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Faculty Senate Meeting Minutes, 1920 - 2013

Faculty Senate

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9-24-2002

### Faculty Senate Meeting Minutes, 09/24/2002, p 150-203

UNM Faculty Senate

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AGENDA TOPICS	TYPE OF ITEM/PRESENTER(S)
1. Approval of Agenda	ACTION
2. Approval of Summarized Minutes	ACTION
3. Memorial Minute for Frank Hibben	ACTION Garth Bawden
4. Memorial Minute for Miguel Korzeniewicz	ACTION Beverly Burris
5. President's Report	INFORMATION F. Chris Garcia
6. Provost's Report	INFORMATION Brian Foster
7. Faculty Senate President's Report	INFORMATION Beverly Burris
<b>CONSENT AGENDA TOPICS</b>	
8. Summer 2002 Candidate List	ACTION Beverly Burris
9. Forms C and Form D from the Curricula Committee	ACTION Beverly Burris
<ul style="list-style-type: none"> <li>Revision of BBA, Anderson Schools of Management</li> <li>Revision of Major in Child Development &amp; Family Relations, Family Studies Program; Individual Family &amp; Community Education</li> <li>Revision of Minor in Child Development &amp; Family Relations, Family Studies Program; Individual Family &amp; Community Education</li> <li>Revision of BS &amp; Major in General Family Studies, Family Studies; Individual Family &amp; Community Education</li> <li>Revision of BS &amp; Minor in General Family Studies, Family Studies; Individual Family &amp; Community Education</li> <li>Revision of BS Ed &amp; Major in Elementary Education; Language, Literature &amp; Sociocultural Studies</li> <li>Revision of Major in Elementary Education (Pre-Professional); Language, Literacy &amp; Sociocultural Studies</li> <li>Revision of Major &amp; Minor in BA in Speech &amp; Hearing Sciences; Speech &amp; Hearing Sciences</li> <li>New Ph.D. in Nursing (FormD); College of Nursing</li> </ul>	
<b>DISCUSSION AGENDA TOPICS</b>	
10. Nominations for the Presidential Search Committee	ACTION Beverly Burris

Complete summarized minutes are available at <http://www.unm.edu/~facsen> (Click on "meeting minutes")

11. Faculty Senate Operations Committee Report regarding a presidential election (Action Approved) Please see summarized minutes for text of resolution.

12. Faculty Senate Operations Committee Report regarding a Faculty Representative (Action Approved) Please see summarized minutes for text of resolution.

13. Faculty Senate Investment Committee Report (Action Approved with one amendment) Please see summarized minutes for text of resolution.

14. The time the meeting was adjourned at 2:15 p.m.

Faculty Senate Meeting Agenda

Faculty Senate Meeting Agenda

DISCUSSION AGENDA TOPICS	ACTION
Nominations for the Presidential Search Committee	Beverly Burris
New Ph.D. in Nursing (FormD), College of Nursing	
Revision of Major & Minor in BA in Speech & Hearing Sciences, Speech & Hearing Sciences	
Revision of Major & Minor in BA in Speech & Hearing Sociocultural Studies	
Professional, Language, Literacy & Sociocultural Studies	
Revision of Major in Elementary Education (Pre-Professional), Language, Literacy & Sociocultural Studies	
Revision of BS Ed & Major in Elementary Education, Language, Literature & Sociocultural Studies	
Revision of BS & Minor in General Family Studies Education	
Family Studies, Individual Family & Community Education	
Revision of BS & Minor in General Family Studies Education	
Family Studies, Individual Family & Community Education	
Revision of BS & Major in General Family Studies Education	
Family Studies, Individual Family & Community Education	
Revision of BS & Major in Child Development & Family Relations, Family Studies Program	
Individual Family & Community Education	
Revision of Minor in Child Development & Family Relations, Family Studies Program	
Individual Family & Community Education	
Revision of BBA, Anderson Schools of Management	
Forms C and Form D from the Curricula Committee	Beverly Burris
Summer 2002 Candidate List	Beverly Burris
CONSENT AGENDA TOPICS	
Faculty Senate President's Report	Beverly Burris
Provost's Report	Brian Foster
President's Report	F. Chris Garcia
Memorial Minute for Beverly Burris	Beverly Burris
Memorial Minute for Gary Sawden	Gary Sawden
ACTION	
ACTION	
ACTION	
ACTION	
ACTION	
ACTION	
ACTION	
AGENDA TOPICS	
Approval of Agency	
Approval of Budget	
Memorial Minute for Beverly Burris	
Memorial Minute for Gary Sawden	
Approval of Agency	
Approval of Budget	
Memorial Minute for Beverly Burris	
Memorial Minute for Gary Sawden	
Approval of Agency	
Approval of Budget	
Memorial Minute for Beverly Burris	
Memorial Minute for Gary Sawden	
Approval of Agency	
Approval of Budget	
Memorial Minute for Beverly Burris	
Memorial Minute for Gary Sawden	

- 11. Resolution from the Senate Operations Committee Regarding a President Candidate Forum **ACTION** Beverly Burris
- 12. Resolution from the Senate Operations Committee Regarding a Faculty Regent **ACTION** Beverly Burris
- 13. Socially Responsible Investment Committee Resolution **ACTION** Tim Canova & Bazan Romero
- 14. New Business and Open Discussion
- 15. Adjournment

NOTES:

1. All faculty are invited to attend Faculty Senate meetings.
2. Full agenda packets are available to Senators at <http://www.unm.edu/~facsen/>
3. All information pertaining to the Faculty Senate can be found at <http://www.unm.edu/~facsen/>
4. Questions should be directed to the Office of the Secretary, Scholes 101, 277-4664

The University of New Mexico  
FACULTY SENATE  
2002-2003

\* new Senator  
\*\* reelected Senator

**ANDERSON SCHOOLS OF MANAGEMENT**

John Schatzberg ..... 2001-2003  
\*Avraham Shama ..... 2002-2004

**ARCHITECTURE & PLANNING**

\*\*Teresa Cordova ..... 2002-2004

**ARTS & SCIENCES**

\*Bopanna Ballachanda (Speech & Hearing Sciences) ... 2002-2004  
Lisa Broidy (Sociology) ..... 2001-2003  
\*\*Richard Cripps (Biology) ..... 2002-2004  
\*Judy Hendry (Communication & Journalism) ..... 2002-2004  
Barry Kues (Earth & Planetary Sciences) ..... 2001-2003  
Robert Leonard (Anthropology) ..... 2001-2003  
Byron Lindsey (ForLang&Lit) ..... 2002-2004  
Terry Loring (Mathematics) ..... 2001-2003  
\*Margo Milleret (Spanish & Portuguese) ..... 2002-2004  
\*Anita Obermeier (English) ..... 2002-2004  
Janet Patterson (Speech & Hearing Sciences) ..... 2001-2003  
Susan Rivera (Spanish & Portuguese) ..... 2001-2003  
Bazan Romero (American Studies) ..... 2001-2003  
\*Thomas Wadsworth (Sociology) ..... 2002-2004  
1 vacancy ..... 2001-2003  
1 vacancy ..... 2002-2004

**EDUCATION**

William Bramble (Technical Education Center) ..... 2001-2003  
\*Nancy Lough (Physical Education) ..... 2002-2004  
\*\*Virginia Shipman (Individual Family & Community Ed) .. 2002-2004  
Donald Zancanella (Lang Literacy & Sociocultural Studies) 2001-2003

**ENGINEERING**

\*Plamen Atanassov (Chemical & Nuclear Engineering) .. 2002-2004  
Koon Meng Chua (Civil Engineering) ..... 2001-2003  
Nader Ebrahimi (Mechanical Engineering) ..... 2001-2003  
\*Chris Smith (Electrical & Computer Engineering) ..... 2002-2004

**FINE ARTS**

Leslie Umphrey (Music) ..... 2001-2003  
1 vacancy ..... 2002-2004

**GALLUP**

Connie Casebolt ..... 2001-2003  
Bruce Fredericks ..... 2001-2003  
Paula Watt ..... 2001-2003

**GENERAL LIBRARY**

\*Sever Bordeianu ..... 2002-2004

**LAW**

Sherri Burr ..... 2001-2003

**LOS ALAMOS**

Kate Massengale ..... 2001-2003

**MEDICINE**

\*Laurence Cole (Obstetrics & Gynecology) ..... 2002-2004  
David Gonzales (Internal Medicine) ..... 2001-2003  
Scott Ness (Molecular Genetics & Microbiology) ..... 2001-2003  
\*Robert Orlando (Biochemistry & Molecular Biology) .... 2002-2004  
Sherry Rogers (Cell Biology & Physiology) ..... 2001-2003  
John Scariano (Pathology) ..... 2000-2003  
Robert Schenck (Orthopaedics) ..... 2001-2003  
\*Kerrie Seeger (Family & Community Medicine) ..... 2002-2004  
\*Carolyn Voss (Internal Medicine) ..... 2002-2004  
\*James Wallace (Neurosciences) ..... 2002-2004  
\*\*Sandra Whisler (Pediatrics) ..... 2002-2004  
\*Stuart Winter (Pediatrics) ..... 2002-2004  
\*\*Meggan Zsemlye (Obstetrics & Gynecology) ..... 2002-2004

5 vacancies ..... 2001-2003  
2 vacancies ..... 2002-2004

**NURSING**

\*Roberta Rehm ..... 2002-2004

**PHARMACY**

\*\*Gireesh Gupchup ..... 2002-2004

**UNIVERSITY COLLEGE**

Ed DeSantis ..... 2001-2003

**VALENCIA**

\*Toni Black ..... 2002-2004

**AT LARGE**

Steven Block (Music) ..... 2001-2003  
Beverly Burris (Sociology) ..... 2001-2003  
\*Gregory Cajete (Lang Literacy & Sociocultural Studies) .. 2002-2004  
\*Gregory Gleason (Political Sciences) ..... 2002-2004  
Harry Llull (General Library) ..... 2001-2003  
\*Richard Meyer (Lang Literacy & Sociocultural Studies) .. 2002-2004  
\*Stephen Preskill (Educ Leadership & Org Learning) .... 2002-2004  
1 vacancy

FACULTY SENATE

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# Faculty Senate Summarized Minutes

2002-2003 Faculty Senate

August 27, 2002

The Faculty Senate meeting for August 27, 2002, was called to order at 3:10 p.m., in the Kiva. Senate President Beverly Burris presided.

Senators present: Bopanna Ballachanda (Speech & Hearing Sciences), Steven Block (Music), Sever Bordeianu (General Library), William Bramble (Technical Education Center), Lisa Broidy (Sociology), Sherri Burr (Law), Beverly Burris (Sociology), Gregory Cajete (Language, Literacy & Sociocultural Studies), Connie Casebolt (Gallup), Koon Meng Chua (Civil Engineering), Laurence Cole (Obstetrics & Gynecology), Teresa Cordova (Architecture & Planning), Richard Cripps (Biology), Constance DeJong (Art & Art History), Ed DeSantis (University College), Nader Ebrahimi (Mechanical Engineering), Gregory Gleason (Political Science), David V. Gonzales (Internal Medicine), Gireesh Gupchup (Pharmacy), Barry Kues (Earth & Planetary Sciences), Robert Leonard (Anthropology), Harry Llull (General Library), Terry Loring (Mathematics), Nancy Lough (Physical Education), Kate Massengale (Los Alamos), Richard Meyer (Language, Literacy & Sociocultural Studies), Scott Ness (Molecular Genetics & Microbiology), Anita Obermeier (English), Robert Orlando (Biochemistry & Molecular Biology), Janet Patterson (Speech & Hearing Sciences), Stephen Preskill (Educational Leadership & Organizational Learning), Roberta Rehm (Nursing), Susan Rivera (Spanish & Portuguese), Sherry Rogers (Cell Biology & Physiology), Bazan Romero (American Studies), John Scariano (Pathology), Kerrie Seeger (Family & Community Medicine), Virginia Shipman (Individual Family & Community Education), Christopher Smith (Electrical & Computer Engineering), Tim Wadsworth (Sociology), Paula Watt (Gallup), Sandra Whisler (Pediatrics), Meggan Zsemlye (Obstetrics & Gynecology)

Senators absent: Toni Black (Valencia), Bruce Fredericks (Gallup), Lee Francis (Native American Studies), Judith Hendry (Communication & Journalism), Lourdes Irizarry (Internal Medicine), Robert Schenck (Orthopaedics), Avraham Shama (Anderson Schools of Management), Leslie Umphrey (Music), Carolyn Voss (Internal Medicine), Dora Wang (Psychiatry), Stuart Winter (Pediatrics)

Excused absences: Plamen Atanasov (Chemical & Nuclear Engineering), Margo Milleret (Spanish & Portuguese), John Schatzberg (Anderson Schools of Management), James Wallace (Neurosciences), Donald Zancanella (Language, Literacy & Sociocultural Studies)

Guests present: Sharon Warner (English); Darlene Lucero (Registrar's Office); Carol Brandt (Graduate Studies); Brad Hall (Communication & Journalism); Susan Deese-Roberts (CASTL); Peter White (University College); Richard Van Dongen (Education); Eli Duryea (Education); Mary Thomas (Occupational Therapy)

## 1. APPROVAL OF AGENDA

A motion and second was given for approval of the agenda. It was approved by unanimous voice vote of the Faculty Senate.

## 2. APPROVAL OF SUMMARIZED MINUTES FOR APRIL 23, 2002

Senator Harry Llull (General Library) asked that a note be added to the minutes prior to approval that indicates at the April 23, 2002 meeting he was nominated as a member of the Senate Operations Committee since there was not a seat as first thought for Vice President of the Senate Operations Committee. With that addition, the Faculty Senate approved the summarized minutes for April 23, 2002 by unanimous voice vote.

## 3. PRESIDENT'S REPORT

President F. Chris Garcia thanked the Faculty Senate for their support and encouragement for his presidency of UNM, at least temporarily. He added that UNM has never been in better condition as an institution as it is today. One major difficulty he noted was the continual financial situation

2002-2003 Faculty Senate

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Senators present: Barbara Ballachanda (Speech & Hearing Sciences), Steven Block (Music), Sever Gordon (General Library), William Brame (Technical Education Center), Lee Brady (Sociology), Sherm Butt (Law), Beverly Burns (Sociology), Gregory Cajete (Language, Literacy & Sociocultural Studies), Corrie Casanova (Civil Engineering), Lawrence Cole (Obstetrics & Gynecology), Teresa Cortova (Architecture & Planning), Richard Cripps (Biology), Constance DeJong (Art & Art History), Ed DeGanis (University College), Nader Ebrahimi (Mechanical Engineering), Gregory Gleason (Political Science), David V. Gonzales (Internal Medicine), Girish Gundup (Pharmacy), Barry Kues (Earth & Planetary Sciences), Robert Leonard (Anthropology), Harry Lull (General Library), Tony Long (Mathematics), Nancy Lough (Physical Education), Kate Massengale (Los Alamos), Richard Meyer (Language, Literacy & Sociocultural Studies), Scott Ness (Molecular Genetics & Microbiology), Anita Obermer (English), Robert Orando (Biochemistry & Molecular Biology), Janet Patterson (Speech & Hearing Sciences), Stephen Preskill (Educational Leadership & Organizational Learning), Robert Romo (American Studies), John Scharno (Pathology), Keith Soeger (Family & Community Medicine), Virginia Shipman (Individual Family & Community Education), Christopher Smith (Electrical & Computer Engineering), Tim Wadsworth (Sociology), Paula Watt (Gallup), Sandra Winters (Production), Margaret Zamiya (Obstetrics & Gynecology).

Senators absent: Toni Black (Vance), Bruce Fredricks (Gallup), Lee Frantz (Native American Studies), Judith Hendry (Communication & Journalism), Lourdes Inzary (Internal Medicine), Robert Schack (Orthopedics), Avram Shama (Anderson School of Management), Leslie Umphrey (Music), Carolyn Voss (Internal Medicine), Dora Wang (Psychiatry), Stueh Winter (Pediatrics).

