they would be affected by this resolution. Beulah Woodfin replied that negotiations have been scheduled. Others were worried about the ramifications of not supporting the resolution. The majority of senators who spoke on the resolution were against it as it was worded but supported its basic premise.
A motion was made to table the resolution, put it on the listserv for input from Senators, rework it with more positive language, and bring it back for discussion at the February 11, 1997 Faculty Senate meeting. The motion was seconded and approved by voice vote.

Before going into a discussion of the Core Curriculum Proposal, it was asked if it was acceptable to lobby the Regents and/or the legislators as faculty members or as Faculty Senators. President Woodfin replied that everyone has the right to lobby legislators as citizens and to write letters to the Regents. It was pointed out that UNM letterhead should not be used when writing legislators.

7. FINAL DRAFT CORE CURRICULUM PROPOSAL
Professor Charlie Steen opened by saying that the final form of the Core Curriculum Proposal will allow for details to be worked out. This is a philosophical as well as a practical document when it comes to selecting courses and advancing notions; therefore, departments have been asked to respond to the Core Curriculum Proposal. Professor Steen stated that his first revision was to remove the thirty-six hour requirement in the first statement of the Proposal. Some incoming students will not need to take English 101, for example, due to high school performance. Professor Steen felt that the core groups were more important than the actual number of hours.

Other pending issues include:
- Foreign Languages Requirement: the omission of Navajo. (The College of Education has requested that the requirement be reworded as a Non-English Language or Second Language.)
- Fine Arts: the exclusion of studio classes.
- the omission of a Computer Science course.

Senator Peter Pabisch expressed his feelings that one Foreign Language class was not adequate for the Core Curriculum. Professor Steen responded that most students have to take two years of a language to graduate high school. Senator Pabisch stated that the Foreign Language requirement should be amended to say that the one foreign language class required must be above the 100 level; Professor Steen agreed that was a possibility.

Senator Christiane Joost-Gaugier felt that the document has taken a much better form than it had in the past and is much clearer and briefer. She suggested though, that the wording under the Foreign Language requirement separating Spanish and Portuguese from Foreign Language and Literature was awkward. Senator Joost-Gaugier pointed out that the wording referred to the departments rather than fields, as it is in the rest of the document.

It was asked whether Core Curriculum classes would be taught by full tenure-track professors rather than teaching assistants. Professor Steen replied that although that was a recommendation when the Core Curriculum was first proposed, he was
told that it was not realistic.

Some other suggestions were:

• parallel wording in the list of five skills and abilities on the first page. For example, change number three from "Understanding of essential elements..." to "A basic understanding of essential elements..." Also, delete "Development of" from number five.

• change "English Usage" requirement title to "Writing and Speaking in English."

• change hour requirement for English usage from six hours to nine hours with an exception for those that test out of English 101 and/or English 102.

• inclusion of studio courses under the Fine Arts requirement.

Associate Dean of Arts & Sciences Peter White was concerned about the generalization and ambiguity in the Core Curriculum as it affects the computerized degree audit system that the University has been developing. If the courses that are acceptable to meet requirements are not specific, they cannot code them into the computer. Professor Steen explained that flexibility was needed to direct specific students along unique programs, and that advisement would be necessary for each student from their department to decide what courses to take. President Woodfin pointed out that once a Core Curriculum was in place, that the specific courses would be flagged for entry into the computer.

A motion was made to adopt the Core Curriculum Proposal with the changes made during the discussion. The motion was seconded and approved, ayes over nays.

8. OPEN DISCUSSION AND NEW BUSINESS

Senator Geissman asked that the Faculty Senate conduct an e-mail vote on the list serve on whether to endorse State Senate Bill 155 relating to the teaching of evolution in public schools. The motion was approved.

9. ADJOURNMENT

The meeting adjourned at 5:35 pm.

Respectfully submitted by:

Erin Crowther
Administrative Assistant
Office of the University Secretary

Approved by:

Vivian Valencia
University Secretary
DEGREE/PROGRAM CHANGE
FORM C

Date: 2-25-96
Linda B. Hall
Director 277-2961
Latin American Studies
(Department/Division/Program/Branch)

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program
(For existing degree only) on page(s)
Mark appropriate category

Degree:
Ph.D.

NEW:

REVISED:

DELETION:

NAME CHANGE:

Reason(s) for Request: (attach additional sheets if necessary). Identify in bracket form what is being changed:

(see attachment)

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

To strengthen the major field for the Ph.D. in Latin American Studies

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CPR Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. Yes / No
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:

UNIT PREPARES IN QUADRUPLICATE
40 FEB 1997
FS (If necessary)
FS Curricula Committee
College or School Dean/Director of Instruction
College or School Faculty
College Curriculum Committee (If necessary)
Dean of Academic Affairs
Dean of Library Services (If necessary)
Dean of School of Liberal Arts
Dean of School of Science
College or School Dean/Director of Instruction

(If necessary)

(If necessary)

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(Date)
The only program change (noted below in the catalog description) is the increase of credit hours in the major field from 24 to 30.

The Ph.D. in Latin American Studies

Degree requires: The program requires a minimum of 54 semester hours of graduate credit work (not including dissertation) beyond the Bachelor's degree. The work must include a major field consisting of at least 30 credit hours and a minor field of at least 15 hours. The remaining 9 hours may be in elective credits or additional course credits in the major or minor fields. Competence in both Spanish and Portuguese is required. A comprehensive examination covering the major and minor fields will be given at the completion of all course work.

Students currently enrolled will not be subject to these requirements. They will go into effect for students entering the program in Fall of 1997.
Library Impact Statement
CIRT Impact Statement

The proposed changes in the requirements for the master's degree in Latin American Studies, if approved, will have no impact on library services or CIRT.
Budgetary and Faculty Load Implications:

The proposed changes for the master's degree in Latin American Studies is based on existing faculty and course offerings, and has no budgetary ramifications.
DEGREE/PROGRAM CHANGE
FORM C

Date: 2-25-96

Linda B. Hall
(Name of individual initiating curricular change form)

Director for Latin American Studies (title, position,leinmate name) Studies

Latin American Studies
(Department/Center/Program/Institute)

Mark appropriate Program:

x Undergraduate Degree Program

x Graduate Degree Program

(x) For existing degree only

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

FOR DEGREE/PROGRAM CHANGE

Mark appropriate category

NEW:

x Degree

x Master's

x Type

x Undergraduate degree only

x Major

x Minor

x Concentration

x Certificate

x Emphasis

x Department

REVISION OF:

x Degree

x Master's

x Type

x Undergraduate degree only

x Major

x Minor

x Concentration

x Certificate

x Emphasis

x Department

DELETION:

x Degree

x Master's

x Type

x Undergraduate degree only

x Major

x Minor

x Concentration

x Certificate

x Emphasis

x Department

NAME CHANGE:

x Degree

x Master's

x Type

x Undergraduate degree only

x Major

x Minor

x Concentration

x Certificate

x Emphasis

x Department

*See New Only policy Guidelines book available from the Provost's Office.

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

(see attachment)

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

To strengthen the overall requirements for the degree program.

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

CRIT 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 departments/branch campuses? ______

Effective Date of Proposed Change: ______

Required Signatures:

Department Chairperson: ___________________________ Date: 7/1/96

Dean of Library Services: __________________________ Date: 7/1/96

CRIT (If necessary): __________________________ Date: 7/1/96

College Curriculum Committee (If necessary): __________________________ Date: 7/1/96

College or School Faculty (If necessary): __________________________ Date: 7/1/96

College or School Dean/Director of Instruction: __________________________ Date: 7/1/96

FS Graduate Committee (If applicable): __________________________ Date: 7/1/96

FS Curriculum Committee: __________________________ Date: 7/1/96

Assoc. Provost for Academic Affairs: __________________________ Date: 7/1/96

Faculty Senate: __________________________ Date: 7/1/96
The most significant change in this request is the number of credit hours required to complete the program from 32 to 36. The minimum number of hours required in each of the two areas of specialization has been changed from the recommended nine hours to a specific number listed below under Plan I and II. The Committee on Studies for students under Plan II option has been increased from three to four members and the 551-552, Problems courses, may no longer be used toward the overall count of courses numbered 500 or above needed to complete the degree program. Plan I students will sit for the comprehensive examinations in one field of specialization in addition to defending the thesis orally. Other requirements remain the same.

THE M.A. IN LATIN AMERICAN STUDIES

Degree requirements: Plan I (thesis option) [36 credit hours.] Students must select two areas of specialization within the MA/LAS program and complete a series of courses (at least 15 credit hours in the major field and 9 credit hours in the minor). The remaining 12 credit hours are divided between 6 hours of program electives and 6 hours of thesis credits.

Students under the Plan I option must complete a minimum of 12 credits numbered 500 or above (excluding 551 or 552 Problems courses) and 6 hours of thesis credits numbered 599. Students are required to present an oral defense of the thesis before a thesis committee composed of at least two persons in the major field and one from the minor field and are required to sit for the comprehensive examinations in one area of specialization.

Plan II (non-thesis) option [36 credit hours.] Course work is divided between two areas of specialization (at a minimum of 12 hours in each specialization or 15 hours in one specialization, 9 hours in a second specialization, and 12 hours of elective credits. Students are required to sit for the comprehensive examinations which are administered by a Committee on Studies composed of two persons in each field.)

Under Plan II option, students must complete a minimum of 12 credits numbered 500 or above (excluding 551 or 552 Problems courses.)

Students currently enrolled will not be subject to these requirements. They will go into effect for students entering the program in Fall of 1997.
The proposed changes in the requirements for the master's degree in Latin American Studies, if approved, will have no impact on library services or CIRT.
Budgetary and Faculty Load Implications:

The proposed changes for the master's degree in Latin American Studies is based on existing faculty and course offerings, and has no budgetary ramifications.
**DEGREE/PROGRAM CHANGE**

**FORM C**

**Dr. Helen M. Zongolowicz**  
(Chair, (505) 863-7541)

**Date:** 10-15-96

**Behavioral & Social Sciences**

**Graduate Degree Program**

Mark appropriate category:

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*See New University catalogs book available from the Provost’s Office.*

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

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

To meet articulation requirements as requested by OHE

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 departmental/branch involved? Yes __ No __

Effective Date of Proposed Change:

---

**UNIT PREPARES IN QUADRUPLE:**

1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform 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. Associate Provost for Academic Affairs
9. Faculty Senate

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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)
ASSOCIATE OF ARTS DEGREE
EARLY CHILDHOOD MULTICULTURAL EDUCATION

Degree Requirements 69 Total Credits

General Education (35 Hours)

<table>
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<td>ECME 117 Working with Families and Communities</td>
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<td>ECME 215 Early Childhood Special Education</td>
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<td>ECME 220 Teaching Young Children in a Multicultural Classroom</td>
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wp/erce-asco 10/28/96
8 credit hours in biology, chemistry, geology, physics, or zoology

Early Child Multicultural Education
Associate of Arts

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.
TO: Dr. Helen M. Zongolowicz, Chair, Behavioral and Social Sciences Department
FROM: Charles Current, Library Chair
SUBJECT: Library Impact Statement
DATE: October 15, 1996

I have reviewed the new courses proposed for the Early Childhood Multicultural Education Associate of Arts degree and find that we have adequate resources in the library to meet the needs of students enrolled in this degree. If at any time you and your faculty determine that additional materials are needed feel free to contact me.

Please be assured of my continued support in your departments effort to improve the quality of course offerings.
**DEGREE/PROGRAM CHANGE**

**FORM C**

Date: 10-15-96

Dr. Helen M. Zongolowicz

*Name of individual initiating curricular change form*

Chair

*(Title, position, telephone number)*

Behavioral & Social Science

*(Department/Division/Program/Branch)*

---

**Mark appropriate Program:**

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<td>[ ]</td>
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</table>

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

---

**Reason(s) for Request:**

The new ECME degree better meets the needs of our students and the children they serve.

---

**Library Impact Statement:**

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

---

**CIP CODE**

13-1204

---

**UNIT PREPARES IN QUADRUPLICATE:**

Routing (At four copies)

1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform 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. Associate Provost for Academic Affairs
9. Faculty Senate

---

**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.**

---

The new AA Early Childhood Multicultural Education takes the place of this degree.

