

The University of New Mexico Faculty Senate

Meeting Agenda February 25, 2014 3:00 P.M. Scholes Hall Roberts Room

	AGENDA TOPICS	TYPE OF ITEMS/ PRESENTER(S)
3:00	1. Approval of Agenda	Action: Richard Holder
	2. Acceptance of the January 28, 2014 Summarized Minutes	Action: Richard Holder
3:05	3. Faculty Senate President's Report	Information: Richard Holder
3:15	4. President's Report	Information: Robert Frank
3:25	5. Provost's Report	Information: Chaouki Abdallah
CONSENT AGENDA TOPICS		
3:35	6. 2013-2014 Faculty Senate Committee Appointments	Action: Pamela Pyle
	7. Form C	
	MSNAcuteCareNursePractitionerAdult/Gerontology UndergradMarketingMinor GraduateMSNFamilyNursePractitionerConcentration GraduateMasterofOccupationalTherapy GraduateMSPhysicianAssistantStudies GraduateDoctorofPhysicalTherapy-CompletionTrack GraduateMSClinicalLaboratoryScience UndergradTeachEngSpeakOtherLangMinor UndergradBachelorofLiberalArts UndergradBachelorofIntegrativeStudies UndergradBAEnglish-Philosophy UndergradBaccalaureateUSGlobalDiversInclusUGReg UndergradBachelorofMusicEd-VocalConcentration UndergradBAinMusic UndergradAllA&SDegrees UndergradBachelorofMusicEd-InstrumentConcentration UndergradBachelorofMusic-Theory/CompositionConcentration UndergradMusicMinor	
AGENDA TOPICS		
3:40	8. Form D - Proposal for the Occupational Therapy Doctorate (OTD) Degree	Action: Janet Poole Betsy VanLeit
3:50	9. Faculty Senate Council Structure	Information: Jackie Hood
4:10	10. UNM West	Information: Wynn Goering
4:20	11. Human Resources Benefit Communication to Faculty	Information: Elaine Phelps Jewel Washington
4:40	12. New Business and Open Discussion	
4:50	13. Adjournment	

NOTES:

1. All faculty are invited to attend Faculty Senate meetings.
2. Full agenda packets are available 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 103, 277-4664
5. Information found in agenda packets is in draft form only and may not be used for quotes or dissemination of information until approved by the Faculty Senate.

FACULTY SENATE SUMMARIZED MINUTES

2013-2014 FACULTY SENATE January 28, 2014

(Draft – Awaiting Approval at the February 25, 2014 Faculty Senate meeting)

The Faculty Senate meeting for January 28 was called to order at 3:00 p.m. in the Roberts Room of Scholes Hall. Faculty Senate President Richard Holder presided.

ATTENDANCE

Guests Present: Priscila Poliana- GPSA President, Paul Roth-Chancellor of HSC, Talal Saint Lot – Graduate Resource Center

APPROVAL OF THE AGENDA

The agenda was approved as written.

1. Approval of summarized minutes for November 26, 2013 meeting

The minutes were approved as written with one abstention.

2. Memorial Minute for Donna Cromer

Assistant Professor Todd Quinn (University Libraries), presented the following memorial minute for Professor Donna Cromer. This was followed by a minute of silence in her honor.

Memorial for Professor Donna Cromer College of University Libraries & Learning Sciences

Donna Cromer, a native New Mexican, and a long time professor of librarianship at the Centennial Science and Engineering Library (CSEL), passed away in December 2013 after a short illness.

Donna completed her Bachelor of University Studies at UNM in 1976 and received her Masters of Arts in Linguistics and Masters of Library Science simultaneous at the University of Washington, in 1981.

Donna began her career at UNM as an Assistant Professor in Librarianship in 1987 after two years in the Technical Library with the Air Force Weapons Laboratory at Kirkland Air Force Base.

Donna spent her entire career at UNM engaged in a number of research projects with colleagues and faculty. As well, she was the long-time coordinator of public services at CSEL, was instrumental in leading CSEL into new information dissemination technologies, and served on numerous library and UNM faculty committees. She was a recognized resource for the science and engineering communities on and off campus.

Those who had the opportunity to work with Donna shared their mutual admiration for her. This admiration is expressed well by a former library intern.

"I loved working with Donna, although she knew roughly 8 million times as much about science and science-based research than I did, she always made me feel like she was genuinely happy to share what she knew with me. She was patient, she was laid back, she was smart, she was willing to share insider information about where to find the best New Mexican food, and she could tell funny jokes about chemistry manuals. What more could you ask for in a co-worker?"

Donna was an active member of the Special Libraries Association, serving as a membership chair and on their strategic planning committee among other services. A recent email sent from a long time SLA colleague expresses the feelings held by many of the members.

"Donna was a wonderful colleague and friend who will be missed by all of us."

I would like now to have a moment of silence to honor Donna and to remember her in our own special way.

3. Graduate & Professional Student Association (GPSA)

GPSA, President Priscila Poliana reported on the New Billing Platform project that will help students understand why there have been constant increases in tuition and fees. The GPSA has given presentations to the Finance and Facilities Committee and the Board of Regents. Some members from the Board of Regents and the Finance and Facilities Committee were in support of their findings and GPSA needs support for this project. In mid-December GPSA worked with an information technology group which has helped in advancing the project. The New Billing Platform project is in four phases, these phases with updates on their progress can be viewed at: <http://gpsa.unm.edu/>. The goal for this project is for students to be able to review tuition per credit, hour, and fees. When working on the project it was noticed that there was no explanation for differentials that the professional schools charge to students. GPSA, President Priscila Poliana is working with Associate Provost Greg Heileman to understand why students are paying the differential and how the money is being used. Moving forward the GPSA is proposing to request for departments to submit new proposals with the differentials so that students are aware of what they are paying. There are over 3,000 course fees; in the new billing platform it will show the description of why the student is paying the course fee.

Undergraduate students have an incentive to be on the 15 credit hour block the Graduate students with the elimination of the tuition block are now paying a fixed amount per credit hour. The tuition can go up to 60% because of the elimination of the tuition block. GPSA proposed to the Tuition and Fee Team to reinstate the tuition block. The proposal put forward would cost the University \$270,000 a year but the elimination gave revenue of \$520,000 to the University. The proposal that was received from faculty was an inclination of a block that would be 14 credit hours and up. This proposal will not keep incentives for Graduates to take more classes.

The proposal will be discussed at the Academic, Student Affairs & Research Committee meeting scheduled on Thursday, February 6, 2014. GPSA President, Priscila Poliana invited all faculty to attend this meeting in support of the proposal.

4. HSC Chancellor's Report

Chancellor Paul Roth gave an update regarding the Health Sciences Center.



Change and Continuity at the UNM Health Sciences Center

A Presentation to the UNM Faculty Senate

January 28, 2014

Paul B. Roth, M.D., M.S.
Chancellor for Health Sciences
CEO, UNM Health System
Dean, UNM School of Medicine

N.M. Health Workforce Shortage

- Longstanding deficits in key specialties
- Shortages in rural communities
- Shortages worsened by Affordable Care Act

N.M. Health Workforce Committee

- Established in 2012 by N.M. Legislature
- HSC leads workforce data collection and analysis
- Annual report and recommendations sent to lawmakers

Recommendations Include:

- Targeted recruitment and loan repayment
- More Graduate Medical Education slots
- More Advanced Practice Registered Nurses
- More BSN graduates
- New BA/DDS program
- Leveraging technology (Project ECHO)
- New delivery models

N.M. Nursing Education Consortium Outcomes:

- Seamless process for nursing students to participate in a BSN program from their home communities
- Common procedures in advisement, admissions, progression, course delivery and financial aid
- Increase number of nurses with BSN and graduate degrees.
- Community colleges and universities cooperate to improve efficiency, quality and educational outcomes
- Increased access to BSN programs for New Mexico's rural and minority populations

N.M. Nursing Education Consortium

Members:

Central New Mexico Community College	Clovis Community College
Eastern New Mexico University	Eastern New Mexico University – Roswell
Luna Community College	New Mexico Highlands University
New Mexico State University	New Mexico State University – Alamogordo, Carlsbad
San Juan Community College	Santa Fe Community College
University of New Mexico	University of New Mexico – Gallup, Taos, Valencia
Western New Mexico University	

HSC Research Mission

- \$150 million in extramural funding
- More than 900 grants
 - Brain & behavioral research
 - Infectious diseases
 - Cancer
 - Children's health
 - Environmental health
 - Cardiovascular and metabolic diseases

Proposed College of Public Health

Model A – a “virtual” approach

- **Benefits**
 - Transparent, cost effective & collaborative
 - “Network” leaves intact existing departmental structures
 - Joint faculty appointments
 - Centralization of public health activities and education
 - Leaner than a traditional college

5. Faculty Senate President’s Report

The Board of Regents have held two special meetings to discuss Innovate ABQ. There are two branches of the project; Mesa Del Sol and the Presbyterian Church located on Central and Broadway. In the last month, there have been no updates regarding the Mesa Del Sol project but there has been movement on the Presbyterian Church location. The Board of Regents gave conditional approval to purchase the church; the condition is that they want a Hold Harmless Clause in the Bill of Sale for environmental cleanup. On the edge of the property near the railroad there is fuel that has gone into the water supply that needs to be cleaned. The University will not pay for this clean up, and will not be responsible for it. The funding to purchase the church is \$7.1 million and the revenue to support the cost is \$3 million from the New Mexico Educators Federal Credit Union, \$2 million from the City of Albuquerque, a Federal Grant for \$1.5 million, which leaves \$6.5 million that will come from the UNM Foundation. Purchasing the building is the beginning of an enormous project, estimating renovation costing up to \$19-20 million. Faculty Senate President, Richard Holder’s concerns were heard by the Board of Regents which conveyed that this project cannot detract from the Universities teaching, and scholarly mission. Another concern that he mentioned was to see an academic interest in the project beyond economic development. There will be an Innovate Academy that will offer courses. Other concerns expressed were how the Research Park is being used; the success of it has never been evaluated. Faculty Senate President, Richard Holder requested an update on how the Research Park is working and what the relationship is between the Research Park and Innovate ABQ.

