4-8-1997

Faculty Senate Meeting Minutes, 04/08/1997, vol 22, p 857-982

UNM Faculty Senate

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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES

1996-97

VOLUME 22
UNIVERSITY OF NEW MEXICO
FACULTY SENATE
MEETING AGENDA
April 8, 1997
3:30 - 5:30 p.m.
Kiva

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<td>6. Departmentalization of Anderson Schools (Form C)</td>
<td>ACTION Beulah Woodfin</td>
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<td>7. Forms C from the Curricula Committee Tabled Item: (from 3-11-97 Faculty Senate Meeting)</td>
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Amendments are shown in strikethrough and shaded text.

CONTINUE ON REVERSE
8. UNM Bookstore & Textbook Issues (follow up to Resolution from 12-10-96 Faculty Senate Meeting) INFORMATION/ DISCUSSION
Deborah Graham

9. Open Discussion and New Business

10. Adjournment

FOR MORE INFORMATION CONTACT THE OFFICE OF THE UNIVERSITY SECRETARY, 277-4664
THE UNIVERSITY OF NEW MEXICO
FACULTY SENATE
1996-97

ANDERSON SCHOOL OF MANAGEMENT
Joseph Chamoux (Spring 1997 only - to carry out Shama’s term)
Raul de Gouvea (Spring 1997 only - replacing Richard Reid)
*Ansham Shama (on sabbatical Spring 1997)

ARCHITECTURE & PLANNING
Metz Tuan

ARTS & SCIENCES
James Boone (Anthropology) 1996-98
Leon Crossay (Earth & Planetary Science) 1996-98
Helen Demos (English) 1996-98
Patrick Gfeller (English) 1995-97
John Golson (Earth & Planetary Sciences) 1995-97
Thomas Hargrave (Mathematics & Statistics) 1996-97
William Johnson (Biology) 1995-97
Wanda Martin (English) 1996-97
Peter Paiksh (Foreign Languages & Literatures) 1995-97
Jonathan Porter (History) 1996-98
Christian Satter (Economics) 1996-98
Holly Waldron (Psychology) 1996-98
Sherman Wilcox (Linguistics) 1996-97
Mohin Yenawa (History) 1996-98

EDUCATION
Victor Dedos (Indiv Family & Comm Edu) 1995-97
Elizabeth Nielsen (Education Specialist) 1995-97
Louetta Serna (Education Specialist) 1996-98
Pauline Turner (Indiv Family & Comm Edu) 1996-98

ENGINEERING
John Calii (Elec & Computer Eng) 1996-98
George Langer (Computer Science) 1995-97
Namji Magota (Elec & Computer Eng) 1996-98
H. Eric Rutall (Chem & Nuclear Eng) 1996-98

FINE ARTS
Margery Andur (Art & Art History) 1996-98
Larry Lavender (Theatre & Dance) 1995-97

GALLUP BRANCH
Joice Bruker 1995-97
Nancy Ziegler 1996-98

GENERAL LIBRARY
Paul Weis 1995-98

LAW
Scott Taylor 1995-97

MEDICINE
William Bass (Pharmacology) 1996-98
William Davis (Anatomy) 1996-98
Tom DeCastor (Orthopaedics) 1996-98
Kurt Fidler (Neurology) 1997-98
(Replacing Russell Snyder)
Gregory Franceschi (Psychiatry) 1996-98
Deborah Graham (Health Science Lib) 1995-97
Peggy Kelley (Surgery) 1995-97
Christina Nethe (Dental Hygiene) 1995-97
Philip Reyes (Biochemistry) 1996-98
Stephanie Ruby (Cell Biology) 1996-98
Gloria Sarto (Otorhinolaryngology) 1995-97
H. Joseph Spath (Radiology) 1996-98
Nicole Touchet (Fam & Comm Med) 1996-98
Carolyne Voas (Medicine) 1996-98
Gerald Weiss (Physiology) 1995-97

NURSING
Sandra Schwanberg 1996-98

PHARMACY
Ernest Dole 1996-98

PUBLIC ADMINISTRATION
Mario Rivera 1996-98

UNIVERSITY COLLEGE
No Representative

VALENCE
Michelle Dietl 1996-98

AT LARGE
Steven Block (Music) 1996-97
Alok Bohara (Economics) 1996-98
Donna Buehler (Gallup) 1996-98
Jaime Citrinberg (Economics) 1996-98
Christiane Jean-Clugnet (Art & Art History) 1996-98
Craig Kelsey (Physical Perf & Development) 1995-97
Donald Neamen (Electrical & Comp Eng) 1995-97
Betshui Woodfin (Biochemistry) 1996-98

Updated 8/96, 11/96, 2/97, 3/97
The Faculty Senate meeting was called to order at 3:35 p.m., on April 8, 1997, in the Kiva. Senate President Beulah Woodfin presided.

Senators present: James Boone (Anthropology), William Buss (Pharmacology), William Dail (Anatomy), Helen Damico (English), Michelle Diel (Valencia), Kurt Fiedler (Neurology), Gregory Franchini (Psychiatry), Deborah Graham (Health Sciences Library), John Geissman (Earth & Planetary Sciences), Thomas Hagstrom (Mathematics & Statistics), William Johnson (Biology), Christiane Joost-Gaugier (Art & Art History), Peggy Kelley (Surgery), Craig Kelsey (Physical Performance & Development), Larry Lavender (Theatre & Dance), George Luger (Computer Science), Neeraj Magotra (Electrical & Computer Science), Wanda Martin (English), Christine Nathe (Dental Hygiene), Peter Pabisch (Foreign Languages & Literatures), Jonathan Porter (History), Richard Reid (Anderson), Philip Reyes (Biochemistry), Stephanie Ruby (Cell Biology), Sandra Schwamburg (Nursing), Scott Taylor (Law), Pauline Turner (Individual, Family & Community Education), Holly Waldron (Psychology), Paul Weiss (General Library), Sherman Wilcox (Linguistics), Beulah Woodfin (Biochemistry)

Senators absent: Margery Amdur (Art & Art History), Jane Bruker (Gallup), Tom DeCoster (Orthopaedics), Raul de Gouvea (Anderson), Diane Dotts (Gallup), John Gahl (Electrical & Computer Engineering), Jaime Grinberg (Education), Donald Neamen (Electrical & Computer Engineering), Elizabeth Nielsen (Education Specialties), Mario Rivera (Public Administration), Mite Turan (Architecture & Planning), Carolyn Voss (Medicine), Gerald Weiss (Physiology), Nancy Ziegler (Gallup)

Senators excused: Steven Block (Music), Alok Bohara (Economics), Joseph Champoux (Anderson), Laura Crossey (Earth & Planetary Sciences), Victor Delclos (Individual, Family & Community Education), Ernest Dole (Pharmacy), Patrick Gallacher (English), Eric Nuttall (Chemical & Nuclear Engineering), Gloria Sarto (Obstetrics & Gynecology), Christine Sauer (Economics), Loretta Serna (Education Specialties), Joseph Speth (Radiology), Nicole Touchet (Family & Community Medicine), Melvin Yazawa (History), and ex-officio Senate Operations member, Harry Llull (General Library)

Guests present: Jerome Hall (Civil Engineering), David Kauffman (School of Engineering), Alexis Kerschner (Daily Lobo), Margaret Mahtavisch (Taos Branch), Robert Migneault (General Library), Alyse Neundorf (Gallup), Walter Putnam (Foreign Languages & Literatures), John Roberts (Sociology), Helen Zongolowicz (Gallup Branch)
1. **APPROVAL OF AGENDA**

The agenda was adopted after amending agenda item #5 to reposition the Student Publications Committee from the Faculty Senate Committees list to the Faculty-Student Committees list.

2. **APPROVAL OF SUMMARIZED MINUTES (March 11, 1997)**

The summarized minutes for the March 11, 1997 meeting were approved as presented.

3. **SENATE PRESIDENT'S REPORT**

Senate President Beulah Woodfin reported on the following:

- The Faculty Senate is keeping the faculty informed on various issues. Three meetings have been scheduled for this month.

An American Association of State Colleges and Universities (AASCU) sponsored video conference on the New Public University on April 10, 1997, 11 a.m. - 1 p.m., Woodward 131 and Centennial Science & Engineering Library.

A joint American Association of University Professors (AAUP) UNM Chapter/Faculty Senate meeting with Vice President David McKinney on budget issues, April 15, 1997, 3 p.m., SUB Room 231B.

An open forum presented by the Faculty Senate Community Education Committee on the Western Governors' University (WGU) and distance education in general on April 29, 1997, 3:30 p.m., Woodward 163.

- Copies of a letter received from Mrs. Millie Pogna, member, State Board of Education, were distributed to Senators at this meeting. The letter is in response to the resolution on the teaching of evolution in the public schools adopted by the Faculty Senate on October 8, 1997. Mrs. Pogna states in her letter that "The state board did not eliminate the study of evolution and did not sanction the inclusion of creationism. Evolution has never been included in New Mexico's Educational Standards." The letter included guidelines on student performance and benchmark's standards regarding science evolution as theory.

Senate President Woodfin said if Senators wish they could discuss this issue further at the May meeting or via the Faculty Senate listserv.

- Last week, the Faculty & Staff Benefits Committee (FSBC) approved a change
in the coverage for health insurances. Insurance premiums from insurers this year have significant increases. UNM is already paying the statutory maximum on insurance premiums for its employees. The FSBC was faced with: 1) the decision of passing the increase in premiums to the employees, which would have meant a reduction in take home pay or, 2) increasing the co-payment from $5 to $10. The FSBC opted to increase the co-payment on the HMOs, effective July 1, 1997. It should be noted that an employee would have to make 13 visits to a physician before the increased co-payments will have equaled the increased premiums. The insurance premiums for PPOs and indemnity plans from all providers will increase significantly. Information on insurance premiums will be available during the open enrollment periods for UNM employees.

- The Faculty Senate Operations Committee hand delivered to President Peck the resolution passed by the Faculty Senate on February 25, 1997 calling for reaffirmation of the University’s commitment to faculty tenure. President Peck indicated his enthusiastic support of the resolution, but has not yet made a public announcement. The Senate Operations Committee will follow up with the President for a public statement on this issue.

- The Post-Tenure Review Policy was discussed recently by the Senate Operations Committee and the Regents’ Academic/Student Affairs Committee. A negotiated compromise to the wording changes previously made to the policy by the Regents was reached at this meeting. On April 11, 1996, the Board of Regents amended the policy passed by the Senate on February 13, 1996. The principal amendment made by the Regents was to change “... the chair may initiate such a review with the concurrence of 2/3 of the tenured faculty in a department” to “... the chair may initiate such a review with the concurrence of a majority of the tenured faculty in the department or the concurrence of the dean.” The agreements reached at the recent meeting of the Senate Operations Committee and the Regents’ Academic/Student Affairs Committee are that the Faculty Senate will concede to the “... concurrence of a majority of the tenured faculty...”, but and the Regents will compromise on “... or the concurrence of the dean.” This issue will be placed on the May agendas for the Faculty Senate and the Board of Regents.

- Proposed changes to the Faculty Senate bylaws will be presented at the May meeting. A proposed amendment is for the election of a president-elect, instead of a vice-president for the Operations Committee. A provision will be included that when the president-elect succeeds to the presidency position, the new Senate will have the opportunity to ratify that decision.

- The Development Office has begun a campaign for beautification of UNM’s
campus by planting 100 new trees in carefully selected locations. For a gift of $250, a tree can be purchased to honor a special person. The Senate Operations Committee has decided to sponsor a tree in honor of former University Secretary, Anne Brown. Contributions toward the purchase of that tree will be accepted by the Senate Operations Committee.

4. PROVOST'S REPORT
Provost William C. Gordon was unable to attend this meeting due to other pressing commitments.

5. CHANGES TO SENATE COMMITTEE CHARGES
Changes to Faculty Senate and faculty-student committee charges were presented to the Senate for approval from the respective committees. The Senate discussed and took action on the recommended changes.

Amendments approved by voice vote of the Senate are shown in strikeout and shadowed fonts in the committees' descriptions below:

Community Education Committee. The Community Education Committee has responsibility for advising the Academic Vice President Provost/Vice President for Academic Affairs and the Faculty Senate concerning the development and maintenance of university-wide community education/outreach programs, including those delivered off-campus by electronic means. Not included are professional continuing education delivered by the Law School and Medical Center. The committee shall also be concerned with the policy, scope, program development, internal impact, and external impact of community education/outreach programs of the University as well as other matters pertaining to the operation of community education/outreach programs.

(Ten faculty members and no more than two from the same school or college, nominated by the Faculty Senate; three branch members, one representative from each Branch Campus; one student member appointed by GSA GPSA; and four community representatives recommended by the Academic Vice President Provost/Vice President for Academic Affairs and approved by the Faculty Senate. Ex-officio members shall be the Provost/Vice President for Academic Affairs, the Vice President for Student Affairs, the Dean of Continuing Education, and directors of outreach services or their representatives. The chairperson is elected by the Committee at the first meeting of the fall semester and shall be a faculty member.)

Computer Use. After discussion, the Senate tabled by voice vote the proposed revised charge for this committee. The Senate would like the committee chair, Eric Nuttall, to address concerns regarding the broadening of the scope of the committee to include administrative computing, and academic computing. Senator
Paul Weiss proposed the committee specifically include a faculty representative from the General Library due to increasing interactions between the Computing Center and the Library.

Curricula. After discussion, the Senate tabled by voice vote, further discussion on the changes to this committee's charge until the May meeting. Chair Shapiro will be asked to present a formal proposal regarding changes to the committee's membership. Committee chair, Henry Shapiro, has indicated the committee should expand its membership, however, he has not made a precise recommendation.

Chair Shapiro is concerned that the College of Arts and Sciences has only two representatives. He feels it would be appropriate to compartmentalize representation to include membership from the natural sciences, social sciences, and humanities. Senator Paul Weiss recommended that since the Curricula Committee no longer conducts periodic reviews of instructional units and programs, it be deleted from the committee's charge. Periodic reviews are conducted by the Senate Graduate Committee.

Faculty Ethics & Advisory. The Faculty Ethics and Advisory Committee shall advise and consult with the President of the University, the Vice President for Academic Affairs, or the Committee on Academic Freedom and Tenure regarding action to be taken, if any, where a faculty member or a graduate, teaching, research or project assistant in the course of his or her instructional or research-related duties is accused of unethical behavior as defined by the Statement of Professional Ethics (Appendix V). The committee shall also familiarize itself with the Statement on Professional Ethics. (See Sec. 22, Policy on Academic Freedom and Tenure.) The committee may decide that a complaint falls outside its mandate and decline to investigate.

(Seven Faculty members nominated by the Faculty Senate and one graduate student appointed by the Graduate and Professional Students Association. Members of the Committee shall serve for overlapping, two-year terms. The chairperson shall be elected each year by the Committee and shall be a tenured faculty member. In the event that a graduate student is accused of unethical behavior as defined by the Statement of Professional Ethics, with the concurrence of the accused, a graduate student appointed by the Graduate Student Association shall serve on the committee, but only for those meetings or parts of meetings during which a graduate student's behavior is being considered.)

Faculty & Staff Benefits. The Faculty and Staff Benefits Committee shall review current University benefits—including, but not limited to, the retirement and insurance plans and health care—and investigate the feasibility of additional benefits as may occur to the committee or be suggested to the committee. The committee shall then recommend changes in, or additions to, these benefits. Other
units within the University will not create separate benefits committees.

Seven faculty members nominated by the Faculty Senate; five staff members nominated by the Staff Council; two staff members nominated by the Union; and the following ex-officio members: Director of Faculty Contracts (non-voting), University of New Mexico retirees (voting), the Vice President for Business and Finance, the Associate Controller for Payroll, and the Associate Director of Human Resource Services. The chairperson shall be elected by the voting members of the committee. It is understood that faculty and staff from specialized fields may be invited to provide information and advice as required.)

Library. The Library Committee meets regularly to formulate policies for the General Library, normally working with the Dean and library staff. Responsibilities include but are not limited to: (1) review and evaluation of the budget; (2) liaison on Library matters with the College Deans, departmental representatives, and the faculty at large; (3) monitoring acquisitions; and (4) long-range planning. Recommendations by the Committee will be made to the Dean of Library Services and/or to the Vice President for Academic Affairs. The chairperson of the Library Committee will make an annual report to the Faculty Senate reviewing its major activities, including a list of recommendations made and actions taken. A copy of this report will be sent to the Vice President for Academic Affairs.

(Fifteen faculty members, nominated by the Faculty Senate, with three members each from (1) humanities and fine arts [English, philosophy, history, journalism, modern and classical languages, foreign languages and literatures, Spanish and Portuguese, American studies, art, music, theatre arts]; (2) social sciences and business and administrative sciences [anthropology, economics, geography, history, linguistics, political science, sociology, communication, management]; and two members each from (3) sciences [biology, chemistry, communicative disorders, geology, physics and astronomy, psychology], (4) engineering, mathematics and architecture, (5) College of Education; and one member each from the (6) College of Nursing, (7) General Library, (8) and a branch campus. Also two undergraduate students and two graduate students appointed by ASUNM and GSA, respectively. Ex officio: the Dean of Library Services. The terms of office shall be for three years, set up on a staggered basis so that terms of five members will expire each year. The chairperson is elected by the Committee in the first meeting of each academic year.)

Research Allocations. The Research Allocations Committee supervises and allocates the Faculty Research Fund. The committee shall communicate and meet with the Vice President for Academic Affairs or the Vice President for Academic Affairs' Associate Provost for Research or his/her designated representatives. They shall formally meet at least once monthly during fall and spring semesters to discuss the availability and allocation of funds. The committee receives requests
from faculty members for grants-in-aid, determines faculty eligibility for grants from the fund and the amount of such grants, and appraises the merits of proposed research projects as well as the productivity of the applicants. At the last meeting each year, the Committee shall elect a chair. The chair shall remain active through the summer session. The chair or a designated representative shall convene the initial meeting of the new committee.

(Ten members nominated by the Faculty Senate; of these ten, at least one shall be selected from each of the following seven areas: physical sciences—chemistry, geology, mathematics and statistics, physics and astronomy; life sciences—biology, nursing, pharmacy, psychology; social sciences—anthropology, "business and administrative sciences", economics, geography, history, law, political science, sociology; engineering—all departments of the College School of Engineering; education—all departments of the College of Education; humanities—architecture, English, journalism, modern and classical languages, foreign languages and literatures, Spanish and Portuguese, philosophy, communication and fine arts—all departments of the College of Fine Arts.)

Scholarship, Prizes and Loans. The University Committee on Scholarships, Prizes, and Loans has responsibility for formulating and overseeing the implementation of general policies governing the granting allocation of aid to students whenever policy is not stipulated by the granting agency or governed by precedent and custom. It is expected that in seeking to maintain fairness and continuity in the allocation of aid to students, and in seeking to identify students' funding needs, the committee will seek input from the Scholarship Office, the Student Financial Aid Office, and from other university offices and administrators whose duties include the recruitment and retention of students. The Committee will make an annual report to the Faculty Senate on policy initiatives and decisions related to the granting of aid, prizes, and loans handled by the Scholarship Office and the Student Financial Aid Office. This report should be given each November to cover preceding fiscal year. The committee will also advises the Directors of the Scholarship Office and the Student Financial Aid Office on any matters which he presents, brought to the committee by members of the UNM community, evaluates budgetary policy in the Student Academic Affairs division, and advises both the Vice President for Student Affairs and the Vice President for Academic Affairs on these matters.