---

**Effective Date of Proposed Change:**

---

**Slignatures:**

**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 --**
TO: Dr. Helen M. Zongolowicz, Chair, Behavioral and Social Sciences Department
FROM: Charles Current, Library Chair
SUBJECT: Library Impact Statement
DATE: October 15, 1996

I have reviewed the new courses proposed for the Early Childhood Multicultural Education Associate of Arts degree and find that we have adequate resources in the library to meet the needs of students enrolled in this degree. If at any time you and your faculty determine that additional materials are needed feel free to contact me.

Please be assured of my continued support in your departments effort to improve the quality of course offerings.
DEGREE/PROGRAM CHANGE
FORM C
Date: 10-15-96
Dr. Helen A. Zongolowicz
(Name of individualinitiating curricular change form)
Chair: (505) 863-7541
Behavioral & Social Science UNM-G
(Department/Division/Program/Branch)

CIP CODE
13-1204

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (Camp & Inform 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 Curriculum Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

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

This form is for Paraprofessional Elementary AA

Name of New or Existing Program

Mark appropriate Program:
Undergraduate Degree Program [X]
Graduate Degree Program [X]
(Please existing degree only)

Mark appropriate category
Degree [X] Undergraduate (degree only)
Major [X]
Minor [X]
Concentration [X]
Certificate [X]
Emphasis [X]
Department [X]

*See New Units policy Guidelines booklet available from the Provost's Office.

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

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 [X] No
If yes, have you resolved these issues with department/branch involved? Yes [X] No

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 Curriculum Committee
Associate Provost for Academic Affairs
Faculty Senate
We are requesting to change the courses offered in this program. As we were reviewing our current AA program it became apparent that as currently offered the courses no longer meet the needs of our students nor do they meet the objectives of UNM-G's strategic plan. The rationale for the requested changes follows:

We have added an additional course, Communications and Journalism 270, Communications for Teachers to the English requirements. The students in this program are preparing to work with children and youth and need to know how to effectively use the spoken word to communicate with children and parents alike. The course is specifically designed to give the students experiences in writing and delivering oral presentations. It is a natural extension of English 101 and 102 and should be required for all who will be working in the schools.

We have added a selection of Early Childhood Multicultural Education classes as many of the students in this program work with young children and the classes will enable them to better meet the needs of students in our elementary classrooms. In addition the local school district has been cited by the Office of Civil Rights for failure to meet the needs of Limited English Proficient children. The added courses in Literacy and in Multicultural education will help those working in our local schools to meet the needs of the children and to meet the requirements of OCR.

We have also expanded the choice of electives available. This will allow students to focus their education to meet their own personal goals as well as giving them the skills required to work with different age groups and categories of children. Many of our students are responsible for administering the program in which they are employed. The administration course will assist them in evaluating staff and in developing programs.

We have asked current students as well as education faculty to review the proposed changes and they are in full support of the new organizational structure of this degree.

Your approval and support will be greatly appreciated.
### Degree Requirements

#### Total Credits: 67

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credits</th>
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<tr>
<td>Behavioral Science</td>
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<td>Psychology 105</td>
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<td>English 101</td>
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<td>General Honors 121 or 122</td>
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<td>Any Health, Physical Ed or Rec 101 or above</td>
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<td>Science</td>
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<tr>
<td>Natural Science 204</td>
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</table>

#### Core Courses: 27 Credits

- **Music 208** (3)
- **P.E. 217** (3)
- **Psych 220** (3)
- **Psych 210** (3)
- CMITE 231 (3)
- CMITE 233 (3)
- CMITE 241 (3)
- ECME 113 (3)
- ECME 222 (3)
- **ST 111** (3)
- **ECME 207** (3)

#### Credit: 27 Credits

- **Music for Elementary Teachers** (3)
- **Physical Education in the Elementary School** (3)
- **Child Psychology** (3)
- **Educational Psychology** (3)
- **Workshops/Practica in Classroom** (3)
- **Language Arts for Paraprofessional** (3)
- **Math Methods for Paraprofessional** (3)
- **Guidance of Young Children** (3)
- **Teaching Young Child in Multicultural Classrooms** (3)
- **Composing Education in Early Childhood Education** (3)
- **Developing Creativity in Young Children** (3)

#### Education Electives: 12 Credits

- **CMITE 241T** (3)
- **CMITE 244T** (3)
- **ECME 215** (3)
- **ECME 225** (3)
- **ECME 110** (3)
- **ECME 204** (3)

### Education—Paraprofessional Elementary

**Associate of Arts in Education—Paraprofessional Elementary Program**

This program is designed for those who, upon completion of the Associate of Arts Degree, plan to seek immediate employment as a paraprofessional in the elementary classroom.

#### Degree Requirements

- **Total Credits: 67**

**General Education Requirements**

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**Core Courses: 27 Credits**

- **Music 208** (3)
- **P.E. 217** (3)
- **Psych 220** (3)
- **Psych 210** (3)
- **CMITE 231** (3)
- **CMITE 233** (3)
- **CMITE 241** (3)
- **ECME 113** (3)
- **ECME 222** (3)
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- **ECME 207** (3)

**Credit: 27 Credits**

- **Music for Elementary Teachers** (3)
- **Physical Education in the Elementary School** (3)
- **Child Psychology** (3)
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- **Language Arts for Paraprofessional** (3)
- **Math Methods for Paraprofessional** (3)
- **Guidance of Young Children** (3)
- **Teaching Young Child in Multicultural Classrooms** (3)
- **Composing Education in Early Childhood Education** (3)
- **Developing Creativity in Young Children** (3)

**Education Electives: 12 Credits**

- **CMITE 241T** (3)
- **CMITE 244T** (3)
- **ECME 215** (3)
- **ECME 225** (3)
- **ECME 110** (3)
- **ECME 204** (3)

### Education—Paraprofessional Elementary

The Associate of Arts Degree in Education is designed for those who, upon completion of the Associate of Arts Degree, plan to seek immediate employment as a paraprofessional in the elementary classroom.
EDUCATION - PARAPROFESSIONAL ELEMENTARY ASSOCIATE OF ARTS

The Associate of Arts Degree in Education is designed for those who, upon completion of the Associate of Arts Degree, plan to seek immediate employment as a paraprofessional in the elementary classroom.

DEGREE REQUIREMENTS 67 TOTAL CREDITS

General Education Requirements

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EDUCATION CORE

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<td>Language and Literacy in Young Children</td>
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<tr>
<td>ECME 204</td>
<td>Assessing Young Children</td>
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12 Credits
ASSOCIATE OF ARTS

The Associate of Arts Degree in Education is designed for those who, upon completion of the Associate of Arts degree, plan to seek immediate employment as a paraprofessional in the elementary classroom.

DEGREE REQUIREMENTS: 64 TOTAL CREDITS

DEGREE REQUIREMENTS:

64 TOTAL CREDITS

GENERAL EDUCATION REQUIREMENTS 26 credits

Behavioral Science
Psychology 101, 102, or 105 (3)

Communications
English 101 (6)

Fine Arts
Any History, Appreciation or Criticism of Art, Music, Theatre, Dance, and Film (3)

Humanities
Any English Literature 201 or above (3)

Math
Math 111 (3)
Math 112 (3)

Natural Science
Any science course 101 or above (3)

EDUCATION CORE

(Elementary Option I)

Art Education 214, Art in the Elementary & Special Classroom I (3)
Music 209, Music for Elem. Teacher (3)
P.E. 217, P.E. in Elementary Schools (3)
Psych 230, Child Psychology (3)
Psych 210, Educational Psychology (3)

CMTE 128, Directed Experience Level I (2)

CMTE 192, Paraprofessional in Classroom (2)

CMTE 233, Language Arts for Paraprof. (2)

CMTE 261, Mathematics Methods for Paraprof. Spec Ed 201, Educ of Exceptional Persons (3)

Spec Ed 204, Intro to Special Education (2)

EDUCATION ELECTIVES 10 credits

Those students planning to continue work on a BA (B.S.) in Education should take Sp Ed 201 and 204, 202 and/or General Liberal Arts courses to complete the AA degree. Students not planning to pursue a Baccalaureate in Education may take electives from the following listed courses:

CMTE 242T, Gifted Children (3)
CMTE 243T, Learning Activities for Early Childhood (2-3)
CMTE 246T, Cur. Development for Early Childhood (3)

Several other courses yet to be developed by UNM-Gallup

FOR ADVISEMENT: Contact Dr. Helen Zongolowicz, (505) 863-7541
TO: Dr. Helen M. Zongolowicz, Chair, Behavioral and Social Sciences Department
FROM: Charles Current, Library Chair
SUBJECT: Library Impact Statement
DATE: October 15, 1996

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**DEGREE/PROGRAM CHANGE**

**FORM C**

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<td><strong>Barry S. Kues</strong></td>
<td>(Name of individual heading curricular change form)</td>
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<td><strong>Chair and Professor:</strong></td>
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<tr>
<td><strong>Earth &amp; Planetary Sciences</strong></td>
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**Mark appropriate Program:**

- Undergraduate Degree Program
- Graduate Degree Program

This form is for Earth & Planetary Sciences.

- This program is or would be located in current undergraduate/graduate catalog on page(s): 105

**Mark appropriate category**

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<td>3</td>
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<tr>
<td>Concentration</td>
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<td>Emphasis</td>
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<tr>
<td>Department</td>
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**NEW:****REVISED:****DELETION:****NAME CHANGE:**

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<tr>
<th>Degree</th>
<th>2A/BS</th>
<th>Undergraduate Degree only</th>
<th>3</th>
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<tr>
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<tr>
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<td>3</td>
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</tr>
<tr>
<td>Emphasis</td>
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</tr>
<tr>
<td>Department</td>
<td>3</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Note:** See attachment.

**Responsibility to Review (attach additional sheets if necessary):**

- Library Impact Statement: Name of librarian consulted and attached signed impact statement (if necessary)
- COTT Impact Statement: Name of individual consulted and attached signed impact statement (if necessary)
- Budgetary and Faculty Load Implications (attachment): 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 those issues with department/branch involved? (attach statement)
- Effective Date of Proposed Change: Fall 1996

**Required Signatures**

- Department Chairperson: Date: 7/18/96
- Dean of Library Services: Date: 7/18/96
- COTT: Date: 7/18/96
- College Curriculum Committee: Date: 9/19/96
- College or School Faculty: Date: 9/19/96
- College or School Dean/Director of Instruction: Date: 9/19/96
- FS Graduate Committee: Date: 9/19/96
- FS Curricula Committee: Date: 9/19/96
- Assoc. Provost for Academic Affairs: Date: 9/19/96
- Faculty Senate: Date: 9/19/96

**UNIT PREPARES IN QUADRUPUCATE**

- Routing (All four copies)
- 1. Dean of Library Services (if necessary)
- 2. COTT (Chair & Inform Rex & Sects. 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

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

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 attachment

**Department decision to change program**

**Note change on English side.
The undergraduate Earth & Planetary Sciences curriculum for both the BA and BS degrees has been revised. These changes primarily provide the student with greater flexibility in the form of more elective choices in the area of EPS electives and supporting sciences. The changes are summarized below, using the degree description from the 95-97 catalog as a comparison.