6. CONSENT AGENDA TOPICS

2013-2014 Faculty Senate Committee Appointments

The 2013-2014 Faculty Senate Committees appointments were approved by unanimous voice vote of the Faculty Senate.

Faculty Senate Committee Appointments Needing Senate Approval					
First	Last	Title	Department	Committee	Date added
Charles	Paine	Associate Chairperson	English	Budget	12/6/2013

Form C from the Curricula Committee

The following Form C's were approved by voice vote of the Faculty Senate:

Undergrad BFA Interdisciplinary Film & Digital Media Core (Prod. Crit. Studies)
Undergrad BA Communication Critical Studies Mass Media Concentration
Undergrad BA Journalism & Mass Communication Digital Field Multimedia
Undergrad BA Communication Environmental Communication Concentration
Major Revision BA & BS EPS and BS Environmental Science
Undergraduate BS Intended Engineering Program Code

AGENDA TOPICS

7. 120 Credit Hour for Baccalaureate Degrees (Information)

Associate Provost Greg Heileman reported on the 120 credit hour for Baccalaureate degrees. The Higher Education Commission follows the criteria that associate degrees be 30 credit hours, baccalaureate degrees be 120 credit hours, master degrees be 30 credit hours and beyond. If there is any deviance from that, it should be explained. There is not another state institution in this country that requires a minimum up to 128. There are programs on campus that have created 120-credit-hour curricula to submit as soon as possible. The 4 year graduation rates are between 12-15% since the University does not have 4 year degree plans. All of the curricula will be in a metrics form online that will be available to all faculty to experiment with moving classes to 120 credit hours. Associate Provost, Greg Heileman stated that in this metric it will show how efficiently students can progress.

Past Faculty Senate President, Amy Neel stated that this Form C will be allowing programs to establish a 120 hour degree rather than a 128 hour degree. There are programs that will not lower their requirements but there are a number of programs that are ready. No program will be forced to lower their requirements.

8. 120 Credit Hour for Baccalaureate Degrees (Action)

The Form C 1262 Baccalaureate Degrees change one number in the UNM Catalog. Currently, a minimum of 128 semester hours of earned credit is required for a bachelor's degree that will change to 120 semester hours of earned credit. This will not force an individual program to accept 120 semester hours of earned credit.

All were in favor, Form C 1262 Baccalaureate Degrees was approved by unanimous voice vote of the Faculty Senate with two opposed and one abstention.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1262

Fields marked with * are required

Name of Initiator: Diane Lee Marshall Email:* marshall@unm.edu Date:* 09-09-13
Phone Number:* 505 277-1168 Initiator's Title* Associate Dean: College of Arts and Sciences

Associated Forms exist?*

No ▼

Faculty Contact* Diane Marshall

Department* Arts and Sciences

Branch

Administrative Contact* Stephanie Hands

Admin Email* ssmith@unm.edu

Admin Phone* 277-7373

Proposed effective term:

Semester

Fall ▼

Year

2014 ▼

Course Information

Select Appropriate Program

Undergraduate Degree Program ▼

Name of New or Existing Program * All baccalaureate degrees

Select Category

Degree ▼

Degree Type

BA and BS

Select Action

New ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[Graduation Requirements for UNM.docx](#)

☐

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request * (enter text below or upload a doc/pdf file)

This is a request to change the minimum number of student credit hours for all undergraduate degrees from 128 to 120. The reasons are included in two files. See below

[Reasons to change university requirement to 120 student credit hours.docx](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[UNM-TimeToDegree2013.pdf](#)

**Timely Completion at the University of New
Mexico: Excessive Credits and Baccalaureate
Degree Program Minimums**

Academic Affairs Policy Report 2013-001

August 26, 2013

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1 Introduction

This report addresses the issue of timely completion of baccalaureate degrees at the University of New Mexico (UNM), with a focus on the number of credit hours required by UNM degree programs. In this section we provide some background on this problem, along with the relevant policies at UNM that govern graduation requirements. In Section 2, we provide recent UNM data related to student success; more specifically, we provide data describing the number of credit hours on average accumulated by UNM graduates. Next, in Section 3, we compare this UNM data to similar data in other states and at other institutions. In addition, we describe a number of state efforts aimed at addressing timely completion of baccalaureate degrees. Finally, in Section 4, we provide some recommendations for policy and curricular changes that will facilitate more timely degree completion at UNM.

There are three manuals containing policies related to the governance and operation of UNM. These are the Board of Regents' Policy Manual, the Faculty Handbook and the University Administrative Policies and Procedures Manual. None of these manuals contain any policies related to the number of credit hours required for a baccalaureate degree at the University of New Mexico. Rather, the only policy we have discovered related to the minimum number of credit hours required for a baccalaureate degree program at UNM is contained in the UNM University Catalog. This policy states, under the Graduation Requirements section, that [3]:

“Candidates for an undergraduate bachelors degree must meet the following University minimum degree requirements and are subject to the following University limitations:

—A **minimum** of 128 semester hours of earned credit is required. ...”

The Office of the Secretary at UNM has performed a search for any actions taken by the UNM Faculty Senate on the number of credit hours required for a degree. The archives were searched dating back to 1976, the earliest date that Faculty Senate minutes are available electronically, with no records found pertaining to any actions or discussions related to this topic.

2 UNM Student Success

In order to set the context, in this section we provide some recent data related to degree completions at UNM. Specifically, Figure 1 shows the average number of credit hours, by college, for students that graduated with a bachelor's degree from UNM during the 2011-12 academic year. The gray line in this figure shows the range of credit hours required. Thus, any credit hours above this line are in excess, and provide a measure of inefficiency in the production of UNM bachelor's degrees. Although the three colors used to construct the bars in this figure—corresponding to credits earned at an institution other than UNM,

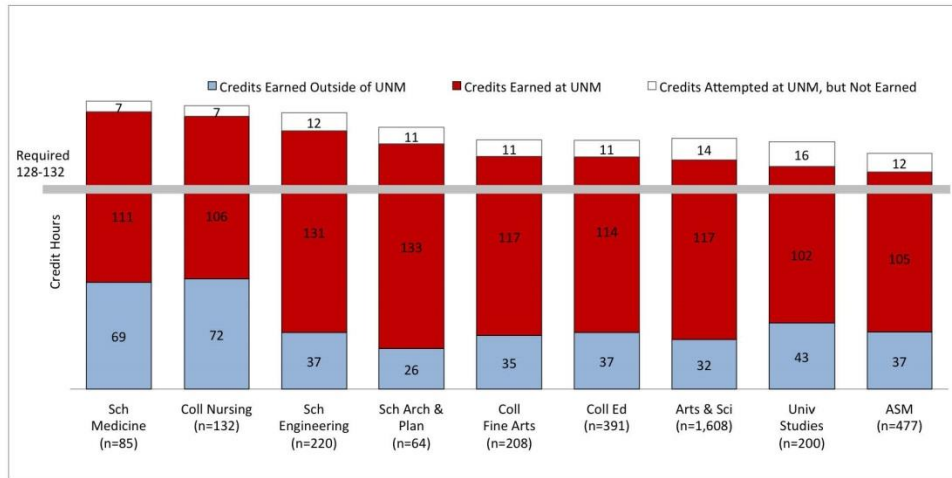


Figure 1: The average number of credit hours by college for bachelor's degree recipients at UNM during the 2011-12 academic year.

credits earned at UNM, and credits attempted but not earned at UNM—are shown on top of one another, it is important to recognize that these are *not* intended to imply a temporal relationship. That is, the credits earned outside of UNM do not all necessarily occur prior to earning credits at UNM, and the unsuccessful attempts at credit hours could have occurred at any time during students' progress towards degrees. Indeed, it is common for UNM students to intersperse credits over time between those earned at UNM and those earned elsewhere.

Figure 1 demonstrates that the excess credit hours accumulated by students in many colleges at UNM are significant. For instance, students that graduated with baccalaureate degrees in the 2011-12 academic year from the School of Medicine, the College of Nursing, the School of Engineering and the School of Architecture and Planning accumulated on average 187, 185, 180 and 170 credits hours, respectively. In the largest unit at UNM, the College of Arts & Sciences, students in this graduating class averaged 163 credit hours. To put these numbers in perspective, consider that a bachelor's as well as a masters degree are often obtained with 150 total credit hours—assuming 120 credit hours for a bachelor's degree, and 30 credit hours for a masters degree, the minimum requirements at many institutions.