(Ten faculty members, including chairperson, nominated by the Faculty Senate from at least six colleges; one representative from a branch campus, two student members appointed by ASUNM; one student member appointed by GSA; also the Dean of Students, the Director of Development, the Dean of the University College, an Assistant Director of Admissions, the Director for Student Accounting Services, a representative from Outreach Services (non-voting), and the Director of Student Financial Aid, ex officio.)
The Undergraduate Committee is responsible for maintaining and enhancing the quality of undergraduate education in the University and its branches by (1) presenting to the Faculty Senate recommendations concerning general policies for undergraduate education, including policies on the creation and termination of undergraduate degrees and programs; (2) considering proposals regarding administrative or academic regulations which affect the overall undergraduate program; (3) interviewing, or designating appropriate faculty members to interview prospective instructors for the University ROTC programs; (4) reviewing policy questions concerning undergraduate counseling and advisement programs; and (5) developing and implementing a process for periodic review of undergraduate programs participating together with members of the Curricula and Graduate Committees, in periodic reviews of instructional units and programs; and (6) developing and implementing a process of periodic review of undergraduate programs, not included in the graduate review process.

(Seventeen faculty members, including the chair, nominated by the Faculty Senate; four from the Colleges of Arts & Sciences, two each from the Colleges of Education and Engineering, and one each from the School of Architecture and Planning, the College of Fine Arts, the General Library, the School of Management, the College of Nursing and the College of Pharmacy; also, one representative from each branch college.)

The Faculty Senate voted affirmatively by voice vote to charge the Senate Operations Committee:

- To review committee descriptions for full representation from the branch campuses on committees where branch campus representation is required, and to make the appropriate changes in the committees' charges.
- To make appropriate title and name changes in the committee(s) description wherever a change has occurred.
- To edit the new committee description submitted by the Student Union Board for grammatical errors and request that it be rewritten in the proper format.

After discussion, the Senate approved by voice vote the recommended changes to the following faculty-student committees. Approval of the amendments to the committee charges is also needed by the appropriate student organizations.

Student Publications Board provided by the Constitution of the Associated Students of the University of New Mexico, is publisher of the student publications, Conceptions Southwest, Best Student Essays and the Daily Lobo. As such the Board has the ultimate responsibility for the content and financial integrity of the student publications. In addition, the Board has the authority to determine policy, to
select the editors, to assure the editorial freedom of these publications and to assure that these publications serve the students of the University of New Mexico, subject to the statutory and constitutional authority placed in the Board of Regents.

(Two faculty members nominated by the Faculty Senate; one ASUNM senator selected by the ASUNM Vice President; two undergraduate students selected by the ASUNM President; one undergraduate student elected by all journalism majors under election procedures to be determined by the ASUNM Senate and approved by the Publications Board; one graduate student selected by the GPSA President; one staff person or administrator selected by the University President; and one journalist who is otherwise unaffiliated with the University, who shall be selected by the President of the New Mexico Press Association; also all editors and business managers of student publications ex officio, without vote. The chairperson is elected by the Committee.)

Student Union Board. The function of the Student Union Board is to formulate policies for the operation of the Union, as per the Union Board’s Constitution and Bylaws.

Review and approve the schedule of charges prepared by the Director of the Union for use of the SUB’s facilities. Establish policy with the Director of the Union for use of the SUB’s facilities by students, faculty, alumni, employees of UNM and the members of the community of Albuquerque. Participate on a search committee when the position of Director of the SUB is to be filled. Secondly, the Board shall serve to represent the interests of its constituent groups. Review the annual budget of the SUB. Remain continuously informed of the services and financial operations of the SUB, and maintain records of this information for its constituent groups and future board members. Serve to promote student involvement in the activities and operations of the SUB in recognition of the unique position of students as primary users of the SUB’s facilities and programs.

(The Senate approved the intent of the above description pending edits for grammatical errors and proper formatting.)

(Two faculty members nominated by the Faculty Senate in the Spring to serve two-year overlapping terms, one to be appointed each year; the President of the University or his/her designee; the Dean of Students or his or her designee; three two undergraduate students and one graduate student appointed for overlapping terms; two to be appointed each year at-large student members; the President of the Associated Students of the University of New Mexico or designee; the President of the Graduate and Professional Student Association or designee; one student senator appointed by the ASUNM Student Senate in the spring to serve to the following academic year by incoming student vice president; an alumnus or alumna appointed in the
6. DEPARTMENTALIZATION OF ANDERSON SCHOOLS (Form C)
The Senate approved by voice vote the request for administrative restructuring from the Anderson Schools of Management. This request asked Senate approval to reorganize the Anderson Schools of Management around academic departments. Although submitted on a Form C, the Curricula Committee did not consider the request for action by the committee because the request had no curricular implications. Senate President Woodfin noted the departmentalization is working well for the Anderson Schools.

7. FORMS C FROM THE CURRICULA COMMITTEE
The following curricular requests presented from the Curricula Committee were discussed and acted on by the Senate. All requests were approved pending correlation with the core curriculum as approved by the Faculty Senate at its January 28, 1997 meeting.

The request for approval of a revision of a degree in Sociology/Criminology was tabled at the March 11, 1997, Faculty Senate Meeting due to concerns regarding the acceptance of a grade C- in the catalog description for this minor. After discussion, the Senate agreed the grade C- issue should be dealt with university wide, and not specifically with this request. The Senate proceeded to approve by voice vote the following curricular request:

- Revision of degree/minor Sociology/Criminology

After discussion, the Senate approved by voice vote the following curricular requests:

- Revision of degree-BS in Civil Engineering (Civil Engineering)
- Revision of degree-BS in Construction Engineering (Civil Engineering)
- Revision of degree-BS Construction Management (Civil Engineering)
- Revision of major-BS in Athletic Training -Physical Performance & Development (College of Education)
- Revision of major-BS in Exercise Science - Physical Performance & Development (College of Education)
- Revision of major -BS in Physical Education - Physical Performance & Development (College of Education)
- Revision of minor-Family Studies:Human Services - Individual, Family & Community Education (College of Education)
- Revision of major-Family Studies:Child Development & Family Relations -
Individual, Family & Community Education (College of Education)

- Revision of major-Family Studies: General Family Studies - Individual, Family & Community Education (College of Education)

- Revision of degree-AA in Early Childhood Multicultural Education - Valencia

- Minor program revision-Early Childhood Multicultural Education Certificate - Valencia

- Revision of certificate-Early Childhood Multicultural Education Certificate - Gallup

- Revision of degree-AA in Early Childhood Multicultural Education - Gallup

- Deletion of degree-AAS in Paraprofessional in Early Childhood Education - Gallup

- Revision of degree-Associate of Arts in Early Childhood Multicultural Education - Taos

- Revision of certificate-Certificate in Early Childhood Multicultural Education - Taos

The Senate approved by voice vote the following request after changing the word "relative" to "relevant" in the mission statement for this new major:

- New major-Family Studies: Human Services - Individual, Family & Community Education (College of Education)

Senator Paul Weiss expressed dissatisfaction with the lack of organization of information and proposed changes presented by some departments in their Forms C packets.

8. UNM BOOKSTORE & TEXTBOOK ISSUES (FOLLOW UP TO RESOLUTION FROM 12-10-96 FACULTY SENATE MEETING)

At the request of the Senate on December 10, 1996, a task force chaired by Senator Deborah Graham investigated textbook prices charged by the UNM Bookstore. Senator Graham thanked Professor Pam Olson (Education) and her students, and Professor Fran Wilkinson (General Library) for their assistance in this project. Senator Graham checked a variety of publishers and types of books from a list of 4,000 book titles handled by the UNM Bookstore. Senator Graham met with Doug Johnston, Associate Bookstore Director, and contacted the American Association of College Stores during her investigation.

Senator Graham explained the procedure used by publishers to sell textbooks. Although there are no specific guidelines on charging for textbooks, the complicated pricing system used by publishers causes difficulties for the university in setting textbook prices. Bookstores may be able to buy books at lower prices when ordering in smaller lots. However, the UNM Bookstore has to be able to guarantee that it can get all the 4,000 textbooks it currently handles. Some of these textbooks are hard to obtain due to the textbooks being out of stock, out of
print, or outdated editions. Some publishing companies charge set costs for books. If a uniform markup is applied to the set cost of textbooks to cover operational costs this sometimes results in bookstores selling above list price. The UNM Bookstore was over list price 31% of the time, was right at list price 12% of the time, and was below list price 57% of the time.

Senator Graham informed the Senate that the Task Force determined that the Bookstore did not intentionally overcharge students for textbooks. However, the perception of most students and faculty is in direct opposition to this. The Bookstore has made a commitment not to sell books over the list price, and asked to be notified when a textbook is found that is marked over the list price. Senator Graham said information on textbook prices could be obtained through the Internet from the Amazon Bookstore, the world's largest bookstore.

Senator Graham stated that since "perception is the reality" it is important to get the message across that UNM does care about its students and about textbook costs.

9. OPEN DISCUSSION AND NEW BUSINESS
1) Professor Charlie Steen (History) reported that the Admissions and Registration Committee has found that raising admission standards would result in a 14% decline in freshman enrollments. This would be financially devastating to UNM at this time, therefore, it is being recommended that implementation of raising standards for freshman be suspended.

2) Senate President Woodfin announced the Interim Policy for Centers and Institutes at UNM document is to be presented to the Senate at its May meeting. Copies of the policy were distributed to Senators for their review before the May 13, 1997 meeting.

10. ADJOURNMENT
The meeting adjourned at 5:25 p.m.

Respectfully submitted by: 

Mari A. Ulibarri
Administrative Assistant III
Office of the University Secretary

Approved by:

Beath M. Woodfin
Faculty Senate President
March 26, 1997

TO: Faculty Senators
FROM: Beulah Woodfin, Faculty Senate President
SUBJECT: Changes to Committees' Charges & Forms C for Action at April 8, 1997 Senate Meeting

Proposed changes to Senate Committees’ charges and Forms C to be reviewed prior to the next Senate meeting are being forwarded to you at this. Please bring this packet with you to the April 8, 1997 meeting.

CHANGES TO COMMITTEES’ CHARGES

Faculty Senate Committees:

- Community Education
- Computer Use
- Curricula
- Faculty Ethics & Advisory
- Faculty & Staff Benefits
- Library
- Research Allocations
- Scholarship, Prizes and Loans
- Student Publications
- Undergraduate
- Faculty-Student Committee:

FORM C

PP. 12-17
- Administrative restructuring-Anderson Schools of Management

FORMS C

PP. 18-19
- Revision of degree/minor Sociology/Criminology

New Items:

- Revision of degree-BS in Civil Engineering (Civil Engineering)
- Revision of degree-BS in Construction Engineering (Civil Engineering)
- Revision of degree-BS Construction Management (Civil Engineering)

CONTINUE ON REVERSE
The agenda packets for the April 8 meeting will be distributed next week.
FUNCTIONS, DUTIES, AND COMPOSITION OF STANDING COMMITTEES
(Revised through April, 1995)

Community Education Committee. The Community Education Committee has responsibility for advising the Academic Vice President concerning the development and maintenance of university-wide community education/outreach programs, including those delivered off-campus by electronic means. Not included are professional continuing education delivered by the Law School and Medical Center. The committee shall also be concerned with the policy, scope, program development, internal impact, and external impact of community education/outreach programs of the University as well as other matters pertaining to the operation of community education/outreach programs.

(Ten faculty members and no more than two from the same school or college, nominated by the Faculty Senate; three branch members, one representative from each Branch Campus; one student member appointed by GSA; and four community representatives recommended by the Academic Vice President and approved by the Faculty Senate. Ex-officio members shall be the Vice President for Academic Affairs, the Vice President for Student Affairs, the Dean of Continuing Education, and directors of outreach services or their representatives. The chairperson is elected by the Committee at the first meeting of the fall semester and shall be a faculty member.)

[Signature]
[Date: Nov 98]
Dear Prof. Woodfin:

Our committee has voted to change our charge. The new charge is given below:

**The University of New Mexico**

**Functions, Duties, and Composition of Standing Committees**

(Revised through October, 1996)

The Computer Use Committee, in cooperation with Computer and Information Resources and Technology (CIRT), is advisory to the office of the Provost/Vice President for Academic Affairs on all matters relating to computing information. Through communication with the academic units, it represents the needs and concerns, particularly of the academic community, for computing resources. Its purview includes, but is not limited to, articulation of needs, advocacy of innovative and effective instructional computing, active participation in planning, advise on computing budgets, recommendation for priorities and liaison with academic as well as administrative computer users. The Committee reports to the Faculty Senate through regular procedures and submits a yearly report to the Senate.

(Fifteen members of the faculty nominated by the Faculty Senate; one member of the Research Policy Committee selected by the committee; two undergraduate and two graduate students appointed by ASUNM and GPSA respectively. Ex-officio non-voting members shall include the Associate Provost for Research, the Provost/Vice President for Academic Affairs, and the Associate Vice President for Computer and Information Resources and Technology. The chairperson is elected by the committee.)

Please let me know if you need further information.

Kind Regards,

H. Eric Nuttall
Chair CUC
Date: Wed, 05 Mar 1997 08:42:30 -0700 (MST)
From: Henry Shapiro <shapiro@cs.unm.edu>
To: bwoodfin@MEDUSA.UNM.EDU
Subject: Curriculum Committee Charge

I think it is fine. You might want to review the membership since medicine has reorganized itself, university college isn't what it was a number of years ago (currently the director of the BUS program, Barry Gaines, is on the committee), possibly A&S should have more members/input.

All in all I think the committee works well, but only when the chairman puts in a lot of effort, since there is just too many course changes around here and the committee would get buried with work if the chairman didn't screen the forms.

Also note that the Faculty Senate violated the charge of this committee years back when it established the committee on core curriculum outside the standard framework -- this is not a complaint related to my petition; I'm just pointing this out for future reference.
John:

Can you provide me with the wording of the revised charge as it would appear in the Handbook? This will be a great help. Please send a copy to Mari Ulibarri in the University Secretary's office, as well.

Thanks,

Beulah

---

On Tue, 3 Dec 1996, John p gluck jr wrote:

Beulah:

> The committee reviewed the mission statement and handbook procedures at a recent meeting. Two changes were recommended for consideration:

1) Graduate Student member. It was felt that graduate students should be present at all meetings except where they had a direct conflict. In this sense they were available to discuss policy and provided a perspective valuable to conflict deliberations. (sec 22, pg B-10)

2) Refusal of requests for investigation. It was felt that such refusal should be by the vote of the committee and not the discretion of the chair even when a meeting is inconvenient (sec 22, a, ii, pg B-10).

Sorry for the delay. I'm certain you have heard all the excuses.

Thanks for the reminder.

John

---
In regards to the information in the Faculty Handbook that you have sent to me pertaining to ex-officio members of the Faculty Staff Benefits Committee, there should be two ex-officio additions. One would be the Director of Faculty Contracts, and the other ex-officio member would be a University of New Mexico retiree. Currently these positions are held by Sally Meyer and Zella Bray, respectively.
Changes made to charge for Faculty Senate Library Committee, October 28, 1996:

In paragraph on committee membership:

replace: "modern and classical languages" with "foreign languages" and "Spanish and Portuguese"

place "history" in group (1) "humanities and fine arts"

insert comma after "communication,"

insert semi-colons after "management] and after "College of Education"

insert "(8)" after "General Library," and before "just a branch campus."

More changes may be made later.

A T C
THE UNIVERSITY OF NEW MEXICO

FUNCTIONS, DUTIES, AND COMPOSITION OF STANDING COMMITTEES
(Revised through April, 1995)

Research Allocations Committee. The Research Allocations Committee supervises and allocates the Faculty Research Fund. The committee shall communicate and meet with the Vice President for Academic Affairs or the Vice President for Academic Affairs' designated representatives. They shall formally meet at least once during fall and spring semesters to discuss the availability and allocation of funds. The committee receives requests from faculty members for grants-in-aid, determines faculty eligibility for grants from the fund and the amount of such grants, and appraises the merits of proposed research projects as well as the productivity of the applicants. At the last meeting each year, the Committee shall elect a chair. The chair shall remain active through the summer session. The chair or a designated representative shall convene the initial meeting of the new committee.

(Ten members nominated by the Faculty Senate; of these ten, at least one shall be selected from each of the following seven areas: physical sciences—chemistry, geology, mathematics and statistics, physics and astronomy; life sciences—biology, nursing, pharmacy, psychology; social sciences—anthropology, "business and administrative sciences", economics, geography, history, law, political science, sociology; engineering—all departments of the College of Engineering; education—all departments of the College of Education; humanities—architecture, English, journalism, modern and classical languages, philosophy, communication and fine arts—all departments of the College of Fine Arts.)
December 3, 1996

TO: Beulah Woodfin
FROM: Larry Lavender
RE: New draft of Committee description

My committee met today and here is a revised new draft of the committee description. Please disregard the November 19 draft.

The University Committee on Scholarships, Prizes, and Loans has responsibility for formulating and overseeing the implementation of policies and procedures governing the allocation of aid to students whenever policy is not stipulated by the granting agency. It is expected that in seeking to maintain fairness and continuity in the allocation of aid to students, and in seeking to identify students' funding needs, the committee will seek input from the Scholarship Office, the Student Financial Aid Office, and from other university offices and administrators whose duties include the recruitment and retention of students. The Committee will make an annual report to the Faculty Senate on policy initiatives and decisions related to the granting of aid, prizes, and loans handled by the Scholarship Office and the Student Financial Aid Office. This report should be given each November to cover the preceding fiscal year. The Committee will also advise the directors of the Scholarship Office and the Student Financial Aid Office on matters brought to the committee by members of the UNM community, evaluate budgetary policy in the Student Affairs division, and advise both the Vice President for Student Affairs and the Vice President for Academic Affairs on these matters.

Beulah, the rest of the existing information dealing with who is a member, is fine as is, except that it might be nice to add a representative from Outreach Services to the ex-officio list.
The Student Publications Board, provided by the Constitution of the Associated Students of the University of New Mexico, is publisher of the student publications, *Conceptions Southwest* and the *Daily Lobo*. As such the Board has the ultimate responsibility for the content and financial integrity of the student publications. In addition, the Board has the authority to determine policy, to select the editors, to assure the editorial freedom of these publications and to assure that these publications serve the students of the University of New Mexico, subject to the statutory and constitutional authority placed in the Board of Regents.

(Two faculty members nominated by the Faculty Senate; one ASUNM senator selected by the ASUNM Vice President; two undergraduate students selected by the ASUNM President; one undergraduate student elected by all journalism majors under election procedures to be determined by the ASUNM Senate and approved by the Publications Board; one graduate student selected by the GSA President; one staff person or administrator selected by the University President; and one journalist who is otherwise unaffiliated with the University, who shall be selected by the President of the New Mexico Press Association; also all editors and business managers of student publications ex officio, without vote. The chairperson is elected by the Committee.)
MEMO
University of New Mexico
Department of Physics and Astronomy

TO: Beulah Woodfin
Faculty Senate President

FROM: Michael Gold
Chair, Faculty Senate Undergraduate Committee

DATE: October 15, 1996

SUBJECT: Revised Committee charge

The Undergraduate Committee met on October 11 and unanimously agreed that the committee charge should be amended to replace item (5) and add item (6) as follows:

(5) participating together with members of the Curricula and Graduate Committees, in periodic reviews of instructional units and programs; and (6) developing and implementing a process of periodic review for undergraduate programs not included in the graduate review process.

cc: Undergraduate Committee
THE UNIVERSITY OF NEW MEXICO

FUNCTIONS, DUTIES, AND COMPOSITION OF STANDING COMMITTEES

Student Union Board. The function of the Student Union Board is to formulate policy for the operation of the Union, as per the Union Board's Constitution and Bylaws.