Excused absences: Flamen Atanasov (Chemical & Nuclear Engineering), Margo Miller (Spanish & Portuguese), John Schatzberg (Anderson School of Management), James Wallace (Neuroscience), Donald Zancanella (Language, Literacy & Sociocultural Studies).

Guests present: Sharon Warner (English), Dahene Lucero (Registrar's Office), Carol Brandt (Graduate Studies), Brad Hall (Communication & Journalism), Susan Deese-Roberts (CAET), Peter White (University College), Richard Van Dongen (Education), Eli Druyes (Education), Mary Thomas (Occupational Therapy).

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3. PRESIDENT'S REPORT

President F. Chris Garcia thanked the Faculty Senate for their support and encouragement for his presidency of UNM. He added that UNM has never been in better condition as an institution as it is today. One major difficulty he noted was the continual financial situation

due to legislative decisions. President Garcia also noted that enrollment is up in all classes and that due to the present state of the funding formula that is beneficial for UNM. Major considerations that UNM must think about are: an emphasis on undergraduate education, particularly freshmen programs and graduate education and recruitment; addressing diversity issues which have begun with the hiring of Roberto Ibarra, Special Assistant to the President on Diversity; and, funding issues and focusing on fund-raising efforts. He said the funding formula continues to be worked on by the Provost's Office and others for presentation to the state legislature. In addition he mentioned that there are several new initiatives at the federal level for funding. UNM will likely have to be more involved in economic development in the state. Another focus that will be important is for increasing communication with on and off-campus entities and bringing component groups into university issues in general.

4. PROVOST'S REPORT

Provost Brian Foster reported that the Formula Task Force worked over the summer and made some progress towards having a revised formula for the legislature to review. He indicated that he would answer questions and be open to discuss this issue further at the Faculty Senate Retreat on September 6 at University House.

The Provost said there is only one search so far this year. It is for the Director of the Gallup campus. That search is just now getting underway. He added that there have been a summer retreat for Gallup to discuss issues relating to that campus. He reported that it was a big success and progress was made in identifying issues that need to be addressed. Another short branch campus retreat is coming up where issues will be discussed specifically related to branch campuses. The date, time and place will be announced on the allfac listserv. Several chairs will attend the retreat, as well as guests who will discuss the role in training community college faculty. He also added that Alicia Chavez was hired to be Director at the Taos campus.

Provost Foster announced that implementation of about 150 strategies from the Strategic Plan is progressing. Each strategy is being assigned to a member of the Planning Council. He noted that Faculty Senate President Beverly Burris has been involved in a data analysis project that will be useful in evaluating the success of student experience on campus.

5. MEMORIAL MINUTE FOR ESTELLE ZANNES

Professor Janice Schuetz (Communication & Journalism) read a memorial minute for Estelle Zannes and a minute of silence was taken in her memory. The minute was adopted by the Faculty Senate and will be presented to the family of the deceased.

6. MEMORIAL MINUTE FOR LOUIS OWENS

Professor Sharon Warner (English) read a memorial minute for Louis Owens and a moment of silence was taken in his memory. The minute was adopted by the Faculty Senate and will be presented to the family of the deceased.

7. FACULTY SENATE PRESIDENT'S REPORT

Faculty Senate President Burris reported that one of her main objectives as President will be to strengthen faculty governance. Several changes and additions to the normal functioning of the Senate can help this objective become successful. The Faculty Senate meetings will now begin at 3:00 pm in order that more business be conducted. Electronic communication will be used whenever possible to reduce paper and costs of copying. A consent agenda will be attempted so that noncontroversial items can be dealt with quickly and more important business addressed. These would be items such as approval of Forms C and committee assignments. Any item on the consent agenda can be moved to the discussion agenda if an item warrants discussion. Time limits for speakers will be initiated with the current meeting. Speakers are encouraged to limit their presentations to five minutes. President Burris noted that other avenues for presentation of information will be suggested for issues that are lengthy or detailed. Some of those avenues are web sites, the allfac listserv, appropriate committee presentations, and the use of handouts or overheads to quickly move through presentations in the allotted five minute time period if

presented at Faculty Senate meetings. Alternate representatives will be sought for senators who cannot attend Faculty Senate meetings in order that constituents are fairly and appropriately represented. In addition, a retreat for Faculty Senators and Faculty Senate Committee Chairs is scheduled for Friday, September 6 from 12:00-5 at University House. Response has been very good and a capacity crowd is expected to discuss issues and goals of the Senate and committees. Anyone wishing to be placed on a wait list in the event of cancellations should call the Office of the University Secretary at 277-4664.

President Burris called for volunteers to work on a committee for the proposed Faculty Club. Anyone interested should contact her as soon as possible.

The New Mexico President's Council is considering lobbying efforts with other four year institutions. The Council hopes to address faculty salaries and a proposal to create a faculty regent for each institution.

President Burris said this is an important year for the Faculty Senate with a presidential search and gubernatorial election imminent. She noted that the funding formula revision will present philosophical significance for all four year institutions and that faculty governance will be crucial in this context of change and uncertainty.

Roll was then called in order that President Burris get to know faces and names, as well as an attempt to get senators to stay and represent their constituents.

8. INTRODUCTION OF ROBERT IBARRA

Faculty Senate President Burris introduced Robert Ibarra, Special Assistant to the President on Diversity. Mr. Ibarra said he is not a diversity officer and is in the process of defining his role at UNM. He considers the idea of the position to be beyond affirmative action and likes the fact that he will be working not only with the President, but the Provost as well.

Senator Sherri Burr (Law) asked Mr. Ibarra to define diversity and asked what his job really is going to be. He said that his job is to rally resources on campus to involve people in the entire process.

9. APPROVAL OF FORMS C FROM THE CURRICULA COMMITTEE  
The following Forms C were approved by unanimous voice vote of the Faculty Senate:

- New Concentration MSN, Clinical Nurse Specialist, College of Nursing
- Revision of International Management Concentration in BBA, Anderson Schools of Management
- Revision of BFA, Art & Art History
- Revision of BA in Fine Arts, Art & Art History
- Revision of MA in Communication, Communication
- New Major in Optoelectronics in MS & PhD in Electrical & Computer Engineering, Electrical & Computer Engineering
- Revision of AS in Health/Fitness Education, Valencia
- Revision of AA in Education, Valencia
- Revision of AA in Education, Valencia
- Revision of AS in Computer Science, Valencia
- Revision of AS in Criminal Justice, Valencia
- Revision of BA Major in Classics, Foreign Languages & Literatures
- Revision of Masters in Occupational Therapy, Occupational Therapy Program
- Revision of Major in Optical Sciences (major code 254), Physics & Astronomy

President Burris said that the funding formula is up for all classes and that the current state of the funding formula is not beneficial for UNM. Major changes are being made to the funding formula that will be beneficial for UNM. Major changes are being made to the funding formula that will be beneficial for UNM. Major changes are being made to the funding formula that will be beneficial for UNM.

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Provost Foster announced that implementation of about 150 strategies from the Strategic Plan is progressing. Each strategy is being assigned to a member of the Planning Council. He noted that Faculty Senate President Beverly Burns has been involved in a data analysis project that will be useful in evaluating the success of student experience on campus.

MEMORIAL MINUTE FOR ESTELLE JANNES

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10. APPROVAL OF COMMITTEE ASSIGNMENTS  
The following committee assignments were approved by unanimous voice vote of the Faculty Senate:

Campus Planning  
Glenda Balas, Communication & Journalism, Term ends 2004  
William Fleming, Architecture & Planning, Term ends 2003

Curricula  
Floyd Kezele, Gallup, Term ends 2004  
Peter B. Ives, General Library\_Parish, Term ends 2004  
Barbara Overman, Nursing, Term ends 2004

Faculty & Staff Benefits  
Val Anzalone (US\_UNM), Term ends 2004  
Manuel Bigley (CWA), Term ends 2004  
Donald Burtz (Staff Council), Term ends 2004  
Glen Effertz (Staff Council, Term ends 2004  
Joel Lorimer (CWA), Term ends 2004  
Harry Norton (US\_UNM), Term ends 2004  
Beth Silbergleit (Staff Council), Term ends 2004  
Nicholas J. Spezza II, Term ends 2004

Graduate  
Mary Ellen Hanson, General Library, Term ends 2004  
Laurie Hudson, Biomedical Sciences, Term ends 2003  
Jim Jacob, Art & Art History, Term ends 2004  
Stephen Preskill, Educational Leadership & Organizational Learning, Term ends 2004  
Christine Sierra, Political Science, Term ends 2004  
Howard Snell, Biology, Term ends 2004

Research Allocations  
Christine Sauer, Economics, Term ends 2003

Scholarships, Prizes & Loans  
Eddie Dry (ASM), Term ends 2004  
Diane Rawls (Univ Honors), Term ends 2004

Undergraduate  
Linda K. Lewis, General Library, Term ends 2004

University Press  
Virginia Scharff, History, Term ends 2003

11. APPROVAL OF ADDITIONAL UNION MEMBERS TO FACULTY & STAFF BENEFITS COMMITTEE & BYLAW REVISIONS

Faculty Senate President Burris explained that during the summer two union members were temporarily placed on the Faculty & Staff Benefits Committee to make the representation of unions equal until the issue could be brought to the Faculty Senate for discussion and approval. Extensive discussion about why the unions should have more representation and why they should make up a fairly substantial part of the committee ensued. A motion and second was made to approve the placements temporarily until a better solution to the problem could be found. A call for quorum was requested and a quorum was present. A vote was taken and



approximately 75 percent of senators present defeated the motion. The Senate Operations Committee will discuss this issue further at their next meeting.

Bylaw revisions were presented by President Burris. She explained that the intent of items 5 and 6 is to insure participation of senators and make sure that representation, whether by the elected or appointed senator or by an alternate, be adequate for their constituency. After discussion of the issue and points being made by north campus senators who have commitments to clinic patients and often miss meetings, a suggestion was made by Senator Terry Loring (Math) to end item 5, second sentence after the words "declare the seat vacant." The remaining issue of replacement from that sentence would be addressed case by case because some schools/colleges appoint their senators and some elect their senators. A motion was made and seconded to approve the changes in bylaws with the suggestion of Senator Loring. Approval was won by unanimous voice vote of the Senate. Using the revised bylaws of March 27, 2001, the approved text changes from the current meeting read as follows:

I.A.1.(d) The Senate shall elect the following officers and representatives annually. The Operations Committee will always include six faculty members, so that if President and the President-Elect are the same person (i.e., when the President-Elect runs for a second term and is elected), or if the Past President and President are the same person (i.e., during the second term of a two-year term as President), then four members of the Operations Committee shall be elected.

I.A.3.(a) The election of the President-elect and Operations Committee members shall be conducted annually at a special meeting of the incoming Senate held at the close of the spring term of the preceding academic year. Alternatively, at the discretion of the President, this election may be conducted electronically.

I.A.3.(d) Nominations and self-nominations for President, President-Elect, and Operations Committee may be made by incoming senators at a regular Senate meeting or electronically to the University Secretary's office, which will verify the senator's willingness to serve.

I.A.3.(e) The three additional elected members of the Operations Committee shall be from different schools or colleges. If four members are elected, then at least three colleges should be represented.

II.B.1 Given the importance of insuring active participation of all Senators and representation of all parts of the university, Senators who are unable to attend a Senate meeting should select an alternate faculty member (with voting rights, from the unit the Senator represents) to attend the meeting, vote on any action items, and report on the meeting to the Senator's constituency. If a Senator misses two Senate meetings in a given semester, and is not represented by a designated alternate, the President shall consult with the Senator concerning attendance and may, after consultation with the Operations Committee, declare the seat vacant.

II.B.2 If a Committee member of any Faculty Senate Committee misses two meetings in a given semester, the Chair of the Committee should consult with that person and may recommend to the Operations Committee that the seat be declared vacant and the person replaced.

II.C.2 The Senate shall normally meet the fourth Tuesday of every month at 3:00 p.m. in the Kiva Auditorium. Additional meetings may be scheduled by the Operations Committee as needed.

III.B For committees not presently listed in the Faculty Handbook the composition will normally be as follows:

A call for quorum was requested and a quorum was present. A vote was taken and made to approve the placement temporarily until a better solution to the problem could be found. Extensive discussion about why the union should have more representation and why they should make up a fairly substantial part of the committee ensued. A motion and second was temporarily placed on the Faculty & Staff Benefits Committee to make the representation of unions equal until the issue could be brought to the Faculty Senate for discussion and approval. Faculty Senate President Burris explained that during the summer two union members were

APPROVAL OF ADDITIONAL UNION MEMBERS TO FACULTY & STAFF BENEFITS COMMITTEE & BYLAW REVISIONS

- Virginia Schaff, History, Term ends 2003
- University Press
- Linda K. Lewis, General Library, Term ends 2004
- Undergraduate
- Diane Rawls (Univ Honor), Term ends 2004
- Eddie Dey (ASM), Term ends 2004
- Scholarship, Prizes & Loans
- Christine Sauer, Economics, Term ends 2003
- Research Allocations
- Howard Sneli, Biology, Term ends 2004
- Christine Sauer, Political Science, Term ends 2004
- Stephen Preskitt, Educational Leadership & Organizational Learning, Term ends 2004
- Jim Jacob, Art & Art History, Term ends 2004
- Laura Hudson, Biomedical Sciences, Term ends 2003
- Mary Ellen Hanson, General Library, Term ends 2004
- Graduate
- Nicholas J. Spezza II, Term ends 2004
- Beth Silbergliet (Staff Council), Term ends 2004
- Harry Holton (US UNM), Term ends 2004
- Joel Lommer (CWA), Term ends 2004
- Glen Effertz (Staff Council), Term ends 2004
- Donald Burge (Staff Council), Term ends 2004
- Laurel Bigley (CWA), Term ends 2004
- Val Arzalone (US UNM), Term ends 2004
- Faculty & Staff Benefits
- Barbara Overman, Nursing, Term ends 2004
- Robert B. Ivers, General Library, Term ends 2004
- Floyd Kezler, Gallup, Term ends 2004
- Campus
- William Fleming, Architecture & Planning, Term ends 2003
- Grants Basis, Communication & Journalism, Term ends 2004
- Campus Planning

The following committee assignments were approved by unanimous voice vote of the Faculty

Respectfully submitted,

*Donna Hoff*

Donna Hoff  
Administrative Assistant III  
Office of the Secretary

*Vivian Valencia*

Vivian Valencia  
University Secretary

approved text changes from the current meeting read as follows:  
won by unanimous vote of the Senate. Using the revised bylaws of March 27, 2007, the  
seconded to approve the changes in bylaws with the suggestion of Senator Long. Approval was  
school/colleagues appoint their senators and some elect their senators. A motion was made and  
replacement from that sentence would be addressed case by case because some  
item 5, second sentence after the words "declare the seat vacant." The remaining issue of  
parties and other miss meetings, a suggestion was made by Senator Terry Long (Miss) to end  
the issue and points being made by both campus senators who have commitments to clinic  
or appoint senator or by an alternate, be adequate for their constituency. After discussion of  
6 is to insure participation of senators and make sure that representation, whether by the elected  
Bylaw revision were presented by President Burns. She explained that the intent of items 5 and  
appx. 10 state that absent of senators present deleted the motion. The Senate Operations  
Committee will discuss this issue further at their next meeting.

I.A.1.(b) The Senate shall elect the following officers and representatives annually. The  
Operations Committee will always include six faculty members, so that if President and the President-  
Elect are the same person (i.e., when the President-Elect runs for a second term and is elected, or if the  
Past President and President are the same person (i.e., during the second term of a two-year term as  
President), then four members of the Operations Committee shall be elected.

I.A.3.(a) The election of the President-elect and Operations Committee members shall be  
conducted annually at a special meeting of the incoming Senate held at the close of the spring term of the  
preceding academic year. Alternatively, at the discretion of the President, the election may be conducted  
electronically.

I.A.3.(b) Nominations and self-nominations for President, President-Elect, and Operations  
Committee may be made by incoming senators at a regular Senate meeting or electronically to the  
University Secretary's office, which will verify the senator's willingness to serve.