Figure 2 shows the total number of earned credit hours, by degree program, for students that graduated with a bachelor's degree from UNM during the 2011-12 academic year. For each program, the low end of the line corresponds to the 25-th percentile and the high end to the 75-th percentile of the population that graduated with a particular degree. In addition, for each program, the center point of each circle corresponds to the median, and the size of the circle corresponds to the number of degrees awarded. Only programs that awarded more than 10 degrees during this time period are shown. Although many programs in engineering

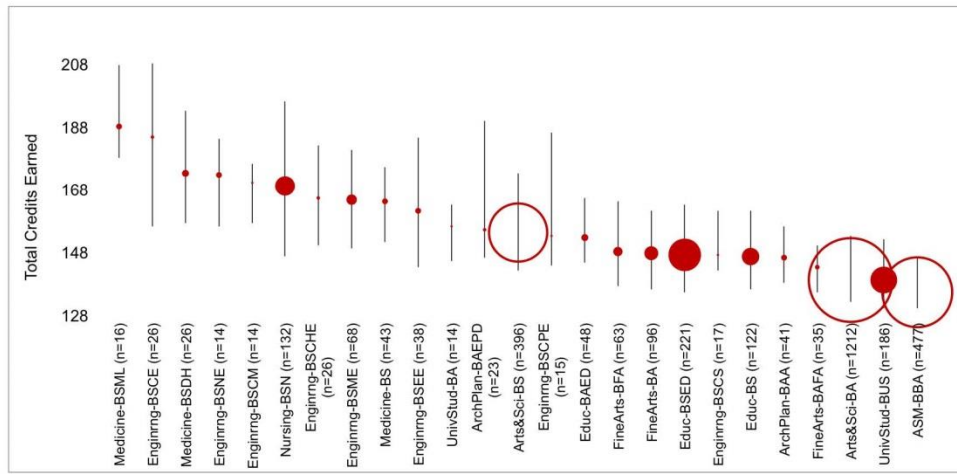


Figure 2: The total number of credit hours earned by program for bachelor's degree recipients at UNM during the 2011-12 academic year. The low end of each line corresponds to the 25-th percentile and the high end to the 75-th percentile. The center point of each circle corresponds to the median, and the size of the circle corresponds to the number of degrees awarded. Only programs that awarded more then 10 degrees during this time period are shown.

and medicine are on the high end in this chart, the number of students these programs graduate is small. The bulk of students at UNM graduate with degrees from the College of Arts & Sciences, and Figure 2 shows that students in bachelor of arts programs are far more efficient than those in bachelor of science programs.

3 Comparisons to Other States and Institutions

For the high school graduating class of 1972, the national average for the number of credit hours accumulated in the pursuit of a bachelor's degree was 130; by 1982, this rose to 134, and by 1992, it was 138 [4]. In the mid-1990s, a number of states began to investigate the problem of "credit creep," and this problem was addressed in many cases through legislative actions. In this section we summarize a few of the more prominent cases, and then we provide comparisons between UNM and a number of institutions in other states.

In 1995, the State of Florida legislated that all baccalaureate degree programs at all state institutions, with exceptions allowed, be reduced to 120 credit hours. Prior to this, the state policy was that programs were not to exceed 128 credit hours. This legislation also mandated that all general education requirements be reduced to 36 hours, and that common degree program prerequisites be standardized, offered and accepted by all of the state's public universities and community colleges. In addition, the timeline provided for completing this work was only one year. Within six months of enacting this legislation, the statewide inventory of degree programs by credit hour had been reduced by 1,571 credit hours [5]. At the University of Florida, the largest university in the state at the time, this change translated into a savings of nearly 56,000 credit hours annually, which equated to approximately 400 additional four-year degrees without changing the overall enrollment level.

In 1993-94, the University of Wisconsin enacted curricular reforms similar to those instituted in Florida. Over the next sixteen years, the average number of credit hours attempted by graduates was reduced from 145 to 132. This change allowed the University of Wisconsin to accommodate 15,000 additional students in 2009-10, as compared to what would have been possible in 1993-94 [4].

In 2005, the State of Texas enacted legislation that placed a limit, with exceptions, on the number of semester credit hours that a public university in that state may require for any bachelor's degree. The statute in the case reads [2]:

"To earn a baccalaureate degree, a student may not be required by a general academic teaching institution to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools or its successor unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree."

Furthermore, this statute “does not prohibit the institution from reducing the number of semester credit hours the student must complete to receive the degree.” Similar to all other higher education accreditation commissions we are aware of, the Southern Association of Colleges and Schools assumes a minimum requirement of 120 credit hours for any baccalaureate degree program.

In addition, it should be noted that both Texas and Florida have passed laws requiring universities to charge additional tuition for excessive undergraduate credit hours. Specifically, in 2009, the State of Florida enacted legislation which requires universities to add a surcharge on each credit hour taken in excess of 120% of the total hours required for a degree [1].

Upon searching the State of New Mexico Constitution, Administrative Code and Statutes, we have not found any requirements or guidelines from the state regarding credit hours for degree completion for institutions of higher learning; however, the Higher Learning Commission, the institutional accreditor for UNM, outlines minimum expectations in the Assumed Practices section of their criteria. Specifically, the minimum credit hour guidelines for degrees are listed in Section B.1.a. as follows:

“The institution conforms to commonly accepted minimum program length: 60 semester credits for associates degrees, 120 semester credits for bachelors degrees, and 30 semester credits beyond the bachelors for masters degrees. Any variation from these minima must be explained and justified.”

A search of the minimum credit hour requirements for degree completion was conducted for UNM’s newly proposed peer list. A majority of UNM’s peers set the minimum credit hour requirements for a bachelors degree at 120 hours, with the exception of New Mexico State University (128), and the University of Utah (122). Most of these peers also set a minimum requirement for a second degree at 30 hours, although Texas Tech University requires 24 hours. A majority of the institutions also state that the minimum requirements for specific bachelors degrees may vary by college and degree. A summary of these results is provided in Figure 3, where we have also listed the minimum credit hour requirement for four-year institutions in New Mexico. Note that all but one of the seven four-year institutions in New Mexico require a minimum of 128 credit hours for a bachelor’s degree. The exception is New Mexico Tech University, which requires a minimum of 130 credit hours.

In addition, the Office of Institutional Analytics at UNM contacted a few of our peer institutions in order to obtain data related to the actual number of credit hours attempted by graduates. The results are shown in Figures 4 and 5. Figure 4 shows the average number of credit hours accumulated by degree recipients at three of UNM’s peer institutions, Arizona State, University of Houston and University of Tennessee. It is interesting to note that Arizona State University has the minimum value for all colleges across all four institutions shown in the figure. Not only does Arizona State University have a 120 credit hour minimum for the baccalaureate degree, but the university has mandated that *all* programs, including those in architecture and engineering, must meet the minimum with their degree requirements. Contrast this to the University of Houston. Even though the State of Texas

Institution	Min. Credit Hours bachelor's Degree	Notes
Arizona State University	120	Policy allows for exceptions; however, <i>all</i> programs, including those in architecture and engineering, meet the minimum.
University of Arizona	120	
University of California–Riverside	180 (quarter system)	Equates to 120 semester credit hrs.
University of Colorado–Boulder	120	
University of Colorado–Denver	120	
Florida International University	120	
University of Iowa	120	
University of Kansas	120	
University of Missouri–Columbia	120	
University of Nebraska–Lincoln	120	
University of Nevada–Las Vegas	120	
University of Oklahoma	120	
University of Tennessee (Texas System)	120	120 credit hours is the legislated maximum, with exceptions allowed. Texas State Law on Excessive Undergraduate Hours assesses a penalty for exceeding 30 hours beyond those required for degree.
Texas A&M University–College Station		
Texas Tech University		
The University of Texas at Arlington		
The University of Texas at Austin		
The University of Texas at El Paso		
University of Houston		
Oklahoma State University	120	Some programs are as high as 150 credit hrs.
University of Utah	122	
<i>New Mexico Institutions</i>		
Eastern New Mexico University	128	
New Mexico Highlands University	128	
New Mexico State	128	At least 48 hrs. numbered 300 and above.
New Mexico Tech University	130	
Northern New Mexico College	128	
Western New Mexico University	128	
University of New Mexico	128	

Figure 3: The minimum number of credit hours required for a bachelor's degree at UNM peer institutions and other four-year institutions in New Mexico.

UNM	Arizona State		Univ Houston		Univ Tennessee		
Degree Year	'11-'12		'11-'12		'10-'11	'11-'12	
Min. Credit Hours for Degree	128		120		120	120	
<u>Average Credit Hours by Coll.</u>							
School Medicine	180.5						
Coll. Nursing	177.7	Nursing & Health Innovation	153.0		Coll. Nursing	148.5	
School Engineering	168.1	Engineering	147.0	Cullen Coll. Engineering	166.2	Engineering	151.0
School Arch. & Planning	159.5	Design & The Arts - Design	136.0	School Architecture	177.8	Architecture & Design	171.7
Coll. Fine Arts	151.5	Design & The Arts - Fine Arts	137.0				
Coll. Education	151.3	Teachers Coll.	134.0	Coll. Education	160.5		
Coll. Arts & Sciences	149.3	Liberal Arts & Sciences	133.0	Coll. Liberal Arts & Soc Sci	152.5	Arts And Sciences	141.1
University Studies	145.1	Letters & Sciences	129.0				
Anderson Schools Management	141.5	Business	134.0	Bauer Coll. Business	155.2	Business Administration	135.0

Figure 4: The average number of credit hours accumulated by graduates of specific colleges at UNM, Arizona State University, University of Houston and University of Tennessee.