Review and approve the schedule of charges prepared by the Director of the Union for use of the SUB’s facilities. Establish policy with the Director of the Union for use of the SUB’s facilities by students, faculty, alumni, employees of UNM and the members of the community of Albuquerque. Participate on a search committee when the position of Director of the SUB is to be filled. Secondarily, the Board shall serve to represent the interests of its constituent groups. Review the annual budget of the SUB. Remain continuously informed of the services and financial operations of the SUB, and maintain records of this information for its constituent groups and future board members. Serve to promote student involvement in the activities and operations of the SUB in recognition of the unique position of students as primary users of the SUB’s facilities and programs.

Two faculty members nominated by the Faculty Senate in the Spring to serve two-year overlapping terms, one to be appointed each year; the President of the University or his/her designee; the Dean of Students or his/her designee; two undergraduate students and one graduate student at-large student members; the President of the Associated Students of the University of New Mexico or designee; the President of the Graduate and Professional Student Association or designee; one student senator appointed from the ASUNM Senate in the Spring to serve for the following academic year by incoming student vice president. An alumnus or alumna appointed in the Spring by the Alumni Association President; and the Director of the Student Union.
**DEGREE/PROGRAM CHANGE**

**FORM C**

**UNIT PREFACES IN QUADRUPLICATE**

Routing (All 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

**Howard Smith**

(Your position/telephone number)

Date: **February 22, 1997**

**CIP CODE**

Mark appropriate Program:

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<td>Department</td>
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</tbody>
</table>

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

This form is for **NA**

Name of New or Existing Program

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

Mark appropriate category:

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

This is a request for administrative restructuring only

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

See Attached

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

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

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

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

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

Effective Date of Proposed Change:

Name of New or Existing Program

**DEPARTMENT CHANGES**

Name of individual initiating curricular change form

Dean, 227-6148

(Title, position, telephone number)

**See Attached**
Dr. Beulah Woodfin, President, UNM Faculty Senate

Howard Smith, Anderson Schools of Management

2/21/97

Departmentalization of the Anderson Schools

Attached is a Form C requesting Faculty Senate approval to reorganize the Anderson Schools of Management around academic departments. After discussing the matter with Associate Provost Richard Holder, the application is being submitted directly to you with the request that it be considered by the Faculty Senate Operations Committee. Provost Gordon and the Faculty Senate Operations Committee had considered the Anderson Schools of Management petition to convert to departments last spring. They subsequently requested a reassessment by the faculty in Spring Semester 1997. That process was completed on January 12, 1997 when the faculty reaffirmed departmentalization by a vote of 31 yes; 3 no; and 1 abstention.

It is important to underscore that no curriculum changes are required and that no additional costs will be incurred by the Schools over their previous Area configuration.

I would be pleased to discuss the request with the appropriate decision-making body(ies) as you deem necessary.

Thank you for your assistance with this application.
Administrative Restructuring of the Anderson Schools of Management

Background

For 55 years the faculty of the Anderson Schools of Management used a consensus-based governance approach with an Area administrative configuration. This structural model succeeded due to the relative small number (<20) of faculty. In the mid 1980's the Schools experienced substantial growth with a doubling of the faculty. Until January 1996 the faculty maintained the Area administrative structure despite complex problems associated with internal operations. In December 1995 the Schools experienced a reaccreditation visit by the American Assembly of Collegiate Schools of Business (AACSB). The AACSB had adopted a far-reaching set of new and challenging standards that emphasized mission-based processes. The Anderson Schools were unable to comply with several of the standards. Consequently, on January 19, 1996 the faculty of the Anderson Schools of Management met to consider reorganizing into academic departments as a means to address accreditation processes and other operating issues.

After the Anderson Schools of Management faculty had voted on January 22, 1996 to approve a department structure, the revised governance approach was presented to the Provost and the Faculty Senate Operations Committee for approval. The Faculty Senate requested that the Anderson faculty implement the structure and then reassess its effectiveness in Spring 1997. The faculty met for ten minutes on February 7, 1997 to discuss the permanent change and subsequently voted on February 12, 1997 in favor (31 yes; 3 no; 1 abstention) of departmentalization. Although many factors may explain this overwhelming vote of approval, it should be noted that the AACSB revisited the Schools on January 23-24, 1997 and lauded the faculty for its progress. The new departmental configuration was viewed by the accrediting team as instrumental in this achievement.

Plan for Departmentalization

The faculty will be divided into four Departments as follows:

- Department of Accounting
  - Professors Addington, Chwastiak, Dillard, Elliott, Hamill, Mauck, Oakes, Preston, Togo, Joni Young, Yuthas

- Department of Finance, International and Technology Management
  - Professors Finkelstein, Grant, Scharzberg, Simonson, Vora; Bannister, Coes, de Gouveia, Banbury, Hendricksen, Kasiech, Radosevich

- Department of Organizational Studies
  - Professors Champoux, Corzine, Hood, Muller, North, Rehder; Dry, Logdon, Oberman, Parkman, Porter, Sarason, Smith, John Young

- Department of Marketing, Information and Decision Sciences
  - Professors Baker, Hozier, Rogers, Shama; Bose, Bullers, Burd, Laurie Scharzberg; Ravinder, Reid, Schultz, Yourstone
The preceding departmental plan condenses seven Areas into four Departments.

Regarding the committee structure of the Schools, the following plan will be used:

- The Appointments, Promotion and Tenure Committee will remain. The APT Committee will continue to make pertinent faculty recommendations to the Dean.

- The Curriculum and Programs Committee and the Policy and Planning Committee will be reconfigured consistent with four Departments. A Department Chair will act as chair and ex-officio (i.e., non-voting) member of the Curriculum and Programs Committee. A Department Chair will act as chair and ex-officio (i.e., non-voting) member of the Policy and Planning Committee. Each Department will nominate one faculty member to serve on each committee.

- The Research Allocations Committee and Entrance and Credits Committee will be eliminated. The Curriculum and Programs Committee will function as the Entrance and Credits Committee.

The Department Chairs will have authority and responsibility commensurate with other University Department Chairs. Included within their purview will be the following decisions and issues pertinent to their Department(s):

- Student issues; advising and waivers, complaints, faculty oversight of professional clubs/associations, etc.
- Annual faculty reviews of their Department faculty
- Salary recommendations on Department faculty to the Dean
- Faculty development planning
- Faculty hiring planning
- Hiring part-time/adjunct instructors
- Course and instructor scheduling
- Department budgeting
- Department resource allocations: computer equipment, summer research grants, teaching enhancement grants, research enhancement grants
- Check approvals
- Ex-officio chairing committees
- Department Chair Council participation
- Planning: Overall Schools planning, Department planning, Program planning
- Tenure and promotion recommendations on behalf of the Department
- Faculty participation: graduation, special events, School committees, Program committees, open houses
- Articulation
- Event participation

The Department Chairs will form and attend a Council with the Dean and Associate Dean. Although Department Chairs are responsible for representing their Departments, their primary function as participants on the Council is to further Schools-wide interests. The Schools will revert to one Associate Dean (N.B.: in Academic Year 1996-1997 the budget has precluded an Associate Dean).
Budget Implications

There is no net additional cost in salary, courses releases, or other costs for the shift to Department Chairs compared to the Area Coordinator structure which is being replaced. The salary expenditures were made equivalent by reducing the number of Associate Deans from two to one under the Departmental configuration. The course release requirements were made equivalent by having the Chairs assume an ex officio role on the Schools' committees (an assignment that faculty normally fulfilled in return for a course release).

During Academic Year 1996-1997 the Anderson Schools began to shift toward Departmental budgets. Specifically, allocations were made for various overhead expenses (e.g., copying, telephone, postage, express mail), research and teaching enhancements, merit salary increases, and travel expenses. Nonetheless, it did not appear prudent to move completely toward Departmental budgets until after Faculty Senate approval had been obtained. This decision has also provided time to incrementally design and implement intelligent decentralized budgeting. We anticipate that this process will continue during Academic Year 1997-1998 albeit with increasing speed and progress.

There are no resource implications for CIRT, Parish Library or the main Zimmerman Library because there are no curriculum changes.

Curriculum Implications

Degree requirements have not changed nor are they anticipated to change except for non-administrative reasons normally associated with curriculum changes. This is an administrative restructuring rather than a curriculum restructuring.
MEMO

February 13, 1997

To: ASM Faculty
From: Allen Parkman, Chair, ASM APT Committee
Subject: Ballot on Governance Structure

Mary Cromer and I counted the votes on the motion made at the February 7 faculty meeting:

Moved: The Anderson Schools of Management faculty do hereby adopt without modification the departmentalization governance structure approved by faculty vote on January 22, 1996.

The vote was

Yes 31
No 3
Abstain 1

From the desk of:

Allen M. Parkman
Regents’ Professor of Management
Robert O. Anderson Schools of Management
The University of New Mexico
Albuquerque, NM 87131
Telephone: (505) 277-5222
Fax: (505) 277-7108
E-mail: parkman@anderson.unm.edu
DEGREE/PROGRAM CHANGE
FORM C

Date: October 16, 1996
Richard Coughlin

Chir., Sociology, 7-2501

Sociology, Main Campus

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program

Mark appropriate category
Degree

REVISION OF:
DELETION:
NAME CHANGE:

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

(See attached) 1B.

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

(See attached) 1B

Library Impact Statement. Name of librarian consulted and attached signed impact statement.
CIRT Impact Statement. Name of individual consulted and attached signed impact statement.
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes _ No _
If yes, have you resolved these issues with department/branch involved? (attach statement) 1B
Effective Date of Proposed Change: Summer 1997

UNIT PREPARES IN QUADRUPLICATE
Routing (All 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

Plan for curricular process to take at least 12 months.
Major in Criminology

The Department will accept the grade of C- in required and elective courses in the Criminology major and minor as counting toward graduation but requires that the student achieve a minimum GPA of 2.00 in the Criminology major or minor and a 2.00 overall GPA. A cumulative GPA of 2.25 or better in all courses completed is required for regular admission to the criminology major.

Reason(s) for Request:

According to the University catalog, a grade of "C" means satisfactory. The Sociology faculty believe that students whose typical performance in the major is "satisfactory" should be allowed to graduate.

Also, the changes would bring the Criminology requirements more in line with the requirements of most other A & S departments.

Note: The catalog does not explicitly define C-. The Sociology faculty take the position that a C- represents a grade at the bottom of the "satisfactory" range. Thus, this level of performance in some particular course or courses should not disqualify the student from graduation.
### Degree/Program Change Form C

**Date:** February 10, 1997

**J. W. Hall**

*Chairman 7-2722*

*Civil Engineering*

*Date:* February 10, 1997

*J. W. Hall* (Name of individual submitting curricular change form)

**Chairman 7-2722** (Title, position, telephone number)

#### Mark appropriate Program:

- **Undergraduate Degree Program**
- **Graduate Degree Program**

**For existing degree only:**

- **NEW:**
- **REVISION:**
- **DELETION:**
- **NAME CHANGE:**

**Mark appropriate category:**

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*See new UniC 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. Title remains the same. Degree requirements will change by dropping Physics 262, and combining materials for two existing 2-credit courses (CE 281L and CE 282L) into one 3-credit course (CE 283L).*

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

See attached memo dated February 10, 1997 and sheets showing current and proposed curricula in Civil Engineering. Dropping one course and combining two others will not increase the demand on library services or CIRT.

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

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

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

**Does this change affect in a significant way, any other departmental programs/branch campuses?**

- **Yes**
- **No**

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

**Effective Date of Proposed Change:**

**Fall 1997**

**CIP CODE**

- 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 Curricula Committee
- 8. Associate Provost for Academic Affairs
- 9. Faculty Senate

**UNIT PREPARES IN QUADRUPLICATE Routing (All four copies)**
To: Faculty Senate Curriculum Committee  
From: J. W. Hall  
Re: Course and curricula changes

Last Spring, a faculty committee in the Department of Civil Engineering thoroughly reviewed the department's construction programs with the specific intent of improving the construction management curriculum to comply with recommendations of the accrediting agency. The changes, which affected BS programs in both construction management and construction engineering, were approved by the faculty senate in December.

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The department currently requires all its students to take a pair of 2-hour surveying courses, CE 281L and CE 282L. While it is essential that our graduates have an understanding of surveying principles, the necessary material can be covered in a restructured, 3-hour course, described in the attached materials as CE 283L. In the past we have offered CE 281L in the Fall and CE 282L in the Spring, and each has attracted 40-45 students. Because the department has a limited amount of surveying equipment, students had to work in large teams and did not fully benefit from the laboratory experience. We propose to teach CE 283L every semester with classes of 20-25, thus enhancing the laboratory experience. Due to the very specialized nature of surveying and the equipment needs, it is not taught at the branch campuses. Since CE 282L was formerly a prerequisite for CE 382, the prerequisite for CE 382 will be changed to CE 283L. The net effect of this change on our BS programs in Civil Engineering, Construction Engineering, and Construction Management, is to decrease the number of hours required for graduation by 1.

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Changes in Overall Curricula

The current and proposed curriculum sheets for undergraduate degrees in civil engineering, construction engineering, and construction management are attached to the respective Form Cs.
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#### CIVIL ENGINEERING (131 hrs)

**Name: Proposed Curriculum**

**Student #: 123-45-6789**

**Transfer Hours Accepted:**

### FRESHMAN YEAR

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### OVERALL HOURS & GPA

**0 ERR**

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**REPEATED COURSES**

None

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**NOTES**

1. H & SS Electives from approved list.
2. Technical Electives D: CE 411, 424, 430, 432, 442, & 472
3. See Department for list of other approved technical electives. Approval of Advisor is required.

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**OVERALL HOURS & GPA**

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**UNM DEPARTMENT OF CIVIL ENGINEERING**

**CIVIL ENGINEERING (131 hrs)**

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**OVERALL HOURS & GPA**

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*Repeated Courses:
None

*Possible Type:

Based on my understanding, I think CE 499L Design of CE Systems is more appropriate for technical requirements.*
DEGREE/PROGRAM CHANGE

FORM C

Date: February 10, 1997

1. W. Hall

Chairman 7-2722

Civil Engineering Department

(Civil Engineering Department)

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

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

Name of Program

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

Effective Date

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

This form is for

Construction Engineering

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. Title remains the same. Degree requirements will change by dropping Physics 262 and a management elective, adding MATH 345, and combining two existing 2-credit courses (CE 2811 and CE 2821) into one 3-credit hour course (CE 2831).

Robert C. Moore

Form is for

Construction Engineering

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

See attached memo dated February 10, 1997, and sheets showing current proposed curricula in Construction Engineering. Dropping two courses, adding one existing class, and combining two others will not increase the demand on library services or CIRT.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes________ No________

If yes, have you resolved these issues with department/branch involved? (attach statement) Effective Date of Proposed Change: Fall 1997

Supporting 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 necessary)

FS Curriculum Committee

1. Faculty Senate

Name and Title

Date

Department Chairperson

Date

February 10, 1997

CIRTF

1. Faculty Senate

Date

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FS Curriculum Committee

1. Faculty Senate

Name and Title

Date

Department Chairperson

Date
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From: J. W. Hall  
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### Notes

1. H&SS and Mgt Electives from approved list.
2. CE 499L must be taken during the final semester of the program.
3. Student must take FE exam prior to graduation.

Date: 05-Feb-97
# UNM DEPARTMENT OF CIVIL ENGINEERING
**CONSTRUCTION ENGINEERING (131 hrs)**

**Name:** Proposed Curriculum  
**Student #:** 123-45-6789

## Transfer Hours Accepted:

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### NOTES

1. H & SS and Mgt Electives from approved list.
2. CE 492L must be taken during the final semester of the program.
3. Student must take FE exam prior to graduation.

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05-Feb-97

CE 303L
Form C

Degree Program Change

Date: February 10, 1997

J. W. Hall

(Civil Engineering Department)

Reason(s) for Request (attach additional sheets if necessary): Give more than one 1-credit internships.

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

Degree requirements change by combining material from two existing 2-credit courses (CE 2811 and CE 2821) into one 3-credit course (CE 2831) and requiring two (rather than one) 1-credit internships.

Minor revision will not affect demands on the library or CIRT.

This program is or would be located in current undergraduate/graduate catalog and remains the same.

Graduate Degree Program (For existing degree only)

This form is for Construction Management. This program is or would be located in current undergraduate/graduate catalog on pages 240-241.

Chairman 7-2722

Name of degree or existing program

Curriculum change affect in a significant way, any other departmental programs/branch campuses? Yes

Faculty Senate ______________________ Date: --

College Curriculum Committee (If necessary) ______________________ Date: --

College or School Dean/Director of Instruction ______________________ Date: --

Dean of Library Services (If necessary) ______________________ Date:

See attached memo dated February 10, 1997 and sheets showing current and proposed curricula in Construction Management. The very minor revision will not affect demands on the library or CIRT.

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

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

Effective Date of Proposed Change: ________

211-322

J. W. Hall

Chairman 7-2722

Date of Proposed Change: ________

Dean of Library Services (If necessary) ______________________ Date: --

CIRT (If necessary) ______________________ Date: --

College Curriculum Committee (If necessary) ______________________ Date: --

College or School Dean/Director of Instruction (If necessary) ______________________ Date: --

Dean of School Dean/Director of Instruction (If necessary) ______________________ Date: --

PS Graduate Committee (If necessary) ______________________ Date: --

PS Curriculum Committee ______________________ Date: --

Assoc. Provost for Academic Affairs ______________________ Date: --

Faculty Senate ______________________ Date: --

* Plan for curricular process to take at least 12 months.
To: Faculty Senate Curriculum Committee
From: J. W. Hall
Re: Course and curricula changes

Last Spring, a faculty committee in the Department of Civil Engineering thoroughly reviewed the department's construction programs with the specific intent of improving the construction management curriculum to comply with recommendations of the accrediting agency. The changes, which affected BS programs in both construction management and construction engineering, were approved by the faculty senate in December.

The department's Curriculum Committee recently completed a review of the two engineering programs offered in the department. The goals of this review were to identify subject matter that might be overemphasized or underemphasized and to explore opportunities for bringing the curricula closer to those offered by CE departments at peer institutions. The changes described below meet these goals, satisfy the requirements of the Accreditation Board for Engineering and Technology (ABET), and decrease the hours required for the Civil and Construction Engineering programs from 135 hours to 131 hours.

Surveying
The department currently requires all its students to take a pair of 2-hour surveying courses, CE 281L and CE 282L. While it is essential that our graduates have an understanding of surveying principles, the necessary material can be covered in a restructured, 3-hour course, described in the attached materials as CE 283L. In the past we have offered CE 281L in the Fall and CE 282L in the Spring, and each has attracted 40-45 students. Because the department has a limited amount of surveying equipment, students had to work in large teams and did not fully benefit from the laboratory experience. We propose to teach CE 283L every semester with classes of 20-25, thus enhancing the laboratory experience. Due to the very specialized nature of surveying and the equipment needs, it is not taught at the branch campuses. Since CE 282L was formerly a prerequisite for CE 382, the prerequisite for CE 382 will be changed to CE 283L. The net effect of this change on our BS programs in Civil Engineering, Construction Engineering, and Construction Management, is to decrease the number of hours required for graduation by 1.