I.A.3.(c) The three additional elected members of the Operations Committee shall be from  
different schools or colleges. If four members are elected, then at least three colleges should be  
represented.

II.B.1 Given the importance of insuring active participation of all Senators and representation of all  
parts of the university, Senators who are unable to attend a Senate meeting should select an alternate  
faculty member (with voting rights, from the unit the Senator represents) to attend the meeting, vote on  
any action items, and report on the meeting to the Senator's constituency. If a Senator misses two Senate  
meetings in a given semester, and is not represented by a designated alternate, the President shall  
consult with the Senator concerning attendance and may, after consultation with the Operations  
Committee, declare the seat vacant.

II.B.2 If a Committee member of any Faculty Senate Committee misses two meetings in a given  
semester, the Chair of the Committee should consult with that person and may recommend to the  
Operations Committee that the seat be declared vacant and the person replaced.

II.C.2 The Senate shall normally meet the fourth Tuesday of every month at 3:00 p.m. in the Kiva  
Auditorium. Additional meetings may be scheduled by the Operations Committee as needed.

III.B For committees not presently listed in the Faculty Handbook the composition will normally be  
as follows:

MEMORIAL MINUTE FOR FRANK CUMMINGS HIBBEN

Frank Cummings Hibben, archaeologist, zoologist and philanthropist, founding director of the Maxwell Museum of Anthropology and Professor Emeritus at the University of New Mexico, died peacefully in his sleep on Tuesday June 11<sup>th</sup> 2002 at his Albuquerque home. Born on December 5<sup>th</sup> 1910 in Lakewood Ohio, he graduated from Princeton University in 1933. That same year he traveled to New Mexico on behalf of the Cleveland Museum of Natural History, and remained to study zoology at the University of New Mexico, serving as a teaching instructor and receiving the master's degree in 1936. He earned the PhD degree in archaeology at Harvard University in 1937, subsequently returning to New Mexico to resume an academic career that was further interrupted by active service in WWII. He was promoted to full professor in 1952. While a masters student in the early 1930's Hibben was designated to organize the university's growing archaeological collections. His efforts first initiated the UNM Anthropology Museum and later funded construction of the renamed Maxwell Museum of Anthropology. He headed the museum, first as curator later as first director, throughout the period from the mid-30's until retirement in 1971, establishing the institution as an important center of anthropological research.

Hibben was active in archaeological fieldwork throughout his career. He directed the UNM field schools at Chaco Canyon for several years before WWII, excavated the well-known Sandia Cave from 1937 to 1941 and subsequently conducted a series of important projects throughout central and northern New Mexico, including the Gallina Survey, Lucy Cave, the Humming Bird Site, and Pottery Mound. Although best known for his Southwestern work, his broad interests led to active involvement in international archaeological collaborations and participation in several field seasons with the Leakey's in Kenya. He was dedicated to teaching and his renowned general archaeology courses were always fully enrolled and are enthusiastically remembered by his many students.

Frank Hibben was deeply dedicated to public education and service. He regularly involved community volunteers in his fieldwork, was renowned as a public lecturer, and starred in his own radio series. This public educational commitment continued throughout his life with regular teaching through the UNM Continuing Education Program. His enduring interest in wildlife attracted him to public office and animal conservation. He served as chairman of the Albuquerque Zoological Board, (1960-1970) director of the Albuquerque Zoo (1977) and Chairman of the New Mexico State Game and Fish Commission (1961-1971).

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FRANK HIBBEN

Frank Hibben was deeply dedicated to public education and service. He frequently traveled to public schools in his fieldwork, was renowned as a public lecturer and played in his own and other community volunteers in his fieldwork. His enduring interest in public education continued throughout his life with regular teaching through the UNM Continuing Education Program. He served as chairman of the Albuquerque Zoological Board (1980-1987) director of the conservation. He served as chairman of the Albuquerque State Game and Fish Commission (1987-1991) and Chairman of the New Mexico State Game and Fish Commission (1987-1991).

This public educational commitment continued throughout his life with regular teaching through the UNM Continuing Education Program. He served as chairman of the Albuquerque Zoological Board (1980-1987) director of the conservation. He served as chairman of the Albuquerque State Game and Fish Commission (1987-1991) and Chairman of the New Mexico State Game and Fish Commission (1987-1991).

Frank Hibben was deeply dedicated to public education and service. He frequently traveled to public schools in his fieldwork, was renowned as a public lecturer and played in his own and other community volunteers in his fieldwork. His enduring interest in public education continued throughout his life with regular teaching through the UNM Continuing Education Program. He served as chairman of the Albuquerque Zoological Board (1980-1987) director of the conservation. He served as chairman of the Albuquerque State Game and Fish Commission (1987-1991) and Chairman of the New Mexico State Game and Fish Commission (1987-1991).

In later years, Hibben expanded his philanthropic activity, creating several educational endowments in the Maxwell Museum of Anthropology and recently establishing his Center for Archaeological Research. This complex will be devoted to research and graduate student education, will house his collections, and will be the home of the Hibben Trust, the foundation that he created to promote education at UNM.

Frank Hibben's books reflect his broad scholarly and public interests. They include *The Lost Americans* (1946), *Treasure in the Dust* (1951), *Prehistoric Man in Europe* (1958), *Digging up America* (1960), *Kiva Art of the Anasazi* (1975) and *Under the African Sun* (1999). He was predeceased by his first wife Eleanor and their son Patrick and is survived by his wife Marilyn and his step-children.

Moreover, he maintained many friendships and had an open door to his home. He was a generous host and a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home.

Miguel received tenure and promotion in 1971 at UNM. He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home.

He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home.

In conclusion, it is a pleasure to have had the opportunity to work with Frank Hibben. He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home.

He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home.

Maybe that is the best moment to take leave. He was a frequent visitor to his home. He was a frequent visitor to his home. He was a frequent visitor to his home.

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MEMORIAL MINUTE FOR MIGUEL KORZENIEWICZ

Miguel Korzeniewicz 1958-2002

The Sociology Department lost one of its most beloved faculty members on August 21, 2002 when Miguel Korzeniewicz died peacefully in his sleep at the age of 44.

He was born in Buenos Aires, Argentina on May 5, 1958, and came to the United States to live in 1975. He received a B.A. from the University of California at Santa Cruz and a Ph.D. from Duke University. He came to UNM as an assistant professor in 1990.

Tragedy struck Miguel on August 19, 1992 when he was involved in a rollover automobile accident that severed his spinal cord at the neck and left him completely paralyzed from the neck down.

Miguel was consistently courageous and inspiring as he struggled to cope with quadriplegia. He continued to conduct research, publish articles, and teach in the areas of globalization and comparative economic organizations. Throughout his life he was committed to furthering the cause of social justice in the world. He was a very fine teacher and a well-respected sociologist: full of promise, not all of it realized.

Moreover, he maintained many friendships and had an active social life. His round-the-clock attendants frequently became his friends; when Miguel relocated to Santa Cruz three years ago, one of his attendants moved from Albuquerque to Santa Cruz to continue working with him.

Miguel received tenure and promotion to Associate Professor at UN M in 1998, and spoke of this as one of the most rewarding accomplishments of his life.

Quadriplegics such as Miguel experience a gradual diminishing of their respiratory function. A few years ago, when we were having lunch, Miguel told me that he had made the decision not to go on a respirator when he could no longer breathe without one. Not understanding at first, thinking that perhaps there was some other medical alternative, I asked him, "What will you do then?" "Go to heaven," he replied.

In conclusion I would like to read part of the written statement that Miguel left for his family and friends, to be read after his death:

"I think a lot about the fears, anguish, pain and sadness that I can cause the people who love me. Some time after my departure, the realization may come that I am where I want to be, that I left as I wanted to go. This realization may bring us peace and even a little happiness.

Maybe that is the best moment to take leave—to retire at the highest point of my pursuits, and without having to feel that I am stretching my existence laboriously, waiting for the moment when the grim reaper comes searching for me, instead of my going out to meet him. I do not have the smallest worry or fear of the very moment of death. Perhaps this is a bit morbid, but I even have a small element of curiosity about what there is on the other side, if anything is there. I believe there will be a wave of sadness and nostalgia caused by my absence. I know that you will miss me, and I will miss you.

But the absence, I believe, does not deny the existence of the being. Memories remain, and so does a presence, even if not physical. Maybe it was destiny that I leave a bit earlier. I feel that in this step I only leave this body that destiny ruined.

One of you told me about the universal myth of he to whom destiny brings a trip to unknown places, to see that part of existence very few people know, to explore a strange world and later, later to return to tell about and share that extraordinary experience. As of August 1992 we all found ourselves in an unexpected and strange world, one which somehow made me, together with you, live a deeper life. I feel that I am now taking the next step, beginning the next chapter of this adventure."

Application Form header and checkboxes for Graduate Degree Program and Master Degree Program.

Table with columns for degree type, major, minor, concentration, certificate, emphasis, and department. Includes a 'Department' row with a dropdown menu.

Text regarding the exact title and requirements as they should appear in the catalog, with instructions on how to indicate changes.

Section for 'Review of Anderson Schools of Management' approved by the Faculty, with a signature line.

Section for 'Library Impact Statement' and 'GIRT Impact Statement' with checkboxes for various impact categories.

Signature lines for Department Chairperson, Dean of Library Services, GIRT, College Curriculum Committee, College or School Faculty, College or School Dean/Director, PG Graduate Committee, and PG Curricula Committee.

MINUTE FOR MIGUEL KORSEWICZ

He was born in Algiers on May 6, 1938, and came to the United States to live in 1971. He received a B.A. from the University of California, Santa Cruz and a Ph.D. from the University of California, Irvine as an assistant professor in 1980.

Tragedy struck him on August 10, 1992 when he was involved in a motor vehicle accident that saw his spinal cord at the neck and left him completely paralyzed from the neck down.

Miguel was extraordinarily courageous and fearless in his approach to deal with disability. He continued to conduct research, publish articles, and teach in the area of education and comparative economic organizations. Throughout his life he was committed to furthering the cause of social justice in the world. He was a very fine teacher and a well-respected colleague full of promise, not all of it realized.

Moreover, he maintained many friendships and had an active social life. His round-the-clock students frequently became his friends. When Miguel relocated to Santa Cruz in 1980, one of his students moved from Albuquerque to Santa Cruz to continue working with him.

Miguel received tenure and promotion to Associate Professor at UC in 1988, and served as one of the most rewarding accomplishments of his life.

Qualitatively such as Miguel's experience a great deal of their respiratory health. A few years ago, when we were having lunch, Miguel told me that he had made his decision not to go on a respirator when he could no longer breathe without one. He was understanding at first and first perhaps there was some other medical alternative. I asked him, "What will you do if 'Go to heaven', he replied.

In conclusion I would like to read part of the written statement that Miguel left for his family and friends, to be read after his death.

"I think a lot about the fears, English, pain and sadness that I can cause the people who live me. Some time after my departure, the realization may come that I am going to be there as I wanted to go. This realization may bring me peace and even a little respect.

Maybe that is the best moment to take leave—to leave at the highest point of my existence, and without having to feel that I am stretching my existence too long. I do not have the firm resolve comes searching for me, tired of my going out to meet him. I do not have the smallest worry or fear of the very moment of death. Perhaps this is a bit morbid, but I have a small element of curiosity about what there is on the other side. If anything is there, I believe there will be a wave of sadness and nostalgia caused by my absence. I know that you will miss me and I will miss you.

But the absence, I believe, does not deny the existence of the being. My hopes remain, and so does a presence, even if not physical. Maybe it was destiny that I have a doctor. I feel that in this step I only leave this body that destiny wanted.

DEGREE/PROGRAM CHANGE FORM C

Date: May 16, 2002

Dennis Togo
(Name of individual initiating curricular change form)
Associate Professor
ASM Curriculum & Programs Chair
(Title, position, telephone number) 277-6471

ASM/BBA Core Course Curriculum
(Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost for Academic Affairs

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

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

Mark appropriate Program:

Undergraduate Degree Program [x]

Graduate Degree Program [ ]
(For existing degree only)

This form is for Bachelor of Business Administration
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 78

Mark appropriate category

Table with columns: Degree Type, NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree (BBA), Major, Minor, Concentration, Certificate, Emphasis, Department.

\*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.

Please see attached sheets (2 pages)

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

Revision of Anderson Schools of Management undergraduate requirements approved by the Faculty of Anderson Schools of Mgt.

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

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

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

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

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

Effective Date of Proposed Change: Fall 2003
Semester Year

Table for Required Signatures with rows for Department Chairperson, Dean of Library Services, CIRT, College Curriculum Committee, College or School Faculty, College or School Dean/Director of Instruction, FS Graduate Committee, FS Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate. Includes dates and signatures.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

FROM THE CURRENT 2001-2003 CATALOG, PAGE 78: (THIS DOCUMENT IS 2 PAGES)

“Admission Requirements”

“Required Pre-admission Course Work”

(A) Writing and Speaking: Engl 101 and 102 and 3 additional credits [from The University of New Mexico core curriculum course list.] **Change bracketed text to read:**  
selected from either ENGL 219-Technical Writing or ENGL 220-Expository Writing.

(J) [Computer Science 150 (Computing for Business Students) or the equivalent].  
**Change bracketed text to read:**  
Students must pass a computer skills competency test administered by the Anderson Schools of Management. This competency test may be waived by completing CS 150-Computing for Business Students

Pre-admission total: [55] changed bracketed text to read, 52

This change results in removal of 3 preadmission credit hours for Anderson Schools of Management from the current 55 hours to 52 hours.

“Graduation Requirements”

4. Completion of the following course requirements:

Preadmission course work [55]  
**Bracketed text should read:**  
52

Anderson Schools Core\* [33]  
**Bracketed text should read:**  
30

Upper-Division Humanities 3

Concentration and other electives [37]  
**Bracketed text should read:**  
31

**NEW ADDITIONAL TEXT:**  
*Free electives outside of ASM* 12

**Total Degree requirements** 128



"Upper-Division Management Courses"

(A) Management Core: All students must complete a group of professional management courses. Students must achieve a "C-" or better in all core classes.

Anderson Schools core courses are the following:

Mgt. 300	Operations Management	3
Mgt. 301	Computer Based Information Systems	3
Mgt. 303	Managerial Accounting	3
<b>Mgt. 306</b>	<b><u>DELETE FROM BBA CORE COURSE REQUIREMENTS</u></b>	
Mgt. 307	[Organizational Innovation] renamed <b><u>Organizational Change and Innovation</u></b>	3
Mgt. 308	[Ethical, Political, and Social Environment of Business] renamed <b><u>Ethical, Political, and Social Environment</u></b>	3
<b>Mgt. 309</b>	<b><u>DELETE FROM BBA CORE COURSE REQUIREMENTS</u></b>	
Mgt. 310	[Legal Environment of Management] renamed <b><u>Legal Issues for Managers</u></b>	3

*Form A submitted*

*Form A submitted*

*Form A submitted*

\*Students concentrating in Accounting, International Management, and/or Travel and Tourism Management must take MGT 310.

Mgt. 322	Marketing Management	3
Mgt. 326	Financial management	3
Mgt. 328	International Management	3
Mgt. 498	Strategic management	3

Total Anderson Schools Core\*\* [33]  
Change to 30

\*\*The upper division Core requirements are subject to change. Students are responsible for meeting Core requirements in effect at the time of their admission to the Schools.

(B) Upper-Division Humanities: an additional three (3) credit hours at the 300 or higher level from: American Studies, Classics, Comparative Literature and Cultural Studies, English, History, Philosophy or Religious Studies.

(C) Management Concentrations and Electives: Students must complete requirements for a management concentration with additional free electives such that the concentration and free electives total [37] (change bracketed text to read 31) 31 credit hours. Students are encouraged to complete a Minor degree outside of the Anderson Schools. This can be accomplished by combining pre-admission core, upper-division requirements and free electives.