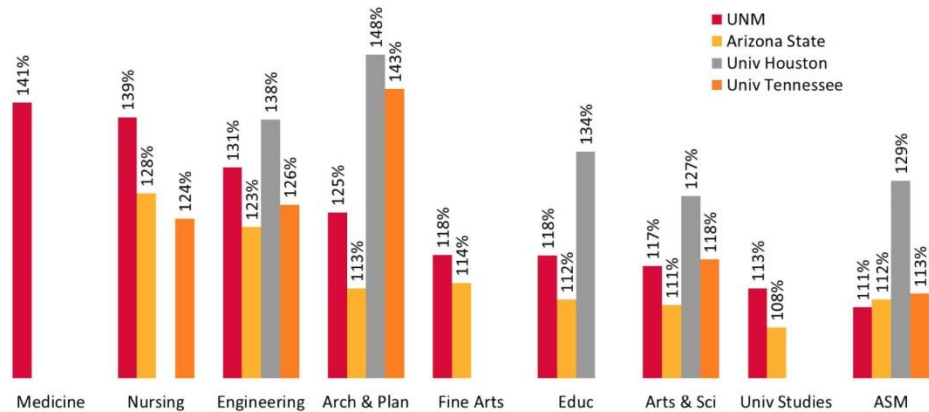


Figure 5: The excess credit hours for graduates of specific colleges, as a percentage of the minimum required for the degree, at UNM (2011-12), Arizona State University (2011-12), University of Houston (2010-11) and University of Tennessee (2011-12).

mandates a 120 credit hour minimum, exceptions are allowed, and the University of Houston makes use of them. For instance, in the Cullen College of Engineering at the University of Houston, degree programs have between 127 and 131 required credit hours. The Bachelor of Architecture degree at the University of Houston is a five-year 160 credit hour program.

4 Recommendations

Complete College America provides three policy recommendations aimed at reducing time to degree. These include [4]:

1. Control credit creep by limiting program length.
2. Establish model four-year semester-by-semester road maps for all programs.
3. Guarantee the transfer of general education curriculum.

UNM should follow the examples set by other states, as well as the recommendations of Complete College America, in order to streamline our curricula and address the excess credit hour issue that exists on our campus. This should be accomplished through the following actions:

- Work with the UNM Faculty Senate to create a policy that reduces the minimum number of credit hours required for a baccalaureate degree at UNM from 128 to 120. Many of our peer institutions have demonstrated that this is possible while also maintaining program quality.
- Once the previous policy is in place, work with the UNM Faculty Senate Curriculum Committee and academic departments to review all degree programs, with the goal of reducing degree requirements in order to match the 120 credit hour minimum, with exceptions allowed if compelling academic reasons are provided.
- Work with academic units at UNM to create four-year semester-by-semester road maps for all programs, and provide mechanisms for tracking the progress of students relative to these road maps.
- Create degree road maps that may be customized to a student's particular circumstances—e.g., that start at the math course a student tests into, or that incorporate work completed at other institutions in the state (taking into account articulation agreements).

References

- [1] Florida Statutes. www.leg.state.fl.us/Statutes, 2012. 1009.286 – Additional student payment for hours exceeding baccalaureate degree program completion requirements at state universities.
- [2] Texas Higher Education Coordinating Board. <http://www.thecb.state.tx.us>, 2013. 61.0515 – Statutory Limitation on Semester Credit Hours Required for a Baccalaureate Degree.
- [3] UNM Catalog. <http://catalog.unm.edu/catalogs/2012-2013/undergrad-program.html>, 2013.
- [4] N. Johnson. Three policies to reduce time to degree. Technical report, Complete College America, Washington, DC, February 2011.
- [5] R. E. LeMon and G. W. Pitter. Standardizing across institutions: Now that we all look alike, what do we look like? Technical report, Office of Academic Program Review, State University System of Florida, Tallahassee, FL, 1996.

We are proposing that the minimum number of credit hours required for a baccalaureate degree be reduced from 128 to 120.

We are proposing this for several reasons.

1. This will allow students to graduate in 8 semesters by taking 15 hours per semester. This is particularly important for students who are not taking laboratory courses. When students take a course with a lab it is straightforward to take 16 hrs per semester. However, when students are not taking a lab, they must take more than 5 courses per semester to meet the 16 hrs per semester required to graduate in 8 semesters.
2. 120 hours per semester is standard practice among our peer institutions – a minimum of 120 credit hours for schools on a semester schedule or 180 credit hours for schools that operate on the credit system is required by University of Arizona, University of Colorado, University of Iowa, University of Kansas, University of Kentucky, University of Missouri, University of Nebraska, University of Oklahoma, University of Oregon, University of South Carolina, University of Tennessee, University of Texas (Austin, El Paso, and Arlington), University of Virginia, University of Washington, University of California at Riverside, Arizona State University, Texas A&M, University of Houston, University of Nevada, University of North Texas, and Florida International University. The University of Arkansas and Oklahoma State University require 124 credit hours, the University of Utah requires 122 and New Mexico State University Requires 128.
3. This change works well with the new tuition policy that encourages students to take at least 15 hrs of courses per semester.

It is important to note that this is a minimum, not a maximum. It is possible for particular degrees to require higher numbers of hours, especially if their disciplinary accreditation requires this. That practice is common among our peer institutions.

Graduation Requirements

Bachelor's Degrees

Graduation from the University of New Mexico is not automatic. Application for candidacy for graduation is required. Each college may have differing deadlines for degree application. Students anticipating graduation should make arrangements in advance with their college.

Candidates for an undergraduate bachelor's degree must meet the following University minimum degree requirements and are subject to the following University limitations:

1. The student must be admitted to the University of New Mexico college from which the degree is awarded at the time of graduation.
2. A **minimum** of ~~428~~ 120 semester hours of earned credit is required.
3. Complete the University Core Curriculum.
4. Residence credit requirement: A minimum of 30 semester hours of credit, exclusive of extension and correspondence (independent study) credit, must be earned at the University of New Mexico. Of these 30 semester hours in residence, 15 semester hours must be earned after the candidate has accumulated 92 hours of earned semester hour credit; these 15 hours, however, do not necessarily have to be the last hours of a degree program. A student may fulfill all or part of this residence requirement by attending summer session.
5. The student must have a minimum cumulative grade point average of 2.0.
6. The student must demonstrate a minimum competence in English writing by passing ENGL 102 with a "C" or better or attaining a suitable score on an authorized proficiency test prior to graduation. Students exempt from taking ENGL 101 and students who receive a grade of B- or higher in ENGL 101 or its equivalent at another institution, may choose to satisfy the minimum competence in English writing requirement through the Writing Proficiency Portfolio program administered in the English Department.
7. A maximum

9. 2014 Shared Knowledge Conference

Graduate Studies Program Coordinator, Talal Saint-Lot reported on the 2014 Shared Knowledge Conference (<http://unmgrc.unm.edu/conference/>). The Graduate Resources Center serves students from the undergraduate level in terms of assisting them into graduate school. The Center serves the new Graduate students by providing introductory workshops, consultations on writing and statistics. They serve Graduate students working on their dissertation or thesis.

The Shared Knowledge Conference will be held on Tuesday, April 16 through Thursday, April 18 in the Student Union Building. The Graduate Resource Center has been hosting this conference for the past three years. Every year participation has increased, and last year the conference was statewide incorporating the undergraduate student population with New Visions Research Colloquium. This conference is student planned and student organized. The goal is to celebrate research on campus and get students excited about what they are doing and why they are here at the University. The Graduate Resource Center works across the University through the Sciences, Arts, Humanities and north campus. There are a variety of formats available at the conference; traditional oral presentations, student film show case, poster model art exhibit, creative performances, open format sessions and a three minute thesis competition. For the three minute thesis competition there will be prizes given; \$1,000 scholarship, \$500 scholarship or iPad Air for the runner up. There will be categorical prizes for each category; \$500 scholarship or iPad

Air. Faculty participation and engaging students to participate is necessary. There is a selection process; students that are first time presenters are encouraged to participate.

10. UNM Legislative Update

Director of Government Affairs, Marc Saavedra gave an update on the 2014 Legislative Session.