### B.S.

<table>
<thead>
<tr>
<th>1995-97 Catalog</th>
<th>Revised Curriculum</th>
</tr>
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<tbody>
<tr>
<td>EPS 301 (3)</td>
<td>EPS 301 (3)</td>
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<tr>
<td>EPS 302L (2)</td>
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<tr>
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<td>EPS 303L (4)</td>
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<tr>
<td>EPS 304L (4)</td>
<td>EPS 304L (4)</td>
</tr>
<tr>
<td>EPS 307L (4)</td>
<td>EPS 307L (4)</td>
</tr>
<tr>
<td>EPS 319L (4)</td>
<td>EPS 319L (4)</td>
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<tr>
<td>EPS 401 (1)</td>
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<td>EPS 418 (3)</td>
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<td>EPS 420 (4)</td>
<td>EPS 420 (4)</td>
</tr>
<tr>
<td>EPS 490 (1)</td>
<td>EPS 490 (1)</td>
</tr>
<tr>
<td>6 additional credits above 400</td>
<td>14 additional credits above 300-level (may include EPS 102L (4))</td>
</tr>
<tr>
<td>EPS Total = 36 credits</td>
<td>EPS Total = 36 credits</td>
</tr>
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</table>

**Supporting Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>B.S.</th>
<th>Revised Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 121L (4)</td>
<td>Phys 148 or Math 345 (3)</td>
<td></td>
</tr>
<tr>
<td>Chem 122L (4)</td>
<td>Phys 160 (3)</td>
<td></td>
</tr>
<tr>
<td>Math 163(4)</td>
<td>Phys 161 (3)</td>
<td></td>
</tr>
<tr>
<td>Math 264(4)</td>
<td>Phys 262 (3)</td>
<td></td>
</tr>
<tr>
<td>Math 145 or 345 (statistics) (3)</td>
<td>Math 145 or 345 (statistics) (3)</td>
<td></td>
</tr>
<tr>
<td>Phys 160 (3)</td>
<td>7 additional credits from:</td>
<td></td>
</tr>
<tr>
<td>Phys 161 (3)</td>
<td>Math, Chem, Physics above those</td>
<td></td>
</tr>
<tr>
<td>Phys 262 (3)</td>
<td>required, Biol 123 for above,</td>
<td></td>
</tr>
<tr>
<td>Total = 32 credits</td>
<td>selected Eng., Geog., Anthro</td>
<td></td>
</tr>
</tbody>
</table>

Also, English 219 or 290 is required as A&S Group Requirement.

*Note: The revised curriculum includes an extra 14 credits from supporting sciences. This is achieved by reducing the requirement from 32 credits to 29 credits, allowing for more flexibility in the student's elective choices.*
<table>
<thead>
<tr>
<th>B.A. 1995-97 Catalog</th>
<th>Revised Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 101 (3)</td>
<td>EPS 103 (3)</td>
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<tr>
<td>EPS 105L (1)</td>
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<td>EPS 102L (4)</td>
<td>EPS 102L (4)</td>
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<tr>
<td>EPS 255L (4)</td>
<td>EPS 255L or 319L (4)</td>
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<td>EPS 307L (4)</td>
<td>EPS 300L (3)</td>
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<tr>
<td>EPS 321L (3)</td>
<td>EPS 302L (2)</td>
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<tr>
<td>EPS 322L (3)</td>
<td>EPS 303L (4)</td>
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<tr>
<td>EPS 401 (1)</td>
<td>EPS 304L (1)</td>
</tr>
<tr>
<td>EPS 490 (1)</td>
<td>EPS 307L (4)</td>
</tr>
<tr>
<td>12 additional credits above 300</td>
<td>EPS 490L (1)</td>
</tr>
<tr>
<td>(6 credits of which are above 400)</td>
<td>(6 additional credits above 300-level)</td>
</tr>
<tr>
<td>EPS Total = 36 credits</td>
<td>EPS Total = 36 credits</td>
</tr>
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</table>

Supporting Sciences
Chem 111L (3)
and 12 hrs from:
Chemistry, Math 162 or above.
Phys. 151 or above.
Biol. 121L or above
Total = 15 credits

Revised Curriculum
Chem 121L (4)
Phys 151 or 160 (3) 9 additional credits from:
Math, Chem, Physics above those required, Biol 121L or above, selected Eng., Geog., Anthro
Total = 16 credits

Do they mean one credit or one course? (Assumption page: one course = 3 credits)
INTRODUCTION

Earth & Planetary Sciences is the study of the Earth and other bodies in the Solar System. It involves the study of the formation, composition, and history of rocks, the large- and small-scale processes that modify them after they form (including the effects of water, the atmosphere, and human activities), and the useful materials (metals, petroleum, coal, etc.) that may be obtained from them. Earth and Planetary Sciences is a multidisciplinary science that utilizes chemistry, physics, biology, oceanography, and other disciplines to achieve a comprehensive understanding of the evolution of our planet and the solar system and to enhance the stewardship of our planet’s natural resources. Prospective majors are encouraged to begin their lower-division requirements in math, chemistry, and physics as early as possible, and visit with the Departmental Undergraduate Advisor to assist in curriculum planning. The B.S. route is the recommended route for preparation for graduate study in the Earth Sciences. B.S. students do not need to select a minor. Completion of degree requirements fulfills requirements for a Distributed Minor. Students wishing to concentrate in Geoscience fields (such as Environmental, Hydrology, Mineralogy/Materials, Quaternary, among others) are encouraged to consult recommended ‘Track’ guidelines (available in the Department Office or through the Departmental Undergraduate Advisor) for elective E&PS and supporting science courses.

MAJOR STUDY REQUIREMENTS

For the degree of Bachelor of Science E&PS Required Courses: E&PS 301, 302L, 303L, 304L, 307L, 319L, 490, and 14 additional hours in Earth and Planetary Sciences above 299 (excluding 401, 491–92, 493, and 495). E&PS 102L may account for 4 of these elective credits. Total credits for this Earth and Planetary Sciences sequence = 36.

Non-Earth & Planetary Sciences Required Courses: English 219 or 290; Chem 121L and 122L; Math 162L and 163L, and either Math 345 or E&PS 418; Physics 160 and 161; and 7 additional hours from Chemistry, Math, or Physics above the required levels, or Biology 121L & 122L, or, with permission from the E&PS Undergraduate Committee, from selected Anthropology, Engineering, or Geography courses. Total Credits of Supporting Science = 32.

English 219 or 290 is required as an A&S Group Requirement.

Note that E&PS 319L (Introductory Field Geology) is taught as a 3-week course immediately after the completion of the Spring semester.

Students completing the B.S. program will fulfill the requirements for a distributed minor, although an alternative minor or second major may be selected.

For the degree of Bachelor of Arts E&PS Required Courses: E&PS 101, 105L, 107L, 102L, 255L (or 319L), 301, 302L, 303L, 304L, 307L, 490, and 6 additional hours in Earth and Planetary Sciences above 299 (excluding 401), with at least 3 hours at the 400 level. Total credits for this Earth and Planetary Sciences sequence = 36.

Non-Earth & Planetary Sciences Required Courses: Chem 121L and either Physics 160 or Physics 151; and 9 additional hours from - Chemistry or Physics above the required levels, or from Math 160 or above, Biology 121L & 122L, or, with permission from the E&PS Undergraduate Committee, from selected Anthropology, Engineering, or Geography courses. Total Credits of Supporting Science = 16.

Note that E&PS 255L (New Mexico Field Geology) is taught as a Saturday course in the fall semester only. E&PS 319 (Introductory Field Geology) is taught as a 3-week course immediately after completion of the Spring semester.

MINOR STUDY REQUIREMENTS

The minor in Earth and Planetary Sciences will consist of 20 credit-hours, of which 12 must be above the 299 level. No more than 3 credit-hours of problems may be applied to the Earth and Planetary Sciences minor.

Undergraduates with the proper prerequisites may take E&PS 401 for as many as 4 credits, but no more than 2 credits may be applied to the undergraduate requirements for a major or minor in E&PS.
MINOR STUDY IN QUATERNARY STUDIES

Contact department for information.

Departmental Honors

Students seeking honors in Earth & Planetary Sciences should consult with the department honors advisor no later than two full semesters prior to graduation. E&PS 493 and 495 are required, as is a written senior thesis which will be orally defended. Eligibility is not limited to students in the College of Arts and Sciences.
Introduction

Major Study Requirements

Distributed Minor Requirements

Earth Science (E&PS)
Kathleen - as far as I can tell, I accidently typed '302' instead of 301 on the line above 302L on the BA explanatory table revised in mid.-Nov. after our last meeting. Both BA & BS students now take the 'core' consisting of 301, 302L, 303L, 304L, 307L, and 490. Do you want to manually modify the version in your possession now (as part of our actual Form C), or should I send you a hard copy of the revised revised attachment? Below is how the table entries should look for the BA part of the table.

<p>| | | | | | |</p>
<table>
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<td>EPS 102L (4)</td>
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<td>EPS 307L (4)</td>
<td>EPS 307L (4)</td>
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<td>EPS 301 (3)</td>
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<td>and 12 hrs from:</td>
<td>and 12 hrs from:</td>
<td>and 12 hrs from:</td>
<td>and 12 hrs from:</td>
<td>and 12 hrs from:</td>
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<tr>
<td></td>
<td>Biol. 121L or above</td>
<td>Biol. 121L or above</td>
<td>Biol. 121L or above</td>
<td>Biol. 121L or above</td>
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<td>Total = 15 credits</td>
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</tbody>
</table>

Laura J. Cressey  
Dept. of Earth & Planetary Sciences, UNM  
Albuquerque, NM 87131  
(505) 277-5349 voice  
(505) 277-8643 fax  
email lcrossey@unm.edu
Communicative Disorders majors made this dual major impossible. Students are encouraged instead to do a major in Communicative Disorders and a minor in Linguistics, yielding approximately the same result. (Dept. of Communicative Disorders)

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

Reason(s) for Request (attach additional sheets if necessary). Enhanced certification requirements for Communicative Disorders majors made this dual major impossible. Students are encouraged instead to do a major in Communicative Disorders and a minor in Linguistics, yielding approximately the same result. (Dept. of Communicative Disorders endorses this request.)

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)

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

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

If yes, have you resolved these issues with department/branch involved? Yes X No

Effective Date of Proposed Change: Fall 1996

Form C

<table>
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<tr>
<td>Gerland D. Bills</td>
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<td>Chair/Professor, 277-6353</td>
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<td>Linguistics</td>
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Mark appropriate Program

- Undergraduate Degree Program
- Graduate Degree Program

Mark appropriate category

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

REVISION OF: REVISION OF:

Reason(s) for Request (attach additional sheets if necessary). Enhanced certification requirements for Communicative Disorders majors made this dual major impossible. Students are encouraged instead to do a major in Communicative Disorders and a minor in Linguistics, yielding approximately the same result. (Dept. of Communicative Disorders endorses this request.)

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

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

If yes, have you resolved these issues with department/branch involved? Yes X No

Effective Date of Proposed Change: Fall 1996

<table>
<thead>
<tr>
<th>Required Signatures</th>
<th>Date: 9/23/96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson</td>
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</tr>
<tr>
<td>Dean of Library Services (if necessary)</td>
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<td>CIRT (if necessary)</td>
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<tr>
<td>College Curriculum Committee (if necessary)</td>
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<td>College or School Faculty (if necessary)</td>
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<tr>
<td>College or School Dean/Director of Instruction</td>
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<td>FS Graduate Committee (if necessary)</td>
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<td>FS Curricula Committee</td>
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<td>Assoc. Provost for Academic Affairs</td>
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<tr>
<td>Faculty Senate</td>
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</tbody>
</table>
The plan for curricular process to take at least 12 months.

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

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

Changes in wording above are necessary by changes approved in Portuguese courses numbers. The department now has in place two-semester sequences in Accelerated Beginning Portuguese. The language at the 202-216 level (or equivalent) must be completed. Students planning to major in Portuguese should consult with the department undergraduate advisor.

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

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: __________

John N. Lipski
Chair
Department of Foreign Languages

Spanish and Portuguese

Mark appropriate Program:
- Undergraduate Degree Program
- Graduate Degree Program

Mark appropriate category:
- Degree
- Undergraduate Degree only
- Minor
- Certificate
- Concentration
- Emphasis
- Department

Required courses: 275-276, plus six additional hours at the 400 level.

Dean of Library Services
Chair, Department of Foreign Languages

CIP CODE
1. Dean of Library Services (if necessary)
2. CIRT (Campus Info. for Texts) (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 is for Existing Portuguese Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 177

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

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

Changes in wording above are necessary by changes approved in Portuguese courses numbers. The department now has in place two-semester sequences in Accelerated Beginning Portuguese. The language at the 202-216 level (or equivalent) must be completed. Students planning to major in Portuguese should consult with the department undergraduate advisor.

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

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: __________

CIP CODE
1. Dean of Library Services (if necessary)
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Form is for Existing Portuguese Program

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

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: __________

CIP CODE
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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.