DEGREE/PROGRAM CHANGE FORM C

Date: 1/29/02

Virginia Shipman 7-4063 (Name of individual initiating curricular change form)

Program Coordinator (Title, position, telephone number)

Family Studies Program/IF&CE (Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost for Academic Affairs

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

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

Mark appropriate Program:

- Undergraduate Degree Program [X]
Graduate Degree Program (For existing degree only) [ ]

This form is for Child Development & Family Relations Hum Dev. & Fam. Rel. (new) (existing) This program is or would be located in current undergraduate/graduate catalog on page(s) 297-298

Mark appropriate category

Table with columns: Degree Type, NEW, REVISION OF, DELETION, NAME CHANGE. Rows include BS, Major, Minor, Concentration, Certificate, Emphasis, Department.

\*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.

(Human) Development & Family Relations.

See attached

Reason(s) for Request (attach additional sheets if necessary). The reason for each request can be found in the attached materials. In addition to reasons stated therein; FS has applied for national certification of its undergraduate and master's degree programs to the NCFR. These changes meet certification requirements.

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 [X]

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

Effective Date of Proposed Change: Fall 02

Table for Required Signatures with rows for Department Chairperson, Dean of Library Services, CIRT, College Curriculum Committee, College or School Faculty, College or School Dean/Director of Instruction, FS Graduate Committee, FS Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

Child Development & Family Relations current degree requirements

Family Studies Core (15)

FS 281	Introduction to Family Studies	3
FS 213	Marriage & Family Relationships	3
FS 312	Parent/Child Interactions	3
FS 343	Family Management Theories	3
FS 481	Families and Public Policy	3

Required CDFR Courses (9)

FS 313	Contemporary Family Lifestyles	3
FS 310	Friends & Intimate Relationships	3
-or- FS 411	Marriage & Family Life Education	3
-or- FS 484	Ethnic Minority Families	3
FS 395	Field Experience I	1-6

Child Development and Family Relations (12) credits

FS 202	Infant Growth & Development	3
FS 207L	Infant Laboratory	1
FS 304	Growth and Development in Middle Childhood	3
FS 310	Friends and Intimate Relations	3
FS 313	Contemporary Family Lifestyles	3
FS 315	Adolescent Development in Family	3
FS 403/407L	Growth and Development of the Preschool Child/Preschool Child Laboratory	2/1-2
FS 411	Marriage and Family Life Education	3
FS 415	Aging & Family	3
FS 416	Adult Development in the Family	3
FS 484	Ethnic Minority Families	3

Family Resource Management (9) credits

FS 244	Consumer Decisions	3
FS 341	Ecological Aspects of Housing	3
FS 443	Application of Family Management Theories	3
FS 444	Family Finance	3

UNIT PROGRAMS IN LABORATORY

1. Unit of Study (Student to select)
2. Unit of Study (Student to select)
3. Unit of Study (Student to select)
4. Unit of Study (Student to select)
5. Unit of Study (Student to select)
6. Unit of Study (Student to select)
7. Unit of Study (Student to select)
8. Unit of Study (Student to select)
9. Unit of Study (Student to select)

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These changes must certify that the proposed changes to the WCR. These changes must certify that the proposed changes to the WCR. These changes must certify that the proposed changes to the WCR.

Name of student: \_\_\_\_\_

Name of advisor: \_\_\_\_\_

Date of Proposed Change: \_\_\_\_\_

Signature: \_\_\_\_\_

**Proposed Changes to [CDFR] HDFR Degree Requirements**

**Core Courses (21 credits)**

✓FS 281 Intro to Family Studies	3
✓FS 213 Marriage and Family Relations	3
✓FS 312 Parent/Child Interactions	3
✓FS 343 Family Management Theories	3
FS 395 Field Experience	3
✓FS 481 Families and Public Policies	3
✓FS 484 Ethnic Minority Families	3

**Required Family Relations courses: (9 credits)**

FS 310 Friends and Intimate Relations	3
FS 411 Family Life Education	3
FS 313 Contemporary Family Lifestyles	3

**Required Human Development courses: (12 credits)**

(Choose from the following courses) 12

✓FS 202 Infant Growth and Development	3
FS 207L (Lab) (Only taken with 202)	1
✓FS 304 Growth/Dev Mid Ch	3
✓FS 315 Adoles in Fam	3
✓FS 403 Growth/Dev Preschool Ch	3
✓FS 407L (Lab) (Only taken with 403)	1
✓FS 415 Aging in the Family	3
FS 416 Adult Development	3

**Required Family Resource Management courses: (3 credits)**

(Choose from the following courses)

✓FS 244 Consumer Decisions	3
✓FS 443 Application of Fam Mgt	3
✓FS 341 Ecological Aspects of Housing	3
✓FS 444 Family Finance	3

**TOTAL 45 hours**

### Summary of Proposed Changes

In preparation for the Graduate Unit Review of Family Studies in Spring 2001, faculty reviewed existing requirements for each undergraduate major and minor, as well as masters and doctoral degree programs. The following changes are being proposed as a result of that review:

- 1) Change the name of the major from Child Development and Family Relations to Human Development and Family Relations. Since we offer courses at each developmental stage of the family life cycle, beginning with Infant Growth & Development through Aging in the Family, the proposed name more accurately reflects the content of the major.
- 2) FS 395, Field Experience, from required course to core course (no substantial change)
- 3) Include FS 484 Ethnic Minority Families as a core course instead of an elective course. Faculty believe that all Family Studies majors should have this course to enhance their knowledge of diverse families, and this belief was reinforced by the external review team.
- 4) Separate the Family Relations courses from the Human Development courses, requiring a balance in each area. Under the existing groupings of requirements, students could theoretically take only 6 hours of human development and the remaining courses in Family Relations. The proposed change ensures that the degree is balanced between the two areas with 12 credits in Human Development and 12 credits in Family Relations (including core courses), which more accurately conforms to the name of the degree.
- 5) Reduce the number of additional credits in the Family Resource Management area from 9 to 3, for a total of 6, including core courses. This change will allow the degree to focus more heavily in the Human Development area. Students who desire a stronger background in Family Resource Management can choose the General Family Studies major.

Since no new courses are being proposed, there is no impact on the library, no impact on CIRT and no budgetary implications. Moreover, since the frequency of course offerings will remain the same there are no faculty load implications.

Propcour.fs/C:/ts

Chairperson

Dean of Library Services

CIRT

College Curriculum Committee

College or School Faculty

College or School Dean/Director

PA Graduate Committee

FS Curricula Committee

DEGREE/PROGRAM CHANGE FORM C

Date: 1/30/02

Virginia Shipman

(Name of individual initiating curricular change form) Program Coordinator 7-4063

(Title, position, telephone number)

Family Studies

(Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost for Academic Affairs

- 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

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Child (Human) Development & Family Relations

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

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>B.S.</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*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.

(Human) Development & Family Relations

See Attached for proposed changes

Reason(s) for Request (attach additional sheets if necessary).  
 The proposed name change more accurately reflects the content required.  
 The proposed requirements are more specific, assuring that students will have a minor that is more balanced between Human Development and Family Relations.  
 Numerous students from Arts & Sciences have requested this minor. CIRT impact or no new courses are being requested there is no library impact; CIRT impact or budgetary implications  
 Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) budgetary implications  
 CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) budgetary implications  
 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? Fall 2002 (attach statement)  
 Effective Date of Proposed Change: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Required Signatures:

Department Chairperson Christa B. [Signature] Date: 2/1/02

Dean of Library Services (If necessary) \_\_\_\_\_ Date: \_\_\_\_\_

CIRT (If necessary) \_\_\_\_\_ Date: \_\_\_\_\_

College Curriculum Committee (If necessary) Grace [Signature] Date: 3/5/02

College or School Faculty (If necessary) \_\_\_\_\_ Date: \_\_\_\_\_

College or School Dean/Director of Instruction [Signature] Date: 5/25/02

FS Graduate Committee (If applicable) \_\_\_\_\_ Date: \_\_\_\_\_

FS Curricula Committee [Signature] Date: 9/9/02

Assoc. Provost for Academic Affairs \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Senate \_\_\_\_\_ Date: \_\_\_\_\_

Received

Entered (Mainframe)

For Scheduling Office ONLY:  
Entered (Catalog)

Mailed

1. Department Chair	2. College Curriculum Committee	3. College or School Faculty	4. College or School Dean/Director	5. FS Graduate Committee	6. FS Curriculum Committee
7. Associate Provost for Academic Affairs	8. Associate Provost for Student Affairs	9. Faculty	10. Department Chair	11. Department Chair	12. Department Chair

Plan for courses to be added or deleted in next 12 months.  
 This form is for Child (Human) Development & Family Relations  
 The program is or would be located in Child (Human) Development & Family Relations  
 on page(s) 8-12

NAME CHANGE	CR. HOURS	REVISION OF	DATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

See Attached for proposed changes.  
 (Human) Development & Family Relations  
 and requirements as they should appear in the catalog. See current Catalog for format with the respective college.  
 Identify in brackets form with a letter change.  
 Additional sheets if necessary. Identify in brackets form with a letter change.

Date of Proposed Change: \_\_\_\_\_  
 Department Chairperson: \_\_\_\_\_  
 Dean of Faculty Services (if necessary): \_\_\_\_\_  
 CRT (if necessary): \_\_\_\_\_  
 College Curriculum Committee (if necessary): \_\_\_\_\_  
 College or School Faculty (if necessary): \_\_\_\_\_  
 College or School Dean/Director (if necessary): \_\_\_\_\_  
 FS Graduate Committee (if necessary): \_\_\_\_\_  
 FS Curriculum Committee (if necessary): \_\_\_\_\_

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### Existing Requirements

Minor in Child Development and Family Relations

Required:

- FS 213 Marriage & Family Relations 3
- FS 312 Parent/Child Interactions 3

An additional 15 hours with at least 9 hours numbered <sup>above</sup> 300 are to be selected with a program advisor. Grades of C or better are required in all Family Studies courses used to meet minor requirements. This minor has only been approved for College of Education students.

### Proposed Requirements

Minor in [Human] Development and Family Relations.

21 hours including FS 213 and FS 312 required. Select 9 hours in Human Development (FS 202/207L, 304, 315, 403/407L, 415, 416) and 6 hours in Family Relations (FS 310, 313, 411, 484).

This minor is available for majors in all departments with approval from major advisors.

See Attached for proposed changes.  
 (Human) Development & Family Relations  
 and requirements as they should appear in the catalog. See current Catalog for format with the respective college.  
 Identify in brackets form with a letter change.  
 Additional sheets if necessary. Identify in brackets form with a letter change.

Date of Proposed Change: \_\_\_\_\_  
 Department Chairperson: \_\_\_\_\_  
 Dean of Faculty Services (if necessary): \_\_\_\_\_  
 CRT (if necessary): \_\_\_\_\_  
 College Curriculum Committee (if necessary): \_\_\_\_\_  
 College or School Faculty (if necessary): \_\_\_\_\_  
 College or School Dean/Director (if necessary): \_\_\_\_\_  
 FS Graduate Committee (if necessary): \_\_\_\_\_  
 FS Curriculum Committee (if necessary): \_\_\_\_\_

existingreq.c/ts

**DEGREE/PROGRAM CHANGE  
FORM C**

Date: 2/25/02

Virginia Shipman  
(Name of individual initiating curricular change form)  
Professor, Program Coord.  
(Title, position, telephone number)  
Family Studies, IF&CE - COE  
(Department/Division/Program/Branch)

CIP CODE

Assigned by  
Associate Provost  
for Academic Affairs

**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.

This form is for Family Studies  
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog  
on page(s) 296-299 (298)

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

Mark appropriate category

General	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>B.S.</u> Type	<input type="checkbox"/> Undergraduate degree only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/> *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*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.

Catalog Copy Attached

Reason(s) for Request (attach additional sheets if necessary).  
See-Attached - Insert B Since no new courses are being requested and frequency of offerings remains the same, there is no library impact, CIRT impact or faculty load/budgetary implications.

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 X  
If yes, have you resolved these issues with department/branch involved? \_\_\_ (attach statement)  
Effective Date of Proposed Change: Spring Semester, 03 Year

Required Signatures:

Department Chairperson <u>Christina B. [Signature]</u>	Date: <u>2/26/02</u>
Dean of Library Services (if necessary) _____	Date: _____
CIRT (if necessary) _____	Date: _____
College Curriculum Committee (if necessary) <u>Georgia Kupper [Signature]</u>	Date: <u>4/30/02</u>
College or School Faculty (if necessary) _____	Date: _____
College or School Dean/Director of Instruction <u>[Signature]</u>	Date: <u>5/28/02</u>
FS Graduate Committee (if applicable) _____	Date: _____
FS Curricula Committee <u>[Signature]</u>	Date: <u>9/9/02</u>
Assoc. Provost for Academic Affairs _____	Date: _____
Faculty Senate _____	Date: _____

Received  
Entered (Mainframe)  
Entered (Catalog)  
Mailed  
For Scheduling Office ONLY:

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**Major: General Family Studies****Curriculum for Students Preparing for General Family Studies****General Education Requirements (46 hours)**

Engl 101	3
Engl 102	3
Writing and Speaking Core Curriculum courses (see below)	3
Psych 105	3
Soc 101 -or- Anth 130	3
Blol 121L, 122L or 123L	4
Physical or Natural Science (see below)	3/4
Econ 105	3
Stat 145	3
Nutr 120	3
Multicultural Elective	3
Humanities (see below)	6
Fine Arts (see below)	3
Second Language (see below)	3

Writing and Speaking: Engl 220; C & J 130; Phil 156; Physical and Natural Sciences: Anth 150 and 151L; Astr 101; Chem 111L, 121L or 131L, 122L or 132L; E&PS 101 and 105L, 201L; Env Sc 101; Geog 101 and 105L; Nat Sc 261L, 262L, 263L; Physcs 102-102L, 151-151L, 152-152L, 160-160L, 161-161L; Humanities: Am St 186, Clcs 107, 204, 205; Comp L 223, 224; Engl 150, 292, 293; Hist 101, 102, 161, 162, Phil 101, 201, 202; Relig 107; U Hon 121; 122; Fine Arts: Art HI 101, 201, 202; Dance 105; M A 210; Music 139, 140; Thea 122; Foreign Languages: M Lang 101; one course chosen from any of the lower-division non-English language offerings of the Departments of Linguistics, Spanish and Portuguese, and Foreign Languages and Literatures.

**Family Studies Core (16) credits**

FS 213	Marriage & Family Relationships	3
FS 281	Introduction to Family Studies	3
FS 312	Parent/Child Interactions	3
FS 343	Family Management Theories	3
FS 481	Families & Public Policy	3

**Child Development and Family Relations (6) credits**

FS 202	Infant Growth & Development	3
FS 207L	Infant Laboratory	1
FS 304	Growth & Development in Middle Childhood	3
FS 310	Friends and Intimate Relations	3
FS 313	Contemporary Family Lifestyles	3
FS 315	Adolescent Development in Family	3
FS 403/407L	Growth and Development of the Preschool Child/Preschool Child Laboratory	2/1-2
FS 411	Marriage and Family Life Education	3
FS 415	Aging and the Family	3
FS 416	Adult Development in the Family	3
FS 484	Ethnic Minority Families	3

**Family Resource Management (9) credits**

FS 443	Application of Family Management Theories	3
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**Plus 6 credits from the following:**

FS 244	Consumer Decisions	3
FS 341	Ecological Aspects of Housing	3
FS 444	Family Finance	3

**Additional FS courses to include:**

FS 395	Field Experience I	3
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Plus any 9 credits in Family Studies

**Suggested Minor (18-21)**

Suggested minors are: Anthropology, Economics, English, Communication and Journalism, Management, Psychc Sociology.

**Major: General Family Studies****Curriculum for Students Preparing For General Family Studies****General Education Requirement (46 hours)**

Eng 101	3
Eng 102	3
C & J 130	3
Psych 105	3
Soc 101 or Anthro 130	3
Bio 121L or 122L or 123L	4
Core: Physical or Natural Science	3
Econ 105	3
Stat 145	3
Nutr	3
Multicultural Elective	3
Core: Humanities (2 courses)	6
Core: Fine Arts	3
Core: Second Language	3

**Core:**

Physical or Natural Science: Anthro 150 and 151L; Astr 101; Chem 111L, 121L or 131L, 122L or 132L; E & PS 101 and 105L, 201L; Env Sc 101; Geog 101 and 105L; Nat SC 261L, 262L, 263L; Phys 102-102L, 151-151L, 152-152L, 160-160L, 161-161L.