Office of Government Relations

2014 Regular Legislative Session – Briefing: January 22, 2014

The 2014 legislative session commenced with the promise of a gradual economic turnaround. The LFC and DFA revenue estimates projected "new money" in the amount of \$293 million. Additionally, there is \$167 million in GO Bond capacity and \$185 million in Severance Tax Bonds available for capital projects. The following summarizes how UNM fared in the HED, DFA and LFC budget recommendations for FY 15:

➤ **HED – Higher Education Department**

- I&G budget recommendation starts from the FY 14 operating base:
 - Main Campus, \$183,921,000, a \$3,517,500 increase or 1.9%
 - Health Sciences Center, \$61,417,200, a \$499,900 increase or 0.8%
- ERB – Employer contribution of 0.75%.
- Research and Public Service Projects
 - Main Campus, \$9,580,272, a 6.8% increase
 - Health Sciences Center, \$24,486,300, an 8.34% increase

➤ **DFA - Department of Finance and Administration – Executive**

- I&G budget recommendation starts from the FY 14 operating base:
 - Main Campus, \$183,156,500, a \$2,752,000 increase or 1.5%
 - Health Sciences Center, \$61,667,300, a \$750,000 increase or 1.2%
 - Branch Campuses
 - Gallup, \$9,037,000, a \$69,400 increase or 0.8%
 - Los Alamos, \$1,901,900, a \$25,900 increase or 1.4%
 - Taos, \$3,467,900, a \$49,300 increase or 1.4%
 - Valencia, \$5,460,500, a \$110,500 increase or 2.1%
- ERB – Employer contribution of 0.75%, details not yet available for ERB breakout
- Research and Public Service Projects – No reductions

➤ **LFC - Legislative Finance Committee**

- I&G budget recommendation starts from the FY 14 operating base:
 - Main Campus, \$186,344,600, a \$5,930,100 increase or 3.3%
 - Health Sciences Center, \$61,713,300, a \$796,000 increase or 1.3%
 - Branch Campuses
 - Gallup, \$9,281,200, a \$313,600 increase or 3.5%
 - Nursing Expansion, \$209,800, a \$59,100 increase or 39.2%
 - Los Alamos, \$1,904,500, a \$28,500 increase or 1.5%
 - Taos, \$3,492,100 a \$73,500 increase or 2.2%
 - Nursing Expansion, \$244,600
 - Valencia, \$5,522,600 a \$172,600 increase or 3.2%
 - Nursing Expansion, \$170,300
- ERB – Employer contribution of 0.75% recommends funding at General Fund rate of I&G salaries.
- 1.5% compensation increase based on salaries paid by I&G funds, approx. 62% of UNM employees
- Research and Public Service Projects
 - Main Campus, \$9,184,100, a 2.8% increase
 - Health Sciences Center, \$26,016,400, a 15.11% increase

➤ **Lottery Scholarship:**

- For FY 14, HED has requested an \$11 million non-recurring general fund appropriation and has provided the legislature with 32 different scenarios to achieve solvency.
- The LFC recommends \$11 million of non-recurring general fund appropriation for the spring of 2014 and an additional \$8 million non-recurring general fund appropriation for FY 15. The \$8 million appropriation is contingent on enacting legislation during the 2014 session that improves lottery scholarship solvency. The LFC proposal also includes an additional \$2.9 million to provide full tuition for current students who have received the scholarship for four semesters. The LFC proposes that the legislation include: capping the scholarship awards; raising the GPA requirement from 2.5 to 2.75; and 15 credits per semester. The LFC predicts that these changes will save the scholarship approximately \$5 million in FY15.

➤ **Compensation**

- The Executive budget recommends \$14.2 million in targeted compensation for hard to fill position such as public safety, corrections, social workers and IT.
- The LFC has recommended a 1.5% cost of living adjustment for all state employees. However, for the university, this would be funded at the General Fund rate of I&G salaries, roughly 62%.

➤ **Endowment & Economic Development**

- The Executive budget has recommended \$7.5 million to replenish the higher education endowment fund. Main Campus would receive 18% and Health Science Center would receive 12% as provided in statute. In addition, the Executive recommends \$2 million for the Technology Research Collaborative.

➤ **SB 53, General Obligation Bond Projects, Senator Cisneros:**

FARRIS ENGINEERING	\$20,500,000
HSC – HEALTH EDUCATION BUILDING	\$12,000,000
UNM – GALLUP ZOLLINGER LIBRARY COMPLETION	\$ 1,050,000
UNM – LOS ALAMOS CLASSROOM REMODEL	\$ 500,000
UNM – TAOS CORE STUDENT SUCCESS CENTER	\$ 4,000,000
UNM – VALENCIA CRITICAL INFRASTRUCTURE IMPROVEMENT	\$ 1,000,000
UNIVERSITY OF NEW MEXICO TOTAL	\$39,050,000

➤ **2014 Legislative Session Additional Capital Outlay Needed:**

- | | |
|---|---------------------|
| • Physics and Astronomy Building | \$ 3,000,000 |
| • Campus Safety Lighting | \$ 125,000 |
-

➤ Proposed Legislation of Interest.

- Please visit the Office of Government Relations website at <http://govrel.unm.edu/>, and click on 2014 Legislative Session for a list of all bills that impact UNM. For daily legislative updates. Please sign up to join our listserv for updates.
- UNM Related:

HB 36	Carl Trujillo	TECH RESEARCH INVESTMENT & ADMINISTRATION	HPREF	TO ESTABLISH ADVANCED TECHNOLOGY CENTERS BASED ON THE WEALTH OF SCIENTIFIC AND TECHNICAL TALENT THAT EXISTS IN PARTICIPATING INSTITUTIONS TO HELP FOSTER THE DEVELOPMENT AND CREATION OF NEW INTELLECTUAL PROPERTY FOR THE STATE AND ENCOURAGE NEW OPPORTUNITIES FOR BUSINESS AND INCREASE JOBS, HELP COMMERCIALIZE THE INTELLECTUAL PROPERTY, AND WORKFORCE TO SUPPORT ENTERPRISES BASED ON THE INTELLECTUAL PROPERTY.
HB 79	Larry A. Larrañaga	HIGHER ED ENDOWMENT FUND DISTRIBUTION & USES	HPREF	CHANGING THE DISTRIBUTION PROCESS AND USES OF THE HIGHER EDUCATION ENDOWMENT FUND; PRESCRIBING POWERS AND DUTIES; PROVIDING FOR MERIT-BASED AWARDS FROM THE HIGHER EDUCATION ENDOWMENT FUND; MAKING AN APPROPRIATION.
SB 36	Timothy Keller	STATE GRADUATE EMPLOYMENT TAX CREDIT	SPREF	CREATING THE STATE GRADUATE TAX CREDIT AND STATE GRADUATE EMPLOYMENT CORPORATE INCOME TAX CREDIT. ALSO AUTHORIZING THE TAXATION AND REVENUE DEPARTMENT TO REVEAL AGGREGATE TAX CREDIT OR DEDUCTION INFORMATION TO FACILITATE A REPORT TO LEGISLATIVE COMMITTEES.
SB 81	William H. Payne	UTILITY CHARGES FOR CERTAIN SCHOOLS	SPREF	RELATING TO UTILITIES; AMENDING A SECTION OF THE RENEWABLE ENERGY ACT TO EXEMPT FROM CHARGES BY A UTILITY FOR RENEWABLE ENERGY PROCUREMENTS CERTAIN EDUCATIONAL INSTITUTIONS IN ARTICLE 12, SECTION 11 OF THE CONSTITUTION OF NEW MEXICO IF THE INSTITUTION HAS CONSUMPTION EXCEEDING TWENTY MILLION KILOWATT-HOURS PER YEAR AT ANY SINGLE LOCATION OR FACILITY AND OWNS RENEWABLE ENERGY GENERATION.

- Health Sciences Center Related:

HB 8	Elizabeth "Liz" Thomson	MEDICAID REIMBURSEMENT RATE INCREASE	HPREF	MAKING AN APPROPRIATION TO THE HUMAN SERVICES DEPARTMENT TO FUND REIMBURSEMENT RATE INCREASES FOR CERTAIN MEDICAID PROVIDERS.
HB 78	Trujillo, Jim R.	TRANSFER FUNDS TO TOBACCO SETTLEMENT FUND	HPREF	TRANSFERS \$100M IN GENERAL FUND OPERATING RESERVE TO TOBACCO SETTLEMENT PERMANENT FUND. PURPOSE IS TO REBUILD THE TS PERMANENT FUND AS FUNDS HAVE BEEN DIVERTED TO THE GENERAL FUND.
SB 58	Mary Kay Papan	COMMUNITY HEALTH WORKERS ACT	SPREF	ESTABLISHES THE ACT. PROVIDES FOR A VOLUNTARY CERTIFICATION SPREF PROCESS TO BE ESTABLISHED BY DOH. DEFINES WHAT A COMMUNITY HEALTH WORKER IS. ESTABLISHES CORE COMPETENCIES FOR COMMUNITY HEALTH WORKERS.

- Capital Outlay Related:

HB55	Jim R. Trujillo	2014 WORK NM ACT- SEVERANCE TAX BOND PROJECTS	HPREF	RELATING TO CAPITAL EXPENDITURES; ENACTING THE 2014 WORK NEW MEXICO ACT; AUTHORIZING THE ISSUANCE OF SEVERANCE TAX BONDS; AUTHORIZING EXPENDITURES FROM CERTAIN FUNDS AND BALANCES; CLARIFYING CONDITIONS FOR THE ISSUANCE OF BONDS; ESTABLISHING CONDITIONS FOR THE EXPENDITURE OF SEVERANCE TAX BOND PROCEEDS; ESTABLISHING CONDITIONS FOR THE REVERSION OF UNEXPENDED BALANCES; MAKING APPROPRIATIONS; DECLARING AN EMERGENCY.
SB 53	Carlos Cisneros	General Obligation Bond Project	SPREF	ISSUANCE AND SALE OF CAPITAL PROJECTS GENERAL OBLIGATION BONDS TO MAKE CAPITAL EXPENDITURES FOR SENIOR CITIZEN FACILITY IMPROVEMENTS AND ACQUISITIONS, FOR LIBRARY ACQUISITIONS AND FOR CAPITAL IMPROVEMENTS AND ACQUISITIONS OF HIGHER EDUCATION, STATE SPECIAL SCHOOLS AND TRIBAL SCHOOLS. REQUIRING APPROVAL OF THE REGISTERED VOTERS AT THE 2014 GENERAL ELECTION OF THE STATE.

11. New Business and Open Discussion

Meeting adjourned at 5:00 p.m.