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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
Reasons for Request:

Changes in wording above are necessary by changes approved in Portuguese course numbers. The department now has in place two-semester sequences in Accelerated Beginning Portuguese (275-276) and Advanced Composition and Conversation (311-312). Portuguese 401 has been replaced by the 415-416 sequence in Brazilian culture, but the six-hour allowance previously in place has not changed. In other words, there has been no substantive change in the Portuguese requirements, merely changes in language to reflect changes in course numbering.
DEPARTMENT OF SPANISH AND PORTUGUESE

10/3/96

Library Statement:

There will be no impact on the library in this change. The courses specified are already being taught. There are also no faculty load implications. The changes affect no other departmental programs or branch campuses.
SPANISH AND PORTUGUESE

Instructor in Spanish

Erinne Daniels-Box, Chairperson
The University of New Mexico
(505) 277-5207

Spanish and Portuguese

Topics in Spanish and Portuguese

Introduction

The purpose of the Department of Spanish and Portuguese is to provide students with a solid foundation in the language, literature, and culture in Spanish and Portuguese, including the unique cultural milieu of the Iberian Peninsula and the Latin American cultures. It also offers a variety of opportunities for learning about the rich American and European heritage.

Major Group Requirements

Students must complete 12 credit hours in courses numbered 200 or above. Students planning to major or minor in Spanish should consult with the Department Chairperson to plan their course of study.

Minor Study Requirements

For students planning to minor in Spanish, 18 hours must be completed with at least 9 hours in upper-level courses.

Second Major Study Requirements

Spanish is a language that is spoken in many countries around the world, including Spain, Mexico, and Argentina. It is also the official language of several other countries, such as Peru and Chile. Spanish is spoken by over 300 million people worldwide, making it one of the most widely spoken languages in the world.

Spanish and Portuguese

Topics in Spanish and Portuguese

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For students planning to minor in Spanish, 18 hours must be completed with at least 9 hours in upper-level courses.

Second Major Study Requirements

Spanish is a language that is spoken in many countries around the world, including Spain, Mexico, and Argentina. It is also the official language of several other countries, such as Peru and Chile. Spanish is spoken by over 300 million people worldwide, making it one of the most widely spoken languages in the world.
GREATLY REDUCED

Christopher Shultis
Professor of Music 7-2324

Date: 4/17/96

Department of Music

Graduate Degree Program

Degree

Major

Minor

Concentration

Certificate

Emphasis

Department

CIP CODE

UNIT PREPARES IN QUADRUPLE
Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (if necessary)
3. Dean of School of Arts & Sciences (if necessary)
4. Dean or School Committee on Academic Programs
5. Graduate Curriculum Committee (if applicable)
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost (if applicable)
9. Faculty Senate

This form is for _Master of Music_

This program is or would be located in current undergraduate/graduate catalog on pages...

Plan for curricular program and faculty load implications (attach statements). Long-range planning considerations (attach additional sheets if necessary). Identify in bracket form what is being changed.

1. Graduate Core in Music (p. 178)

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

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 applicable) Effective Date of Proposed Change:

If yes, have you resolved these issues with departments/branch involved? Yes. No. (If applicable)

Department Chair:

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
FS Curricula Committee
Associate Provost for Academic Affairs
Faculty Senate

Prepared:

Date: 4/96

Checked:

Date: 4/17/96

Approved by:

Date: 4/17/96

 pretending 
for signature and form)

Page dimensions: 1379.2x790.6
581. Seminar in Early Modern Art, 1750-1900. (3) Prerequisite: 491. (Offered upon demand)

582. Seminar in 20th Century Art. (3) Prerequisite: 492 or 491. (Offered upon demand)

584. Problems in Interdisciplinary Studies. (1-3) (Also offered as Music 594, TA 584, Dance 584.) (Fall, Spring)

585. Seminar in Museum Methods. (3) Prerequisite: Anth 585 or Art Hist 585. (Offered upon demand)

586. Practicum: Museum Methods. (3) (Also offered as Anth 586.) Prerequisite: Anth 585 or Art Hist 585. (Fall, Spring)

592. Seminar in Early Modern Art, 1750-1900. (3) Prerequisite: 427, 491 or equivalent. (Offered upon demand)

Applications are reviewed as they are received, but a prospective student should submit all materials by July 1 for Fall semester, December 1 for Spring, and April 15 for Summer. To be eligible for financial aid one must submit all application materials by April 15.

NOTE: Early application is recommended.

DEGREES OFFERED
Master of Music
Concentrations: music history and literature, composition/theory, performance, conducting, piano accompanying, and music education.

APPLIED MUSIC CHARGE POLICY
Graduate students enrolled in Music 501 or 502 (i.e., Applied Music) in full-time status must pay an applied music charge of $75 for one semester credit hour and $150 for two or more semester credit hours unless they are participating in the New Mexico Brass Quintet or are enrolled in University Band, Symphony Orchestra, Chamber Singers, Opera Studio, Jazz Band, Early Music Ensemble (music history and guitar majors only), Accompanying, or Chamber Music (piano, organ, and guitar majors only). (Final authority regarding any interpretation of this policy rests with the Music Department Administrative Committee.)

GENERAL REQUIREMENTS
A candidate for the Master of Music degree must have a bachelor's degree, or the equivalent, in music or music education from an approved institution. Before admission, every applicant will take a placement test in music theory and music history and, if the placement test is in music theory, music education; voice, conducting, or instrumental. All students will be required to pass a written and/or oral comprehensive examination.

The graduate core program consists of three courses. On some degree plans all three courses are required; on others, only one or two core courses appear. The graduate core program serves students in their particular program. (See below.)

The GRADUATE CORE IN MUSIC (6 to 9 hours)
Three different courses make up the graduate music core. On some degree plans, all three courses are required; on others, only two core courses appear. The graduate core program serves graduate music students training for competence in a particular area with the three areas described below:

1. Learning to use the basic procedures and tools of investigation available in library and on-line resources, (e.g., biographical sources, performance and other aspects of the literature); preparing and performing a research paper or book review; evaluating secondary materials.
2. Gaining knowledge of twentieth-century theory and terminology, and the techniques of twentieth-century composition and performance
3. Developing an understanding of the music of the World before that of the Classic Period by studying the music of the following periods:

APPLICATION INFORMATION
Reasons for Request

Our graduate program, previously centered around a required core, will be replaced with an elective-based curriculum. The only required course common to all degree concentrations will be MUS 531, our graduate level introductory research course. This will allow students the opportunity to create a more specialized and individually tailored program of study.

Budgetary and Faculty Load Implications

All changes can be met with existing funds and faculty.

Long Range Planning Statement

These changes accommodate long range planning by replacing a rigid set of course requirements with a more flexible one. With an elective-based curriculum, individual students working with individual faculty can make decisions conducive to changes in the discipline. This program change also allows the music department more flexibility in terms of course development in the future since new courses can, when necessary, be added to the list of electives.
DEGREE/PROGRAM CHANGE
FORM C

Date: 4/17/96

Christopher Shultis
(Names of students filing Curricular Change form)

Professor of Music
7-3324

Department of Music
(Department/College/Program/Branch)

Mark appropriate Program:

Undergraduate Degree Program
Graduate Degree Program

Mark appropriate category

Degree

Major

Minor

Concentration

Certificate

Emphasis

Department

NEW:

REVISED:

DELETION:

NAME CHANGE:

*See New Undergraduate Degree Form is for Master of Music History & Lit.

This form is for Undergraduate/Graduate catalog

on pages P-179

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.

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)

CITR 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/program/branch component? Yes No

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

Effective Date of Proposed Change

Required Department Chairperson

Signature:

Date: 4/17/96

Date: 4/17/96

CIR (If necessary)

College Curriculum Committee (If necessary)

College or School Dean/C Director of Instruction

FS Graduate Committee (If necessary)

FS Curriculum Committee

Assoc. Provost for Academic Affairs

Faculty Senate
Master of Music: Music History and Literature (26 hours plus thesis)  
(Current)

Required Core (9 hrs):
- MU 528 Musical Styles Before 1750 (3)
- MU 529 Application of Techniques of 20th Century Composition (3)
- MU 531 Bibliography and Research (3)

Other Required Courses (14 hrs):
- MU 560 Ensemble Performance (1 + 1)
- Graduate-level elective outside of Music (6)
- MU 599 Master's Thesis (6)

Electives: must be chosen from the following (9 hrs)
- MU 413 Studies in Medieval and Renaissance Music (3)
- MU 414 Studies in Baroque Music (3)
- MU 415 Studies in Classic and Romantic Music (3)
- MU 416 Studies in 20th Century Music (3)
- MU 437 Selected Topics in Music Literature (3)
- MU 525 Post-Tonal Theory (3)
- MU 551/552 Problems (1-3)

Additional requirement: reading ability in one foreign language, preferably German or French

Master of Music: Music History and Literature (26 hours plus thesis)  
(Proposed)

Required Course (3 hrs.):
- MU 531 Bibliography and Research (3)

Other Required Courses (14 hrs):
- MU 560 Ensemble Performance (1 + 1)
- Graduate-level elective outside of Music (6)
- MU 599 Master's Thesis (6)

Music Electives (12 hrs.):
- Must be chosen from among the following courses:
  - MU 413 Studies in Medieval and Renaissance Music (3)
  - MU 414 Studies in Baroque Music (3)
  - MU 415 Studies in Classic and Romantic Music (3)
  - MU 416 Studies in 20th Century Music (3)
  - MU 437 Selected Topics in Music Literature (3)
  - MU 525 Post-Tonal Theory (3)
  - MU 527 Theory Pedagogy (3 hrs.)
  - MU 528 Musical Styles Before 1750 (3 hrs.)

Free Electives (3 hours)
- May be taken outside of Music and may include 2 hours of applied instrument or voice other than concentrate.

Additional requirement: reading ability in one foreign language, preferably German or French
Reasons for Request

Our graduate program, previously centered around a required core, will be replaced with an elective-based curriculum. The only required course common to all degree concentrations will be MUS 531, our graduate level introductory research course. This will allow students the opportunity to create a more specialized and individually tailored program of study.

Budgetary and Faculty Load Implications

All changes can be met with existing funds and faculty.

Long Range Planning Statement

These changes accommodate long range planning by replacing a rigid set of course requirements with a more flexible one. With an elective based curriculum, individual students working with individual faculty can make decisions conducive to changes in the discipline. This program change also allows the music department more flexibility in terms of course development in the future since new courses can, when necessary, be added to the list of electives.
Name: Christopher Shultis  
Professor of Music  
Department of Music

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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). Identify in bracket form what is being changed.

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.

Yes ______ No ______

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

If yes, have you resolved these issues with department/branch involved? Yes ______ No ______

Effective Date of Proposed Change: Fall 1997

Revised Signature:

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: ___________________________  
FS Graduates Committee if necessary: ___________________________  
FS Curricula Committee: ___________________________  
Assoc. Provost for Academic Affairs: ___________________________  
Faculty Senate: ___________________________
Master of Music: Composition/Theory (26 hours plus thesis)

(Current)

Required Core (6 hrs):
- MU 528 Musical Styles Before 1750 (3)
- MU 531 Bibliography and Research (3)

Other Required Courses (13 hrs)
- MU 501 Applied Music - Composition (2)
- MU 502 Applied Music - Composition (2)
- MU 527 Theory Pedagogy (3)
- MU 599 Master's Thesis (6)

As a culmination to study in Theory-Composition, the student must submit either a theoretical document or an original composition as a thesis (i.e., an original composition in any of the larger forms such as a cantata, symphony or string quartet.) The thesis shall be in addition to work done in MU 501 and 502.

Electives (13 hours)
Electives must be in Music, and it is recommended that these electives include 2 hours of applied piano. Graduate students are encouraged to enroll in MU 560; Ensemble Performance; two hours of ensemble credit will apply toward the degree. Two hours from MU 405 or 406 are required unless the student has taken counterpoint as an undergraduate.

Master of Music: Composition/Theory- (26 hours plus thesis)

(Proposed)

Required Course (3 hrs):
- MU 531 Bibliography and Research (3)

Music Electives (9 hrs.)
Must be chosen from among the following courses:
- MU 414 Studies in Medieval and Renaissance Music
- MU 414 Studies in Baroque Music
- MU 415 Studies in Classic and Romantic Music
- MU 416 Studies in Twentieth Century Music
- MU 437 Selected Topics in Music Literature
- MU 525 Post Tonal Theory (3 hrs.)
- MU 528 Musical Styles Before 1750 (3 hrs.)
- MU 529 Application of Techniques of 20th Century Composition (3 hrs.)