Physics 262
In the past, students in the department's two engineering programs have taken the three course physics sequence 160, 161, and 262. The subject matter of Physics 262 (optics,
modern physics) has less relevance to civil and construction engineers than to other engineering disciplines. The department's civil engineering program currently has an excess number of hours in math and science and can afford to drop Physics 262 as a required course; however, students may elect to take this course as a technical elective. The department's construction engineering program currently has the number of math and science hours required by the accrediting agency, but ABET is effectively requiring that these students take mathematics through differential equations as well as probability and statistics. For the construction engineering program, therefore, dropping Physics 262 will be accompanied by the addition of Math 345. Since ABET permits probability and statistics to count as both a math/science course and a management course, the management elective in the senior year will also be dropped. The net effect for both civil and construction engineering is to decrease the number of hours in the program by 3.

Soil Mechanics and Structural Analysis
Structural Analysis, CE 308L, has been taught with three hours of lecture and a computational laboratory. The 4-credit course has been difficult to schedule and the faculty involved in teaching the course have recommended the deletion of the laboratory portion, reducing the course to three hours. At the same time, the Soil Mechanics course, CE 360L, is currently taught with two hours of lecture and a three-hour laboratory. The instructors for this course believe that the amount of time allocated for lecture is insufficient to cover the technical material in sufficient depth. They recommend that the course be changed to 4 credits (3 lecture, 3 hrs lab), returning it to the format used prior to 1992. The combination of these two changes will not affect the number of hours required for graduation in the engineering programs.

Construction Management
Replacing the two surveying courses with the new, 3-credit CE 283L will reduce the number of hours in the BS program in construction management program to 127. The University requires that students complete 128 hours. The department's construction faculty recommend that students take the 1-credit Construction Internship course (CE 495) twice. This will provide students with a broader exposure to the industry. A Form A, allowing students to take the course twice, is attached.

Changes in Overall Curricula
The current and proposed curriculum sheets for undergraduate degrees in civil engineering, construction engineering, and construction management are attached to the respective Form Cs.
# Proposed Curriculum

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<td>Mgt Elect</td>
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</table>

### Repeated Courses

- None

### Notes

1. H & SS and Hum Electives from approved list.
2. See Department for list of approved technical and management electives. Approval of advisor is required.

### Overall Hours & GPA

[32 hours]
## UNM Department of Civil Engineering

### Construction Management (128 hrs)

#### Name: Current Curriculum

#### Transfer Hours Accepted: 

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<td>Eng 121 Intro Eng Methods</td>
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### Senior Year

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### Notes:
1. H & SS and Hum Electives from approved list.
2. Approval of advisor is required.

### Overall Hours & GPA

<table>
<thead>
<tr>
<th>Cr</th>
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### Drop Course or Change Hours

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### Approved Technical and Management Electives

- Use the Department for list of approved technical and management electives. Approval of advisor is required.
DEGREE/PROGRAM CHANGE
FORM C

Date: 1/21/97

Mary Jo Campbell
(Name of individual initiating curricular change form)

Director / 277-5151
(Title, position, telephone number)

Division of Physical Performance
& Development
(Department/Division/Program/Branch)

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

Mark appropriate category

Degree  B.S.

Type

Major

Minor

Concentration

Certificate

Emphasis

Department

*See New Units policy/Guideline, 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.

Replace Nutrition 125 (Introduction Nutrition) with Nutrition 244 (Human Nutrition)

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

Nutrition faculty deleted Nutrition 125

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? Yes  No

Effective Date of Proposed Change:
Fall 1997

UNIT PREPARES IN QUADRUPLE CATE ROUTE (All 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 Curriculum Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

This form is for

Athletic Training

Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 193

Dean of Library Services (if necessary)

CIRT (Comp & Inform Res & Tech), (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

Date: 1/21/97

Date: 1/31/97

Date: 2/28/97

Date: 3/11/97

Received
Entered (Reviewed)
Completed (Catalog)
For Scheduling OfficE
Only

The Printed Name of The Dean of Library Services
DEGREE/PROGRAM CHANGE
FORM C

Date: 1/21/97
Mary Jo Campbell
[Name of individual requiring curricular change form]
Director / 277-5151

(Mrs. position, telephone number)
Division of Physical Perf. & Development

This form is for Exercise Science
Name of New or Existing Program

Plan for curricular process to take at least 12 months.
This program is or would be located in current undergraduate/graduate catalog on page(s) 205

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program

Mark appropriate category

Degree B.S.
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.

Replace Nutrition 125 (Introduction Nutrition) with Nutrition 244 (Human Nutrition)

Reason(s) for Request (attach additional sheets if necessary):
Nutrition faculty deleted Nutrition 125

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.
Do these changes 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: Fall 1997

Received
Date: 1/21/97
Entered (Maintained)
Date: 1/21/97
Entered (Catalog)
Date: 1/21/97
Reviewed
Date: 1/21/97

**DEGREE/PROGRAM CHANGE**

**FORM C**

Date: 1/21/97  

Mary Jo Campbell  

(Name of individual initiating curricular change form)

Director / 277-5151  

(Title, position, telephone number)

Division of Physical Performance & Development

Mark appropriate Program:

- Undergraduate Degree Program
- Graduate Degree Program
  - [ ] For existing degree only

Mark appropriate category

- Degree: B.S.-Physical Ed.  
- Major:  
- Minor:  
- Concentration:  
- Certificate:  
- Emphasis:  
- Department:  

- NEW:  
- 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.

Replace Nutrition 125 (Introduction Nutrition) with Nutrition 120 (Nutrition for Health)

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

Nutrition faculty deleted Nutrition 125.

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)

Long-range 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 ______  

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

Revised Date of Proposed Change: Fall 1997

UNIT PREPARES IN QUADRUPLICATE  
Routing (All 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

**CIP CODE**  

Assigned by Associate Provost for Academic Affairs

Division of Physical Performance & Development

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

This form is for Physical Education  
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 215.
DEGREE/PROGRAM CHANGE
FORM C

Date: November 15, 1996

Pam Olson, Ph.D.
Program Coordinator 7-5550

Family Studies-IFACE-COE

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

Liberal 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? Yes _ No _

Effective Date of Proposed Change: Fall __

Revised by:
Department Chairperson

CIRT (If necessary)

College Curriculum Committee (If necessary)

College or School Dean/Director of Instruction

FS Graduate Committee (If applicable)

FS Curricula Committee

Assoc. Provost for Academic Affairs

Faculty Senate

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The mission of the Family Studies Program is to prepare students to work in arenas that endeavor to enhance individual and family strengths. Strengthening families and their individual members facilitates the development of an environment for life-long learning. Programs are designed to provide a solid foundation in human development, interpersonal relations, and individual and family functioning that recognizes the dynamic interaction of theory, research and relative practices. Family Studies is an interdisciplinary and multidisciplinary field, exemplifying effective practice and scholarly inquiry that are sensitive and responsive to issues of cultural diversity. The scholarly work of the program extends to the community through collaboration with families, schools, health and social service agencies, businesses, public policy agendas, and government entities. Programs strive to be responsive to the evolving needs of external constituencies.
Reasons for Request

The Human Services Program, currently housed in the Department of Psychiatry, and the Family Studies Program, College of Education, are proposing a merger of the two programs, to be effective Fall, 1997. The merger will allow for a new undergraduate major in Family Studies (Human Services) without additional resources from the College. From a resource perspective, the merger should increase student credit hour production through both the greater visibility of the Human Services Program and the relocation of faculty to high demand courses. Philosophically, the programs share a similar mission. Preventive education, parent education, and life skill development are some of the major roles assumed by students in both the Human Services and Family Studies Programs.
Human Services in Family Studies is an undergraduate program offered in the Division of Individual, Family and Community Education in the College of Education, to prepare students to work in the human services field. Two options are available: a 54 hour-major in Family Studies and a minor in the same field.

The programs are appropriate for students considering careers in the helping professions. Courses focus on the knowledge and skills necessary to work effectively as an entry-level professional with individuals, families and groups experiencing a broad range of personal, interpersonal and environmental difficulties.

Students interested in either the Human Services major or minor must apply for admission. In addition to meeting regular UNM entrance requirements, individuals must:
1. Complete the application form provided by the College of Education.
2. Provide three letters of recommendation.
3. Have a 2.5 gpa and have successfully completed (C or better)FS 281 and FS 213 (majors only).
4. Be interviewed by a faculty member of the FS/HS program.

Curriculum for Students Preparing for the Human Services Major in Family Studies

1. Core (15 credits)
   - FS 281 Intro to Fam Studies
   - FS 213 Marriage and Family Relationships
   - FS 312 Parent/Child Interaction
   - FS 343 Family Management Theories
   - FS 481 Families and Public Policy

2. Required Courses (39 credits)
   a. Six credits from the Human Development and Family Relations area: (6 credits)
      - FS 202 Infant Growth and Development
      - FS 304 Growth/Development Mid Child
      - FS 310 Friends and Intimate Relations
      - FS 313 Contemporary Family Lifestyles
      - FS 315 Adolescent Dev in the Family
      - FS 403 Growth/Develop of Preschool Child
      - FS 411 Family Life Education
      - FS 415 Aging and Family
      - FS 484 Ethnic Minority Families
      or other approved course.

   b. Six credits from the Family Resource Management area: (6 credits)
c. The student must complete the following courses in the Human Services area: (13 credits)

- FS 252 Principles of Interviewing
- FS 352 Contemporary Issues in Family Studies
- FS 355 Experiential Groups
- FS 359 Human Services Methods

d. Field Experience (8 credits)

- FS 395 Field Experience I
- FS 495 Field Experience II

e. Family Studies Elective (6 credits)
can be contacted for details. Students minoring in Human Services must take FS 281, FS 252, FS 352, FS 353, FS 359, FS 389, FS 495.
Branches

UNM will continue to honor all agreements made with the branch campuses. If a student selects the Human Services major, HS 101 and HS 201 will be accepted for FS 281. A student choosing to major in the Family Studies program would need to take FS 213. Incomplete programs will be considered on an individual basis.

Transfer Courses:

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<tr>
<th>Branches</th>
<th>Currently UNM:</th>
<th>After the Merger(UNM):</th>
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<td>HS 201</td>
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<tr>
<td>HS 102</td>
<td>HS 102</td>
<td>FS 252 -- just a remembering</td>
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<tr>
<td>HS 105</td>
<td>HS 305 (with 95-17 letter)</td>
<td>FS 355 -- just a remembering</td>
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<tr>
<td>HS 109</td>
<td>HS 309</td>
<td>FS 359 -- just a remembering</td>
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<tr>
<td>HS 202</td>
<td>HS 302</td>
<td>FS 352 -- just a remembering</td>
</tr>
<tr>
<td>HS 250</td>
<td>HS 350</td>
<td>FS 395 -- finish a remembering</td>
</tr>
<tr>
<td></td>
<td>HS 351</td>
<td>FS 495 -- finish a remembering</td>
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</tbody>
</table>

Question: How the transfer credit with Valencia branch course affect letter. Are the program at the other branch identical? Do we need attribution for them as well?
November 26, 1996

Professor Henry Shapiro
Chair, Curriculum Committee
University of New Mexico
Farris Engineering Center 319
Albuquerque, NM 87131

Dear Professor Shapiro:

At the November meeting of the UNM Branch Campus Directors and Associate Directors of Instruction, the proposed merger of the Human Services Program of the Dept. of Psychiatry with the Family Studies Program Unit of the College of Education was presented by Pam Olson and Susan Lander. I am writing on behalf of the branch campuses who are concerned about the implications of this merger, because the Human Services programs are extremely vital to our service areas. The programs have grown as people have become aware of them, and indications are that they will continue to flourish. The opportunities for students to continue beyond the associate level, as well as the importance of maintaining the Human Services associate degrees and certificates as they now exist, are paramount to the branch campuses.

Therefore, the branch campuses support the merger of these programs with the following understandings:

1. The AA in Human Services will transfer in total to the Family Studies program as a minor, i.e. the existing Human Services courses will count in the minor according to existing agreements.

2. The branch campuses will continue offering associate degrees and certificates in Human Services using Human Services courses.

3. The Human Services prefix for courses will not be removed from the UNM nomenclature and will be available to the branch campuses for use in their programs.
We anticipate that this merger will be successful, and if there are questions you have of me, please call me in Gallup at 863-7540. Thank you.

Sincerely,

Beth Miller, Ed.D.
Associate Director of Instruction
UNM-Gallup

cc: Provost William Gordon
Dr. Ignacio Cordova
Dr. Robert Carlson, Director, UNM-Gallup
Dr. Alice Letteney, Director, UNM-Valencia
Dr. Carlos Ramirez, Director, UNM-Los Alamos
Dr. Augustine Martinez, Director, Taos Education Center
Dr. Pam Olson, Family Studies Program
Dr. Susan Lander, Human Services Program
Dr. Reinaldo García, ADI, UNM-Valencia
Dr. Phyllis Mingus-Pepin, ADI, UNM-Los Alamos
MEMORANDUM

TO: Professor Henry Shapiro, Chair, Curriculum Committee  
FROM: Reinaldo A. Z. Garcia  
DATE: Monday, December 9, 1996  
RE: Support for Merger of the Human Services and Family Studies Programs

I am writing in support of the merger of the Human Services and Family studies programs. However, there are implications to Human Services students at the Valencia Branch as well as the other branches that I would like to address. At a meeting of branch officials and Dr. Cordova with Dr. Lander and Dr. Olson the matter was discussed and the following agreement was reached:

1. The AA in Human Services at the branches will transfer towards a Human Services minor in the Family Studies programs.

2. UNM-Valencia and the other branches will continue to offer Human Services courses in their current form. These HS courses will articulate into FS courses as follows:

   - HS 101 + HS 201 ⇒ FS 281
   - HS 102 ⇒ FS 252
   - HS 105 ⇒ FS 355
   - HS 109 ⇒ FS 359
   - HS 202 ⇒ FS 352
   - HS 250 ⇒ FS 395

If I can be of any further assistance please contact me. Thank you.

cc: Provost William Gordon  
Dr. Ignacio Cordova, Associate Provost  
Dr. Alice Letteney, Director, UNM-Valencia  
Dr. Robert Carlson, Director, UNM-Gallup  
Dr. Augustine Martinez, Director, Taos Education Center  
Dr. Carlos Ramirez, Director, UNM-Los Alamos  
Dr. Pam Olson, Family Studies Program  
Dr. Susan Lander, Human Services Program  
Dr. Phyllis Mingus Pepin, Deputy Director, UNM-Los Alamos  
Dr. Beth Miller, Associate Director for Instruction, UNM-Gallup
March 5, 1997

To: Susan Lander, Human Services Program
From: Harold Delaney, Associate Chair for Undergraduate Education

Subject: Proposed move of the Human Services Program

On behalf of the Department of Psychology, I would like to affirm our view of the importance of the Human Services Program. Because most of our faculty are involved in laboratory research whereas most of our undergraduates are interested in practical applications of psychology, the availability of a Human Services minor has been a very important complement to our undergraduate major programs. It is my understanding that Psychology supplies more students to the Human Services program than any other department. We very much want to see the program continue.

The proposed move to main campus and in particular to Family Studies makes sense from our perspective. Although psychology has obvious connections with psychiatry in the mental health field, the Department of Psychiatry did not seem the ideal location for Human Services inasmuch as Psychiatry is primarily a graduate, professional program and the psychiatrists on the faculty seemed to have had minimal input into the Human Services program while it was housed there. Locating the program within a main campus department with an on-going undergraduate program makes academic sense as well as providing a location that will be more accessible to our main campus students. Hopefully this proposed move will be mutually beneficial to both Human Services and Family Studies.

Please keep me apprised of any changes in your curriculum or program requirements that will affect psychology majors minoring in Human Services.
MEMORANDUM

TO: Peggy Blackwell, Ph.D.
Dean, College of Education

FROM: Paul B. Roth, M.D.
Dean of the School of Medicine

DATE: November 19, 1996

RE: Human Services Program

I fully support the proposed move of the Human Services Program from the Department of Psychiatry at the School of Medicine to Family Studies in the College of Education.
March 12, 1997

TO: Professor Henry Shapiro, Chair, Curriculum Committee

FROM: R. Cordova, Associate Provost, Academic Affairs

RE: Merger of Human Services and Family Studies Programs and Impact on Branches

As part of the merger of the main campus Human Services Program with Family Studies, COE, I support the courses listed below being "kept alive" in order to be available for branch campus Human Services Programs. They are not to become "T" courses. They are articulated with the proposed Human Services track in Family Studies as spelled out in Form C in the proposal packet.

HS 101: Introduction to Human Services
HS 102: Principles of Interviewing
HS 105: Group Dynamics
HS 109: Techniques of Assessment and Intervention
HS 201: Family Process
HS 250: Clinical Experience

Thank you for your assistance in this matter.
To: Robert L. Migneault, Dean
From: Linda Lewis, Collection Development Officer
Date: Nov. 20, 1996
Subject: Form B and C requests: Human Services/Family Studies

I'm attaching the memos from Mary Ellen Hanson, the coordinator for education collection development. She states that the resources of the General Library, the Health Sciences Library, and the Law Library are sufficient to support these courses and programs. Please see her memos for further information and specifics.
20 November 1996

To: Linda Lewis, Collection Development Officer

From: Mary Ellen Hanson, Education Collection Development Coordinator

Re: Form Cs - Revision of Human Services Major and Minor, proposal to merge Human Services program with Family Studies program

The proposed transfer of the Human Services program from the Department of Psychiatry to the Family Studies unit within the College of Education should have little impact on General Library collections and services. The General Library, including Zimmerman, Parish, and Centennial libraries, already supports undergraduate and graduate study in areas related to human services. The Medical Center and Law School libraries also serve as resources. The General Library actively collects materials in disciplines such as family studies, sociology, counseling, psychology, health administration and child development. Existing library services, including reference, instruction, and interlibrary loan, support the undergraduate and graduate programs affected by the proposed transfer.

Future library support of the human services program will require continued purchase of monographs and journal subscriptions, provision of access to electronic resources, and maintenance of library reference, instruction, and document delivery services relevant to the discipline.
**FORM C**

**DEGREE/PROGRAM CHANGE**

<table>
<thead>
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<th>Date: November 15, 1996</th>
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<tr>
<td>Pam Olson, Ph.D.</td>
<td>Assigned by: Assistant Provost for Academic Affairs</td>
</tr>
<tr>
<td>Program Coordinator 7-5550</td>
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**Family Studies-IFACE-COE**

(Department/Division/Program/Branch)

Mark appropriate Program:

<table>
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Mark appropriate category

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*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 (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)

Curriculum 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 campuses? Yes No

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

Effective Date of Proposed Change

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Department Chairperson

Dean of Library Services (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
Introduction

The Human Services Program, currently housed in the Department of Psychiatry, and the Family Studies Program, College of Education, have been discussing the possibilities of a merger of the two programs for the past several years. The purpose of this document is to present the proposed merger. It is being proposed that the Human Services Program be relocated within the Family Studies Program Unit.

Currently the Human Services Program is a 24-hour minor that prepares undergraduates for entry level positions in human services programs. Students are required to take five three credit courses plus two four credit semesters of field placement. The focus is on knowledge and skills that underlie maintaining and strengthening the coping abilities of individuals and families across a broad range of populations from preschool age to aged. A guiding principle in both course work and field placements is the integration of theory and practice. The program places a strong emphasis on communication skills, problem solving approaches and ethical issues in working with multicultural populations. Preventative education, parenting education, and life skill development are some of the major roles assumed by students in both the Human Services and Family Studies Programs.