	Meeting Attendance 2013-2014										
First Name	Last Name	Department	Aug 27	Sep 24	Oct 22	Nov 26	Jan 28	Feb 25	Mar 25	Apr 22	Notes
Diana	Aboytes	Dental Medicine	U	P	U	P	P				
William	Adler	Internal Medicine	U	U	U	U	U				
Bina	Ahmed	Language Literacy and Sociocultural Studies	U	U	U	U	U				
Dan	Barkley	University Libraries	P	P	E	P	P				
Patricia	Bradley	HSC Library	U	U	U	U	U				
Lee	Brown	Internal Medicine	P	P	E	U	P				
Coffee	Brown	Emergency Medicine	U	P	U	P	P				
Greg	Cajete	University College	U	P	P	U	P				
Vladimir	Conde-Reche	Theatre and Dance	U	U	P	P	P				
Michael	Cook	Art and Art History	E	P	E	P	P				
Dennis	Davies-Wilson	Los Alamos	P	P	E	U	E				
Sally	Davis	Pediatrics	P	P	U	P	P				
Cassiano	deOliveria	Chemical and Nuclear Engineering	P	P	P	U	U				
Tobias	Fischer	Earth and Planetary Science	U	P	U	P	P				
Nick	Flor	Anderson School of Management	P	U	P	P	U				
Sally	Fortner	Anesthesiology	U	U	U	U	E				
Walter	Gerstle	Civil Engineering	P	P	P	P	P				
Donald	Godwin	Pharmacy	U	P	P	P	U				
Constantine	Hadjilambrinos	Geography	P	P	U	P	U				
Michael	Hix	Music	P	P	U	P	E				
Richard	Holder	Chemistry	P	P	P	P	P				
Chien-An	Hu	Biochemistry	P	P	P	U	P				
Scott	Hughes	School of Law	P	P	P	P	P				
Melissa	Ivers	Dental Services	U	U	U	U	U				
Feroza	Jussawalla	English	P	P	U	U	P				
Ricky	Lee Allen	Language Literacy and Sociocultural Studies	U	U	U	P	P				
Jeffrey	Long	Anthropology	U	P	P	P	U				
Thomas	Long	Anesthesiology	P	U	U	P	P				
Nancy	Lopez	Sociology	P	P	P	P	U				
Robert	McDaniels	Emergency Medicine	U	U	U	U	P				
Cindy	Mendelson-Klauss	Nursing	U	U	U	U	U				
Margot	Milleret	Spanish and Portuguese	P	U	U	U	P				
Louis	Moya	Taos	U	U	U	P	P				
Scott	Ness	Genomics	U	E	U	P	P				
Jeffrey	Norenberg	Pharmacy	U	P	U	P	P				
Diane	Parham	Pediatrics	P	P	P	P	P				
Bruce	Perlman	Public Administration	P	E	E	P	P				
Holly	Phillips	University Libraries	U	P	P	P	P				
Janet	Poole	Pediatrics	U	P	P	E	P				
Stefan	Posse	Neurology	P	P	P	E	E				
Pamela	Pyle	College of Fine Arts	P	P	P	P	P				
Todd	Quinn	University Libraries	P	P	U	U	P				
Frank	Ralls	Internal Medicine	X	X	U	U	U				
John	Rask	Anesthesiology	P	P	U	E	E				
Patricia	Risso	History	P	P	P	U	P				
Tim	Ross	Civil Engineering	E	P	P	P	P				
John	Russell	Mechanical Engineering	P	P	P	P	P				
Adrienne	Salinger	Art and Art History	X	X	X	P	E				
Edl	Schamiloglu	Electrical Computer Engineering	P	U	P	E	P				
James	Sayers	UNM Gallup	X	X	X	P	P				
Vallabh	Shah	Biochemistry	P	P	P	P	P				
Geoff	Shuster	Nursing	P	U	P	P	P				
Christine	Sierra	Political Science	U	P	P	P	P				
Howard	Snell	Biology	X	X	X	P	E				
Julia	So	Valencia	P	P	P	P	P				
Codruta	Soneru	Anesthesiology	P	P	P	P	P				
Robert	Tepper	Anderson School of Management	P	P	P	P	P				
James	Thomas	Physics and Astronomy	U	U	U	U	P				
Michael	Thomas	Honors College	P	P	P	P	P				
Diane	Torres-Velasquez	Teacher Education	P	P	P	P	P				
Thomas	Turner	Biology	P	P	U	P	P				
Robert	Valdez	Family and Community Medicine	P	P	P	P	P				
Harry	VanBuren	Anderson School of Management	P	U	U	P	U				
Irene	Vasquez	American Studies	P	E	P	P	E				
James	Wallace	Neuroscience	P	E	U	E	U				
David	Weiss	Communication & Journalism	P	P	P	E	P				
Jorge	Wernly	Surgery	P	P	P	U	P				
Blair	Wolf	Biology	P	P	P	U	U				
Kristina	Yu	Architecture and Planning	P	U	U	U	P				

Faculty Senate Committee Appointments Needing Senate Approval

First	Last	Title	Department	Committee	Date added
Pamela	Hall	Assistant Professor	College of Pharmacy	Graduate and Professional	1/31/2014
Jongwon	Lee	Assistant Professor	College of Nursing	Information Technology Use Committee	2/18/2014
Amber	Dukes	Graduate Students	GPSA	Ethics and Advisory Committee	2/24/2014
Texanna	Martin	Graduate Students	GPSA	Athletic Council	2/24/2014

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1281**

Fields marked with * are required

Name of Initiator:	Kim Norgren	Email:*	knorgren@unm.edu	Date:*	09-26-13
Phone Number:*	505 272-8327	Initiator's Title*	Data Manager: College of Nursing		
Associated Forms exist?*	Yes ▼				
Faculty Contact*	Ann Caudell	Administrative Contact*	Kim Norgren		
Department*	College of Nursing	Admin Email*	knorgren@salud.unm.edu		
	Branch	Admin Phone*	2-8327		

Proposed effective term:

Semester	Spring ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Graduate Degree Program ▼		
Name of New or Existing Program	* Acute Care Nurse Practitioner Adult/Gerontology (ACNP)		
Select Category	Concentration ▼	Degree Type	M.S.N.
Select Action	Revision ▼		

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[ACNP Curriculum Change Rationale.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
please see attached document "ACNP Curriculum Change Rationale".

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[Impact.txt](#)

Adult-Gero ACNP Curriculum Revision Rationale

In August of 2010, a national expert panel was developed to review nationally recognized core nurse practitioner competencies and adult, gerontology and acute care nurse practitioner competencies. The Expert Panel consisted of representatives from the John A. Harford Foundation Gero-Psychiatric Nursing Collaborative, the National Organization of Nurse Practitioner Faculty, and the American Association of Colleges of Nursing. The rationale for incorporating gerontology content into advanced practice programs was due to staggering statistics about those individuals born between 1946 and 1964, roughly 78 million Americans. It is estimated that in 2013, over 4,000,000 persons will turn 50. Those people over 50 years old represent 28% of the U.S. population. By 2030, the population over 65 will double.

Six of 10 baby boomers will have at least one chronic illness. In 1999, 48% of patients who were ≥ 65 years old and were Medicare beneficiaries had three chronic illnesses and 21% had \geq five. Moreover, those patients with three chronic illnesses utilized 89% of Medicare's annual budget (Boyd, Darer, Boulton, Fried, Boulton, & Wu (2005). Patients in hospitals are sicker with a higher number of chronic diseases and experiencing acute exacerbations of these illnesses.

Based on these statistics, we are increasing the number of clinical hours related specifically to the geriatric population; the total number of clinical hours will be 768, which is consistent with other UNM M.S.N. concentrations, as well as several ACNP programs across the country.

1. N 574 Primary Care Issues in Adult Acute Care Advanced Practice Nursing – This course is being eliminated.
2. N 567 - Emerging Issues in Adult-Geriatric Advanced Practice Nursing. According to the AACN Adult-Gerontology Acute Care Nursing Practitioner Competencies (AACN, 2012), health promotion, health protection, and disease prevention are major competencies ACNP students need to obtain. Primary care management, however, is not an area ACNP students are required to have. Therefore, this course is being eliminated.
3. N 564 - Health Promotion, Prevention, and Protection for Adult Acute Care Patients. According to the AACN Adult-Gerontology Acute Care Nursing Practitioner Competencies (AACN, 2012), health promotion, health protection, and disease prevention are major competencies ACNP students need to obtain. This new course will cover this content that had been covered in N 567.
4. N 572– Iatrogenesis in the Elderly (currently 2 credits didactic). The course credits will increase to 3 credits with two of didactic and one of clinical for a total 48 clinical hours. Given the increasing complexity of an aging population with multiple comorbidities, it is important the students have a clinical component to increase their ability assess, diagnose and manage diseases in the elderly.
5. N 571 Geriatric and End of Life Concepts for Advanced Practice Nursing. (Currently 3 credits didactic) This course was offered for the first time this summer. This course's credits will decrease to two credits from three as the content can be provided in fewer credits.
6. N 561 – Applications to Practice (5 credits; 1 didactic, 4 clinical). This course will undergo a slight title change and a change in the didactic and clinical credits. To differentiate between the two applications to practice courses, the title of N 561 will change to ACNP Applications to

Practice I – Introduction to the Acutely Ill Adult. Because this is the students’ first clinical applications course, more didactic is required. Therefore, the credit changes will be increasing the didactic to 2 credits and decreasing the clinical credits to 3 credits – 144 clinical hours. The one remaining clinical credit will be shifted to N 563.