Humanities: Am St 186, Cls 107, 204, 205; Comp L 223, 224; Engl 150, 292, 293; Hist 101, 102, 161, 162; Phil 101, 201, 202; Relig 107; U Hon 121, 122.

Fine Arts: Art Hist 101, 201, 202; Dance 105; M A 210; Music 139, 140; Thea 122.

Second Language: M Lang 101; one course chosen from any of the lower-division non-English language offerings from the Departments of Linguistics, Spanish and Portuguese, and Foreign Languages and Literatures.

**Family Studies Core (21 credits)**

FS 213	Marriage and Family Relationships	3
FS 281	Introduction to Family Studies	3
FS 312	Parent/Child Interactions	3
FS 343	Family Management Theories	3
FS 395	Field Experience	3
FS 484	Ethnic Minority Families	3
FS 481	Families and Public Policy	3

**Family Relations (6 credits)**

*FS 310	Friends and Intimate Relations	3
FS 313	Contemporary Lifestyles	3
FS 383	Familias de Nuevo Mexico	3
*FS 411	Family Life Education	3

**Family Resource Management (9 credits)**

FS 443	Application of FRM	3
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**And select 6 hours from the following:**

FS 244	Consumer Decisions	3
FS 341	Ecological Aspects of Housing	3
FS 444	Family Finance	3

**Human Development (6 credits)**

FS 202	Infant Growth and Development	3
FS 304	Growth/Development of Middle Childhood	3
FS 315	Adol Development in Families	3
FS 403	Preschool Child	3
FS 415	Aging and the Family	3
FS 416	Adult Development in the Family	3

**Additional Family Studies Courses (3 credits)**

\*Students wishing to qualify for Certified Family Life Educators must select these courses.

**Suggested Minor (18-21 credits)**

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

DEGREE/PROGRAM CHANGE FORM C

Date: 2/25/02

Virginia Shipman (Name of individual initiating curricular change form)

Program Coord. & Professor (Title, position, telephone number)

Family Studies, IF&CE - COE (Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost for Academic Affairs

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 MAY 20 2002

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

This form is for General Family Studies Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 296-299 (298)

Mark appropriate Program:

Undergraduate Degree Program [ ]

Graduate Degree Program (For existing degree only) [ ]

Mark appropriate category

General Family Studies

Table with columns: Degree Type, NEW: Undergraduate degree only, REVISION OF:, DELETION:, NAME CHANGE:.

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

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

Catalog copy attached.

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

See Attached - Insert A Since no new courses are being requested and frequency of offerings remains the same, there is no library impact, CIRT impact or faculty load/budgetary implications.

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 X

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

Effective Date of Proposed Change: Spring 03 Semester Year

Required Signatures table with rows for Department Chairperson, Dean of Library Services, CIRT, College Curriculum Committee, College or School Faculty, College or School Dean/Director of Instruction, FS Graduate Committee, FS Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

Insert A

The total hours (21) will remain the same. The Family Studies faculty believe that the inclusion of FS 484 Ethnic Minority Families as a core requirement for students not only provides them with a better understanding of New Mexico families, but communicates the importance of diversity. This requirement is consistent with proposed changes to the majors.

- UNIT PREPARED BY: [Name]
1. Chair of Library Services (if necessary)
  2. CIRT Chair or School Faculty (if necessary)
  3. College Curriculum Committee (if necessary)
  4. College or School Faculty (if necessary)
  5. College or School Faculty (if necessary)
  6. Faculty Services Coordinator
  7. Academic Advisor
  8. Assistant Director for Academic Affairs
  9. Faculty Senate

CIP CODE

This program is or will be located in current and/or proposed building on page(s) 294-304 (298)

The term is for 1 semester

\* Plan for curriculum process to take at least 15 months

NAME CHANGE	RELATION	REVISIONS	NEW
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and the end requirements as they should appear in the catalog. Do not omit the subject for which the request is being made. Identify in checked form what is being changed.

This copy attached.

Since no new courses are being requested and frequency of offerings remains the same, there is no library impact, CIRT impact or faculty load/potential implications.

Items of special concern and action required upon approval of this document. Items of special concern and action required upon approval of this document. Items of special concern and action required upon approval of this document.

Department Chairperson: \_\_\_\_\_

Chair of Library Services (if necessary): \_\_\_\_\_

CIRT Chairperson: \_\_\_\_\_

College Curriculum Committee (if necessary): \_\_\_\_\_

College or School Faculty (if necessary): \_\_\_\_\_

College or School Faculty (if necessary): \_\_\_\_\_

Faculty Services Coordinator: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_

Assistant Director for Academic Affairs: \_\_\_\_\_

Faculty Senate: \_\_\_\_\_

**Curriculum for General Family Studies Minor**

A minor in General Family Studies consists of a total of 21 hours, 9 of which are core courses for majors. These include FS 213 (3), FS 312 (3), and FS 343 (3). A minimum of an additional 12 hours distributed among the following areas is required:

1. Child Development/Family Relations (6-9), for example: FS 202, 313, 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 also a non-teaching minor. If the same course(s) are required in both the major and the minor, an equivalent number of approved hours shall be added to the total hour requirement.

**Curriculum for General Family Studies Minor**

A minor in General Family Studies consists of a total of 21 hours, 12 of which are core courses for majors. These courses are: FS 213 (3), FS 312 (3), FS 343 (3), and FS 484 (3). A minimum of 9 additional hours distributed among the following is required:

1. Human Development/Family Relations (3) for example, 202, 313, 411.
2. Family Resource Management (6) for example, 244, 341, 443.

Nine hours must be above 300. Grades of C or better are required in all Family Studies courses used to meet this requirement. This is a non-teaching minor. If the courses are required in both the major and the minor, an equivalent number of approved hours shall be added to the total hour requirement.

Department \_\_\_\_\_

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

WB19 requiring all elementary schools to have two three-credit hour courses in reading. This change brings the elementary education program into compliance.

Library Impact Statement: Name of Student controlled and signed up on impact statement. If necessary, library of \_\_\_\_\_

Faculty and Faculty Council Impact Statement (attach statement): \_\_\_\_\_

Do you have you reached these issues with department? Yes \_\_\_\_\_ No \_\_\_\_\_

Effective Date of Proposed Change: \_\_\_\_\_

Department Chairperson: *[Signature]* Date: *9/15/02*

Dir. of Library Services (if necessary): \_\_\_\_\_ Date: \_\_\_\_\_

CSIT (if necessary): \_\_\_\_\_ Date: \_\_\_\_\_

College Curriculum Committee (if necessary): *[Signature]* Date: *9/15/02*

College or School Faculty (if necessary): \_\_\_\_\_ Date: \_\_\_\_\_

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DEGREE/PROGRAM CHANGE  
FORM C

Date: 3/22/03

Richard J Meyer

(Name of individual initiating curricular change form)

Assoc Prof, 277-6376

(Title, position, telephone number)

LLSS

(Department/Division/Program/Branch)

CIP CODE

Assigned by  
Associate Provost  
for Academic Affairs

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

2002

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

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

This program is or would be located in current undergraduate/graduate catalog on page(s) 266-270;294-295

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BS ED</u> Type	<input type="checkbox"/> Undergraduate degree only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

See attached

Reason(s) for Request (attach additional sheets if necessary). The state legislature in 2001 passed HB39 requiring all elementary education majors to have two three-credit hour courses in reading. This change brings the elementary education program into compliance.

No impact on

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

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: Spr 2003

Required Signatures:

Department Chairperson Amittater Anne Madan

Dean of Library Services (if necessary) \_\_\_\_\_

CIRT (if necessary) \_\_\_\_\_

College Curriculum Committee (if necessary) Gavin Nepperlo

College or School Faculty (if necessary) \_\_\_\_\_

College or School Dean/Director of Instruction W. Z...

FS Graduate Committee (if applicable) \_\_\_\_\_

FS Curricula Committee [Signature]

Assoc. Provost for Academic Affairs \_\_\_\_\_

Faculty Senate \_\_\_\_\_

Date: 4/1/02

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: 4/30/02

Date: \_\_\_\_\_

Date: 5/25/02

Date: \_\_\_\_\_

Date: 9/9/02

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Received  
Entered (Mainframe)  
Entered (Catalog)  
Mailed

For Scheduling Office ONLY:

Present Catalog Text:  
(p. 295, 2001-2003 Catalog)

<b>Professional Education</b>	<b>32 Hours</b>
CIMTE 321L	3
CIMTE 331L	3
CIMTE 333L	3
CIMTE 353L	3
CIMTE 361L	3
CIMTE 400	12
CIMTE 443	3
Spc Ed 493	2

Proposed Changes Catalog Text [all changes in bracket form]

<b>Professional Education</b>	<b>[35] Hours</b>
CIMTE 321L ✓	3
[CIMTE/LLSS 330L]*	[3]
CIMTE 331L ✓	3
CIMTE 333L ✓	3
CIMTE 353L ✓	3
CIMTE 361L ✓	3
CIMTE 400 ✓	12
CIMTE 443 ✓	3
Spc Ed 493 ✓	2

\*NOTE: CIMTE courses will become LLSS prefixed upon final approval of Form C's in progress at present time. A Form A has been submitted to change CIMTE 442\* to CIMTE (LLSS) 330L.

Budgetary/Faculty Load Implications

This change will double the amount of reading courses students must take as preservice undergraduates in teacher preparation programs at UNM and its branch campuses. LLSS is in the process of hiring new reading faculty and may also continue to rely upon lecturers and part time faculty to fulfill the needs of teaching the new required course.

Branch Campuses

The branch campuses have been involved in conversations with main campus faculty about the legislatively mandated changes. Branch campuses are making similar decisions regarding hiring/staffing needs to address the mandate.

Course Title	Seq	Cr	Gr
Professional Educational Courses (12 hrs)			
ED 307 Human Growth & Development -AND-		3	
ED 310 Learning and Classroom -OR-		3	
ED 312 Developmental, Psychological and Social Issues in		6	
ED 313 Microcomputers in School for Elementary School		3	
ED 315 PLDC		3	
Professional Development Courses (29 Hrs):* These courses are required for all students in the field of Elementary Ed			
ED 311 Teaching Social Studies/Elem. School		3	
ED 312 L Reading I		3	
ED 313 Teaching Reading/Elem. School		3	
ED 314 Teaching Oral & Written Language/Elem. School		3	
ED 315 Teaching Science/Elem. School		3	
ED 316 Teaching Mathematics/Elem. School		3	
ED 317 Children's Literature		3	



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Revised 25

Elementary Education  
Program of Studies for Undergraduate Students  
General Education Requirements (60 Hours) K-8

All Gen Ed & Endorsement  
Classes must be passed with  
a "C" or better. (Not C-)

Student Name: \_\_\_\_\_

SSN: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_

SEMESTER STUDENT  
TEACHING TO BEGIN

Communication Arts (12 hrs)	Sem/Yr	Cr	Gr
English 101- Comp. I Exposition		3	
English 102-Comp.II Anal&Arg		3	
Linguistics 101		3	
C & J 270 -Comm. For Teachers		3	
Or Pub Spking 130 (TVI)		3	

History (12 hrs)	Sem/Yr	Cr	Gr
HIST. 101 or 102 West. Civ.		3	
HIST. 161 U.S. 1607-1877 or HIST. 162 U.S. 1877-Present		3	
HIST. 260 or 380-Hist of NM or Hist of the SW		3	
HIST. Elective		3	

Mathematics (9 hrs)	Sem/Yr	Cr	Gr
Math 111		3	
Math 112		3	
Math 215		3	

Science (12 hrs)*	Sem/Yr	Cr	Gr

Social Science* (6 hrs)	Sem/Yr	Cr	Gr
		3	
		3	

(Choose from Nat Sc 261L or 262L or 263L or Chem 105/107L, 111L, 121L, 131L, 122L, 132L or Biol 110/112L, 121L, 122L, 123L or Phys 102/112L, 151/153L, 152/154L, 160, 161/163L or E&PS 101/105L, 102L, 103 or Astr 101. One course must be a Lab designated by L. (Natural Science courses are highly recommended as

Sociology 101, Psychology 105, Political Science 110 or 200, Anthropology 101 or 130, Economics 105 or 106 or Geography 102

Second Language (3 hrs)	Sem/Yr	Cr	Gr
		3	

Fine Arts (6 hrs)	Sem/Yr	Cr	Gr
Art History 101		3	
Music Ed 293 or 298		3	

Choose from a lower division course in the depart. of English, Spanish & Portuguese, Foreign Languages and Literatures.

All Pre & Professional Classes must be passed with a B or better.

Pre-Professional Educational Courses (12 hrs)	Equivalent Course	Sem./Year	Cr	Gr
PSY 303 Human Growth & Development -AND-			3	
PSY 310 Learning and Classroom -OR-			3	
educ 313 Developmental, Psychological and Social Issues in Education			6	
MTE 365 Microcomputers in School for Elementary School			3	
[LSSJ] Bil Ed 315 TLDC			3	

Professional Development Courses (29 Hrs)*	Sem./Year	Cr	Gr
MTE 321L Teaching Social Studies/Elm. School		3	
[LSSJ] CIMTE 330 L Reading I		3	
MTE 331L Teaching Reading /Elm. School		3	
MTE 333L Teaching Oral & Written Language/Elm. School		3	
MTE 353L Teaching Science/Elm. School		3	
MTE 361L Teaching Mathematics/Elm. School		3	
MTE 443 Children's Literature		2	
ED 493 T/Special Education in the Reg. Classroom		12	
MTE 400 Student Teaching In the Elem. School (Experience)			

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DEGREE/PROGRAM CHANGE  
FORM C

Date: 4/08/02

Ann Nihlen, Chair  
(Name of individual initiating curricular change form)

Chair, LLSS 277-0437  
(Title, position, telephone number)

Language, Literacy & Sociocultural Stds  
(Department/Division/Program/Branch)

CIP CODE

Assigned by  
Associate Provost  
for Academic Affairs

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

UNIVERSITY OF NEW MEXICO  
MAY 20 2002

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

This form is for (LLSS) BIL ED

Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) P. 294

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>                    </u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*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.

~~315 Educational Technology~~  
315 Educating Linguistically Diverse Students (3) This course familiarizes prospective teacher candidates with the history, theory, practice, culture, and politics of second language pedagogy. The

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: \_\_\_\_\_

Required Signatures:

Department Chairperson	<u>Ann Nihlen</u>	Date:	<u>4-8-02</u>
Dean of Library Services (If necessary)		Date:	
CIRT (If necessary)	<u>Gary Kappeler</u>	Date:	<u>4-30-02</u>
College Curriculum Committee (If necessary)		Date:	
College or School Faculty (If necessary)	<u>Joanne</u>	Date:	<u>5-25-02</u>
College or School Dean/Director of Instruction		Date:	
FS Graduate Committee (If applicable)	<u>[Signature]</u>	Date:	<u>9/9/02</u>
FS Curricula Committee		Date:	
Assoc. Provost for Academic Affairs		Date:	
Faculty Senate		Date:	

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

- THIS PREPARES IN QUADRUPLE
1. Description of the program (in quadruplicate)
  2. CPT Goals from Part 2.1.1 (in quadruplicate)
  3. CPE of Educational Committee (in quadruplicate)
  4. CPE of School Faculty
  5. Copies of School Developmental Instruction
  6. The Graduate Committee (in quadruplicate)
  7. The Academic Committee
  8. Approval Process for Academic Affairs
  9. Faculty Signature

PROGRAM NAME  
308705

NAME CHANGE	DELETED	REVISION DATE	NEW
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional sheets if necessary. Identify in packet form with a heading.

This course prepares prospective teacher candidates with the history, theory, practice, culture, and politics of second language pedagogy. The

Date of Proposed Change: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

315 Educating Linguistic Diverse Students (3)

This course familiarizes prospective teacher candidates with history, theory, practice, culture, and politics of second language pedagogy. The students will gain an understanding of effective teaching methods for second language learners.