It is the opinion of both programs' teaching faculty that the goals and functions of the Human Services Program are consistent with the mission of the College of Education and with the Family Studies Program. (See attached Mission Statement.) It is perceived that the merger of the two programs would strengthen both the Family Studies Program and the Human Services Program while contributing positively to other programs within the Division and College. It is also believed that a move of the Human Services Program to main campus would make the program more visible and accessible to all students across the University.

The integration and continuation of the Human Services Program within the Family Studies Unit would allow for a better use of resources. Courses will be modified to serve all undergraduate programs, thus eliminating the need for some course offerings. Also, the greater visibility will lead to increasing course enrollments.
FS 244 Consumer Decisions
FS 341 Ecological Aspects of Housing
FS 342 Computer Application in the Home
FS 443 Application of Family Management
FS 444 Family Finance
or other approved course.

c. The student must complete the following courses in the
Human Services area: (13 credits)
FS 242 Principles of Interviewing
FS 342 Contemporary Issues in Family Studies
FS 345 Experiential Groups
FS 349 Human Services Methods

d. Field Experience (8 credits)
FS 395 Field Experience I
FS 495 Field Experience II

e. Family Studies Elective (6 credits)

3. Required General Education (45 credits)
Bio 136 or Bio 123/123L
English 101
English 102
Psych 105
Soc 101
Econ 101 or 105 or 106
Math 145
Multicultural elective
Psych 230
Psych 332
Soc 200
Nutr 120 or an approved HED course
plus nine hours from fields other than the social sciences, such as fine arts, history, or language.

4. Unrestricted Electives (29 credits)

Total 128 credits/40 must be upper division.

Human Services Minor

Students must apply for admission to the program. Major advisors or the Family Studies Program
can be contacted for details. Students minoring in Human Services must take FS 281, FS 252, FS 352, FS 355, FS 359, FS 395, FS 495.
DEGREE/PROGRAM CHANGE

Date: November 15, 1996

Pamela N. Olson
FS Program Coordinator 7-5550

Family Studies/UPACE/COE

Plan for curricular process to take at least 12 months.

UNIT PREPARES IN QUADRUPPLICATE
Routing (All 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

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

Mark appropriate category:
- Undergraduate Degree only
- 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.

Relocating HS program in FS Program

Change of requirements: FS 495 will now be FS 395

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

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (if necessary)
CIRI Impact Statement. Name of individual consulted and attached signed impact statement. Budgetary and Faculty Load implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental program/branch campuses? Yes No
If yes, have you resolved these issues with department/branch involved? Yes No

Effective Date of Proposed Change:

Reasoned Signature: Department Chairperson

Date: ____________________

Dean of Library Services (if necessary)
Date: ____________________

CIRT (if necessary)
Date: ____________________

College Curriculum Committee (if necessary)
Date: ____________________

College or School Faculty (if necessary)
Date: ____________________

College or School Dean/Director of Instruction
Date: ____________________

FS Graduate Committee (if necessary)
Date: ____________________

FS Curricula Committee
Date: ____________________

Assoc. Provost for Academic Affairs
Date: ____________________

Faculty Senate
Date: ____________________
Family Studies: Child Development and Family Relations

1. Core (15)
   FS 281 Intro to Family Studies
   FS 213 Marriage and Family Relations
   FS 312 Parent/Child Interactions
   FS 343 Family Management Theories
   FS 481 Families and Public Policy

2. Required Courses (21)
   (A minimum of 9 units in the Family Relations area to include;)
   FS 313 Contemp Family Lifestyles
   FS 484 Ethnic Minority Families
   FS 494 Practicum or 395 Field Experience I (3)
   A minimum of 12 units from the following (or an approved future course).
   FS 202 Infant Growth & Development
   FS 207L Infant Laboratory
   FS 304 Growth/Devel Mid Child
   FS 310 Friends and Intimate Relations
   FS 315 Adolescent Dev in Family
   FS 403 Growth/Develop Preshcl Child
   FS 407L Preschool Child Laboratory
   FS 411 Family Life Education
   FS 415 Aging & Family

3. Choose a minimum of 9 units from the following:
   (or an approved future course)
   FS 244 Consumer Decisions
   FS 341 Ecol Aspects of Housing
   FS 342 Computer Appl in the Home
   FS 409 Org/Mgt Early Childhd Prog
   FS 443 Appl of Family Finance

4. General Education (45)
   (In addition, the student must complete 45 hours for the general education requirements. Consult the program for specific courses.)

   NOTE: 3 credits major must conform to
   University General Education Curriculum
Suggested Minor (18-21)
Minor may be obtained in one of the following:
- Anthropology
- Human Services
- Psychology
- Sociology
- Special Education
- or a 54-hour major

6. Unrestricted Electives (11)
Total: 128

MINOR STUDY

A minor in CDFR consists of 21 hours. FS 213 and FS 312 are required. An additional 15 hours, with at least 9 hours numbered above 300, are to be selected with a program advisor. Grades of C or better are required in all FS courses used to meet minor requirements. This minor has only been approved for College of Education students.

CURRICULUM FOR STUDENTS PREPARING FOR GENERAL FAMILY STUDIES

The curriculum for a major in General Family Studies requires 27 hours of Family Studies courses in addition to the 15-hour core. A student may select either a 54-hour concentration or a minor. Students wishing to be admitted into this concentration must have a 2.50 GPA and have successfully completed FS 281 and 213 with grades of C or better. Students should seek advisement with faculty for program planning and selection of a minor.

This particular curriculum will allow students to prepare themselves as generalists in Family Studies. This academic background can lead to careers in social service agencies, business and cooperative extension.

CURRICULUM FOR GENERAL FAMILY STUDIES

1. Core (15)
- FS 281 Intro to Fam Studies
- FS 213 Marriage & Family Relationships
- FS 312 Parent/Child Interactions
- FS 343 Family Management Theories
- FS 481 Families & Public Policy
2. Required Courses (27)
   a. Choose 6 credits from Child Development and Family Relations among the following or other approved course:
      - FS 202 Infant Growth & Development
      - FS 207L Infant Laboratory
      - FS 304 Growth/Devel Mid Child
      - FS 310 Friends and Intimate Relations
      - FS 313 Contemp Family lifestyles
      - FS 403 Growth/Devel Preschl Child
      - FS 407L Preschl Child Laboratory
      - FS 411 Family Life Education
      - FS 415 Aging & Family
      - FS 484 Ethnic Minority Families
   b. Choose 9 credits from Family Resource Management to include:
      - FS 443 Appl of Family Mgt Theories
      - and 6 credits from among the following or other approved courses:
        - FS 244 Consumer Decisions
        - FS 341 Ecol Aspects or Housing
        - FS 342 Computer Appl in the Home
        - FS 444 Family Finance
   c. Choose 12 credits from additional FS courses to include:
      - FS 395 Field Experience I (3)

The student must have 40 hours above 300.

In addition, the student must complete 3 hours for the general education requirements. Consult the program for specific courses.

Suggested minors are: Anthropology, Economics, English, Communication and Journalism, Human Services, Management, Psychology, Sociology.

GENERAL FAMILY STUDIES MINOR

A minor in General Family Studies consists of a total of 21 hours: nine of which are required by all program majors. These comprise FS 213 (3), FS 312 (3), and FS 343 (3). A minimum of an additional twelve hours distributed among the following areas is required:

1. Family Relations/Child Development (6-9)
   For example: FS 202/207L, 403/407L

2. Family Resource Management (6-9)
   For example: FS 244, 341, 443, 444
Nine hours must be numbered above 300. Grades of C or better are required in all FS courses used to meet minor requirements. This is a non-teaching minor. If the same course(s) are required in both the major and minor, an equivalent number of approved hours shall be added to the total hour requirement.

diverse family configurations.
Prerequisite: 3 hrs. in FS or Psych 105 or Ed Fdn 303.
DEGREE/PROGRAM CHANGE
FORM C

Date: November 12, 1996
Pamela N. Olson
Program Coordinator 7-5550

Family Studies/FACE/COS
(Department/Division/Program/Branch)

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

Mark appropriate Degree Program:
- Undergraduate degree only
- Graduate degree only
- Minor
- Concentration
- Certificate
- Emphasis
- Department

Mark appropriate category
- NEW
- REVISION OF
- DELETION
- NAME CHANGE

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

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

Relocating of HS program in FS program

Change of requirements: FS 495 will now be FS 395

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

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

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

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

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

Effective Date of Proposed Change: Fall, 1997

Revised by:

S. Brown

Date: 11/15/96

Required Signatures:

Department Chairperson
Date: 11/15/96

Dean of Library Services
Date: 11/15/96

CIRT (if necessary)
Date: 11/15/96

College Curriculum Committee (if necessary)
Date: 11/15/96

College or School Faculty (if necessary)
Date: 11/15/96

College or School Dean/Director of Instruction
Date: 11/15/96

FS Graduate Committee (if necessary)
Date: 11/15/96

FS Curriculum Committee
Date: 11/15/96

Assoc. Provost for Academic Affairs
Date: 11/15/96

Faculty Senate
Date: 11/15/96
To: Linda Lewis, Collection Development Officer
From: Mary Ellen Hansen, Education Collection Development Coordinator
Re: FS 281 Form B's - FS 281 Introduction to Family Studies
FS 395 Field Experience I
FS 495 Field Experience II

FS 281

This course has been offered before and will replace HS 101. Existing library resources and services are in place to support this introductory, undergraduate course. The General Library, including Zimmerman, Parish, and Centennial libraries, actively collects materials dealing with the theoretical and professional aspects of family studies. Library resources adequately support undergraduate research. Existing library services, including reference, instruction, and interlibrary loan, support the undergraduate and graduate family studies programs.

FS 395

This field experience course has been offered before and will replace HS 350. As a practicum, it has minimal impact on library collections and services.

FS 495

This field experience course will replace HS 351. As a practicum, it has minimal impact on library collections and services.

Future library support of family studies courses will require continued purchase of monographs and journal subscriptions, provision of access to electronic resources, and maintenance of library reference, instruction, and document delivery services relevant to the discipline.
Budgetary Implications

The Human Services Program would bring to the College of Education its current I & G budget, which is approximately $33,000. The position held by Susan Lander would transfer as a "Lecturer III" to the College of Education. Simpson Hall can absorb the secretarial work, office space and the necessary equipment. Deleting HS 101, Introduction to Human Services (and requiring FS 281, Introduction to Family Studies) and combining the Field Experiences courses of the two current programs, (HS 350/351 and FS 495 would become FS 395 and FS 495) allows for the reassignment of current faculty to courses that are in high demand. The only anticipated resources from the College of Education would be to cover one course a year. Family Studies has a new faculty member beginning in January 1997, which will provide some flexibility and decrease the need for part-time faculty in that program while allowing for continued growth at the graduate level. It is believed that the integration and continuation of the Human Services Program with Family Studies would allow for a better use of resources and that the increased visibility of the Human Services major once on main campus would lead to increasing course enrollments.

A letter of support from the Psychology Department would be a good thing.
FO/M C

MAJOR AND MINOR CURRICULAR CHANGES

Date: 2/10/97

Linda Lawrence
(name of individual initiating curricular change form)

Instructor, UNM-VC 925-8618
(Pre, position)

Arts & Sciences, UNM-VC
(Dept., Div., Prog.)

This form is for

Early Childhood Multicultural Education

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

CIP CODE:

1. Major Change—Mark appropriate category

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

Please see attached catalogue copy. Changes:
- Total program credits are 64 instead of 65
- Addition of one class, ECME 109 (3)
- ECME 108 & 210 reduced in credit hours from 3 to 2
- ECME 210 changed to ECME 110

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

Reasons for Request: (attach statement) To meet articulation requirements as requested by CHE.

Effective Date of Proposed Change: Fall 1997

Budgetary and Faculty Load Implications: (attach statement) None

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

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

Signature:

Department Chair

Approvals:

Dean of Library Services

Curt

([if necessary])

College of School Faculty

College or School Dean

FS Undergraduate Academic Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Avison VP of Academic Affairs

Faculty Senate

This form is for

Early Childhood Multicultural Education

This program is or would be located in current catalog page:
This preparation program is intended for persons currently working or intending to work with children from birth through age eight in early childhood settings such as Head Start programs, child care centers and family child care homes, as teacher assistants in private and public preschools or as home visitors. The program prepares students for the national Child Development Associate (CDA) credential assessment process administered by the Council for Early Childhood Professional Recognition. Students must apply for assessment through the direct assessment route. The CDA credential, plus experience, satisfies requirements for director of a child care center as specified in the New Mexico Child Care Facilities Licensing Regulations.

**CORE CURRICULUM**

ECME 105: Child Growth and Development (3)

ECME 106: Supervised Field Experience I (3) Early Childhood Programs

note: to be taken concurrently with ECME 105

ECME 107: Learning Environments for the Early Years I (3)

ECME 108: Supervised Field Experience II (3) Early Childhood Programs

note: to be taken concurrently with ECME 107

ECME 109: Learning Environments for the Early Years II (3)

ECME 110: Supervised Field Experience III (3) Early Childhood Programs

note: to be taken concurrently with ECME 109

ECME 113: Guidance of the Young Child (3)

ECME 117: Working with Families and Communities of Young Children (3)

**NOTE:** All credits earned in this program may be applied toward a Certificate or an Associate of Arts degree in Early Childhood Multicultural Education.

**Early Childhood Multicultural Education Certificate**

(33 credits)

This program in Early Childhood Multicultural Education provides students with the knowledge and skills required to work with children from birth through age eight and with their families in a variety of settings including child care centers, Head Start programs, family child care, preschools and as early childhood teacher assistants in the public schools. This certificate, plus experience, satisfies the New Mexico Child Care Facilities Licensing Regulations requirements for qualification as director of a child care center. The program addresses the seven general early childhood competency areas required as partial fulfillment of the New Mexico Department of Education licensure in Early Childhood Multicultural Education (birth to third grade). All course work for this certificate can be applied toward
the Associate of Arts degree in Early Childhood Multicultural Education. As part of this program, students will complete courses required for the Child Development Associate credential preparation.

GENERAL EDUCATION REQUIREMENTS
ENG 101: Composition I: Exposition (3)
MATH 111: Math for Elementary and Middle School Teachers (3)
1 general elective course chosen from the following multicultural courses:
ANTH 238: Cultures of the Southwest (3)
SOC 216: The Dynamics of Prejudice (3)
MUS ED 293: Multicultural Awareness Through Music Skills (2)

CORE CURRICULUM
ECME 105: Child Growth and Development (3)
ECME 106: Supervised Field Experience (1)
note: to be taken concurrently with ECME 105
ECME 107: Learning Environments for the Early Years I (3)
ECME 108: Supervised Field Experience II (2) Early Childhood
note: to be taken concurrently with ECME 107
ECME 109: Learning Environments for Early Years II (3)
ECME 110: Supervised Field Experience III (2) Early Childhood
note: to be taken concurrently with ECME 109
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)

NOTE: Each of the two, 2 credit field experience courses involves working a total of 100 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program may complete one of the two field experiences at their place of employment.

Associate of Arts in Early Childhood Multicultural Education (64 credits)

This program in Early Childhood Multicultural Education is designed for students who wish to work in the 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. The baccalaureate program in Early Childhood Multicultural Education offered at the University of New Mexico’s Albuquerque campus leads to licensure for teachers working with children from birth to age eight in classrooms that include children who are developing both typically and atypically. The Valencia Campus AAECME degree, plus experience, satisfies 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. The 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 Multicultural 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-Valencia advisor and advisors from the institution to which they plan to transfer.

GENERAL EDUCATION REQUIREMENTS

**English** (6 hours)
- ENG 101: Composition I: Exposition (3)
- ENG 102: Composition II: Analysis and Argument (3)

**Communication and Foreign Language** (3 hours)
possibilities include: C&J 221, C&J 270, LING 101, Spanish* or sign language*

**Math** (3 hours)
- MATH 111: Mathematics for Elementary and Middle School Teachers (3)

**Science** (8 hours)
8 credit hours in astronomy, botany, biology, chemistry, geology, physics, zoology, or natural science and accompanying labs

**Social and Behavioral Sciences** (9 hours)
possibilities include: HIST 101, HIST 102, HIST 161, HIST 162, HIST 260, anthropology, sociology

**Fine Arts** (6 hours)
possibilities include: MUSIC ED 293 or 298, art history, art studio

* indicates a class that does not articulate into the ECME program at UNM's main campus at this time

**CORE CURRICULUM**

ECME 105: Child Growth and Development (3)
ECME 106: Supervised Field Experience II (2) note: must be taken concurrently with ECME 105
ECME 107: Learning Environments for the Early Years I (3)
ECME 108: Supervised Field Experience II (2) Early Childhood Program I note: must be taken concurrently with ECME 107
ECME 109: Learning Environments for the Early Years II (3) Early Childhood Program II note: must be taken concurrently with ECME 109
ECME 110: Supervised Field Experience III (2) Early Childhood Program III
ECME 111: 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 205: Individual and Family Diversity (3) note: ECME 107 & ECME 109 are prerequisites
ECME 207: Diversity in Early Childhood Programs and Assessment (2) note: ECME 107 & ECME 109 are prerequisites

**NOTE:** Each of the two, 2 credit field experiences courses involves working a total of 100 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program may complete one, 2 credit field experience at their place of employment. Most credits earned in the
AAECME are transferable to the University of New Mexico's baccalaureate program in Early Childhood Multicultural Education.
TO: Henry Shapiro, Chair, Curriculum Committee  
FROM: Kris Warmoth, Chair--UNM Valencia Campus Curriculum Committee  
IN RE: Absence of a foreign language requirement for the ECME program

Attached are program and course changes to the Early Childhood Multicultural Education degree programs at our campus. We were pleased to learn that the two campuses worked together closely to ensure complete articulation of the degrees.

One area of concern to our Curriculum Committee, however, is the lack of a foreign language requirement in a multi-cultural education program. We felt strongly enough about this on our campus that we revised the original ECME program general education requirements to include Spanish or Sign as well as C&J and Linguistics in the Communications area (knowing that neither of the courses would articulate to the main campus degree program at this time).

We understand that your ECME faculty feel similarly about the lack of the language requirement in the degree program, and that the reason there is not one is that State Department of Education does not require a foreign language competency.

In order to address this serious programatic lack, the Valencia Campus Curriculum Committee requests that the main campus Curriculum Committee raise this issue with the appropriate staff at the State Department of Education.

We appreciate your cooperation in pursuing this issue.

cc: Guillermina Engelbrecht, College of Education
Memorandum

To: Chris Wamoth, Chair UNM Valencia Campus Curriculum

From: Dr. Guillermina Engelbrecht, Associate Dean

Date: March 10, 1996

Re: Second Language Requirement

I reiterate our pleasure at working with the UNM branches to insure articulation of degrees. This can only benefit our constituencies.

Regarding the absence of a foreign second language in the General Education requirements, I am attaching a copy of the 1986 Public Law 106 which excludes a second language from the possibility of being counted toward the "Communication" requirement.

The Early Childhood Multicultural Education faculty do think that second language competency is a desirable characteristic for our students especially since Spanish, Navajo or Pueblo are for some students their first language. However, we are prevented by the P.L. 106 from:

a) making second language courses or proficiency a requirement for graduation, and

b) including courses in this area as a general education requirement.

We will be happy to continue working with you toward addressing this issue.