7. N 563 – Applications to Practice (5 credits) This is the second clinical applications course. It will undergo a slight title change to ACNP Applications to Practice II – High Acuity Adult Patients. The credit hours will remain at 5 credits; didactic credits will drop to zero while the clinical credits increase to 5 credits for a total of 240 hours.
8. N 595 –Advanced Fieldwork. (Currently has a variable credit from 4-6 credits) To provide the students with an intensive fieldwork related to acutely ill adult/geriatric patients, the clinical credits will be increased to a consistent seven credits for a total of 336 hours. *(NOTE: this change affects the POS only, as 595 currently has a range of 1-7 credits.)*

ACNP ADULT-GERONTOLOGY CONCENTRATION CURRICULUM

In addition to the required core general and clinical courses, the ACNP concentration has the following requirements:

Acute Care Nurse Practitioner Adult/Gerontology (ACNP)

NURS 560	Differential Diagnosis for Advanced Practice	3	No change to POS
NURS 561	ACNP Applications to Practice I	5	Name change
NURS 562	Complex Patient Analysis and Treatment	3	No change to POS
NURS 563	ACNP Applications to Practice II	5	Name change
NURS 566	Advanced Diagnostic and Therapeutic Skills	3	No change to POS
NURS 567	Emerging Issues in Adult Geriatric Advanced Practice Nursing	4	Course deleted; replaced by NURS 564
NURS 564	<i>Health Promotion, Prevention, and Protection for Adult Acute Care Patients</i>	2	New course
NURS 571	Geriatric and End of Life Concepts for Advanced Nursing Practice	2	Credit decrease
NURS 572	Iatrogenesis in the Elderly	3	Credit increase
NURS 574	Primary Care Issues in Adult Acute Care Advanced Practice Nursing	3	Course deleted; 1 credit allocated to NURS 564, 2 credits allocated to NURS 595
NURS 594	Advanced Practice Seminar	1	No change to POS
NURS 595	Advanced Nursing Fieldwork	7	Credit increase
NURS 596	Professional Paper	1	No change to POS
-or-			
NURS 597	Applied Examination	1	No change to POS
		Total 35	Increases by 1
Total for ACNP Concentration		57	Increases by 1
(includes core courses)			

There is no impact on long-range planning, budget, or faculty workload; this is essentially fine-tuning the ACNP Concentration to

be better aligned with the AACN Adult-Gerontology Acute Care Nursing Practitioner Competencies (AACN, 2012). Please see the

attached document "ACNP Curriculum Change Rationale" for details.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1255**

Fields marked with * are required

Name of Initiator: Roberta Murray

Phone Number:* 505 277-8438

Email:* bmurray@unm.edu

Date:* 08-21-13

Initiator's Title* Admin Assistant 3: Anderson Schools of Management

Associated Forms exist?*

Yes ▼

Faculty Contact* Mary Margaret Rogers

Department* MIDS

Branch Main Campus

Administrative Contact* Bobbie Murray

Admin Email* bmurray@unm.edu

Admin Phone* 277-8438

Proposed effective term:

Semester

Please Select ▼

Year

2005 ▼

Course Information

Select Appropriate Program

Undergraduate Degree Program ▼

Name of New or Existing Program

* Marketing Minor

Select Category

Minor ▼

Degree Type

Bachelor

Select Action

New ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[Revision associated with Form C660.pdf](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
There was an error on the original form submission to the catalog. The UNM catalog currently lists a minimum grade of C in all MGMT coursework for the minor. The catalog should be changed to show the Bachelor of Business Administration Minor in Marketing requires a "C-" in all MGMT coursework for the minor.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

FORM C Degree/Program Change

Anderson School of Management internal approval form

Faculty Contact: Mary Margaret Rogers

Department: MIDS

Division: Anderson School of Management

Branch:

Program: Bachelor of Business Administration Minor in Marketing

Proposed effective term Semester: Spring Year: 2014

Course Information

Circle Program Undergraduate_xx____ Graduate____

Name of new or existing program: Bachelor of Business Administration Minor in Marketing
Minor in Marketing

Select Category: Degree____ Major____ Minor_xx____ Concentration____
Certificate____

Emphasis ____ Department ____ Subject code ____

Degree type: Bachelor

Select Action: New ____ Revision _xx____ Deletion ____ Name Change ____

Exact Title and Requirements as they should appear in the catalog:

Current Catalog

Marketing Management Minor

The Marketing Management minor requires a total of 18 credit hours. All Marketing Management minor students must take ENGL 102, ECON 106, and MGMT 322. Each student should consult with the Marketing faculty advisor to choose an additional nine (9) credits of Marketing courses. Marketing courses include MGMT 433, 435, 480, 481, 483, 484, 485, 486, 487, 488, 489, and some MGMT 490 special topics offerings. All pre- or corequisites must be satisfied. Students must receive grades of C or better in all courses applied to the minor.

Proposed Change: Students must receive grades of C- or better

Marketing Management Minor

The Marketing Management minor requires a total of 18 credit hours. All Marketing Management minor students must take ENGL 102, ECON 106, and MGMT 322. Each student should consult with the Marketing faculty advisor to choose an additional nine (9) credits of Marketing courses. Marketing courses include MGMT 433, 435, 480, 481, 483, 484, 485, 486, 487, 488, 489, and some MGMT 490 special topics offerings. All pre- or corequisites must be satisfied. Students must receive grades of C- or better in all courses applied to the minor.

Does this change affect other departmental program/branch campuses? Yes ____ No xx

Reason(s) for request: Error in transcription of original Form C


Statements to address budgetary and Faculty Load Implications and long-range planning: No change

 8/20/13

Approved, Department Chair Date

Approved, C & P Committee Chair Date

Approved, Faculty Chair Date

 8/20/13

Approved, Associate Dean Date
In charge of curriculum

Submitted online

Date

February 2010

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1253**

Fields marked with * are required

Name of Initiator: Kim Norgren **Email:*** knorgren@unm.edu **Date:*** 08-07-13
Phone Number:* 505 272-8327 Initiator's Title* Data Manager: College of Nursing
Associated Forms exist?*: Yes ▼
Faculty Contact* Joanne Bartram Administrative Contact* Kim Norgren
Department* College of Nursing Admin Email* knorgren@unm.edu
Branch Admin Phone* 2-8327

Proposed effective term:

Semester Spring ▼ Year 2014 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼
Name of New or Existing Program * MSN Family Nurse Practitioner Concentration
Select Category Concentration ▼ Degree Type M.S.N.
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[FNP FormC table.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)

This change shifts one clinical hour from Antepartum-Postpartum for FNPs to Adult Health I; two primary factors drive the suggested program changes. 1. We have more course work (both clinical and didactic) in antepartum care than most FNP programs. There is a requirement that this didactic content be included in FNP curricula, however a specific clinical rotation in antepartum care is not required. Additionally, relatively few FNPs practice in this clinical area after graduation and so including it in the program is not a priority. Finding clinical sites for antepartum experiences has been extremely difficult for a number of years. We anticipate even more difficulty with the admission of larger cohorts of FNP students. This change eliminates site visits in this course entirely. FNP students who have a particular interest in antepartum care can elect a clinical experience in this area during their N595 Fieldwork course. 2. The complexity of adult patients has increased markedly over the last decade and more patients with complex medical problems are being seen by NPs. In addition, the NONPF competencies now include an increased focus on older and chronically ill adults in FNP education. Both faculty and students have identified a need for more extensive preparation in the clinical care of adults in order to meet evolving educational and practice requirements. Didactic content has been added to existing courses but an increase in clinical hours is needed to allow application of this content.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[FNP FormC.txt](#)

The Program of Studies must be updated to reflect the redistribution of credits between NURS 535 and NURS 541 (see associated forms A 2679 and 2680), since both are required courses. There is no other change to the Program of Studies, and all other language remains unchanged. The added column in the table below shows the modified credit allocation, with the two changed values highlighted for convenience.

Current:			New:
	Family Nurse Practitioner (FNP) (full-time enrollment required)		
NURS 541	Antepartum/Postpartum	2	1
NURS 542	Ambulatory Pediatrics I	4	4
NURS 548	Women's Health	3	3
NURS 535	Adult Health I	3	4
NURS 536	Adult Health II	5	5
NURS 546	Ambulatory Pediatrics II	4	4
NURS 594	Advanced Practice Seminar	1	1
NURS 595	Advanced Nursing Fieldwork	7	7
NURS 596	Professional Paper	1	1
-or-			
NURS 597	Applied Examination	1	1
	Total	30	30
	Total for FNP Concentration (includes core courses)	52	52

The FNP Concentration clinical hours remain unchanged; this redistribution of one clinical credit hour between courses will have no affect on budget, planning, or faculty workload. The submission of the Form C is necessary because both of these are core courses and the credit hour information needs to be updated.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1250**

Fields marked with * are required

Name of Initiator:	Janet Werner	Email:*	werner@unm.edu	Date:*	07-31-13
Phone Number:*	505 272-6967	Initiator's Title*	Coord,Grad Academic Advisement: Pediatrics Occupat		
Associated Forms exist?*	No ▼	Faculty Contact*	Betsy VanLeit	Administrative Contact*	Janet Werner
		Department*	Occupational Therapy	Admin Email*	werner@salud.unm.edu
		Branch		Admin Phone*	505.272.6967

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Graduate Degree Program ▼
Name of New or Existing Program	* Master of Occupational Therapy
Select Category	Degree ▼ Degree Type
Select Action	Revision ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[Change to Pre-Professional Curriculum.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
To further develop the student's professional writing skills that are required in our program.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

Current

Pre-Professional Curriculum

Prerequisites provide a general foundation in behavioral sciences and are essential for success in the Occupational Therapy Graduate Program. Applicants must complete all prerequisite courses with a minimum 3.0 grade in each course by the end of the spring semester preceding entry into the program. All prerequisites must have been successfully completed within the past five years.