Other Required Courses (13 hrs)
- MU 501 Applied Music - Composition (2)
- MU 502 Applied Music - Composition (2)
- MU 527 Theory Pedagogy (3 hrs.)
- MU 599 Master's Thesis (6)

As a culmination to study in Theory-Composition, the student must submit either a theoretical document or an original composition as a thesis (i.e., an original composition in any of the larger forms such as a cantata, symphony or string quartet.) The thesis shall be in addition to work done in MU 501 and 502.

Electives (7 hours)
Electives must be in Music, and it is recommended that these electives include 2 hours of applied piano. Graduate students are encouraged to enroll in MU 560; Ensemble Performance; two hours of ensemble credit will apply toward the degree. Two hours from MU 405 or 406 are required unless the student has taken counterpoint as an undergraduate.
Reasons for Request

Our graduate program, previously centered around a required core, will be replaced with an elective-based curriculum. The only required course common to all degree concentrations will be MUS 531, our graduate level introductory research course. This will allow students the opportunity to create a more specialized and individually tailored program of study.

Budgetary and Faculty Load Implications

All changes can be met with existing funds and faculty.

Long Range Planning Statement

These changes accommodate long range planning by replacing a rigid set of course requirements with a more flexible one. With an elective-based curriculum, individual students working with individual faculty can make decisions conducive to changes in the discipline. This program change also allows the music department more flexibility in terms of course development in the future since new courses can, when necessary, be added to the list of electives.
**FORM C**

**Date:** April 17, 1996

Christopher Shultis

*Name of individual or institution proposing curricular change (last)*

Professor of Music 7-232

*Title, position, telephone number*

**Department of Music**

*Department/Division/Program/Branch*

---

**CIP CODE**

**DEGREE/PROGRAM CHANGE**

---

**DEPARTMENT OF MUSIC**

*Department/Division/Program/Branch*

---

**MARK APPROPRIATE PROGRAM:**

- Undergraduate Degree Program
- Graduate Degree Program

---

**MARK APPROPRIATE CATEGORY:**

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

---

**NEW:**

- Undergraduate degree only

---

**REVISION OF:**

- Deletion

---

**NAME CHANGE:**

- Graduation

---

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.

---

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

---

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? 

---

Effective Date of Proposed Change:

---

Local 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 Graduation Committee (if applicable)
- FS Curriculum Committee
- Assoc. Provost for Academic Affairs
- Faculty Senate
Master of Music: Applied Music - Performance (32 Hours (Current))
Special Prerequisite-Voice. Those in the area of voice must demonstrate good diction in Italian, French, and German and adequate vocal quality. If diction for singers and two year of foreign language (any combination of two from the following Italian, French or German) do not appear on transcripts submitted, the Voice Faculty may declare the student deficient in these areas; the student may be required to make up these deficiencies.
Required Core (9 hrs):
MU 528 Musical Styles Before 1750 (3)
MU 529 Application of Techniques of 20th Century Composition (3)
MU 531 Bibliography and Research (3)
Other Required Courses (12 - 16 hrs)
MU 501 Applied Music (4)
MU 502 Applied Music (4)
MU 388 Voice Pedagogy (2) (M. M. in Voice Performance only)*
MU 389 Voice Pedagogy (2) (M. M. in Voice Performance only)*
MU 591 Graduate Recital (4)
*Voice students may substitute electives for the above only with the approval of the Voice Faculty
Free Electives (7 - 11 hours)
May be taken outside of Music and may include 2 hours of applied instrument or voice other than concentrate. Graduate students are encouraged to enroll in MU 560; Ensemble Performance; two hours of ensemble credit will count toward the degree.

Master of Music: Applied Music - Performance (32 Hours (Proposed))
Special Prerequisite-Voice. Those in the area of voice must demonstrate good diction in Italian, French, and German and adequate vocal quality. If diction for singers and two year of foreign language (any combination of two from the following Italian, French or German) do not appear on transcripts submitted, the Voice Faculty may declare the student deficient in these areas; the student may be required to make up these deficiencies.
Required Core (9 hrs):
MU 531 Bibliography and Research (3)
Other Required Courses (12 - 16 hrs)
MU 501 Applied Music (4 hrs)
MU 502 Applied Music (4 hrs)
MU 388 Voice Pedagogy (2) (M. M. in Voice Performance only)
MU 389 Voice Pedagogy (2) (M. M. in Voice Performance only)
MU 591 Graduate Recital (4)
*Voice students may substitute electives for the above only with the approval of the Voice Faculty
Music Electives (9 hrs.)
Must be chosen from among the following courses:
- MU 413 Studies in Medieval and Renaissance Music
- MU 414 Studies in Baroque Music
- MU 415 Studies in Classic and Romantic Music
- MU 416 Studies in Twentieth Century Music
- MU 437 Selected Topics in Music Literature
- MU 525 Post Tonal Theory (3 hrs.)
- MU 527 Theory Pedagogy (3 hrs.)
- MU 528 Musical Styles Before 1750 (3 hrs.)
- MU 529 Application of Techniques of 20th Century Composition (3 hrs.)
Free Electives (4 - 8 hours)
May be taken outside of Music and may include 2 hours of applied instrument or voice other than concentrate. Graduate students are encouraged to enroll in MU 560; Ensemble Performance; four hours of ensemble credit will count toward the degree.
Reasons for Request

Our graduate program, previously centered around a required core, will be replaced with an elective-based curriculum. The only required course common to all degree concentrations will be MUS 531, our graduate level introductory research course. This will allow students the opportunity to create a more specialized and individually tailored program of study.

Budgetary and Faculty Load Implications

All changes can be met with existing funds and faculty.

Long Range Planning Statement

These changes accommodate long range planning by replacing a rigid set of course requirements with a more flexible one. With an elective based curriculum, individual students working with individual faculty can make decisions conducive to changes in the discipline. This program change also allows the music department more flexibility in terms of course development in the future since new courses can, when necessary, be added to the list of electives.

UNIVERSITY OF NEW MEXICO GENERAL LIBRARY

To: Robert Migneault, Dean
From: Linda Lewis, Collection Development Officer
Date: August 30, 1996
Subject: Form C: Music

This change requests a shift in existing courses, changing them from required to elective in the program. There will not be an impact upon library collections or services.
**DEGREE/PROGRAM CHANGE**

**FORM C**

Date: 4/17/96

Christopher Shultis

(name of individual making curricular change here)

Professor of Music 7-2324

(TITLE, position, telephone number)

Department of Music

(Date Current Program/Branch)

Mark appropriate Program:

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<thead>
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<th>Undergraduate Degree Program</th>
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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). Identify in bracket form what is being changed.

**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)

CIT 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 resolve these issues with department/branch involved? If applicable)

Effective Date of Proposed Change: 1997

**UNIT PREPARES IN QUADRUPLICATE**

Routing (All four copies)

1. Dean of Library Services (if necessary)
2. CRT (Comp. & Inform Res. & Tech.) (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Dean/Department Chairperson (if necessary)
5. College or School Faculty Committee (if applicable)
6. F S Graduate Committee (if applicable)
7. FS Curricula Committee
8. FS Curricula Committee
9. Faculty Senate

**RECEIVED**

Graduate Office

Name of New or Exiting Program

This program is or would be located in current undergraduate/graduate catalog on page(s)

P 180

Mark appropriate (see New Units policy guidelines book available from the Provost's Office).

**NAME CHANGE:**

<table>
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Christopher Shultis

(Revised by: Associate Provost for Academic Affairs

Date: 03/18/96

This form is for Applied Music Conducting

Name of New or Exiting Program

This program is or would be located in current undergraduate/graduate catalog on page(s)

P 180

Mark appropriate (see New Units policy guidelines book available from the Provost's Office).

**NAME CHANGE:**

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Master of Music: Applied Music - Conducting (32 Hours)  
(Current)

Required Core (9 hrs):
MU 528 Musical Styles Before 1750 (3)
MU 529 Application of Techniques of 20th Century Composition (3)
MU 531 Bibliography and Research (3)
Other Required Courses (16 hrs)
MU 501 Conducting (4)
MU 502 Conducting (4)
MU 519/520 Applied Music - Voice or Instrument (1 + 1)
MU 560 Ensemble Performance (1 + 1)
MU 591 Graduate Recital (4)

Electives (7 hours)
The Graduate Coordinator and the major professor will recommend courses appropriate to the student's degree emphasis, vocal or instrumental.

Additional Requirement:
Conducting majors will be asked to assist in ensembles.

Master of Music: Applied Music - Conducting (32 Hours)  
(Proposed)

Required Course (3 hrs):
MU 531 Bibliography and Research (3)

Music Electives (9 hrs)
Must be chosen from among the following courses:
MU 413 Studies in Medieval and Renaissance Music
MU 414 Studies in Baroque Music
MU 415 Studies in Classic and Romantic Music
MU 416 Studies in Twentieth Century Music
MU 437 Selected Topics in Music Literature
MU 525 Post Tonal Theory (3 hrs.)
MU 527 Theory Pedagogy (3 hrs.)
MU 528 Musical Styles Before 1750 (3 hrs.)
MU 529 Application of Techniques of 20th Century Composition (3 hrs.)
Other Required Courses (16 hrs)
MU 501 Conducting (4)
MU 502 Conducting (4)
MU 519/520 Applied Music - Voice or Instrument (1 + 1)
MU 560 Ensemble Performance (1 + 1)
MU 591 Graduate Recital (4)
Electives (4 hours)
The Graduate Coordinator and the major professor will recommend courses appropriate to the student's degree emphasis, vocal or instrumental.

Additional Requirement:
Conducting majors will be asked to assist with various ensembles.
Reasons for Request

Our graduate program, previously centered around a required core, will be replaced with an elective-based curriculum. The only required course common to all degree concentrations will be MUS 531, our graduate level introductory research course. This will allow students the opportunity to create a more specialized and individually tailored program of study.

Budgetary and Faculty Load Implications

All changes can be met with existing funds and faculty.

Long Range Planning Statement

These changes accommodate long range planning by replacing a rigid set of course requirements with a more flexible one. With an elective based curriculum, individual students working with individual faculty can make decisions conducive to changes in the discipline. This program change also allows the music department more flexibility in terms of course development in the future since new courses can, when necessary, be added to the list of electives.
# FORM C

**Date:** 4/27/96

**Christopher Shultis**

**Professor of Music 7-2324**

**Department of Music**

(Dean of Undergraduate Programs/Branch)

---

**CIP CODE**

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

**Master of Music Concentration in**

*This form is for Applied Music-Piano Accompaniment*

**Name of new or existing program**

*This program is or would be located in current undergraduate/graduate catalog p.180*

---

**Mark appropriate Program:**

- Undergraduate Degree Program
- Graduate Degree Program

**Degree**

<table>
<thead>
<tr>
<th>NEW</th>
<th>REVISION OF</th>
<th>DELETION</th>
<th>NAME CHANGE</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Mark appropriate category**

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

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*See note under title (Excludes Hokkaido and Science in Psychology)*

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.

---

**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 departments/programs/branches campuses? Yes __ No X X X __* (attach statement)

**Effective Date of Proposed Change: Fall 1997**

---

**Dean of Library Services (If necessary)**

**Dean of School (If necessary)**

**Department Chairperson (If necessary)**

**College Curriculum Committee (If necessary)**

**College or School Dean/Chair of Department (If necessary)**

**FS Graduate Committee (If applicable)**

**FS Curriculum Committee**

**Assoc. Provost for Academic Affairs**

**Faculty Senate**

---

*Signature*

---

*Prepared by:*

---

*Approved by:*

---

*Revised:*

---

*Correspondence:*
Master of Music: Applied Music - Piano Accompanying (32 Hours) (Current)

Special Prerequisites: All students who wish to work for this degree must perform selections from the standard repertory for the piano faculty. Qualifying performances will be played at the time of application. If diction for singers and at least one year of German, French or Italian have not been included in the undergraduate program, the student will be considered deficient in these areas, and may be required to make up the deficiencies.