XC: Henry Shapiro, Curriculum Committee
    Peggy J. Blackwell, COE Dean
    Richard VanDongen, COE Associate Dean
    Polly Turner, ECME Articulation Task Force
    ECME faculty
DATE: March 4, 1997

TO: Henry Shapiro, Chair, Curriculum Committee

FROM: Richard van Dungen, Associate Dean, Graduate Programs

SUBJ: Absence of a Foreign Language Requirement for the ECME Program

I appreciate the observations and recommendations from the UNM Valencia Campus Curriculum Committee. Perhaps such observations, along with the UNM core curriculum plan and the legislative mandate to the Commission on Higher Education to make state-wide teacher preparation articulation agreements of up to 65-70 hours among all two and four-year institutions, will make it possible that foreign language can again become an integral part of the curriculum.

However, it is not so simple to make the changes the Valencia Campus Curriculum Committee has made, nor is it so simple as to say that our reason for not requiring a language other than English is because the State Department of Education does not require a foreign language competency. It is also not a simple matter of raising this issue with appropriate staff at the State Department of Education.

The general education in all teacher preparation is mandated by state law. Neither we, the State Department of Education, nor Valencia can substitute from our state-approved general education which must address the state law of requiring 54 hours of specified general education, including 12 hours in English. To substitute will place students out of compliance and jeopardy of eligibility for state licensure. Both the College of Education and the State Department of Education are governed by state law.

I have attached the State Board of Education Regulation that guides eligibility for licensure in early childhood education from birth-grade three. The general education requirement of 54 hours in section III.A. is mandated by the State Legislature in Senate Bill 106 passed in 1985 or 1986. This law mandates the general education for eligibility for a teaching license. It simply states that there will be 12 semester hours in English. The 12 hours of English for the University of New Mexico was approved before the State Board as 12 hours of English, communications, and linguistics. We made the argument to make the English component as broad as possible, because the understanding of language is essential to the profession. Could we add to this general education? Well, yes, but we are governed by several professional accreditation
agencies which dictate almost all of the rest of the 128 hours, leaving little room for electives. Also, we would like to find a way that language study is more central to the curriculum than elective.

By substituting the courses of Spanish or Sign, the students at Valencia will be out of compliance of the one approved program for this University that is authorized by the New Mexico Professional Standards Commission and the State Board of Education. Spanish and Sign will, of course, articulate with main campus, but the students must still take 12 hours in English, communications, and linguistics to be in compliance for eligibility for a license.

There are at this time some elective hours in the ECME program. I suspect there is already talk in the program that with the UNM core curriculum and the CHE articulation discussions, a foreign language will be included possibly by eliminating the remaining elective hours. Such a revision would then have to be presented to the Professional Standards Commission.

In some of our teacher education programs, a teaching field is required. We have included Navajo or Spanish in the teaching fields of Language Arts and Bilingual Education. I would also comment that we would prefer to say a language other than English, rather than a foreign language, so that indigenous languages of New Mexico like Navajo and Spanish can be respected as native, not foreign, languages worthy of study.

Perhaps times have changed and the state’s increasing needs in bilingualism, actually an important goal in my judgement for all citizens as well as teachers, can be looked at again. The Valencia memo, the CHE articulation work, and the UNM core curriculum ought to help; but until this total reexamination was to be completed for the entire program, students at Valencia, regardless where they articulate, will be out of compliance for eligibility for state licensure unless the suggested substitutions are really additional electives (allowing little room for error in completing the degree), and the required 12 hours in English are taken as approved at each four-year institution.

I hope the Valencia Curriculum Committee will contact Anita Pfeiffer, the College’s Post-Secondary Liaison, and review this matter.

RvD:amr

Attachments

c: Peggy Blackwell, COE Dean
Ginger Blalock, COE Division Director, Educational Specialties
Guillermina Engelbrecht, COE ECME Program
Karen Heller, COE Undergraduate Committee
Anita Pfeiffer, COE Post-Secondary Liaison
Polly Turner, COE ECME Program, Faculty Senate Member
Kris Warmoth, Chair, UNM Valencia Campus Curriculum Committee
TO: Henry Shapiro, Chair, Curriculum Committee
FROM: Kris Warmoth, Chair--UNM Valencia Campus Curriculum Committee

IN RE: Absence of a foreign language requirement for the ECME program

Attached are program and course changes to the Early Childhood Multicultural Education degree programs at our campus. We were pleased to learn that the two campuses worked together closely to ensure complete articulation of the degrees.

One area of concern to our Curriculum Committee, however, is the lack of a foreign language requirement in a multi-cultural education program. We felt strongly enough about this on our campus that we revised the original ECME program general education requirements to include Spanish or Sign, as well as C&J and Linguistics in the Communications area (knowing that neither of the courses would articulate to the main campus degree program at this time).

We understand that your ECME faculty feel similarly about the lack of the language requirement in the degree program, and that the reason there is not one is that State Department of Education does not require a foreign language competency.

In order to address this serious programatic lack, the Valencia Campus Curriculum Committee requests that the main campus Curriculum Committee raise this issue with the appropriate staff at the State Department of Education.

We appreciate your cooperation in pursuing this issue.

cc: Guillermina Engelbrecht, College of Education
I. AUTHORITY: This regulation is adopted by the State Board of Education (SBE) pursuant to Sections 22-2-1 and 22-2-2, NMSA 1978. This regulation shall become effective July 1, 1993.

II. APPLICABILITY: This regulation governs licensure in Early Childhood Education for those persons who are working with children who are developing either typically or atypically and seeking such licensure on or after July 1, 1993.

III. REQUIREMENTS: Persons seeking licensure in Early Childhood Education pursuant to the provisions of this regulation shall meet the following requirements:

A. Bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of 1986, the following:

1. Twelve (12) semester hours in English;

2. Twelve (12) semester hours in history including American history and western civilization;

3. Six (6) semester hours in mathematics;

4. Six (6) semester hours in government, economics, or sociology;

5. Twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany; and

6. Six (6) semester hours in fine arts.

B. Credits from a regionally accredited college or university which include:
1. thirty-six to forty-two (36-42) semester hours of professional education in an early childhood education program approved by the SSE, including completion of the SSE's approved Early Childhood Education Competencies; and

2. eighteen to thirty (18-30) semester hours of practicum and supervised field experiences beginning in the first eighteen (18) semester hours of instruction in professional early childhood education to include:

a. a mandatory student teaching component in early childhood education for one of the following age ranges: 8-3, 3-5, or 5-8 with children who are developing either typically or atypically; and

1. one-hundred fifty (150) contact hours of practicum and/or supervised field experience at a developmental stage (s) other than the stage selected for student teaching set forth in paragraph B.2.a. above; or

2. evidence of three years of documented, verified, satisfactory work experiences with at least two of the age ranges set forth in Paragraph B.2.a. above at a center accredited by the National Academy of Early Childhood Programs, a postsecondary laboratory early care and education setting, or an early childhood program accredited by the SSE.

C. Passage of the Core Battery of the National Teachers Examination (NTE).

IV. SAVINGS CLAUSE: All persons who are applying for licensure in early childhood education on or before June 30, 1996 who possess a bachelor's degree and who have three years of documented successful experience during the five-year period immediately preceding the effective date of this regulation in the following types of programs will be entitled to licensure in early childhood education:

1. Pre-kindergarten - third grade elementary programs accredited by the SSE; or

2. Early childhood special education programs for pre-school aged children accredited by the SSE; or

3. Community programs or agencies which are contracted through the Department of Health for children birth through two years of age with developmental delays or who are at risk for such delays as defined by the Individuals with Disabilities Education Act (IDEA) Part H and the New Mexico Family Infant, Toddler Policies and Procedures.
MAJOR AND MINOR CURRICULAR CHANGES

Date: 2/10/97

Linda Lawrence
(Initials of individual initiating curricular change form)

Instructor, UNM-VC 923-8618

Artss & Sciences, UNM-VC

[Name of Individual Initiating curricular change form]

Name of New or Existing Program

This program is or would be located in current catalog page

I. Major Change - Mark appropriate category

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

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

II. Minor Change -

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

ECME Certificate

Reasons for Request: (attach statement)

To meet articulation requirements as requested by CHE

Effective Date of Proposed Change: Fall 1997

Budgetary and Faculty Load Implications: (attach statements) None

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

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

Signature: [Signature]

Department Chair

Approvals:

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

This form is for Early Childhood Multicultural Education

Name of New or Existing Program

CIP CODE

UNIT PREPARES IN QUADRUPLICATE

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

This program is or would be located in current catalog page
Early Childhood Multicultural Education

CATALOGUE COPY

Child Development Associate Credential Preparation Program
(20 credits)

This preparation program is intended for persons currently working or intending to work with children from birth through age eight in early childhood settings such as Head Start programs, child care centers and family child care homes, as teacher assistants in private and public preschools or as home visitors. The program prepares students for the national Child Development Associate (CDA) credential assessment process administered by the Council for Early Childhood Professional Recognition. Students must apply for assessment through the direct assessment route. The CDA credential, plus experience, satisfies requirements for director of a child care center as specified in the New Mexico Child Care Facilities Licensing Regulations.

CORE CURRICULUM

ECME 105: Child Growth and Development (2) 
ECME 106: Supervised Field Experience (3) 

note: to be taken concurrently with ECME 105

ECME 107: Learning Environments for the Early Years I (3) 
ECME 108: Supervised Field Experience II (2) 

note: to be taken concurrently with ECME 107

ECME 109: Learning Environments for the Early Years II (3) 
ECME 110: Supervised Field Experience III (2) 

note: to be taken concurrently with ECME 109

ECME 113: Guidance of the Young Child (3) 
ECME 117: Working with Families and Communities of Young Children (3)

NOTE: All credits earned in this program may be applied toward a Certificate or an Associate of Arts degree in Early Childhood Multicultural Education.

Early Childhood Multicultural Education Certificate
(32 credits)

This Program in Early Childhood Multicultural Education provides students with the knowledge and skills required to work with children from birth through age eight and with their families in a variety of settings including child care centers, Head Start programs, family child care, preschools and as early childhood teacher assistants in the public schools. This certificate, plus experience, satisfies the New Mexico Child Care Facilities Licensing Regulations requirements for qualification as director of a child care center. The program addresses the seven general early childhood competency areas required as partial fulfillment of the New Mexico Department of Education licensure in Early Childhood Multicultural Education (birth to third grade). All course work for this certificate can be applied toward
the Associate of Arts degree in Early Childhood Multicultural Education. As part of this program, students will complete courses required for the Child Development Associate credential preparation.

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I: Exposition</td>
<td>3</td>
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<tr>
<td>MATH 111</td>
<td>Math for Elementary and Middle School Teachers</td>
<td>3</td>
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<tr>
<td>1 general elective course chosen from the following multicultural courses:</td>
<td></td>
<td></td>
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<tr>
<td>ANTH 238</td>
<td>Cultures of the Southwest</td>
<td>3</td>
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<td>SOC 216</td>
<td>The Dynamics of Prejudice</td>
<td>3</td>
<td></td>
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<td>MUS ED 292</td>
<td>Multicultural Awareness Through Music Skills</td>
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<td>MUS ED 293</td>
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CORE CURRICULUM

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<td>ECME 106</td>
<td>Supervised Field Experience I</td>
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<td>to be taken concurrently with ECME 105</td>
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<td>ECME 107</td>
<td>Learning Environments for the Early Years I</td>
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<tr>
<td>ECME 108</td>
<td>Supervised Field Experience II</td>
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<td>to be taken concurrently with ECME 107</td>
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<td>ECME 109</td>
<td>Learning Environments for the Early Years II</td>
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<td>ECME 110</td>
<td>Supervised Field Experience III</td>
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<td>to be taken concurrently with ECME 109</td>
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<tr>
<td>ECME 113</td>
<td>Guidance of the Young Child</td>
<td>3</td>
<td></td>
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<tr>
<td>ECME 117</td>
<td>Working with Families and Communities of Young Children</td>
<td>3</td>
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</table>

NOTE: Each of the two 2-credit field experience courses involves working a total of 100 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program may complete one of the two field experiences at their place of employment.

ASSOCIATE OF ARTS IN EARLY CHILDHOOD MULTICULTURAL EDUCATION (64 credits)

This program in Early Childhood Multicultural Education is designed for students who wish to work in the 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. The baccalaureate program in Early Childhood Multicultural Education offered at the University of New Mexico's Albuquerque campus leads to licensure for teachers working with children from birth to age eight in classrooms that include children who are developing both typically and atypically. The Valencia Campus AAECME degree, plus experience, satisfies 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. The 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 Multicultural 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-Valencia advisor and advisors from the institution to which they plan to transfer.

GENERAL EDUCATION REQUIREMENTS

English (6 hours)
- ENG 101: Composition I: Exposition (3)
- ENG 102: Composition II: Analysis and Argument (3)

Communication and Foreign Language (3 hours)
- possibilities include: C&J 221, C&J 270, LING 101, Spanish* or sign language*

Math (3 hours)
- MATH 111: Mathematics for Elementary and Middle School Teachers (3)

Science (8 hours)
- 8 credit hours in astronomy, botany, biology, chemistry, geology, physics, zoology, or natural science and accompanying labs

Social and Behavioral Sciences (9 hours)
- possibilities include: HIST 101, HIST 102, HIST 161, HIST 162, HIST 260, anthropology, sociology

Fine Arts (6 hours)
- possibilities include: MUSIC ED 293 or 298, art history, art studio

* indicates a class that does not articulate into the ECME program at UNM’s main campus at this time

CORE CURRICULUM

ECME 105: Child Growth and Development (3)

ECME 106: Supervised Field Experience (1)

note: must be taken concurrently with ECME 105

ECME 107: Learning Environments for the Early Years I (3)

ECME 108: Supervised Field Experience II (2) Early Childhood Program

note: must be taken concurrently with ECME 107

ECME 109: Learning Environments for the Early Years II (3)

ECME 110: Supervised Field Experience III (2) Early Childhood Program

note: must be taken concurrently with ECME 109

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 205: Individual and Family Diversity (3)

note: ECME 107 & ECME 109 are prerequisites

ECME 207: Diversity in Early Childhood Programs and Assessment (2)

note: ECME 107 & ECME 109 are prerequisites

NOTE: Each of the two, 2 credit field experiences courses involves working a total of 100 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program may complete one, 2 credit field experience at their place of employment. Most credits earned in the
AAECME are transferable to the University of New Mexico's baccalaureate program in Early Childhood Multicultural Education.
TO: Henry Shapiro, Chair, Curriculum Committee
FROM: Kris Warmoth, Chair--UNM Valencia Campus Curriculum Committee
IN RE: Absence of a foreign language requirement for the ECME program

Attached are program and course changes to the Early Childhood Multicultural Education degree programs at our campus. We were pleased to learn that the two campuses worked together closely to ensure complete articulation of the degrees.

One area of concern to our Curriculum Committee, however, is the lack of a foreign language requirement in a multi-cultural education program. We felt strongly enough about this on our campus that we revised the original ECME program general education requirements to include Spanish or Sign as well as C&J and Linguistics in the Communications area (knowing that neither of the courses would articulate to the main campus degree program at this time).

We understand that your ECME faculty feel similarly about the lack of the language requirement in the degree program, and that the reason there is not one is that State Department of Education does not require a foreign language competency.

In order to address this serious programmatic lack, the Valencia Campus Curriculum Committee requests that the main campus Curriculum Committee raise this issue with the appropriate staff at the State Department of Education.

We appreciate your cooperation in pursuing this issue.

cc: Guillermina Engelbrecht, College of Education
DEGREE/PROGRAM CHANGE
FORM C

Date: 02/04/97

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

Dr. Chair (505) 863-7541
(Titles, position, telephone number)

BASS - UNM - Gallup
(Department/Organization/Branch)

CIP CODE

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

This form is for ______

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

Name of New or Existing Program

Undergraduate Degree Program

Graduate Degree Program

Mark appropriate Program:

- [ ] Undergraduate Degree Program
- [ ] Graduate Degree Program

Mark appropriate category

- [ ] Undergraduate degree only
- [ ] Graduate degree only

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

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? (attach statement)

Effective Date of Proposed Change: ______________

Signature: __________________________

Dean of Library Services (if necessary)

Date: ______________

Signature: __________________________

College Curriculum Committee (if necessary)

Date: ______________

Signature: __________________________

College or School Faculty (if necessary)

Date: ______________

Signature: __________________________

College or School Dean/Director of Instruction

Date: ______________

Signature: __________________________

FS Graduate Committee (if applicable)

Date: ______________

Signature: __________________________

FS Curriculum Committee

Date: ______________

Signature: __________________________

Associate Provost for Academic Affairs

Date: ______________

Signature: __________________________

Faculty Senate
Changes in the ECME Certificate Program

The ECME coordinators from the three Branch Campuses met with the coordinators of the ECME BA program at UNM - A to discuss an articulation agreement. The proposed changes in this certificate program would allow students to transfer all hours earned in this certificate program to the AA and/or BA degree program. Thus branch campus students would not be taking any non-transferable courses. This is a real step forward in the articulation process. Students completing this certificate will also have completed the necessary course work for a CDA certificate.
University of New Mexico-Gallup

EARLY CHILDHOOD MULTICULTURAL EDUCATION
CERTIFICATE
(37 credit hours)

DESCRIPTION: This certificate program in Early Childhood Multicultural Education is designed for students who wish to work in this field or transfer to a two or four-year college or university to complete an Associate's or Bachelor's Degree in Early Childhood Education. As part of this certificate, students will complete the academic requirements for the Child Development Associate (CDA) credential.

General Education Requirements: (15 credit hours)

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<tr>
<td>ENG 101</td>
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<tr>
<td>ENG 102</td>
<td>Composition II: Analysis &amp; Argument</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Math for Elem/Mid School Teachers</td>
<td>(3)</td>
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Choose two (2) electives from the following multicultural courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>ANTH 254</td>
<td>Cultures of the Southwest</td>
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<tr>
<td>MUS ED 298</td>
<td>Music for Elem. School</td>
<td>(3)</td>
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<td>PSYC 105</td>
<td>General Psychology</td>
<td>(3)</td>
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<td>PSYC 109</td>
<td>Coping with College</td>
<td>(3)</td>
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<tr>
<td>SOC 216</td>
<td>The Dynamics of Prejudice</td>
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Early Childhood Core Curriculum Requirements: (22 credit hours)

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<th>Course</th>
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<tr>
<td>ECME 106</td>
<td>Supervised Field Experience I*</td>
<td>(1)</td>
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<tr>
<td>ECME 107</td>
<td>Learning Environments/E.C.</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 108</td>
<td>Supervised Field Experience II</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 110</td>
<td>Language &amp; Literacy Development</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 113</td>
<td>Guidance of the Young Child</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 204</td>
<td>Assessing Young Children</td>
<td>(3)</td>
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<tr>
<td>ECME 225</td>
<td>Administering Programs Y.C.</td>
<td>(3)</td>
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</tbody>
</table>

*ECME 106 must be taken concurrently with ECME 105.

01/97 ece-crt2
University of New Mexico-Gallup

EARLY CHILDHOOD MULTICULTURAL EDUCATION CERTIFICATE
(36 credit hours)

DESCRIPTION: This certificate program in Early Childhood Multicultural Education is designed for students who wish to work in this field or transfer to a two or four-year college or university to complete an Associate's or Bachelor's Degree in Early Childhood Education. As part of this certificate, students will complete the academic requirements for the Child Development Associate (CDA) credential.