### Budgetary and Faculty Load implications for [LLSS] Bil Ed 315

The funding for this course will be absorbed within the Department of Language, Literacy and Sociocultural studies. The course content is reflective of work done in the Bilingual and ESL Program within the department. Regular line faculty teach the course with ABD graduate students who have been trained through a special graduate level seminar focusing on this particular course and its goals and objectives. These students and faculty are already teaching the course as part of our regular course offerings.

Course	Section	Faculty	Students
ESL 315	1	1	15
ESL 315	2	1	15
ESL 315	3	1	15
ESL 315	4	1	15
ESL 315	5	1	15
ESL 315	6	1	15
ESL 315	7	1	15
ESL 315	8	1	15
ESL 315	9	1	15
ESL 315	10	1	15
ESL 315	11	1	15
ESL 315	12	1	15
ESL 315	13	1	15
ESL 315	14	1	15
ESL 315	15	1	15
ESL 315	16	1	15
ESL 315	17	1	15
ESL 315	18	1	15
ESL 315	19	1	15
ESL 315	20	1	15
ESL 315	21	1	15
ESL 315	22	1	15
ESL 315	23	1	15
ESL 315	24	1	15
ESL 315	25	1	15
ESL 315	26	1	15
ESL 315	27	1	15
ESL 315	28	1	15
ESL 315	29	1	15
ESL 315	30	1	15

Between 1980 and 1985, the Department of Language, Literacy and Sociocultural Studies has seen a significant increase in enrollment. This growth is due to the increasing number of students who are interested in learning a second language and understanding the cultural differences between languages. The Department has responded to this demand by offering a variety of courses, including ESL, Bilingual, and ESL programs. These programs have been highly successful, and the Department continues to expand its offerings to meet the needs of its students.

The Department of Language, Literacy and Sociocultural Studies is committed to providing a high-quality education for its students. We offer a variety of courses, including ESL, Bilingual, and ESL programs. These programs are designed to help students learn a second language and understand the cultural differences between languages. The Department has a strong faculty and staff, and we are committed to providing a supportive learning environment for all students.

The Department of Language, Literacy and Sociocultural Studies is committed to providing a high-quality education for its students. We offer a variety of courses, including ESL, Bilingual, and ESL programs. These programs are designed to help students learn a second language and understand the cultural differences between languages. The Department has a strong faculty and staff, and we are committed to providing a supportive learning environment for all students.

Program of study for elementary education majors and licensure-additions

UNM Catalog 2001-2003

Proposed Catalog Changes

Programs of study for Elementary Education Major and licensure must include:

General Education	63 hours
Communication Arts	12
Engl 101	3
Engl 102	3
Ling 101	3
C & J 270	3
Mathematics	9
Math 111	3
Math 112	3
Math 215	3
Science (strongly recommend)	12
Nat SC 261L	4
Nat SC 262L	4
Nat SC 263L	4
However will except course from Chem 105/107L, 111L, 121L or 131L, 122L or 132L or Biol 110/112L, 121L, 122L, 123L, or Physcs 102/102L, 151-151L, 152-152L, 160-160L, 161-161L or E&PS 101/105L, 201L, or Env Sc 101, or Astr 101. One course must be a Lab designated by L.	
Second Language	3
History	12
Hist 101 or 102	3
Hist 161 or 162	3
Hist 260 or 380	3
Elective	3
Social Science	6
Select 6 hours from Soc 101, Psych 105, Pol Sc 110 or 200, Anth 101 or 130, Econ 105 or 106, or Geog 102.	
Fine Arts	6
Art 111 101 or 251	3
Mus Ed 293 or 298	3
Pre-Professional Education	9
Educ 313 --or-- Ed Psy 303 & 310	6
CIMTE 365	3

Pre-professional Education 12 hrs

Educ 313	OR ✓	6
Ed Psy 303	& ✓	3
Ed Psy 310	✓	3
CIMTE 365	✓	3
Bi Ed 315	[LLSS 315]	3

Professional Education 35 hrs

CIMTE 321L	✓	3
CIMTE 330L		3
CIMTE 331L	✓	3
CIMTE 333L	✓	3
CIMTE 353L	✓	3
CIMTE 361L	✓	3
CIMTE 400	✓	12
CIMTE 443	✓	3
SpEd 493	✓	2

FORM A-OK  
CIMTE 443  
to LLSS 330

NOTE: The College is providing Pre-Professional Education to meet state articulation agreements

between two year and four year institutions in New Mexico. The College of Education is also revising the program of study to meet the university core curriculum requirements.

**Teaching Field Endorsement (Minor) 24-36 hours**  
See information on teaching field endorsements in this section and in preceding parts of the College section in this catalog. Teaching field endorsements include: Bilingual Education, Fine Arts, Language Arts, Mathematics, Science, Social Studies, and Teaching English to Speakers of Other Languages (TESOL/ESL). Information on these endorsements is available in the College Advisement Center, the specialty area programs listed in this section of the catalog, and division offices listed for endorsement areas in preceding parts of the College section of this catalog. The twenty-four (24) hours or more minor (teaching field endorsement) in a subject matter area should be planned with a faculty advisor. Some general education courses may be counted toward the completion of a teaching field. With careful planning, students may complete more than one teaching field.

Professional Education	32 hours
CIMTE 321L	3
CIMTE 331L	3
CIMTE 333L	3
CIMTE 353L	3
CIMTE 361L	12
CIMTE 400	3
CIMTE 443	3
Sp Ed 493	2

NOTE: Professional Education courses may be integrated with a specific student teaching assignment in order to provide the breadth and depth of practice required to meet the demands of a changing profession. It is essential to plan a program of studies initially with the College Advisement Center in Hokona Hall, and then with a faculty advisor as early as possible. (See preceding parts on Academic Advisement, Application and Admissions, and Programs of Study for Teacher Preparation in the College section of this catalog.)

A Special Education/Elementary Education Double Major/Dual Licensure option is also offered. Additional requirements in a program of studies are required. Prior to application, applicants must have completed with a "B" or enrolled in Sp Ed 201 and 204. Specific information is available on a program description sheet available in the College Advisement Center or in the Special Education Program (see Special Education in this program description section).

See catalog. See current catalog for format with the respective college from what is being changed?

in order to comply with new standards of a Sociology and Speech-Language Pathology.

attached signed impact statement. (if necessary)  
attached signed impact statement. (if necessary)  
long-range planning statement.  
attached program(s) with campuses? Yes \_\_\_ No \_\_\_  
each involved? (attach statement)

Date 2/19/02  
Date  
Date  
Date  
Date  
Date  
Date  
Date  
Date

DEGREE/PROGRAM CHANGE FORM C

APR 22 2002

Date: February 13, 2002

Amy B. Wohlert (Name of individual initiating curricular change form)

Professor and Chair (277-6187) (Title, position, telephone number)

Speech and Hearing Sciences (Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost for Academic Affairs

FEB 20 2002

COLLEGE OF ARTS & SCIENCES

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

Plan for curricular process to take at least 12 months.

Mark appropriate Program:

- Undergraduate Degree Program [XX]
Graduate Degree Program [ ]
(For existing degree only)

This form is for Speech and Hearing Sciences Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 258 - 261

Mark appropriate category

Table with columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree Type (B.A.), Major, Minor, Concentration, Certificate, Emphasis, Department.

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

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

See attached sheets for catalog information.

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

Changes in the program are being made in order to comply with new standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

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 XX
If yes, have you resolved these issues with department/branch involved? (attach statement)
Effective Date of Proposed Change: Fall, 2002

Required Signatures: Department Chairperson Amy B. Wohlert Date: 2/19/02
Dean of Library Services (If necessary) Date:
CIRT (If necessary) Date:
College Curriculum Committee (If necessary) Date: 4-15-02
College or School Faculty (If necessary) Date:
College or School Dean/Director of Instruction Wanda Martin Date: 4/14/02
FS Graduate Committee (If applicable) Date:
FS Curricula Committee Date: 9/19/02
Assoc. Provost for Academic Affairs Date:
Faculty Senate Date:

Received
Entered (Mainframe)
Entered (Catalog)
Mailed
For Scheduling Office ONLY:



The University of New Mexico

Department of Speech and Hearing Sciences  
Speech-Language-Hearing Center  
901 Vassar NE  
Albuquerque, NM 87131-1191  
Telephone (505) 277-4453  
FAX (505) 277-0968

**MEMORANDUM**

**DATE:** 22 February 2002

**TO:** Participants in Curricular Review Process

**FROM:** Amy B. Wohlert, Chair *Amy B. Wohlert*  
Department of Speech and Hearing Sciences

**SUBJECT:** Request for Degree Program Change  
Undergraduate Major and Minor in Speech and Hearing Sciences

The attached Form C and revised catalog copy document changes in our undergraduate major and minor that we are undertaking in order to fulfill new accreditation standards (our national accrediting body is the Council on Academic Accreditation of the American Speech-Language-Hearing Association). These changes affect course requirements, prerequisites, and sequence (Forms A submitted), but are mainly a re-shuffling of elements already present in the program. Only one new course has been added (Form B submitted). The attached catalog copy shows these changes. Students currently in the program will be able to complete their degree requirements in a timely manner and meet accreditation standards.

The undergraduate major was previously a total of 55 hours: 37 hours in required departmental courses and 18 in required support courses. The proposed revised major is also a total of 55 hours: 34 hours in required departmental courses and 21 in required support courses. The number of students in this major normally ranges from 80 to 120.

The number of hours in the minor has not changed. A course option has been removed and the list of other required courses has been revised to reflect the new course and the revised course numbers and sequence.

None of these changes should affect library or CIRT resources. The revised program will use the same resources as the current program. The one new course has received library and CIRT approval.

187  
33

New + retained copy is in brackets.

SPEECH AND HEARING SCIENCES

Introduction

The Bachelor's Degree in Speech and Hearing Sciences is a preprofessional degree program. Practicing professionals in the fields of Audiology and Speech-Language Pathology must earn certification and/or licensure which usually require a graduate degree in their field of specialization. Courses are open to students in other major fields.

Audiologists are professionals with master's or doctoral degrees specializing in prevention, identification, and assessment of hearing impairment. They also provide habilitation and rehabilitation of persons with hearing loss and fit hearing aids. Audiologists work in hospitals, rehabilitation centers, private practices, universities, schools, state and federal governmental agencies, industry, nursing homes, home health facilities, and health departments.

Speech-language pathologists are professionals with master's or doctoral degrees who assess and treat communication disorders such as stuttering, delayed language development, aphasia, voice and articulation problems. Speech-language pathologists work in schools, hospitals, rehabilitation centers, nursing homes, research laboratories, government agencies, universities, and private practices.

The program offers a foundation for understanding normal and disordered communication across cultures. It meets the recommendations of the American Speech-Language-Hearing Association and fulfills entrance requirements for a master's degree program in speech-language pathology or audiology. A grade of at least a C must be earned in all required or required support courses. The pass/fail (CR/NC) option may not be used. Note that programs of study in Audiology and Speech-Language Pathology for the Master of Science degree require that grades earned in courses completed both at the undergraduate level and at the graduate level must be B- or better.

Advisement

Undergraduate Advisors:  
Linde Bivins, M.A.  
Ginger Kubala, M.A.

All 400 and 500 level courses are restricted. Students are encouraged to contact the Department of Speech and Hearing Sciences for advisement prior to registration (505-277-4453).

Major Study Requirements

1. Thirty-seven hours in required courses: Speech and Hearing Sciences 302, 303, 320, 321, 350, 410, 425, 428, 430, 431, 450 and 458.

1. Thirty-four hours in required courses: Speech and Hearing Sciences 302, 303, 310, 321, 330, 420, 425, 428, 430, 431, 458, and 459.

2. Eighteen hours in required support courses\*:  
3 credit hours in basic human communication processes: Recommended Anth 110, Ling 292 or 440.  
3 credit hours in biological/physical sciences. Recommended: Physcs 108, Biol 121L.  
3 credit hours in college level mathematics (not historical or methodological mathematics). Recommended: Math 121, 150, or 162L.  
3 credit hours in college level statistics. Required: Psych 200.  
6 credit hours in behavioral and/or social sciences (normal/abnormal human behavior, development across the life span, social interaction, and issues of culturally diverse populations). Recommended: C & J 125 or 325, Psych 105, 220, Soc 101, 230, Anth 110, 130, 237.

2. Twenty-one hours in required support courses\*:  
3 credit hours in basic human communication processes. Required: Ling 292.



3 credit hours in biological sciences. Recommended: Biol 121L

3 credit hours in physical sciences. Recommended: Physcs 108.

3 credit hours in college level mathematics. Required: Math 121 or higher.

3 credit hours in college level statistics. Required: Psych 200

6 credit hours in behavioral and/or social sciences (normal/abnormal human behavior, development across the life span, social interaction, and issues of culturally diverse populations). Recommended: C & J 125 or 325, Psych 105, 220, Soc 101,230, Anth 110, 130, 237.

\* Prerequisites or corequisites may exist. Check with department listing in this catalog. These courses may also be used to meet Core Curriculum requirements.

- 3. Recommended minors include American Studies (Southwest Culture Studies), Anthropology, Art, Communication and Journalism, Computer Science, Criminology, Family Studies, Human Services, Latin American Studies, Linguistics, Linguistics-Sign, Management, Physics, Psychology, Sociology, Spanish, and Teaching English to Speakers of Other Languages (TESOL).

**Minor Study Requirements**

Twenty-four hours as follows: Ling 101,292, or 440; SHS 302, 303, 320, 321,350, 425, 430.

Twenty-four hours as follows: Ling 292, SHS 302, 303, 310, 321, 330, 425, 430.

**Non-Degree Students**

**Non-degree Advisor:**  
Kate Blaker, M.S.

Call (505) 277-4453 for advisement before enrolling in any courses.

Non-degree students seeking admission to the graduate program in Speech and Hearing Sciences with a concentration in Speech-Language Pathology may enroll in the following courses prior to a decision regarding admission: All SHS 300 and 400 level courses and 12 credit hours selected from the following: 506, 507, 525, 531,533, 538.

Non-degree students seeking admission to the graduate program in ~~Speech and Hearing Sciences with a concentration in Speech-Language Pathology~~ may enroll in the following courses prior to a decision regarding admission: All SHS 300 and 400 level courses and 12 credit hours selected from the following: 505, 506, 507, 525, 531, 538.

Non-degree students seeking admission to the graduate program in Speech and Hearing Sciences with a concentration in Audiology may enroll in the following courses prior to a decision regarding admission: all 300 and 400 level courses and 506 and 560. 560 is offered only in the Fall semester. 506 is offered in fall semester and must be taken as a prerequisite or corequisite to 560.

~~Non-degree students seeking admission to the graduate program in Speech and Hearing Sciences with a concentration in Audiology may enroll in the following courses prior to a decision regarding admission: all 300 and 400 level courses and 506 and 560. 560 is offered only in the Fall semester. 506 is offered in fall semester and must be taken as a prerequisite or corequisite to 560.~~

Students who have completed an undergraduate degree in Speech and Hearing Sciences may enroll as non-degree students in no more than 12 credit hours of SHS 500 level academic courses, excluding courses in clinical practice and/or internship.

N/A

Students entering the graduate program must have earned at least a C in the courses used to meet the American Speech-Language-Hearing Association requirements of at 3 semester hours in Mathematics, 3 semester hours in Biological Sciences, 3 semester hours in Physical Sciences, and 3 semester hours in Social/Behavioral Sciences. Students must also have taken a Statistics course in which analysis of variance is taught. These courses may be the same courses used to meet other college or university requirements. They may not include remedial course work. Students who have not completed these requirements will be required to do so within the first 3 semesters after acceptance into the graduate program in order to continue their enrollment

All students entering the graduate program are responsible for completion of the following undergraduate courses or their equivalent within the first 3 semesters of graduate enrollment, with a grade of at least B-: SHS 303, 320, 321, 350, 410, 425, 428, 430, 431, 450 and 458. Courses or their equivalents that were taken more than six years before entering the graduate program, or courses for which a grade lower than B- was received, cannot be used to fulfill this requirement. The graduate advisor, in consultation with the Curriculum and Advisement Committee, will determine whether a course may be considered equivalent and will decide how the requirement must be fulfilled: by taking or re-taking the course, by testing out or by auditing.