Required Core (9 hrs):
MU 528 Musical Styles Before 1750 (3)
MU 529 Application of Techniques of 20th Century Composition (3)
MU 531 Bibliography and Research (3)

Other Required Courses (14 hrs):
MU 501 Applied Music - Piano Accompanying (4)
MU 502 Applied Music - Piano Accompanying (4)
MU 449 Music Repertory for Accompanists (or substitute course) (2)
MU 591 Graduate Recital (4)
(Four recitals are required, two vocal accompaniments and two instrumental accompaniments.)

Electives (9 hours)
May be taken outside of Music and Music Education. Graduate students are encouraged to enroll in MU 560 Ensemble Performance; two hours of ensemble credit will count toward the degree.

Master of Music: Applied Music - Piano Accompanying (32 Hours) (Proposed)

Special Prerequisites: All students who wish to work for this degree must perform selections from the standard repertory for the piano faculty. Qualifying performances will be played at the time of application. If diction for singers and at least one year of German, French or Italian have not been included in the undergraduate program, the student will be considered deficient in these areas, and may be required to make up the deficiencies.

Required Course (3 hrs):
MU 531 Bibliography and Research (3)

Music Electives (9 hrs.)
Must be chosen from among the following courses:
MU 413 Studies in Medieval and Renaissance Music
MU 414 Studies in Baroque Music
MU 415 Studies in Classic and Romantic Music
MU 416 Studies in Twentieth Century Music
MU 437 Selected Topics in Music Literature
MU 525 Post Tonal Theory (3 hrs.)
MU 527 Theory Pedagogy (3 hrs.)
MU 528 Musical Styles Before 1750 (3 hrs.)
MU 529 Application of Techniques of 20th Century Composition (3 hrs.)

Other Required Courses (14 hrs):
MU 501 Applied Music - Piano Accompanying (4)
MU 502 Applied Music - Piano Accompanying (4)
MU 449 Music Repertory for Accompanists (or substitute course) (2)
MU 591 Graduate Recital (4)
(Four recitals are required, two vocal accompaniments and two instrumental accompaniments.)

Electives (6 hours) May be taken outside of Music and Music Education. Graduate students are encouraged to enroll in MU 560 Ensemble Performance; four hours of ensemble credit will count toward the degree.
Reasons for Request

Our graduate program, previously centered around a required core, will be replaced with an elective-based curriculum. The only required course common to all degree concentrations will be MUS 531, our graduate level introductory research course. This will allow students the opportunity to create a more specialized and individually tailored program of study.

Budgetary and Faculty Load Implications

All changes can be met with existing funds and faculty.

Long Range Planning Statement

These changes accommodate long range planning by replacing a rigid set of course requirements with a more flexible one. With an elective based curriculum, individual students working with individual faculty can make decisions conducive to changes in the discipline. This program change also allows the music department more flexibility in terms of course development in the future since new courses can, when necessary, be added to the list of electives.
<table>
<thead>
<tr>
<th>Degree/Program Change</th>
<th>Librarian Impact Statement</th>
<th>CIRT Impact Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: October 31, 1996</td>
<td>Name of individual consulted and attached signed impact statement. (If necessary)</td>
<td>n/a</td>
</tr>
<tr>
<td>Jeffrey Griffith, Ph.D.</td>
<td>If yes, have you resolved these issues with department/branch involved?</td>
<td>No</td>
</tr>
<tr>
<td>Associate Professor 277-3444</td>
<td>Does this change affect in a significant way, any other departmental programs/branch campuses?</td>
<td>Yes</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Mark appropriate Program:**
- Undergraduate Degree Program
- Graduate Degree Program

**Mark appropriate category:**
- Degree
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

**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 documents.)

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

(See attached documents.)

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

**CIRT Impact Statement.** Name of individual consulted and attached signed impact statement. (If necessary) n/a

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

(See attached documents.)

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

This form is in Dept. of Biochemistry and Molecular Biology.

Name of new or existing Program/branch.

This program is or would be located in current undergraduate/graduate catalog on page(s).
DEGREE/PROGRAM CHANGE
FORM C

Date: October 31, 1996

David Bear, Ph.D.
(Name of individual initiating curricular change form)

Professor 277-8520
(Title, position, telephone number)

School of Medicine
(Department/Division/Program/Branch)

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program

Mark appropriate category
Degree Type
Major
Minor
Concentration
Certificate
Emphasis
Department

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

This form is for Dept. of Cell Biology and Physiology

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

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 documents.)

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

(See attached documents.)

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

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. See att. docs.

Budgetary and Faculty Load Implications (attach statements). See att. docs.

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 departments/branches involved? n/a

Effective Date of Proposed Change: July 1, 1997

Signature:

Dean of Library Services (If necessary)
Date: October 31, 1996

CIRT (If necessary)
Date: October 31, 1996

College Curriculum Committee (If necessary)
Date: October 31, 1996

College or School Faculty (If necessary)
Date: October 31, 1996

College or School Dean/Director of Instruction
Date: October 31, 1996

FS Graduate Committee (If applicable)
Date: October 31, 1996

FS Curricula Committee
Date: October 31, 1996

Assoc. Provost for Academic Affairs
Date: October 31, 1996

Faculty Senate
Date: October 31, 1996

Sch. of Medicine Assist. Dean Grad. Studies
Date: October 31, 1996

Vice President for Health Sciences
Date: October 31, 1996
DEGREE/PROGRAM CHANGE

Date: October 31, 1996

Carolyn Mold, Ph.D.

Professor 277-5768

School of Medicine

Mark appropriate Program:
Undergraduate Degree Program   √
Graduate Degree Program   √

Mark appropriate category
Degree:   □
Major:   □
Minor:   □
Concentration:   □
Certificate:   □
Emphasis:   □
Department:   □

NEW:   □

REVISION OF:   □
DELETION:   □

NAME CHANGE:   □

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

(Signature)

Dean of Library Services (if necessary)

CIRT (if necessary)

College Curriculum Committee (if necessary)

College or School Faculty (if necessary)

FS Graduate Committee (if applicable)

FS Curricula Committee

Assoc. Provost for Academic Affairs

Faculty Senate

Sch. of Medicine Assist. Dean Grad. Studies

Vice President for Health Sciences

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

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) n/a

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

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? n/a

Effective Date of Proposed Change: July 1, 1997

Required Signatures:

Department Chairperson

Dean of Library Services (if necessary)   Not necessary

CIRT (if necessary)   Not necessary

College Curriculum Committee (if necessary)   Not necessary

College or School Faculty (if necessary) See attached documents

College or School Dean/Director of Instruction

FS Graduate Committee (if applicable)   n/a

FS Curricula Committee

Assoc. Provost for Academic Affairs

Faculty Senate

Sch. of Medicine Assist. Dean Grad. Studies

Vice President for Health Sciences

Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:          Date:

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### DEGREE/PROGRAM CHANGE

**FORM C**

**Date:** October 31, 1996  
Daniel Savage, Ph.D.  
(Home of individual initiating curricular change)  
Professor 227-0023  
(Title, position, telephone number)

| School of Medicine  
| (Department/Division/Program/Branch) |

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

**Mark appropriate category:**

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

**NEW:**

- Undergraduate Degree only

**REVISION OF:**

- [ ]

**DELETION:**

- [ ]

**NAME CHANGE:**

- [ ]

*See New Units policy Guidelines Book available from the Provost’s Office.*

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 documents.)

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

(See attached documents.)

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) n/a  
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) n/a  
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. See attached docs.  
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? n/a  
(attach statement)  
Effective Date of Proposed Change: July 1997

| Required Signatures:  
| 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 Curriculum Committee  
| Assoc. Provost for Academic Affairs  
| Faculty Senate  
| Sch. of Medicine Asst. Dean Grad. Studies  
| Vice President for Health Sciences |  
| Date: October 31, 1996  
| Date: October 31, 1996  
| Date: October 31, 1996  
| Date: October 31, 1996  
| Date: October 31, 1996  
| Date: 12/14/96  
| Date: 12/14/96  
| Date: 11/01/96  
| Date: 10/31/96 |
MOTION

IT IS MOVED THAT THE CURRENT SIX BASIC SCIENCE DEPARTMENTS BE DISSOLVED AND THAT THE DISSOLVED BASIC SCIENCE DEPARTMENTS BE RECONSTITUTED INTO FOUR (4) NEW DEPARTMENTS.

THE AFFECTED BASIC SCIENCE DEPARTMENTS THAT WILL BE DISSOLVED ARE:

- ANATOMY
- BIOCHEMISTRY
- CELL BIOLOGY
- MICROBIOLOGY AND IMMUNOLOGY
- PHARMACOLOGY
- PHYSIOLOGY

THE NEWLY CREATED BASIC SCIENCE DEPARTMENTS WILL BE:

- BIOCHEMISTRY & MOLECULAR BIOLOGY
- CELL BIOLOGY AND PHYSIOLOGY
- MOLECULAR GENETICS AND MICROBIOLOGY
- NEUROSCIENCES

Motion passed unanimously by the SOM faculty, October 31, 1996

Paul B. Roth, M.D., Dean of the School of Medicine
Revision of the School of Medicine Basic Science Departments

A. Introduction:

In this proposal, we seek approval for revision of the School of Medicine (SOM) Basic Science Departments. This reorganization has been the subject of extensive discussions over the past year involving all faculty and many members of the staff and administration. In brief, the revision seeks to reorganize the six SOM basic science departments of Anatomy, Biochemistry, Cell Biology, Pharmacology, Physiology and Microbiology/Immunology into four new departments entitled Biochemistry and Molecular Biology, Cell Biology and Physiology, Molecular Genetics and Microbiology, and Neurosciences.

In the proposed reorganization, current teaching responsibilities will follow individual faculty to their membership in reorganized departments. SOM Programs in undergraduate medicine (M.D., M.D./Ph.D.), in undergraduate science (B.Sc. in Biochemistry; programs offered through Allied Health including Dental Hygiene, Radiologic Technology, Nuclear Medicine, Ultrasound, Physical Therapy, Occupational Therapy, Medical Technology, Emergency Medical Technology), minority program graduate and undergraduate training (MBRS), and graduate training in the medical sciences (M.Sc. and Ph.D. in Cell Biology, Molecular Biology, Immunology, Neuroscience, Cardiovascular and Systems Biology) will continue as before. The essential core of discipline-based teaching necessary for training in medicine will also continue as before. Faculty size will remain the same during reorganization and no new requirements will be made of library facilities or CIRT. Research and teaching space will remain as before and a gradual physical realignment of faculty will occur over several years as faculty leave and new faculty are recruited. The overall SOM budget will remain the same, but resources will be distributed on a more equitable basis across four departments instead of six.

B. Reasons for Requesting Reorganization of SOM Basic Science Departments:

Over the past two decades, the SOM has implemented an innovative undergraduate medical curriculum that combines traditional didactic presentations (lectures, laboratories) with problem-based learning (tutorials, cases). Implementation of this curriculum has led to deemphasis on department- and discipline-oriented teaching, with extensive subject integration by discipline representatives. Representatives from basic and clinical departments have worked together through multiple iterations to define, develop and teach the curriculum. Teaching blocks are under the direction of curricular policy and content committees containing both appointed and elected members. At the same time, the SOM graduate curriculum has evolved along a similar path, with pooling of institutional resources to offer graduate studies in areas that transcend departmental boundaries. Graduate offerings include the M.Sc. and Ph.D. Degrees in Cell Biology, Molecular Biology, Immunology, Neuroscience, and Cardiovascular and Systems Biology.

The present traditional departmental structure, while maintaining discipline identity, is thus not commensurate with faculty teaching and research responsibilities. Research and teaching obligations have led to new alignments and collaborations for most faculty.
Some departments have shrunk to as few as 6 faculty, with attendant difficulties in maintaining identity and the "critical mass" required for research advancement and effective recruitment. Extensive discussions led to definition of the major areas of research strength in the SOM, which subsequently became major areas of SOM research emphasis that transcended departmental and discipline definitions. Areas selected emphasized the interests and successes of junior and intermediate level faculty and included evaluations of future potential for extramural funding. This analysis noted that a number of the SOM faculty are approaching retirement age over the next few years. This led to the recognition that reorganization could provide the stimulus of new research associations and provide new leadership for future focused recruitment.