General Education Requirements: (15 credit hours)

- ENG 101 Composition I: Exposition (3)
- ENG 102 Composition II: Analysis & Argument (3)
- MATH 111 Math for Elem/Mid School Teachers (3)

Choose two electives from the following:

- HIST 260 History of the Southwest (3)
- ANTH 254 Cultures of the Southwest (3)
- SOC 101 Introduction to Sociology (3)
- ART HIST 101 Introduction to Art (3)
- MUS ED 298 Music for Elem. School (3)

Early Childhood Core Curriculum Requirements: (24 credit hours)

- ECME 105 Child Growth & Development (3)
- ECME 106 Observing Young Children (1)
- ECME 107 Learning Environments I (3)
- ECME 108 Early Childhood Practicum I (3)
- ECME 109 Learning Environments II (3)
- ECME 113 Guidance of the Young Child (3)
- ECME 117 Working with Families & Communities (3)
- ECME 203 Intro to the Early Childhood Professions (3)
DEGREE/PROGRAM CHANGE
FORM C

Date: 02/04/97

Helen M. Zongolovicz
(name of individual making curriculum change form)

Dr. Chair (305) 863-7541

BASS, UNM-Gallup
(department/division/program/branch)

Mark appropriate Program:
Undergraduate Degree Program □
Graduate Degree Program □

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

NEW: □ Undergraduate degree only □

Revision of: □ Deletion: □ Name Change: □

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

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

The three branch campuses

See attached

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

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

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

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

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

Effective Date of Proposed Change: _______________

Semester Year

Department Chairperson

Signature:

Dean of Library Services (if necessary)

Signature:

College Curriculum Committee (if necessary)

Signature:

College or School Dean/Director of Instruction

Signature:

FS Graduate Committee (if applicable)

Signature

FS Curriculum Committee

Signature:

Associate Provost for Academic Affairs

Signature:

Faculty Senate

Signature:

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Techn.) (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 Early Childhood Multicultural Education

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

Name of new program:

Mark appropriate Program:
Undergraduate Degree Program □
Graduate Degree Program □

Mark appropriate category:
Degree AA □

Major □
Minor □
Concentration □
Certificate □
Emphasis □
Department □

NEW: □ Undergraduate degree only □

Revision of: □ Deletion: □ Name Change: □

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

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

The three branch campuses

See attached

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

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

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

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

Effective Date of Proposed Change: _______________

Semester Year

Department Chairperson

Signature:

Dean of Library Services (if necessary)

Signature:

College Curriculum Committee (if necessary)

Signature:

College or School Dean/Director of Instruction

Signature:

FS Graduate Committee (if applicable)

Signature

FS Curriculum Committee

Signature:

Associate Provost for Academic Affairs

Signature:

Faculty Senate

Signature:

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Techn.) (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 Early Childhood Multicultural Education

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

Name of new program:

Mark appropriate Program:
Undergraduate Degree Program □
Graduate Degree Program □

Mark appropriate category:
Degree AA □

Major □
Minor □
Concentration □
Certificate □
Emphasis □
Department □

NEW: □ Undergraduate degree only □

Revision of: □ Deletion: □ Name Change: □

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

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

The three branch campuses

See attached

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

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

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

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

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

Effective Date of Proposed Change: _______________

Semester Year

Department Chairperson

Signature:

Dean of Library Services (if necessary)

Signature:

College Curriculum Committee (if necessary)

Signature:

College or School Dean/Director of Instruction

Signature:

FS Graduate Committee (if applicable)

Signature

FS Curriculum Committee

Signature:

Associate Provost for Academic Affairs

Signature:

Faculty Senate

Signature:

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8. Associate Provost for Academic Affairs
9. Faculty Senate

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

This form is for Early Childhood Multicultural Education

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

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Mark appropriate Program:
Undergraduate Degree Program □
Graduate Degree Program □

Mark appropriate category:
Degree AA □

Major □
Minor □
Concentration □
Certificate □
Emphasis □
Department □

NEW: □ Undergraduate degree only □

Revision of: □ Deletion: □ Name Change: □

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The three branch campuses

See attached

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

Effective Date of Proposed Change: _______________

Semester Year

Department Chairperson

Signature:

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Signature:

College Curriculum Committee (if necessary)

Signature:

College or School Dean/Director of Instruction

Signature:

FS Graduate Committee (if applicable)

Signature

FS Curriculum Committee

Signature:

Associate Provost for Academic Affairs

Signature:

Faculty Senate

Signature:

UNIT PREPARES IN QUADRUPLICATE
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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 Early Childhood Multicultural Education

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

Name of new program:

Mark appropriate Program:
Undergraduate Degree Program □
Graduate Degree Program □

Mark appropriate category:
Degree AA □

Major □
Minor □
Concentration □
Certificate □
Emphasis □
Department □

NEW: □ Undergraduate degree only □

Revision of: □ Deletion: □ Name Change: □

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

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

The three branch campuses

See attached

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

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

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

Effective Date of Proposed Change: _______________

Semester Year

Department Chairperson

Signature:

Dean of Library Services (if necessary)

Signature:

College Curriculum Committee (if necessary)

Signature:

College or School Dean/Director of Instruction

Signature:

FS Graduate Committee (if applicable)

Signature

FS Curriculum Committee

Signature:

Associate Provost for Academic Affairs

Signature:

Faculty Senate

Signature:
UNIVERSITY OF NEW MEXICO-GALLUP
ASSOCIATE OF ARTS DEGREE
EARLY CHILDHOOD MULTICULTURAL EDUCATION

DESCRIPTION: 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. 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).

Degree Requirements 64 Total Credits
General Education (35 Hours)

Requirements

<table>
<thead>
<tr>
<th>Communications/English Composition</th>
<th>35 Credit Hours</th>
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<tbody>
<tr>
<td>English 101 Composition I: Exposition</td>
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<tr>
<td>English 102 Composition II: Analysis &amp; Argument</td>
<td>(3)</td>
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<tr>
<td>Communications and Journalism 270: Communication for Teachers</td>
<td>(3)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Requirements</th>
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<tbody>
<tr>
<td>Math 111 Mathematics for Elementary &amp; Middle School Teachers I</td>
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<thead>
<tr>
<th>Science - Select two classes (8 credits)</th>
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<tbody>
<tr>
<td>Natural Science 261 Physical Science</td>
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<tr>
<td>Natural Science 262 Life Science</td>
<td>(4)</td>
</tr>
<tr>
<td>Natural Science 293 Environmental Science</td>
<td>(4)</td>
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<tr>
<td>Chemistry 111L Elements of General Chemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>Biology 110 Biology for Non-majors</td>
<td>(3)</td>
</tr>
<tr>
<td>Biology 112L Biology Laboratory for Non-majors</td>
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<table>
<thead>
<tr>
<th>Social and Behavioral Science - Select three classes (9 credits)</th>
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<tbody>
<tr>
<td>History 101 or 102 Western Civilization</td>
<td>(3)</td>
</tr>
<tr>
<td>Anthropology 237 Indians of New Mexico</td>
<td>(3)</td>
</tr>
<tr>
<td>Anthropology 238 Cultures of the Southwest</td>
<td>(3)</td>
</tr>
<tr>
<td>Political Science 200 American Politics</td>
<td>(3)</td>
</tr>
<tr>
<td>Sociology 101 Introduction to Sociology</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Fine Arts - Select two classes (6 credits)
Art History 101 Introduction to Art (3)
Art History 151 Artistic Traditions of the Southwest (3)
Art Studio 121 Two-dimensional Design (3)
Music Ed 298 Music for the Elementary School (3)

Early Childhood Multicultural Education Core (29 Credits)

ECME 105 Child Growth and Development (3)
ECME 106 Observing Young Children (1)
ECME 107 Learning Environments I (3)
ECME 108 Early Childhood Practicum I (2)
ECME 109 Learning Environments II (3)
ECME 110 Early Childhood Practicum II (2)
ECME 113 Guidance of Young Children (3)
ECME 117 Working with Families and Communities (3)
ECME 203 Intro to the Early Childhood Professions (4)
ECME 205 Individual and Family Diversity (3)
ECME 207 Diversity in Early Childhood Programs and Assessment (2)
DESCRIPTION: 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. 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.

Degree Requirements 69 Total Credits

General Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>Composition I: Exposition</td>
<td>(3)</td>
</tr>
<tr>
<td>English 102</td>
<td>Composition II: Analysis &amp; Argument</td>
<td>(3)</td>
</tr>
<tr>
<td>Communications and Journalism 270</td>
<td>Communication for Teachers</td>
<td>(3)</td>
</tr>
<tr>
<td>Math 111</td>
<td>Mathematics for Elementary &amp; Middle School Teachers I</td>
<td>(3)</td>
</tr>
<tr>
<td>Natural Science 261</td>
<td>Physical Science</td>
<td>(4)</td>
</tr>
<tr>
<td>Natural Science 262</td>
<td>Life Science</td>
<td>(4)</td>
</tr>
<tr>
<td>History 101 OR 102</td>
<td>Western Civilization</td>
<td>(3)</td>
</tr>
<tr>
<td>History 103 OR 104</td>
<td>Native American History</td>
<td>(3)</td>
</tr>
<tr>
<td>Anthropology 237</td>
<td>Indians of NM OR</td>
<td>(3)</td>
</tr>
<tr>
<td>Anthropology 238</td>
<td>Cultures of the Southwest</td>
<td>(3)</td>
</tr>
<tr>
<td>Art History 101</td>
<td>Intro to Art</td>
<td>(3)</td>
</tr>
<tr>
<td>Art Studio 121 Two-dimensional Design OR</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Art 151</td>
<td>Artistic Traditions of the Southwest</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Early Childhood Multicultural Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>ECME 105</td>
<td>Child Growth and Development</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 106</td>
<td>Field Experience I</td>
<td>(1)</td>
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<tr>
<td>ECME 107</td>
<td>Learning Environments for Young Children</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 108</td>
<td>Supervised Field Experience II</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 110</td>
<td>Language and Literary Development</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 112</td>
<td>Health, Nutrition, and Safety</td>
<td>(2)</td>
</tr>
<tr>
<td>ECME 113</td>
<td>Guidance of Young Children</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 117</td>
<td>Working with Families and Communities</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 203</td>
<td>Intro to the Early Childhood Professions</td>
<td>(4)</td>
</tr>
<tr>
<td>ECME 204</td>
<td>Assessing Young Children</td>
<td>(3)</td>
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</table>

Electives Chose 6 Credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BT 151T</td>
<td>Computers in Early Childhood Education</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 225</td>
<td>Administering Programs for Young Children</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 297</td>
<td>Developing Creativity in Young Children</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 210</td>
<td>Supervised Field Experience III</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 215</td>
<td>Early Childhood Special Education</td>
<td>(3)</td>
</tr>
<tr>
<td>ECME 120</td>
<td>Teaching Young Children in a Multicultural Classroom</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*Place: doc 01/27/97*
March 5, 1997

To: Henry Shapiro, Chair, Curriculum Committee

From: Peggy J. Blackwell, Dean of Education

About: Issues Related to the Valencia Campus

I appreciate your sharing your recommendations about the need for a "foreign" language. While I concur that we need study of a language other than English for prospective teachers, as Richard van Dongen's recent memo to you indicates, it's not simple; at the risk of repeating some of the points he made, let me elaborate.

Teacher Education -- all programs -- are governed by the State Board of Education in New Mexico. A Board-appointed body, the Professional Standards Commission, is responsible for reviewing and recommending state accreditation of any and all teacher, administrator, and counselor education programs. The State has approved such programs at each of the four-year schools in New Mexico. It is our responsibility, as a national and state accredited program, to articulate with two-year schools. It is their responsibility to adhere to the approved program requirements.

In the mid-80s the New Mexico Legislature approved Senate Bill 106, which sets specific requirements for study in higher education for any prospective teacher in New Mexico. It is not that we, or the State Board, do not require a specific course. It is that the Legislature has legislated curriculum for teachers. The point of this is to say that no institution of higher education can decide independently what the curriculum for a prospective teacher will be and decide to require courses accordingly. Instead, we all are required to abide by the law; to fail to do so places our accreditation in jeopardy.
This holds true for all licenses (grade level) and for all add-on endorsements in a particular content field. This is why I am increasingly concerned about the lack of governance around courses offered by the branches, Continuing Education, and UNM North — courses that students often assume apply toward license or endorsement that in fact do not and cannot apply. I have asked our College’s curriculum committees to bring forward policy recommendations by May 1 regarding these issues.

Also, I will speak with Sam Vigil, chair of the House Education Committee and member of the Legislative Education Study Committee, about reconsideration of Senate Bill 106 following the completion of the current session. The Colleges of Education were successful last year in proposing legislation to modify the substance of SB 106, only to have the governor veto it.

I appreciate your interest and support for working with the College to continue to improve the standards and quality of teacher education.

XC: Richard van Dongen
Guillermina Engelbrecht
Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college.

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

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)

This form is for AAS Paraprofessional in Early Childhood Education

Dean of Library Services (If necessary)

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

if you have resolved these issues with department/branch involved? (attach statement)

Effective Date of Proposed Change: ______________

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

Mark appropriate category
Degree [AA]
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.

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

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

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)

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.

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

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

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)

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

Effective Date of Proposed Change: ______________
Plan for curricular process to take at least 12 months.

This form is a Associate of Arts in Early Childhood Multicultural Education [Option is A Core of Transfer Credit].

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

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).

To conform to 64 hour transfer module.

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

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

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

Does this change affect in a significant way, any other departmental program/branch campus? Yes [X] No

If yes, have you resolved these issues with department/branch involved? (attach statement) Date: 03-02-97

Effective Date of Proposed Change: Date: 03-02-97

Department Chairperson

Dean of Library Services (If necessary) Date: 03-02-97

CPT (If necessary) Date: 03-02-97

College Curriculum Committee (If necessary) Date: 03-02-97

College or School Faculty (If necessary) Date: 03-02-97

College or School Dean/Director of Instruction Date: 03-02-97

FS Graduate Committee (If applicable) Date: 03-02-97

FS Curricula Committee Date: 03-02-97

Assoc. Provost for Academic Affairs Date: 03-02-97

Dean of Library Services 03-02-97

FS Prog. and Curricula Committee 03-02-97

Date: 03-02-97
**DEGREE/PROGRAM CHANGE**

**FORM C**

**Date:** 03-02-97

**Dr. Augustine Martinez**

**Director**

**UNM-Taos Education Center**

(Copies to: Library Services (if necessary)

CIRT (Comp & Info Res & Tech) (if necessary)

College Curriculum Committee (if necessary)

College or School Dean/Faculty

FS Graduate Committee (if applicable)

FS Curricular Committee

Assoc. Provost for Academic Affairs

Faculty Senate)

---

**CIP CODE**

13,1204

**DEGREE/PROGRAM CHANGE**

**Certificate in Early Childhood Multicultural Ed.**

**Reason(s) for Request**

See Attached

---

**To conform to 64 hour transfer module. Same as Gallup Branch.**

---

**Effective Date of Proposed Change:** 11/1997

---

**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  

No

---

**If yes, have you resolved these issues with department/branch involved?**

---

**See Attached**

---

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

---

**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:**

---

**See Attached**

---

**Reason(s) for Request.** (attach additional sheets if necessary)
FROM: Nasir Ahmed, Interim Associate Provost for Research
TO: Bernard Moret, Chair, Research Policy Committee
COPY TO: William Gordon, Provost and VP for Academic Affairs
        Beulah Woodfin, President, Faculty Senate
        Vivian Valencia, University Secretary
RE: Interim Policy for Centers and Institutes at the University of New Mexico
DATE: March 26, 1997

This is a follow-up to our meeting this morning with Beulah. Attached is the interim policy document that is to be presented to the Faculty Senate during the May meeting.

Please contact me if you should have any questions. Thank you.

xc:
Margaret Gonzales (file)
INTERIM POLICY
FOR
CENTERS AND INSTITUTES
AT THE UNIVERSITY OF NEW MEXICO

I. Background

The University of New Mexico (UNM) has recently formulated a strategic plan. Details related to this were published in the September 1995 edition of CAMPUS NEWS, entitled, "UNM Strategic Plan: The University of New Mexico's Vision for the Year 2000".

A goal of the UNM Strategic Plan is that UNM will establish itself as a "superior national research university". It is reasonable to ask the question, "why should UNM be a superior national university?"

Superior research programs attract superior faculty and superior students, which constitute the heart of the university. These students and faculty perform research that enhances the visibility and reputation of the university. Research is about creating new knowledge. The core mission of a university is to preserve, transmit and create knowledge. Therefore research has a positive direct impact on the overall intellectual level of the institution, and the undergraduate curriculum.

UNM has several unique characteristics that should be used to achieve the goal that it will establish itself as a superior national university:

a. It is a Research I University, in that it satisfies the following criteria: offers a full range of baccalaureate programs; is committed to graduate education through the doctoral degree; and gives high priority to support research; receives annually at least $40M in federal support; and awards at least 50 Ph.D. degrees each year.

b. It is classified as a minority institution.

c. It is one of only seven universities in the nation that is a minority institution as well as a Research I University.

d. It is committed to being a "University for the Americas".

e. National and federal laboratories are neighbors and partners in a number of research alliances.

f. Existence of and interactions with key private, local, and state organizations, such as the Santa Fe Institute.

g. It is associated with the Science and Technology Corporation (STC), whose main role is to license selected patents awarded to UNM researchers.

h. It is committed to providing education leadership through the development and dissemination of research, that will contribute to the improvement of education sectors at all levels.

Centers and institutes that are identified as "University Centers/Institutes" should be designed to provide infrastructures that harness some of the above unique characteristics of UNM. At the same time they should help develop cooperative strategies that enable UNM to carry out its education/research/service missions in a productive and efficient way, by sharing resources.
According to the UNM Faculty Handbook (Edition 10/1/90, p. A-23), "the primary role of the Research Policy Committee is to encourage and support research and its funding at the University of New Mexico", and its functions include "initiating, formulating and recommending research policies regarding sponsored and unsponsored research." The Committee also has a role in making recommendations with respect to "formulating policy regarding the establishment, major modification, or termination of research centers, bureaus, institutes, and other related organizations."

Thus, it is the joint responsibility of the Research Policy Committee (RPC) and the Administration to periodically review both the mission and funding structure of "university centers/institutes". In this regard, a representative of the Administration is the Associate Provost for Research (APR), since the position of "Vice President for Research" cited in the UNM Faculty Handbook (Edition 10/1/90, p. A-23) has been eliminated.

The motivation for this document is to provide an interim policy for creating, classifying, funding, reviewing and terminating centers/institutes at UNM in a systematic way. The term "university center" or "university institute" in this document encompasses additional units at UNM, such as bureaus and related organizations, whose directors report to the Provost (or designee).

Ideally, no center/institute should compete with academic units for funding or other resources, but instead add to the ability of academic units to accomplish their missions. A major purpose of centers/institutes is to expand and enhance research opportunities in ways that are not readily accessible within existing departmental or college/school administrative structures.

All intellectual property developed by a center/institute will be governed according to UNM's intellectual property policies.

The main focus of this interim policy is on centers/institutes, bureaus and related organizations associated with the Main Campus.

II. Classification of Centers/Institutes

The University recognizes three categories of centers/institutes as depicted in Figure 1. In keeping with the philosophy of encouraging growth of diverse centers/institutes, the configuration in Figure 1 allows a center/institute to move from one category to another, as its funding and/or mission change; this aspect is indicated by the notation "<---" in Figure 1.

This classification accommodates centers/institutes whose missions span research, education, training, and service objectives at the college/school level, and as well as the University level.

Details related to the three categories identified in Figure 1 are discussed in what follows.