All students entering the graduate program are responsible for completion of the following undergraduate courses or their equivalent within the first 3 semesters of graduate enrollment, with a grade of at least B-: SHS 303, 310, 321, 330, 425, 428, 430, 431, 458, and 459. Courses or their equivalents that were taken more than six years before entering the graduate program, or courses for which a grade lower than B- was received, cannot be used to fulfill this requirement. The graduate advisor, in consultation with the Curriculum and Advisement Committee, will determine whether a course may be considered equivalent and will decide how the requirement must be fulfilled: by taking or re-taking the course, by testing out or by auditing.

The speech-language pathology concentration includes the basic sciences requirements (see paragraph 2 above) and SHS 300 and 400 level courses listed above as well as the following academic courses: SHS 500, 505 (3 enrollments to include no more than 2 summer sessions), 506, 507, 517, 525, 531, 533, 534, 535, 538, 558, and a 500 level elective that may be selected from department course offerings or from course offerings from a variety of departments subject to approval by the SHS department.

The speech-language pathology program includes the basic sciences requirements (see paragraph 2 above) and SHS 300 and 400 level courses listed above as well as the following academic courses: SHS 500 (at least 4 enrollments to include no more than 2 summer sessions), 505, 506, 507, 517, 525, 531, 533, 534, 535, 558, and two 500 level electives that may be selected from department course offerings or from course offerings from a variety of departments subject to approval by the SHS department.

The audiology concentration includes the basic sciences requirements and SHS 300 and 400 level courses listed above as well as the following courses: Sign 201, SHS 500 (3 enrollments to include no more than 2 summer sessions), 506, 521, 558, 560, 561, 562, 563, 564, 567, 568 and a 500 level elective that may be selected from department course offerings or from course offerings from a variety of departments subject to approval by the SHS department. The Audiology Program is a "lock step" program. Students must take the credit hours specified for each semester in the program.

The audiology concentration includes the basic sciences requirements and SHS 300 and 400 level courses listed above as well as the following courses: Sign 201, SHS 500 (3 enrollments to include no more than 2 summer sessions), 506, 521, 558, 560, 561, 562, 563, 564, 567, 568 and a 500 level elective that may be selected from department course offerings or from course offerings from a variety of departments subject to approval by the SHS department. The Audiology Program is a "lock step" program. Students must take the credit hours specified for each semester in the program.

1909  
These

Speech and Hearing Sciences (SHS)

- 302. Introduction to Communicative Disorders. (3)  
(Also offered as Spc Ed 302.) The nature of speech, language and hearing disorders in children and adults; overview of speech and hearing anatomy and physiology; multicultural issues; emphasizes the impact of communicative disorders on individuals and families.

303. English Phonetics. (3)

(Also offered as C & J, Ling 303.) An introduction to the physiological mechanisms underlying speech production, the linguistic classification and transcription of speech sounds, the acoustic properties of speech sounds, the relationship between phonetics and phonology, and applications to speech pathology.

310. Anatomy and Physiology of Human Communication (3)

Introduction to basic anatomy and physiology for speech, language, hearing, and swallowing. Covers five systems: respiratory, phonatory, articulatory, auditory, and neurological.

320. Hearing Science. (3)

Anatomy and physiology of the auditory system and basic acoustics.

320. Hearing Science. (3)

Anatomy and physiology of the auditory system and basic acoustics.

\*321. Introduction to Audiology. (3)

Basic hearing science, pathological conditions of the auditory system, audiometric testing.

\*321. Introduction to Audiology. (3)

Basic hearing science, pathological conditions of the auditory system, audiometric testing.

Prerequisite: 310.

330. Introduction to Communication Sciences. (3)

Introduction to speech and hearing science. Covers basic science of sound, acoustic theory of speech production, acoustic and physiologic phonetics, sound transmission through the auditory system, acoustic and physiologic consequences of speech and hearing disorders.

\*350. Anatomy and Physiology of Speech. (3)

Introduction to basic anatomy and physiology of the speech mechanism. Four systems are examined: respiratory, phonatory, articulatory, and neurological.

\*350. Anatomy and Physiology of Speech. (3)

Introduction to basic anatomy and physiology of the speech mechanism. Four systems are examined: respiratory, phonatory, articulatory, and neurological.

\*410. Multicultural Considerations in Communicative Disorders. (3)

Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed.

Prerequisite: 302.

\*410. Multicultural Considerations in Communicative Disorders. (3)

Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed.

Prerequisite: 302.

\*420. Hearing Science (3)

Anatomy and physiology of the auditory system. Basic knowledge of frequency, intensity, time, and direction perception in normal hearing are discussed.

Prerequisites: 321, 330.

\*425. Aural Rehabilitation. (3)

Appraisal and management of individuals with impaired hearing.

Prerequisite: 321.

\*428. Phonological Disorders in Children. (4)  
Assessment and treatment of articulation and phonological disorders.  
Prerequisites: 303 and Ling 292 or 440.

\*428. Phonological Disorders in Children. (3)  
Assessment and treatment of articulation and phonological disorders.  
Prerequisites: 303 and Ling 292 or 440.

\*430. Language Development. (3)  
Developmental sequence of language acquisition & changes in communication behavior across the life span from birth to adulthood. Covers specific areas of phonology, morphology, semantics, syntax, pragmatics, literacy and metalinguistics.  
Prerequisite: Ling 292 or 440.

\*430. Language Development. (3)  
Developmental sequence of language acquisition & changes in communication behavior across the life span from birth to adulthood. Covers specific areas of phonology, morphology, semantics, syntax, pragmatics, literacy and metalinguistics.  
Prerequisite: Ling 292 or 440.

\*431. Language Disorders in Children. (3)  
A survey of language disorders in children and intervention. Topics include descriptions of clinical populations, intervention principles and methods, and linguistic, medical, developmental and cultural issues in intervention.  
Prerequisite: 430.

\*450. Neural Basis of Communication. (3)  
Structure and function of the central and peripheral nervous systems as they relate to normal and disordered communication.  
Prerequisite: 350 or permission of instructor.

~~\*450. Neural Basis of Communication. (3)  
Structure and function of the central and peripheral nervous systems as they relate to normal and disordered communication.  
Prerequisite: 350 or permission of instructor.~~

451. Undergraduate Problems. (1-3 to a maximum of 6) A Prerequisite: permission of instructor.

\*458. Preclinical Training. (4)  
Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management, and professional issues including certification and licensure requirements, ethical conduct and federal laws protecting the handicapped.  
Prerequisites: 428, 431 and permission of instructor.

\*458. Preclinical Training. (2)  
Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management, and professional issues including certification and licensure requirements, ethical conduct and federal laws protecting the handicapped.  
Prerequisites: 428, 431 and permission of instructor.

\*459. Multicultural Considerations in Communicative Disorders. (3)  
Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed.  
Prerequisites: 428, 430.

500. Clinical Practice. [Clinical Practice: SLP.] (1-3 to a maximum of 15) Δ

NEW GRADUATE DEGREE FORM D

RECEIVED/OGS

UNIT PREPARES IN QUINTUPLICATE Route as indicated under approvals. Return to the Scheduling Office once all signatures have been obtained.

Date: March 1, 2002

JUN 27 2002

Karen L. Carlson, Ph.D., RN (Name of individual initiating new Graduate Degree)

RECEIVED/OGS Allow 18 months for process to be completed.

Associate Dean for Academic Affairs (Title, position, telephone number)

APR 09 2002

College of Nursing (Department/Division/Program/Branch)

ORIGINAL

Note: Proposals for new graduate degrees need to follow a CHE approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

1. Give exact title in the space provided and requirements for the new graduate degree as they should appear in the Graduate Bulletin.

Catalog ready copy attached

2. Attach the complete proposal in the approved format.

3. Does this new degree affect any existing program? Yes \_\_\_ No X \_\_\_ If yes, attach statement.

4. Library Impact Statement. Name of individual consulted and attached signed impact statement. Jon Eldredge - See attached statement.

5. CIRT Impact Statement. Name of individual consulted and attached signed impact statement.

6. Proposed date to admit new students: Semester Fall Year 2003

Required Signatures:

Department Chair Karen L. Carlson Ph.D., RN Date 3/1/02
Dean of Library Services Jon Eldredge Date 3-20-02
Assoc. VP for CIRT N/A Date
College Curricula Committee Leah A. Albert Date 11/13/00
College or School Dean Karen L. Carlson Ph.D., RN Date 3/1/02
FS Graduate Committee L.A. Frankson Date 5/30/02
Office of Graduate Studies Timothy E. Alden Date 5/30/02
FS Curricula Committee Approval pending Date 9/19/02
Office of the Provost Date
Faculty Senate Date

Returned to The Office of the Provost for presentation to the following entities.

Board of Regents Date
Council of Graduate Deans Date
Academic Council of Higher Education Date
Commission on Higher Education Date
State Board of Finance Date

Received
Entered (Mainframe)
Entered (catalog)
Mailed
For Scheduling Office Use ONLY.

Catalog Copy

Pg 474 of the current 2001-2003 catalog to be revised to indicate that the graduate program offers the Master of Science in Nursing and the Doctor of Philosophy degrees in nursing. This section will need additional revision in language about the master's degree concentrations that have been approved by the university.

Placement new copy will be in what is currently Pg 478 of 2001-2003 catalog- prior to listing of courses

**Doctor of Philosophy Degree in Nursing**

General requirements for the Doctor of Philosophy degree are given in earlier pages of this catalog.

The doctoral program prepares individuals who can assume leadership roles in academia, including the scholarship of teaching and research and professional service activities. The program focuses on nursing education and knowledge development in the provision of care for multicultural, rural, and under-served populations in the state; the improvement of nursing care outcomes of individuals, families, and systems, with a special emphasis on women of all ages and children; and the improvement of the nursing care of individuals and groups in border states and international settings, with special emphasis on the Americas.

Graduates of the program will demonstrate the following competencies:

- Assume the role of the doctorally prepared nurse in teaching, scholarship, leadership, and service.
- Accept the responsibility for self-directed scholarly development in an ongoing research program focused on patient care improvement especially for women, children and families.
- Conduct independent formal inquiry pertaining to health care, reflective caring practice, critical synthesis of existing knowledge, and generation of new knowledge and theory.
- Practice nursing reflectively, guided by theory, based on best evidence, and integrating creative and critical thinking.
- Cultivate research expertise relative to a particular population, setting, or human response to health or illness.
- Evaluate and critique social policy relevant to the organization and delivery of health care.

**Application Deadlines**

Fall semester: Initially, only fall admission will be available to students. January 15 is the deadline for full consideration for admission and graduate assistantships. Acceptance of applications for consideration will be contingent on space and assistantships available, with a final application deadline of May 1.

Spring semester: None accepted

Summer session: None accepted

During the first two years students will be required to complete 9 hours of prescribed courses each semester until completion of the core courses.

**Admission Requirements**

General requirements for the Ph.D. are set forth in earlier pages of this catalog. The College of Nursing specifies the following requirements for its doctoral program:

1. Master's degree from an accredited nursing program (National League for Nursing Accreditation or Commission on Credentialing of Nursing Education through the American Association of Colleges of Nursing are acceptable).
2. Grade Point Average: Preference will be given to a master's grade point average of 3.5 or higher on a 4.0 scale.
3. Graduate Record Exam: The graduate record exam needs to be taken within a five year time frame prior to date of receipt of application. Preference will be given to applicants with scores of 500 or greater on both the verbal and quantitative sections of the exam. The analytical writing section will be used for additional evidence of scholarly ability.
4. A graduate level statistics course must be completed within three years prior to the date of expected admission, but may be in the process of being completed at the time of submission of the application.
5. A signed statement of basic computer literacy skills is required for consideration of admission. Three skills are required. These skills include use of a word processing program, sending and receiving e-mail communications and searching Web sites. Statement can be downloaded from college web site.
6. An interview is the second step in the screening process. After initial screening, a select group of priority candidates will be interviewed.
7. Preference for admission is provided to students submitting evidence of scholarly ability and the potential for scholarly growth. Examples include, but are not limited to: thesis, published or non-published scholarly paper or creative work.
8. A letter of intent that addresses individual professional and personal goals.
9. Brief 2-3 page resume that summarizes background.
10. Three letters of recommendation directly from persons who know the applicant professionally.
11. Health requirements prescribed by the College of Nursing found in the College of Nursing Graduate Student handbook and on the web site must be in compliance by the date of enrollment.
12. Valid RN license in any US state, territory, or foreign country. Please note that students holding teaching or research graduate assistantships must have an active New Mexico RN license.

- 13. Exceptions to any program admission criteria will be considered on an individual basis and are at the discretion of the Graduate committee with recommendation to the Associate Dean for Academic Affairs or Dean of the College of Nursing.

**Doctoral Committee on Studies/Dissertation Committee**

During the first year of study, each doctoral student is required to assemble a Committee on Studies to assist in planning a program of studies. This program should be designed to foster a fundamental knowledge of the major field, both in depth and breadth. The Committee on Studies consists of: three College of Nursing faculty with tenure or tenure-track positions and holding regular graduate faculty approval. One of these members may be designated as the Dissertation Committee Chair.

See requirements stated earlier in the catalog for steps in appointment of the committee.

Additionally, for the Dissertation committee, 5 members include the Committee on Studies members plus:

- 1) A required external member who holds a tenure or tenure-track appointment outside the student's unit/department. This member may be from the University of New Mexico (must have regular graduate faculty approval) or from another accredited academic institution (must be approved by the Dean of Graduate Studies).
- 2) A fifth member of the committee may be a non-faculty expert in the student's major research area or a doctorally prepared member of the College of Nursing Clinical Educator Track with regular graduate approval, or
- 3) If the Chair of the Dissertation Committee is not a member of the Committee on Studies, a College of Nursing faculty with tenure or tenure-track positions and holding regular graduate faculty approval.

**Curriculum Plan**

The curriculum consists of a core of doctoral courses on philosophy of science, theory, education and the pedagogy of teaching, research and statistics, rural and cultural health, the environments of human health, family nursing concepts, and nursing therapeutics and outcomes. Women and children are the focus in each of the nursing substantive areas. Additionally, there will be elective courses approved in advance for the program of studies by the Committee on Studies in the student's area(s) of interest, as well as the dissertation. The total credit requirement for the program will be 48 credits of coursework plus 18 hours of dissertation credit hours beyond the master's degree in nursing. The plan of study will take approximately two years of full-time academic study (9-12 credit hours) in coursework, followed by completion of the dissertation.

A typical plan of study for the first two years would be as follows:

*Note: Elective courses may be taken after the required core if a reduced course load is needed to allow for TA/RA commitments or personal needs.*



Year 1

Summer

NURS 603: Developing Research in Nursing (3 credits) - This is an optional, but highly recommended non-degree course for students wishing to refresh master's level research methodology skills and begin to work with a mentor to seek NIH pre-doctoral training funding for their research project. The credit hours of this course do not count in the required 48 hours of coursework.

Fall

NURS 600: Philosophy of Science in Nursing (3 credits)  
NURS 601: Theory I: Methods and Processes of Nursing Knowledge Development (3 credits)  
NURS 606: Quantitative Methods in Nursing Research (3 credits)  
Total Semester Credits: 9 Credit Hours

Spring

NURS 602: Theory II: Contemporary Substantive Nursing Knowledge (3 credits)  
NURS 609: Family Nursing: Concepts, Issues, and Outcomes (3 credits)  
NURS 608: Nursing Environments of Human Health (3 credits)  
Total Semester Credits: 9 Credit Hours

Year 2

Summer

NURS 604: Advanced Health Care Statistics I (3 credits)  
First Elective Course (3 credits)  
Total Semester Credits: 6 Credit Hours

Fall

NURS 607: Qualitative Methods in Nursing Research (3 credits)  
NURS 611: Rural and Cultural Health (3 credits)  
NURS 605: Advanced Health Care Statistics II (3 credits)  
Second Elective Course (3 credits)  
Total Semester Credits: 12 Credit Hours

Spring

N612: Clinical Nursing Therapeutics and Outcomes (3 credits)  
N610: Nursing Education: Pedagogy and Roles (3 credits)  
Third Course in Statistics (outside of the College of Nursing - may be qualitative or quantitative, depending on need of the student and his or her plan for completion of the dissertation) (3 credits)  
Third Elective Course (3 credits)  
Total Semester Credits: 12 Credit Hours

\*Note: Elective courses may be taken after the required core if a reduced course load is needed to allow for TA/RA/GA commitments or personal needs.