The details of this reorganization were worked out over the period of a year of intense discussions in faculty meetings and retreats. The faculty realigned themselves into four new departments, elected leaders with defined terms of service, and wrote mission statements and statements of goals and objectives. Copies of these documents are attached. Implementation of the reorganization plan is expected to occur 7/1/97 with approval of this proposal.

It is important to note that undergraduate and graduate courses and degrees, physical locations, equipment, space, teaching obligations, committee assignments, etc., will remain as before, but every faculty member will have a new departmental association on 7/1/97. The new chairs are currently working with the previous chairs and the administration to define a mechanism for reallocation of the budget in an equitable manner. Reorganization is expected to increase faculty research productivity and result in new funding efforts, including collaborative projects and training grants. The reorganization is also expected to lead to continued effective teaching and new graduate courses. In addition, we expect to have more success in the recruitment of eight new faculty into the reorganized departments using the SOM Howard Hughes Faculty Recruitment Grant. We also expect new opportunities in supporting the research of individual faculty, monetarily, physically and emotionally, in larger departments, and anticipate new associations with Los Alamos, Sandia National Laboratories, the Veterans Administration Hospital, the Santa Fe Institute, the UNM Hospital Clinical Departments, the NIH and other agencies. Revision is expected to result in new efficiencies in teaching, research and service through distribution of a limited resource base over a smaller number of departments.

C. Summary Statement

In summary, reorganization of the six SOM basic science departments of Anatomy, Biochemistry, Cell Biology, Pharmacology, Physiology and Microbiology/Immunology is proposed to create four new departments entitled Biochemistry and Molecular Biology, Cell Biology and Physiology, Molecular Genetics and Microbiology, and Neurosciences. The four new departments are formed along areas of research interest and strength and populated by SOM faculty from the previous six departments. Departmental leadership has been elected within each of the new groups and reports to the Dean of the School of Medicine with the same chain of authority as previously. Enthusiastic, consensual realignment is expected to result in new individual and institutional research associations and increased research productivity, new teaching efforts, and new opportunities for recruitment following retirements.
Responses to Guidelines - Revision of the School of Medicine Basic Science Departments

I.A. Revision of the six School of Medicine (SOM) basic science departments of Anatomy, Biochemistry, Cell Biology, Pharmacology, Physiology and Microbiology/Immunology is proposed to create four new departments entitled Biochemistry and Molecular Biology, Cell Biology and Physiology, Molecular Genetics and Microbiology, and Neurosciences. Faculty will remain the same in number, but will be realigned by self-selection into new departments using the resources that previously supported the old departments. Current obligations in service, in basic and clinical research, and in undergraduate and graduate teaching, course offerings and degree programs, will follow individual faculty without change.

I.B. Revision will occur along lines of research emphasis and strength. Reorganization brings new, elected leadership to the basic science departments and permits new alignments on the basis of research interests and anticipated funding opportunities. It is expected that research productivity, undergraduate and graduate teaching, and faculty and student recruitment will improve as a result of reorganization.

I.C. Advantages include enthusiasm engendered by consensual reorganization to implement new leadership and increase research productivity through creative alliances using current resources.

I.D. No conflicts with programs or services are anticipated, but enhancement of associations with the NIH, NSF, the National Laboratories and other units is anticipated.

I.E. There are no proposed changes in costs. The reorganization is expected to use current resources in a more productive and efficient manner.

II.A.1. The administrative structure will remain the same, except that Chairs of the new departments will be elected by members for stated periods of time with periodic reviews of performance. Governance at the departmental level is expected to be participatory. It is anticipated that the Chair will rotate among interested and competent individuals for a limited period of time, after which they will return to effective teaching and research.

II.A.2. Faculty positions, rank and responsibilities will remain the same.

II.A.3. Staff positions at the departmental administrative level will likely shrink in number given the contraction of department number; however, each department is expected to have support for administrative and accounting positions. Staff positions within departments supported by faculty are expected to continue as before.

II.B.1. Undergraduate and graduate degree programs at the SOM will remain the same.

II.B.2. Course offerings and teaching programs at the SOM will remain the same, but new offerings and training grants are expected to result from reorganization.
II.B.3. New courses are not anticipated in the immediate future, but new graduate course offerings are expected to result from reorganization.

II.C.1. Research programs will not change in the immediate future; however, a major goal of reorganization is to increase research funding and productivity.

II.C.2. No new programs are anticipated in the immediate future; however, it is anticipated that increased collaboration and submission of research and training grants will occur in reorganized departments.

II.C.3. Reorganization is expected to increase research funding from extramural sources, including NIH, NSF, private foundations, etc.

II.C.4. No change in current funding is necessary to implement reorganization.

II.D.1. The reorganized SOM will function as before, but with expectations of increased productivity. Reorganization of the basic science departments follows similar reorganization of the undergraduate medical curriculum and the graduate program. SOM Programs in undergraduate medicine (M.D., M.D./Ph.D.), in undergraduate science (B.Sc. in Biochemistry; programs offered through Allied Health including Dental Hygiene, Radiologic Technology, Nuclear Medicine, Ultrasound, Physical Therapy, Occupational Therapy, Medical Technology, Emergency Medical Technology), minority program graduate and undergraduate training (MBRS), and graduate training in the medical sciences (M.Sc. and Ph.D. in Cell Biology, Molecular Biology, Immunology, Neuroscience, Cardiovascular and Systems Biology) will continue as before.

II.D.2. Services offered outside the departments, primarily to extramural funding agencies that support research, will continue as before.

II.E.1. The reorganized departments will make more effective use of current resources to stimulate new research projects resulting from realignments that emphasize areas of research strength and interest.

II.E.2. The reorganized departments are expected to grow with funding through the SOM Howard Hughes Faculty Recruitment Grant, positions generated by retirements, and through revenues obtained through increases in funded research activities.

II.E.3. It is anticipated that reorganized departments will use resources newly generated through research activities to augment faculty size.

II.F. The budget for the reorganized departments will be the same as the current SOM budget, and the new chairs will define a more balanced and equitable allocation of I&G funds and other resources across the new departments.
Department of Biochemistry and Molecular Biology

Faculty: William Anderson, Associate Professor; Robert Glew, Professor; Jeffrey Griffith, Associate Professor and Chair; Robert Loftfield, Professor Emeritus; John Omdahl, Professor; Andrzej Pastuszyn, Research Associate Professor; Edward Reyes, Associate Professor; Philip Reyes, Professor; David VanderJagt, Professor; Dorothy VanderJagt, Research Assistant Professor; Beulah Woodfin, Associate Professor; Jun Ru Wu, Research Associate Professor.

Mission Statement: The Department of Biochemistry and Molecular Biology is an academic unit of the University of New Mexico Health Sciences Center that uses biochemical, molecular and genetic approaches to elucidate the biochemical bases of diseases affecting New Mexico's multiethnic populations, including inherited and acquired metabolic defects and cancer. The mission of the Department is to be a center of academic excellence that creates and imparts knowledge of the biochemical basis of disease through individual and multidisciplinary research; medical, graduate, undergraduate and continuing education; and the training of clinical and basic research scientists.

Goals and Objectives:

- To increase high caliber, externally-funded research, particularly multidisciplinary projects involving clinical faculty and the scientific staff of the Los Alamos National Laboratory, so as to advance our knowledge of the biochemical bases of disease.
- To continue our commitment to excellence in undergraduate medical education so as to insure the overall quality, content and integration of biochemistry across the medical curriculum.
- To strengthen the Biomedical Science Graduate Program by developing new graduate courses in biochemistry and molecular biology, with emphasis on the biochemical basis of disease, so as to prepare outstanding researchers and teachers for careers in biomedical science.
- To maintain a high quality undergraduate biochemistry major so as to prepare outstanding New Mexico students for the Medical School and Biomedical Science curricula at University of New Mexico and other professional or graduate programs.
- To increase the number and scope of externally-funded training grants so as to create new opportunities for underrepresented New Mexican students to be involved in biomedical research.
DEPARTMENT OF CELL BIOLOGY AND PHYSIOLOGY

Faculty
David Bear, Professor and Chairman
William Galey, Professor
Robert Kelley, Professor
Stewart Mennin, Professor
Donald Priola, Professor
John Trotter, Professor (secondary appointment)
Ben Walker, Professor
Bob Waterman, Professor
Oscar Bizzozero, Associate Professor
Paul McGuire, Associate Professor
Sherry Rogers, Associate Professor
Nancy Kanagy, Assistant Professor
Alonzo Atencio, Professor Emeritus
Leonard Napolitano, Professor Emeritus

Mission Statement
The Department of Cell Biology and Physiology is an academic unit of the University of New Mexico School of Medicine that focuses on the study of biological structure, fundamental cellular and physiological processes, and their relationship to human development and disease.

Goals
1. To establish a department with a supportive, stimulating and stable scientific environment where faculty, staff, and students are able to synergistically realize their personal and collective academic goals.

2. To achieve an outstanding level of academic achievement in the fields of cell and developmental biology and physiology, as evidenced by high quality peer-reviewed publications, individual and departmental recognition, and a strong record of external financial support. We have chosen to focus our efforts over the next several years in the following areas: (A) Biochemical and Cellular Dynamics (gene expression, intracellular...
transport, extracellular matrix, signaling, and cell movement), (B) Cardiovascular Biology, and (C) Musculo-Skeletal Biology and Biomechanics.

3. To effectively interface basic research in cell and developmental biology and physiology to research in the clinical departments of the School of Medicine, the Cancer Center, the Clinical Research Center and the Center for Population Health.

4. To establish an international reputation for innovative teaching programs that effectively communicate the principals and latest findings of cell and developmental biology and physiology to students, staff and faculty in the basic, clinical, and allied health sciences at the University of New Mexico, as well as the health-care community and citizens of the state of New Mexico.

Objectives:

1. To establish a critical mass of high quality scientists. Over the next seven years, to bring the department to 15 full-time tenure-track faculty using a combination of administrative replacements, retirement replacements and new positions derived from external funding.

2. To establish a department that is fiscally sound and secure in its support of research and educational activities. Over the next seven years, to achieve an external research support base such that an average of 75% of the tenured and tenure-track faculty are funded by research grants or contracts over any 3-year period at an average level of $75,000 in direct costs and with an average salary recovery of at least 25%. Over the next five years to maintain and attract new programmatic research and educational grants and contracts.

3. To establish a strong non-tenure track system that can help maintain and expand the department’s teaching and research activities. Over the next three years, to build a critical mass of non-tenure-track scientists and science educators that can assist the tenure-track faculty in research and teaching.

4. To modernize the departmental research and teaching facilities. To establish state-of-the-art research and teaching facilities and advanced training programs in modern microscopy, cell and developmental biology and physiology that can be utilized by all members of the New Mexico biomedical research community.
Department of Molecular Genetics and Microbiology

Faculty: Hattie Gresham, Associate Professor; Debra Horensky, Assistant Professor; Tokio Kogoma, Professor; Carolyn Mold, Professor and Chair; Steve Nickell, Assistant; Jae Nickoloff, Associate Professor; David Peabody, Professor; Roger Radloff, Associate Professor; Stephanie Ruby, Assistant Professor; Joseph Scaletti, Professor; Jesse Summers, Professor; Sei Tokuda, Professor Emeritus; Cosette Wheeler, Associate Professor; Dennis Vik, Assistant Professor; Stephen Young, Research Associate Professor

Mission: The Department of Molecular Genetics and Microbiology is an academic unit of the University of New Mexico School of Medicine committed to expanding knowledge in basic and biomedical science through research and education. A unifying theme for this department is research that uses molecular approaches to solve biological problems and seeks to understand the most basic processes in microorganisms as well as mammalian systems. This includes studies of infectious agents and the host response to them.

Goals and Objectives:
To establish a stable fiscal base through which research and educational activities can be supported and rewarded.

To develop a department in which faculty, staff and students can develop to their fullest potential using the approaches of participatory governance, shared support of activities, and establishment of rewards and incentives for excellence.

To continue to carry out outstanding individual and collaborative research in the following areas:
(1) basic cellular processes: DNA repair, recombination, and replication, RNA transcription and processing, macromolecular structure and interactions (Kogoma, Nickoloff, Peabody, Ruby)
(2) immunology and host defense (Gresham, Mold, Nickell, Vik)
(3) molecular biology and epidemiology of infectious agents (Horensky, Radloff, Summers, Wheeler, Young)

To develop and support these areas of strength through the recruitment of faculty in molecular genetics, virology, immunology, and molecular structure; and through departmental support of equipment and facility development.