1. Category I: College/School Centers/Institutes

Category I centers/institutes represent initiatives that expand upon ongoing research, education, training, and service efforts in existing units to bridge departments. These should be housed within the appropriate colleges/schools. College deans (in consultation with chairs) are responsible for deciding upon the viability of these centers/institutes, and may negotiate with the Provost (or designee) for funding an initial start-up phase. College/school deans are responsible for overseeing the fiscal policies of these centers/institutes on a steady basis, beyond a possible start-up phase.

It is the responsibility of the deans to assess whether a center/institute complements other units in an appropriate manner. Criteria for establishing this category of centers/institutes are that they:
Reporting Structure:
directors report to the
deans (or designees)
of colleges/schools

Category I:
College/School
Centers/Institutes

Reporting Structure:
directors report to the
Provost (or designee)
with respect to
operational and fiscal
issues of centers/
institutes

Category II:
University
Centers/Institutes

Reporting Structure:
directors report to the
APR with respect to
operational and fiscal
issues of centers

Category III:
Strategic Research
Emphasis Centers

Figure 1. Classification of centers/institutes
a. Increase interdisciplinary activity within a college/school.
b. Enhance quality and productivity of college/school faculties.
c. Are compatible with the teaching, research, and service missions of a college/school.

Establishment of these centers/institutes does not require approval by the RPC. The final decision to create this class of centers/institutes is made by the pertinent deans, in consultation with the respective chairs and faculty, using procedures that are in concert with the above criteria for establishing this category of centers/institutes. Directors of centers/institutes in this category report to pertinent deans (or designees) with respect to operational and fiscal issues of the centers/institutes.

Approval from the Provost (or designee) is required if start-up funding (or other resources such as space) are needed from the Administration. An existing center/institute in this category can be terminated by the pertinent dean(s) for fiscal or other reasons, after consultations with the respective chairs and the Provost (or designee).

2. Category II: University Centers/Institutes

There may be cases where planned research, education, training, and service activities span different units at UNM, to the extent that the operation and administration of a center/institute within colleges/schools would hamper its productivity. This category addresses such needs. A center/institute director reports to the Provost (or designee) with respect to operational and fiscal issues of the center/institute.

Criteria for establishing centers/institutes in this category are that they:

a. Strengthen the overall ability of the University to accomplish its mission with respect to research, education, training, and service.
b. Promote interaction of different units from several colleges/schools; that is, interaction that would not occur without a center/institute.
c. Although not a necessary criterion, this category of centers/institutes may also enable the University to take advantage of opportunities announced by funding agencies, such as the National Science Foundation, Department of Defense, Department of Energy, National Aeronautics Space Administration, and so on.

Establishment of center/institute in this category requires positive recommendation by the RPC, in consultation with and letters of support from the pertinent deans, chairs, and/or unit directors. The final decision to create a University Center/Institute is made by the Provost (or designee).

Centers/institutes in this category should be designed to be financially self-sustaining on a steady basis, following an initial start-up phase. "Self-sustaining" means that a center/institute can operate with resources it acquires (generates). Negotiations for indirect cost (IDC) return and initial start-up funding shall involve all parties concerned (chairs, deans, center/institute representatives), and the Provost (or designee).

Sufficient IDC funds generated by centers/institutes in this category could be a means by which they are self-sustaining. There may be instances where this is not possible, and additional IDC funds and/or resources of the University are necessary to subsidize certain centers/institutes. In this regard, the RPC has the responsibility of reviewing annual budgets of such subsidized centers/institutes every year, and then providing recommendations to the Provost (or designee) on maintaining/changing the level of University financial support to such units. Final budgetary decisions are the responsibility of the Provost (or designee).
All tenured or tenure-track faculty as well as research faculty associated with a center/institute should be members of an academic department, with all the rights and privileges of other faculty. Tenured or tenure-track faculty must have clearly defined academic responsibilities that will ensure a merging of goals of the center/institute and the mission of UNM. Promotion and tenure decisions still are the responsibility of the pertinent chairs, deans, and Provost (or designee).

An existing Category II center/institute may be terminated by the Provost (or designee) for fiscal reasons. If criteria for establishing a center/institute are no longer being satisfied by a unit, the Provost (or designee) shall consult the RPC and the pertinent deans, before terminating it.

Each Category II center/institute will be reviewed by the RPC every four years. Recommendations that result from such reviews will be submitted by the RPC to the Provost (or designee).

3. Category III: Strategic Research Emphasis (SRE) Centers

This category of centers is designed to enable UNM to develop research emphasis in areas of strategic significance. It is expected that there will be relatively very few centers in this category, and that the areas they represent encompass several academic disciplines. Such centers should also have the potential of evolving into "centers of research excellence". Center directors report to the APR with respect to operational and fiscal issues of the center. Criteria for establishing a center in this category include:

a. Involvement of a critical mass of core research faculty.

b. Is designed to contribute to the research mission of UNM, and has some solid foundation in the overall scope of academic program emphasis at the University.

c. Recognition of independence from any particular academic unit, but having close affiliation with more than one college/school, and the ability to promote interactions of several colleges/schools.

d. A research focus broad enough to have success without being dependent on a single source of external funding.

e. An excellent track record of successful funding from multiple sources.

f. Prior operation as a Category I or II center/institute, although there may be rare exceptions in this regard.

g. Is financially self-sustaining after a start-up period, and is capable of generating at least $250K of IDC funds on a steady basis (e.g., a three-year rolling average).

h. Has a detailed viable management plan for its operation.

To establish a new center, there must be a thorough review by the RPC, in consultation with the pertinent deans and department chairs, and a positive recommendation by the Faculty Senate. The final decision to create a center is made by the Provost (or designee).

All tenured or tenure-track faculty as well as research faculty associated with a center should be members of an academic department, with all the rights and privileges of other faculty. Tenured and tenure-track faculty must have clearly defined academic mission responsibilities that will ensure a merging of research goals of the center and the academic mission of UNM. Promotion and tenure decisions still are the responsibility of the pertinent chairs, deans, and the Provost (or designee).
Each established center must provide an Annual Report to the APR. Part of this report must explain how the center is still addressing the research mission of UNM, in terms of funding and direction.

A thorough review of each center will be conducted every six years by an external review team in which the center will prepare a self-study and a strategic plan. This review will be coordinated by the RPC, which will report its finding to the Faculty Senate and the Provost (or designee).

The APR working with the pertinent deans and center directors will establish IDC return schemes to SRE centers. To start with, allocations from the APR to centers will consist of two components: a "base component" to support the center's operation; and a "partnership component", which fosters a partnership between the center, colleges/schools, departments, and faculty. The current base and partnership components are 64% and 14%, respectively, of the three-year IDC rolling average generated by a center.

An existing SRE center may be terminated by the Provost (or designee) for fiscal reasons. If criteria for establishing it are no longer being satisfied by the unit, the Provost (or designee) may terminate the center, after consulting with the RPC and the pertinent deans.

III. Classification

In the light of these new guidelines, the RPC recommends (to the Administration) an initial classification of the three categories of centers/institutes as summarized in Tables 1 through 3, effective July 1, 1997. It is important to note that this initial classification is restricted to centers/institutes on the Main Campus.

IV. Concluding Remarks

The following action items are recommended in the light of the guidelines presented in this document.

1. Adopt this document (or a revised version) and implement it effective July 1, 1997; i.e., the beginning of the next fiscal year.

2. Encourage deans to review all Category I centers/institutes on a regular basis (e.g., every four years), and publicize the results of such reviews.

3. Define a working group to represent the Administration and the RPC to develop schedules and procedures for reviewing all Category II and III centers/institutes identified in Tables 2 and 3, starting July 1, 1997.

4. "Fine tune" this document over a period of two years from the time it is implemented in July 1997. Feedback should be obtained from all parties (faculty and administration) while doing so. A permanent policy for centers/institutes can then be submitted to the Faculty Senate in 1999 for further discussion and adoption, and then forwarded to the UNM Board of Regents.
### Table 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>College/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Law Center, Inc. (an independent corporation)</td>
<td>Close ties to the School of Law</td>
</tr>
<tr>
<td>Artificial Muscle Research Institute</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Bureau of Educational Planning and Development</td>
<td>General Library</td>
</tr>
<tr>
<td>Center for Academic Programs and Support</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Center for Advanced Studies</td>
<td>University College</td>
</tr>
<tr>
<td>Center on Aging</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Center for the American West</td>
<td>College of Education</td>
</tr>
<tr>
<td>Center for Autonomous Control Engineering</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Center for Education Policy</td>
<td>College of Education</td>
</tr>
<tr>
<td>Center for Family and Community Partnership</td>
<td>College of Education</td>
</tr>
<tr>
<td>Center for Global &amp; Environmental Technologies</td>
<td>College of Education</td>
</tr>
<tr>
<td>Center for Research Development</td>
<td>College of Architecture &amp; Planning</td>
</tr>
<tr>
<td>Center for Southwest Research</td>
<td>General Library</td>
</tr>
<tr>
<td>Center for Technology &amp; Education</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Economic Development Communication Office</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Feminist Research Institute</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Astrophysics</td>
<td>University College</td>
</tr>
<tr>
<td>Institute for Environmental Education</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Meteoritics</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Native American Development</td>
<td>University College</td>
</tr>
<tr>
<td>Institute for Organizational Communication</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Public Law:</td>
<td>School of Law</td>
</tr>
<tr>
<td>Center for Arts and Society</td>
<td></td>
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<tr>
<td>Center for Environmental Law and Policy</td>
<td></td>
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<tr>
<td>Center for Health Law and Ethics</td>
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<tr>
<td>Rosner B. Sanchez Judicial Education Center</td>
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<tr>
<td>Center for the Study and Resolution of Disputes</td>
<td></td>
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<tr>
<td>Center for Wildlife Law</td>
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<tr>
<td>Institute for Public Policy</td>
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<tr>
<td>Institute for Social Research</td>
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<tr>
<td>Institute for Space &amp; Nuclear Power Studies</td>
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<tr>
<td>International Transboundary Center</td>
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<tr>
<td>International Water Resources Administration</td>
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<td>Latin American Programs in Education</td>
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<tr>
<td>Natural Resources Center</td>
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<tr>
<td>New Mexico Center for Particle Physics</td>
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<tr>
<td>New Mexico Engineering Research Institute</td>
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<tr>
<td>New Mexico Research and Study Council</td>
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<tr>
<td>Manufacturing Engineering Training &amp; Tech Center</td>
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<tr>
<td>Multicultural Education Center</td>
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<tr>
<td>Tamarrind Institute</td>
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<tr>
<td>Training &amp; Research Institute for Plastics</td>
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<tr>
<td>U.S. - Mexico Law Institute</td>
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<tr>
<td>U.S. - Japan Center</td>
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</table>
### Table 2

**Category II: University Centers/Institutes**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit director reports to the following individual in the Office of the Provost with respect to operational and fiscal issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Radioactive Waste Management (CeRaM)</td>
<td>APR</td>
</tr>
<tr>
<td>Institute for Applied Research Services: Bureau of Business and Economic Research (BBER)</td>
<td>Lee Zink</td>
</tr>
<tr>
<td>Division of Government Research</td>
<td>Lee Zink</td>
</tr>
<tr>
<td>Earth Data Analysis Center (EDAC)</td>
<td>Lee Zink</td>
</tr>
<tr>
<td>Technology Assistance Office (TAO)</td>
<td>Lee Zink</td>
</tr>
<tr>
<td>Latin American Institute (LAI)</td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Research Institute for Assistive &amp; Training Technologies (RIATT)</td>
<td>APR</td>
</tr>
<tr>
<td>Southwest Hispanic Research Institute</td>
<td>To be determined</td>
</tr>
<tr>
<td>Spanish Colonial Research Center</td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Systemic Initiatives in Mathematics &amp; Science Education</td>
<td>To be determined</td>
</tr>
<tr>
<td>Microelectronics Research Center</td>
<td>APR</td>
</tr>
</tbody>
</table>

### Table 3

**Category III: Strategic Research Emphasis Centers**

<table>
<thead>
<tr>
<th>Center</th>
<th>Center director reports to the following individual in the Office of the Provost with respect to operational and fiscal issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Alcohol Substance Abuse &amp; Addictions (CASAA)</td>
<td>APR</td>
</tr>
<tr>
<td>Center for High Technology Materials (CHTM)</td>
<td>APR</td>
</tr>
<tr>
<td>Center for Micro-Engineered Materials (CMEM)</td>
<td>APR</td>
</tr>
<tr>
<td>High Performance Computing Education and Research Center (HPCERC)</td>
<td>APR</td>
</tr>
</tbody>
</table>
March 1, 1997

Ms. Vivian Valencia
University of New Mexico
Scholes Hall 101
Albuquerque, NM 87131-3386

Dear Ms. Valencia:

I apologize for the delay in responding to your letter concerning the science benchmark standards adopted by the State Board of Education. I must point out that the state board position is a VOLUNTARY, NON-SALARIED, twelve-month-a-year, twenty-hour-day job with no summer breaks, and I am my own secretary. My correspondence has to be worked in between state board meetings, board committee and task force meetings, attendance at numerous conferences and conventions, phone calls from the public, and parent and faculty meetings in my district, in addition to my personal activities, occupations and life.

I have been a very strong voice for many years on the state board against teaching creation in the public schools. I have never advocated, nor have I requested, the teaching of creation in New Mexico's public schools and do not now.

I would also like to point out that the composition of the State Board of Education is majority educators, presently employed in public education or recently retired, with one member a University of New Mexico professor. I can emphatically promise that you would not find "the agenda of a group of religious dogmatists," or "bigotry and prejudice...including religious intolerance," that the state board decision was "motivated by a desire to pander to religious bigots or ignorance," that the "act fosters the agenda of a religious dogmatists," "a group of religiousists," "pressures of the Religious Right," and "zealots" among the members of the board as indicated in letters of criticism sent to me by several individuals.

The words "creation" and "religion" were never mentioned in the hours and hours of discussion at the board meeting (actually, over two days). The delay in adoption was not due to "religious beliefs" as one board member falsely reported to the media, but because the proposed standards were vague, poorly written, contained misspelled words, redundancies and numerous errors of fact and information. We believe they were unacceptable for New Mexico's school children. The draft was returned to the task force for additional input and re-writing. The task force was composed entirely of science teachers from throughout the state and the final draft reflected the input of many educators and practicing scientists in New Mexico.

The state board did not eliminate the study of evolution and did not sanction the inclusion of creationism. Evolution has never been included in New Mexico's Educational Standards.

The benchmark standards are very broad, general guidelines. The curriculum, to be taught will be developed at the district level, which reflects my strong belief in local autonomy. I am certain that science teachers in New Mexico will continue to teach evolution as they always have.
The science standards were only one part of a three-part document, encompassing 39 content standards and 503 benchmark standards for Language Arts, Mathematics and Science.

In 1986, the Legislature passed school reform laws and charged the state board with developing essential competencies for students grades K-8 and exit competencies required for high school graduation. Neither of these mention evolution as required science content. In 1992, there was concern that too much specificity was being mandated by the state so the state board adopted broad curriculum frameworks from which local districts were to develop local curriculum. Although most local communities chose to include the teaching of evolution within their schools, no specific mention of evolution was made within the state board's curriculum frameworks.

The State Board of Education strongly supports the concept of local autonomy. Districts will use these standards as a broad guideline to guide district level curriculum development that will reflect the needs of their community. The local districts will determine how and when to address the specific content standards with benchmarks. Nothing precludes a district from expanding the body of knowledge to meet their local needs. The standards merely allow the freedom of discussion, if desired, of other theories as students have reported they have been forbidden to discuss other theories because of the establishment of religion clause. This allows freedom of discussion, of question, of curiosity. Is this objectionable to you? Do you prefer limiting discussion?

I am concerned about students learning to think critically. The availability of information on science and many other areas is vast and is readily available to children from many different sources. The state board acknowledges this and challenges children, with the support of their families, to understand the differing perspectives relative to science content.

Several content standards and benchmarks exist at the K-4, 5-8 and 9-12 level that allow for the development of a strong knowledge base in the more widely accepted scientific concepts and principles (see enclosed chart--you will notice the science content, standard 4, benchmark 9-12, does specify the expectation of inclusion of evolution, as well as exposure to other theories of biological origins). The 9-12 benchmark asks districts to incorporate a scientific analysis of theories of biological origin within their local curriculum acknowledges the broad knowledge base of children at this point in time. It is introduced in the latter part of the student's K-12 school career when they are most capable of using their existing scientific knowledge base to evaluate other "non-scientific" explanations of biological origins. Specific scientific facts, such as the age of the earth are examples of performance standards and further detail regarding theories of biological origin will be included in the draft performance standards scheduled for development this year.

You may have received letters purporting to represent me and referencing my name. Whenever there is a controversial issue, heavily reported by the media, I share the concerns, pro and con, with parent and teacher groups in my district. I do not delegate my responsibilities and no one represents me in any way whatsoever.

I have devoted 37 years as a volunteer parent active at the local, state and national levels (was elected Western Area Director and served on the Board of Directors for the National Association of State Boards of Education) for the improvement of education and high expectations for our students. Please believe that I would never support anything which would adversely affect the education of New Mexico's children.

I hope I have adequately responded to your concerns. If you need further information, please do not hesitate to contact me again.

Sincerely,

MILLIE POGNA
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12</strong></td>
<td>Students will recognize that fossils provide a record of animals and plants that lived long ago and evidence about the nature of the environment at that time.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Students will know and understand the characteristics that are the basis for classifying organisms.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Students will understand the physical world through the concepts of change, equilibrium, and measurement.</td>
</tr>
</tbody>
</table>

To develop a coherent analysis of evolution theory as stated in content standards with benchmarks 9-12, #6, students will need the foundations set forth in the preceding standards. Further delineation of the expectations will come in the development of performance standards which will address the critical thinking and scientific investigation skills students will need to achieve the benchmarks.
January 21, 1997

Ms. Millie Pogna
State Board of Education
Albuquerque District 2
1808 Propps NE
Albuquerque, New Mexico 87112

Dear Ms. Pogna:

Since the State Board of Education adopted the Content Standards with Benchmarks for Science, I have responded to a few recurring questions regarding the Science Content Standards with Benchmarks. I would like to share these questions and my responses with you.

Question: Was the topic of evolution ever mentioned in the Competency Frameworks?
1. The Competency Frameworks (amendment 3 to SBE regulation 90-2 - Standards for Excellence) has provided districts with a “road map” in the development of their local curriculum and ultimately the achievement of the Standards for Excellence. However, the Competency Frameworks never made reference to evolution.

Question: What have teachers in New Mexico done in the past when it comes to teaching about evolution?
1. While the SBE and the SDE never made reference to the teaching of evolution in the Competency Frameworks or their predecessor - The Elementary Competency Guide For Grades 1-8, I believe most Science teachers in New Mexico have been teaching the principles and concepts that attempt to explain the observations and scientific data related to the topic of evolution.

Question: Why did the SBE exclude the word “evolution” from the Science Content Standard with Benchmarks?
1. The Science Content Standards with Benchmarks do not make specific reference to any scientific theories within the document.
2. The theory of evolution and numerous other scientific theories are supported by the principles and concepts that seek to explain observations and the scientific data that people have identified over time.
(Please refer to the attached matrix that identifies the specific content standards and benchmarks that directly support the teaching of Darwinian Evolution as known today.)

These answers provided clarification for those individuals I spoke with regarding the Science Content Standards with Benchmarks.

If you have any questions or comments, I can be reached at 827-6677.

Sincerely,

Larry J. Martinez
Science Consultant

Enclosure

xc: Albert Zamora
    Paula Sass Donnelly
    Toni Trujillo

"Quality New Mexico Schools: A Mission for All New Mexicans"