Application for candidacy needs to be completed prior to completion of the Doctoral Comprehensive Exam.

Summer

NURS 699: 3 Credits of Dissertation to include the Doctoral Comprehensive Examination

Year 3

Fall

NURS 699: 9 Credits of Dissertation  
Total Semester Credits: 9 Credit Hours

Spring

NURS 699: 9 Credits of Dissertation  
Total Semester Credits: 9 Credit Hours

**Total Program:** 48 Credit Hours of Coursework  
18 Credit Hours of Dissertation

**Total Credits:** 66 Credit Hours

\*Note - Once the Doctoral Comprehensive Examination is completed, the student must enroll in a minimum of 9 credit hours of dissertation credits each semester until the dissertation is complete.

**Transfer of Courses:**

A limited number of courses may be considered for transfer to the University of New Mexico (see earlier catalog description of UNM requirements). To be transferable, coursework must be no more than five years old at the time of application for candidacy and the transfer of credits must be approved by the student's Committee on Studies.

RESOLUTION ON SOCIALLY RESPONSIBLE INVESTING

**WHEREAS**, this Committee has been charged with considering the issues of socially responsible investment (SRI) and the University of New Mexico endowment, as well as investment in World Bank Bonds;

**WHEREAS**, the University of New Mexico Regents' Endowment Investment Management Policy does not presently acknowledge the issue of socially responsible investment, defined by the Social Investment Forum as an "investment process that considers the social and environmental consequences of investments, both positive and negative, within the context of rigorous financial analysis";

**WHEREAS**, legal and financial research has found that a socially responsible investment policy is legally permitted and financially sound under contemporary "prudent investor" standards;

**IT IS RESOLVED** by this Committee to recommend that UNM adopt a socially responsible investment policy with regard to the investments in its endowment. Further, we recommend that 25% or more of the endowment be invested in socially responsible companies within the next three years.

**IT IS FURTHER RESOLVED** by this Committee to recommend that such a policy includes the establishment of a socially responsible investment review committee to evaluate and monitor the University's investments. This Committee should include representatives democratically elected or appointed from diverse constituencies and stakeholders from the UNM community, including representatives from the Associated Students of the University (ASUNM), the Graduate and Professional Student Association (GPSA), the Student Bar Association (SBA), UNM Staff Council, and the UNM Faculty Senate. This Committee will work with the UNM Foundation's Investment Committee to develop specific SRI guidelines and assist in providing information about positive and negative company performance.

REPORT ON RESOLUTION

While lobbying the UNM administration to consider a boycott of World Bank Bonds in the Spring of 2001, a group of UNM students realized that the University of New Mexico Regents' Investment Management Policy has no socially responsible investing clause. As such, the students asked the administration to consider the adoption of such a policy. The University responded by creating this Committee to research both the potential effects of a socially responsible investment policy and the issues concerning investments in World Bank Bonds.

The UNM Foundation, Inc Investment Committee provides management oversight for both UNM's and the UNM Foundation's endowment assets pursuant to the Regents' Endowment Investment Management Policy. The policy seeks to maximize returns and to limit risk in a diversified portfolio of quality investments. These investments include a wide range of corporate and government debt and equity securities.

The Endowment Investment Policy does not currently include a statement about socially responsible investing (SRI). SRI is defined as an "investment process that considers the social and environmental consequences of investments, both positive and negative, within the context of rigorous financial analysis" by the Social Investment Forum.

The goals of social responsibility have shaped the investment of university endowments and trusts for a quarter-century. The Apartheid divestment movement is perhaps the most well-known illustration of the union of University investments and social concerns. Beginning in the 1970's and continuing through the

mid-80's, this student-led movement prompted institutions to divest from corporations operating in South Africa. The University of New Mexico Board of Regents unanimously voted to adopt a resolution in June of 1985 to divest stocks in South African gold mining companies. Secretary-Treasurer Dr. Paez followed the vote by urging the University to consider future policies reflecting UNM's concern for human rights abuses in other countries.

Similar scrutiny has been brought to bear on university investments in corporations operating in Burma where the military regime undermined the popular selection of a number of pro-democracy candidates in a 1990 election. Burmese exiles Prime Minister Sein Win and Aung San Suu Kyi, the leader of the National League for Democracy have implored the global community to impose economic sanctions against the military regime. Following the Clinton administrations declaration of a ban on new U.S. investment in Burma in May 1997, the University of Minnesota Board of Regents passed a resolution eliminating future investment in Total Oil, a corporation whose investment in Burma represents 1/3 of the total foreign investment in the country.

Single-issue divestment movements such as Apartheid, Burma, tobacco, and alcohol point toward a broader trend underway on campuses across the United States: the adoption of comprehensive socially responsibility policies and the establishment of committees to compile information on corporate responsibility and inform those responsible for university investments. Policies range from Yale's detailed Ethical Investor guidelines, to the University of Wisconsin Regents' acknowledgment of the "importance of maintaining an awareness of public concerns" about harmful corporate practices. This latter acknowledgment led to the establishment of an annual forum on SRI open to student, faculty, alumni, and citizen input on investment. More common are the SRI review committees, at schools such as Yale, Stanford, Cornell, Swarthmore, Brown, the University of Minnesota, and Colombia. Regents and Trustees commonly outline the functions and responsibilities of these committees.

SRI is becoming a preferred investment orientation for an increasing number of individual and institutional investors. According to the Social Investment Forum, between 1999 and 2001 when the total amount of investment assets that were professionally managed increased 22% (from \$16.3 trillion to \$19.9 trillion), the amount of these assets that were invested in socially screened investment portfolios increased 36% (from \$1.49 trillion to \$2.03 trillion). More than 230 mutual funds in the U.S. now use social screening in their investment criteria, compared to 168 funds in 1999.

SRI can involve three approaches to investments. The most common approach involves screening according to criteria selected by the investor, such as making investments in companies that have good environmental performance and avoiding investments in companies that have poor environmental performance. The second approach involves shareholder advocacy by initiating and/or voting for responsible corporate policies and practices through shareholder resolutions on the proxy statement. The third approach involves community investing to assist economically disadvantaged communities in improving employment opportunities and increasing the pool of capital available for business development and physical infrastructure in areas that are under-served by traditional financial institutions.

Concerns have been raised about the financial impacts and legality of SRI policies. The Regents of the University of Minnesota addressed the financial question by stating their belief that "a policy of investing for maximum returns and demonstrating social concerns can be reconciled." Our research has found that application of social screening does not increase the degree of financial risk in the investment portfolio as long as the investment committee is allowed to maintain flexibility within the guidelines of the "prudent investor rule."

In addition, the Committee has examined the legal status of SRI. Our research has confirmed that application of social screening is not legally prohibited by the Uniform Prudent Investor Act, state statute, or case law.

We believe that UNM should adapt its investment policy to include 25% or more of its investments in an actively screened portfolio over the next three years. We further recommend that donors to the University have the choice of making their donations to a socially responsible part of the endowment.

We further urge UNM to create a permanent socially responsible investment review committee to evaluate and monitor the University's investments. This Committee should include representatives democratically elected or appointed from diverse constituencies and stakeholders from the UNM community, including representatives from the Associated Students of the University (ASUNM), the Graduate and Professional Student Association (GPSA), the Student Bar Association (SBA), UNM Staff Council, and the UNM Faculty Senate. This committee can assist in providing information about positive and negative company performance.

There are plenty of... who want your support. This would be a good... time to talk with the... about higher education and... work at a faculty... and representatives we elect... will consider the reauthorization... of the Higher Education Act in... along with trade issues, funds... for research and the arts, and the... impact of heightened security mea-... sures on our campuses. The strikes,... worries, and information that mem-... bers of Congress carry into their work... next winter and today will affect the... laws and programs that emerge at the... end of the session.

Security concerns related to terror-... ism will be on many congressional... minds. These issues may prompt... Congress to look more closely at... immigration laws affecting foreign stu-... dents and faculty, possible restrictions... on or regulation of those authorized... to do specific kinds of research, and... cyber and internet privacy, and stu-... dent's rights to privacy in their records... and academic work. Here are some... questions that faculty might expect... with congressional candidates.

1. What role do you see for higher edu-... cation in the United States? Higher edu-... cation has always been an important... ingredient in the health of our nation... and it is important to not only maintain... but also to improve it. Higher educa-... tion is the engine of our economic... growth and the source of our... intellectual leadership. It is the... foundation of our society and the... key to our future success.

responsibility to ensure a high quality... life in our society. Beyond training... students for careers and industry, all... legal and moral responsibilities of all... professions is to provide a high quality... education that prepares students for... life and a broad experience with knowledge... their nation. We must ensure that... professional practice and improve the... professional practice of the academic... profession.

2. How do you see the role of U.S. higher education in an increasingly... global world? Higher education... should be a global endeavor. It should... be a source of international... cooperation and exchange. It should... be a source of global leadership... and innovation. It should be a... source of global citizenship and... global responsibility.

the support program for primary... graduate students in the sciences and... related disciplines. The AAUP has... traditionally supported the develop-... ment of these programs. It is... important to ensure that support... remains a high priority. The byword... should be "excellence" in the byword... should be "excellence" in the byword... should be "excellence" in the byword...

3. How do you see the role of higher education in a... global world? Higher education... should be a global endeavor. It should... be a source of international... cooperation and exchange. It should... be a source of global leadership... and innovation. It should be a... source of global citizenship and... global responsibility.

# Questions for Candidates

BY RUTH FLOWER

**E**lections are not far off, and there are plenty of congressional candidates who want your support. This would be a good time to talk with the candidates about higher education and your work as a faculty member. The senators and representatives we elect this fall will consider the reauthorization of the Higher Education Act in 2003, along with trade issues, funds for research and the arts, and the impact of heightened security measures on our campuses. The attitudes, worries, and information that members of Congress carry into their work next winter and spring will affect the laws and programs that emerge at the end of the session.

Security concerns related to terrorism will be on many congressional minds. These issues may prompt Congress to look more closely at immigration laws affecting foreign students and faculty, possible restrictions on or registration of those authorized to do specific kinds of research, computer and Internet privacy, and students' rights to privacy in their records and academic work. Here are some questions that faculty might explore with congressional candidates.

1. *What role do you see for higher education in the United States?* Higher education has always been an important ingredient in the health of our economy, contributing not only research and inventions, but also highly trained individuals to lead private industry in each succeeding generation. But more

important is higher education's responsibility to nurture intellectual life in our society. Beyond training students for careers and industry, colleges and universities promote the practice of asking questions. A college degree certifies not only a comprehensive skill level in a discipline, but also a broad experience with ideas and their creation. Will congressional proposals preserve and respect the intellectual purposes of the academic sector?

2. *How can we preserve the quality of U.S. higher education, as we live increasingly in a global "marketplace"?* International trade, another "mega-issue," is almost always on the congressional agenda. College courses can now be imported and exported, separate from the people who create and teach them, so trade issues have become higher education issues. Will accreditation standards and other quality measures be considered trade barriers?

Here at home, the structure of higher education continues to change as more adult students return to colleges and universities to learn new skills or to undertake the work necessary for an additional degree. Colleges seek greater flexibility in course and degree requirements in order to meet these growing needs. Will congressional actions in this area respect the role of faculty in curriculum design and the setting of academic standards?

3. *How can the federal government open doors to higher education for a diverse body of qualified students and faculty?* Federal programs have made great progress in providing opportunities for minority and low-income students to participate in higher education. On

a more limited basis, the government also supports programs for minority graduate students in the sciences and selected disciplines. The AAUP has consistently supported the development and expansion of these programs.

4. *How do you propose to support research?* "Partnership" is the byword. Major support for academic research comes from corporate sources. And lately, government funds flow more readily to projects that involve a partnership between a college or university and private industry. But publicly funded research is important in its own right. Its horizons can be much broader and more distant than those of privately sponsored research, and can take up topics that yield no promise of profits. With public support, investigators can examine diseases that affect only impoverished peoples, explore the health impact of certain products and practices, and examine environmental problems that might result in less profit for certain industries. The AAUP has been a solid supporter of increased funds for the National Institutes of Health and the National Science Foundation, two major centers of publicly funded research projects. The National Endowments for the Humanities and for the Arts provide similar paths for public support of researchers and artists.

Get to know the people who may be making decisions on these issues very soon. Help them shape their attitudes toward higher education and broaden their understanding of faculty work. Begin a relationship now that will last through the next campaign.

Ruth Flower is AAUP director of public policy and communications.

Voter Education Issues for Faculty

**Funding for Higher Education:** According to a recent report from the National Association of State Universities and Land Grant Colleges (NASULGC), "the average return on every \$1 of state money invested in a NASULGC institution is \$5 .... and every \$100 spent by an institution generates another \$138 in additional individual spending: \$64 by employees, \$60 by students, and \$14 by visitors. Both New Mexico State University and the University of New Mexico are NASULGC member institutions, and are clearly bringing benefits to the state, even if only considered on a narrow return on investment basis. How can the legislature improve this situation?

**Faculty Salaries and Support:** Despite the importance of higher education to the state, and the high level of support from the legislature in recent years, University of New Mexico faculty compensation remains well below that of other institutions in its peer comparison group. Among the 17 institutions in the group, UNM ranks dead last in Average Salary and in Average Compensation. Over the last ten years, UNM has lost ground in terms of faculty compensation among the peer comparison group. This discrepancy makes it more difficult to recruit and retain the high quality faculty the university needs. How will the legislature address this discrepancy?

**Labor Law Reform:** AAUP favors the right of faculty to bargain collectively, and has had success with this model of faculty empowerment in other states. Unfortunately, faculty in New Mexico's public institutions do not enjoy this fundamental right. Legislation allowing the faculty to make this choice should be enacted by the next session of the Legislature and signed by the Governor. 25 other states allow faculty the right to make this choice, with Washington State being the most recent to enact legislation earlier in 2002. Will New Mexico correct this inequity in 2003?

**Academic Freedom:** At a time of renewed tensions due to crises in international affairs, the values of academic freedom and freedom of expression are more important than ever. AAUP's 1940 *Statement on Academic Freedom and Tenure* points out that

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher, or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.

Will the legislature keep these values in mind as they address security issues?

For further information contact the University of New Mexico Chapter of the  
American Association of University Professors

S.A.3.10.02.1  
Adopted the agenda.

S.A.3.10.02.2  
Adopted the Summarized Meeting Minutes for September 24, 2002.

S.A.3.10.02.3  
Adopted of Memorial Minute for Professor Carl Schultz presented by Professor Jim Hamill (Anderson Schools of Management).

S.A.3.10.02.4  
Adopted Posthumous Degree for Randin B. Yazzie presented by Professor Beverly Burris (Sociology).

S.A.3.10.02.5  
Approved additional faculty appointments to fill vacancies in the 2002-2003 Committees.

S.A.3.10.02.6  
Adopted by majority voice vote the following curricular change requests en masse:

- New Concentration MA Degree in Communication
- Revision of A.S. Degree in Community Health Education (Health Careers/Gallup Campus)
- Revision of MA dual degree in MA/LAS-MBA (Latin American Studies)
- Revision of MOT Degree in Occupational Therapy (Graduate Program)
- Revision of MPT Degree in Physical Therapy Program (Orthopaedics & Rehabilitation)
- Revision of MS Degree (Speech & Hearing Sciences)

S.A.3.10.02.7  
Approved a resolution of the Faculty & Staff Benefits Committee change from "two staff members nominated by the union" to "one staff member nominated by each of the two largest unions".

S.A.3.10.02.8  
Approved Credit Card Resolution