To continue our commitment to excellence in Undergraduate Medical Education, the Biomedical Sciences Graduate Program, Graduate Medical Education, and Interdisciplinary Health Care Training.

To strengthen our graduate and postdoctoral programs through departmental support and the acquisition of training grants.
Department of Neurosciences

Faculty

Andrea Allan, Ph.D., Assistant Professor; William Brooks, Ph.D., Research Associate Professor; William Buss, Ph.D., Professor; Kevin Caldwell, Ph.D., Research Assistant Professor; Lee Anna Cunningham, Ph.D., Assistant Professor; William Dail, Ph.D., Professor; Charles Gasparovic, Ph.D., Research Assistant Professor; John Leach, M.D., Professor Emeritus; Nicholas Meulman, Ph.D., Professor; Linda McGuflce, Ph.D., Professor; L. Donald Partridge, Ph.D., Professor; Nora Perrone-Bizzozero, Ph.D., Associate Professor; Linda Baland, Ph.D., Professor; Daniel Savage, Ph.D., Professor and Chair; James Wallace, Ph.D., Associate Professor; Gerald Weiss, Ph.D., Professor; Michael Wilson, Ph.D., Associate Professor.

Mission Statement

The Department of Neurosciences is an academic unit of the University of New Mexico School of Medicine dedicated to the advancement of knowledge and understanding of the nervous system. The Neurosciences Department faculty consists of investigators with diverse disciplinary backgrounds utilizing multidisciplinary and collaborative approaches in the study of nervous system development, function and disease.

Goals and Objectives

1. Enhance the department's level of research activity, productivity and funding through individual efforts and through the expansion of programmatic research collaborations among ourselves and investigators in other basic and clinical science departments.

2. Strengthen the Neurosciences division of the Biomedical Sciences Graduate program through the creation of additional graduate level Neuroscience courses and the acquisition of Neuroscience training grants while sustaining high quality multidisciplinary teaching within the undergraduate medical curriculum.

3. Implement a fiscal plan and philosophy that provides long-term monetary stabilization for department faculty and staff along with incentives to reward excellence in research and teaching.

4. Establish and maintain a system of departmental governance that maximizes faculty and staff participation, responsibility and accountability.

5. Sustain a supportive, yet challenging environment that fosters the development of faculty, staff and students.
Basic Science Reorganization Task Force

Bob Kelley (Chair)         Anatomy
Dan Savage (Co-Chair)     Pharmacology
Linda Saland             Anatomy
Beulah Woodfin / Jeff Griffith Biochemistry
Dave Peabody             Cell Biology
Joe Scaletti             Microbiology
Larry Sklar
Ben Walker
Bill Galey Biomed Sci Grad Prog
Phil Eaton Assoc Dean Research

Charge to the Task Force

Examine whether the basic science faculty could be more effectively administered and productive in a smaller total number of departmental units where there is a critical mass of investigators with common research interests and shared teaching responsibilities.
Reorganization Process

Fall/Winter 1995: Task force meetings
1) Gather all objective information useful for Task Force deliberations
2) (Re)define the philosophy, roles, core resources for basic science depts
3) Discussion of how various models of organization would fulfill Item #2

January, 1996: Preliminary Report to the Dean
February, 1996: Open Forum on Reorganization for Faculty / Staff
Feb / May, 1996: Additional Task Force Meetings
April, 1996: Faculty Survey of Preferences for Unit Organization
May, 1996: Basic Science Department Faculty Retreat
1) We will reorganize
2) Formation of four working groups with coordinators:
   (P. Reyes, Kelley, Mold, Savage)

Summer, 1996: Working Group Meetings
1) Departmental organization, operation and governance
2) Research strengths and needs
3) Educational responsibilities

September, 1996:
Formation of New Departments / Selection of New Chairs
1) Department of Biochemistry and Molecular Biology (Griffith)
2) Department of Cell Biology and Physiology (Bear)
3) Department of Molecular Genetics and Microbiology (Mold)
4) Department of Neurosciences (Savage)

At Present:
New Department Meetings / “New Chairs” Meetings
Expectations by the New Department Chairs

1) More balanced and effective allocation of I + G and other resources across basic science departments
2) Greater interaction / cooperation among chairs and across departments
3) Operate as a whole on issues affecting all basic science faculty

Shared Department Goals

1) Enhance research productivity and funding through individual efforts and through the expansion of programmatic research collaborations among ourselves and investigators in other basic and clinical science departments.
2) Strengthen the Biomedical Sciences Graduate program through the creation of additional graduate level courses and the acquisition of training grants.
3) Sustain high quality multidisciplinary teaching within the undergraduate medical curriculum.
4) Sustain a supportive, yet challenging environment that fosters the development of faculty, staff and students.
5) Establish a system of departmental governance that maximizes faculty and staff participation, responsibility and accountability.
6) Implement a fiscal plan and philosophy that provides long-term monetary stabilization for department faculty and staff along with incentives to reward excellence in research and teaching.
The University of New Mexico

FACULTY SENATE

RESOLUTION

January 28, 1997

"Whereas, the institution of faculty tenure at the University of New Mexico, other public centers of higher education in New Mexico, and elsewhere has come under ever-increasing scrutiny, including attempts at unqualified elimination, from several perspectives or in the context of particular considerations, for example the "improved" flexibility of universities and colleges to adapt to changing economic situations or educational "missions".

And, whereas, the Faculty Senate of the University has recently ratified a policy, approved and subsequently modified by the Board of Regents, of regular post-tenure review of all faculty in an attempt to assure that no tenured faculty can cease, by erosion of quality teaching, scholarly research, and/or commitment to university and community service, to be a viable member of the academic community.

Therefore, be it resolved that the Faculty Senate of UNM, cognizant of the legitimate criticisms of tenure, continue to emphasize the importance of faculty tenure and request that the Administration and Board of Regents of the University publicly confirm their support for tenure at the University of New Mexico.

A timely and positive response from the Administration and the Board of Regents would be sincerely appreciated by the faculty of the University of New Mexico."

John W. Geissman
Leslie D. McFadden
Laura J. Crossey

Department of Earth and Planetary Sciences
University of New Mexico
CORE CURRICULUM PROPOSAL

INTRODUCTION

The Core Curriculum Task Force recommends adoption of a basic program of thirty-six hours of courses in seven areas of study. The proposal is based on broad goals for undergraduate education at UNM, including a hope to graduate students with wide intellectual abilities and understanding. The achievement of these goals and the attainment of competency in the particular disciplines which support them involves the identification of a number of courses to recommend to students in each area. 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 acknowledged 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. The Core would allow considerable choice for students to select particular paths which would lead them toward individual degrees while still adhering to the goals of the University. The ideal is to create a program which reflects the values of the University and its faculty along with the those of a liberal education. The Core Task Force believes that students who graduate from UNM should have certain common characteristics based on shared experiences regardless of their particular degrees. These skills and abilities would include:

1.) A high level of ability in written expression and communication;
2.) Numeracy, the capacity to understand mathematics in the modern world;
3.) Understanding essential elements in the physical and natural sciences and development of an appreciation for the natural environment and the methods of evaluating it;
4.) Completion of an introduction to the social and behavioral sciences and an elemental understanding of the human environment;
5.) Development of an appreciation of cultural values, creative expression and the history and experience of human society through courses in the humanities, fine arts and languages.

An ideal program would have all students experience these courses at the beginning of their studies at the University. Basic courses in each discipline would serve as intermediary points between accomplishments at the secondary school level and degree goals at the University. Such a program would reveal strengths and weaknesses in each student and, when combined with regular advising, help students to match expectations to abilities. However, the complicated academic and personal needs of students
and the highly structured nature of many degree programs limit the viability of a required basic education program as a prerequisite to other course work. Consequently, some students must postpone achievement of some Core goals until they are juniors and seniors when they will be able to choose either lower- or upper-division courses to fulfill requirements. Proper advising will assist students in determining which parts of the Core program should be undertaken immediately and which should be deferred. However, in most areas of study it is hoped that the Core will have a broad, introductory function and will give students abilities and intellectual habits which will assist them in completing their particular degree programs. Some courses, particularly the basic English courses and perhaps courses in mathematics and science, should be taken first by entering freshmen or already completed by transfer students. In all cases, students and advisors should remember that the essential goal of the Core is to impart a body of knowledge to all students that will include information, intellectual concepts and mental attitudes which educated people should possess.

PROPOSED REQUIREMENTS

ENGLISH USAGE. (Six hours)
English 101 and 102, plus an additional course (recommended Eng. 219, Eng. 220, Com. 130/130L, Ling. 101 and Phil. 156).
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 courses in Philosophy, Communication and Linguistics 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.

MATHEMATICS. (three hours)
Recommended: Math 129, 145, 162, 163, 180, 181 or any three credit 200 level course.
A single course is required and is designed to improve on exposure to mathematics which students received in high school. Students will be encouraged to choose a course which is required in their degree program. However, all students should have at least basic exposure to the fundamentals of the language and methods of mathematics as part of a liberal education.

PHYSICAL/NATURAL SCIENCES. (seven hours)
Two courses, one with lab, chosen from the offerings of Astronomy, Biology, Chemistry, EPS, Geography (101/105L only), and Physics.
Students will take two courses in the natural and physical sciences, one of which must be taken with a laboratory course. The purpose is to expose all students to the basic disciplines and methods of science. Training in the technique of 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 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. (six hours)
Two courses chosen from Anthropology, Communication, Economics, Geography, History, Political Science, Psychology and Sociology. In these courses students explore the various methods pertinent to consideration and analysis of the human environment. The goal is to instruct them in how to identify and investigate relevant evidence arising from individual behavior or that of human communities and social organizations. Analysis of documentary evidence and of data accumulated in a disciplined and scholarly manner is the foundation of the various disciplines involved.

HUMANITIES. (six hours)
Two courses chosen from American Studies, English, History (recommended: 101-102), Philosophy and Religion. The goal of courses in the humanities is to instruct students in the analysis of human affairs with a greater emphasis on cultural and creative standards. Courses in the humanities encourage critical and analytical thinking along with a basic appreciation of the values, undertakings and relationships present in the human environment, both individual and social. Close study of history, literature, philosophy and other basic aspects of human society leads to a habit of analysis which helps to develop rational, reflective thinking.

FINE ARTS. (three hours)
One course from among those offered in Art History, Dance, Film/TV, Music and Theater (studio courses excluded). Courses in this area are designed to introduce students to historical discussions of the intellectual and creative movements that constitute the fine arts and to encourage them to participate in a broad range of creative activity inherent in the applied arts. The field offers a particular way of studying the past. Although it is devoted to following the historical development of architecture, sculpture, painting, music, theater or dance, the field is intensively interdisciplinary and takes into account developments in general history, philosophy, science, politics, literature, and religion, all of which influence the creation of works of art. Such courses give students a solid grounding in the history of civilization and provide them with the tools with which they can consider quality in judging works of art. They will be able to assess intelligently the contributions of the past to the present and to consider the indebtedness of modern times to cultures of the past. In surveying the diffusion of works of art, students will
gain a better understanding of and appreciation for their own background and culture. Other courses in Fine Arts offer students an opportunity to become directly engaged in the act of creativity in the various arts. Through their involvement with these courses students will discover the many problems and difficulties involved in the making of works in the visual, theatrical or musical arts and experience the satisfaction resulting from achievement in these fields.

FOREIGN LANGUAGE.

One course from Spanish and Portuguese or Foreign Language and Literature. Some courses from Linguistics apply. A single course is required, although it is hoped an 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.

CONCLUSION

The Core focuses on abilities with which students come to the University from high school, seeking to build upon that foundation and to expand it to embrace the fundamentals of a liberal arts education. The recommended courses represent the methods and practices of the major disciplines and should encourage students to explore the many different approaches to 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 skills that will inform their degree programs in subsequent years. However, the objective of having students achieve balanced intellectual goals must allow for a variety of individual approaches. Some students will be better served by following a program that defer courses in humanities, social sciences and fine arts until later in their academic careers. A variety of options must be available to all students provided their receive proper advising.