	Required Prerequisite Courses:	Credit
STAT 145	Intro to Statistics	3
PSY 220	Child/Developmental Psychology	3
PSY 332	Abnormal Behavior	3
BIOL 237 / 247L	Human Anatomy and Physiology I for the Health Sciences / Lab I	4
BIOL 238 / 248L	Human Anatomy and Physiology II for the Health Sciences / Lab II	4
		Total 17

Additionally, ENGL 219 Technical Writing, is strongly recommended.

Proposed

Pre-Professional Curriculum

Prerequisites provide a general foundation in behavioral sciences and are essential for success in the Occupational Therapy Graduate Program. Applicants must complete all prerequisite courses with a minimum 3.0 grade in each course by the end of the spring semester preceding entry into the program. All prerequisites must have been successfully completed within the past five years.

	Required Prerequisite Courses:	Credit
STAT 145	Intro to Statistics	3
PSY 220	Child/Developmental Psychology	3
PSY 332	Abnormal Behavior	3
BIOL 237 / 247L	Human Anatomy and Physiology I for the Health Sciences / Lab I	4
BIOL 238 / 248L	Human Anatomy and Physiology II for the Health Sciences / Lab II	4
ENGL 219	Technical and Professional Writing	3
		Total 20

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1341**

Fields marked with * are required

Name of Initiator:	Colleen Sheinberg	Email:*	colleens@unm.edu	Date:*	10-31-13
Phone Number:*	505 277-8401	Initiator's Title*	Lecturer II		
Associated Forms exist?*	Yes ▼				
Faculty Contact*	Colleen Sheinberg	Administrative Contact*	Steven Block		
Department*	Music	Admin Email*	sblock@unm.edu		
Branch		Admin Phone*	505-277-2126		

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼
Name of New or Existing Program	* Bachelor of Music, Theory and Composition Concentration
Select Category	Concentration ▼
Degree Type	bachelor's
Select Action	Revision ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[BM TheoryComp-Catalog Text.pdf](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
See attached.
[BM TheoryComp Reasons.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[BM Th-Comp Form C Impact.pdf](#)

Supplement to Form C: Bachelor of Music, Theory and Composition Concentration

Current and Revised Catalog Text

[Current text]:

1. Core Curriculum (37 hrs)....

2. Concentration Curriculum as follows (91 –97 hrs):....

Theory and Composition Concentration

- a. six semesters of MUS 101 *Concert Music* with a grade of CR;
- b. 5 hours of applied music in the principal instrument;
- c. 23 hours in music theory, including 150, 150L, 152, 152L, 250, 250L, 252, 252L, either 405 or 406, 309 and 325.
- d. 12 hours in composition, including 254, 305, 306, 453, 4 hours of Applied Music in Composition (APMS 319 and 320), and APMS 491 *Senior Recital* [with a grade of CR;
- e. 12 hours in music history, including 361, 362, 416, and 3 hours chosen from 413, 414, 415 or 437;
- f. 4 hours in conducting, including 363 and 365;
- g. 6 hours in ensemble (see Ensemble Requirements for specific requirements);
- h. 4 hours in technology, including 311 and 412;
- i. 3 hours selected from any courses listed under Contemporary World Music, or MUSE 293;
- j. MUS 214 *Piano Proficiency* with a grade of CR;
- k. 5 hours of electives in Music, Applied Music or Music Education;
- l. 6 hours of electives, including 3 hours in the College of Fine Arts, and not including courses in Music, Applied Music or Music Education.
- m. 11 hours of electives in the focus area (composition, theory or technology), to be selected from the following courses:
 - up to 3 additional hours of Applied Music in Composition (APMS 419, 420);
 - 380 *Recording Techniques I*
 - 2 additional hours of Counterpoint (405 or 406);
 - 409 *Compositional Form & Analysis I*
 - 410 *Compositional Form & Analysis II*
 - 421 *Introduction to Max Programming for Musicians*
 - up to 6 hours of 439 *Selected Topics in Music Theory*;
 - 481 *Recording Techniques II*
 - IFDM 491 *Topics in Film & Digital Media*

Subtotal	91
Total	128

[Revised text]:

1. Core Curriculum (37 hrs)....

2. Concentration Curriculum as follows (91 –97 hrs):....

Theory and Composition Concentration

- a. six semesters of MUS 101 *Concert Music* with a grade of CR;
- b. 5 hours of applied music in the principal instrument;
- c. 23 hours in music theory, including 150, 150L, 152, 152L, 250, 250L, 252, 252L, either 405 or 406, 309 and 325.
- d. 12 hours in composition, including 254, 305, 306, 453, 4 hours of Applied Music in Composition (APMS 319 and 320), and APMS 491 *Senior Recital* [with a grade of CR;
- e. 12 hours in music history, including 361, 362, 416, and 3 hours chosen from 413, 414, 415 or 437;
- f. 4 hours in conducting, including 363 and 365;
- g. 6 hours in ensemble (see Ensemble Requirements for specific requirements);
- h. 4 hours in technology, including 311 and 412;
- i. 3 hours selected from any courses listed under Contemporary World Music, or MUSE 293;
- j. MUS 214 *Piano Proficiency* with a grade of CR;
- k. 5 hours of electives in Music, Applied Music or Music Education;
- l. 6 hours of electives, including 3 hours in the College of Fine Arts, and not including courses in Music, Applied Music or Music Education.
- m. 11 hours of electives in the focus area (composition, theory or technology), to be selected from the following courses:
 - up to 3 additional hours of Applied Music in Composition (APMS 419, 420);
 - 380 *Recording Techniques I*
 - 2 additional hours of Counterpoint (405 or 406);
 - ~~407 *Selected Topics in Music Composition*~~
 - ~~--[delete 409 & 410]--~~
 - 421 *Introduction to Max Programming for Musicians*
 - up to 6 hours of 439 *Selected Topics in Music Theory*;
 - 481 *Recording Techniques II*
 - IFDM 491 *Topics in Film & Digital Media*

Subtotal	91
Total	128

Supplement to Form C
for
Bachelor of Music, Theory and Composition Concentration

Reasons for Request

MUS 409 and MUS 410 are being deleted (see separate Form A's in progress). MUS 407 is being created via Form B (in progress), and will be a topics course with possibility of a number of topics in the area of composition. It will be repeatable so long as the topic varies. Students will therefore have a greater variety of topics in the area of composition to choose from when taking additional courses in their focus area.

**Supplement to Form C
for
Bachelor of Music, Theory and Composition Concentration**

Justification, Planning, Budget, Faculty Workload

Justification for the Concentration:

N/A. The concentration already exists.

Impact on Long-Range Planning:

The substitution of the topics course in composition will give students greater latitude in selecting topics in their focus area within the Theory & Composition concentration.

Budget Analysis and Faculty Workload Implications

There will be no impact on the budget. Re faculty workload, the instructors who were teaching MUS 409 and MUS 410 (currently being deleted via Form A) will now teach the topics course, MUS 407. Total workloads will not be changed by the addition of MUS 407.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1237**

Fields marked with * are required

Name of Initiator: Rosalia Loya Vejar

Email:* rloyal2@unm.edu

Date:* 06-05-13

Phone Number:* 505 272-6956

Initiator's Title* Admin Assistant 2: Orthopaedics Physical Therapy

Associated Forms exist?*: Yes

Faculty Contact* Burke Gurney

Administrative Contact* Rosalia Loya Vejar

Department* Orthopaedic/Division of Physical Therapy

Admin Email* rloyavejar@salud.unm.edu

Branch

Admin Phone* 272-6956

Proposed effective term:

Semester Summer

Year 2014

Course Information

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program * Doctor of Physical Therapy - Completion Track

Select Category Degree

Degree Type Comple Track

Select Action Revision

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
The physical therapy curriculum includes four courses that were unique to only the DPT completion track. Because the DPT completion track is no longer offered by the program, we are deleting PT 609, PT 620, PT 624 and PT 630. A fifth course, PT 670, had 2 credits associated with the DPT Completion Track but 3 credits associated with the DPT entry level curriculum. We are changing PT 670 to the 3 credit option only.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1230**

Fields marked with * are required

Name of Initiator:	Margaret Alba	Email:*	malba@unm.edu	Date:*	05-24-13
Phone Number:*	505 272-0090	Initiator's Title*	LECTURER II: SOM Pathology Medical Lab Sciences		
Associated Forms exist?*	No ▼				
Faculty Contact*	Margaret Alba	Administrative Contact*	Susan Delllinger		
Department*	Medical Laboratory Sciences	Admin Email*	sdellinger@salud.unm.edu		
Branch		Admin Phone*	505-272-5434		

Proposed effective term:

Semester	Fall ▼	Year	2013 ▼
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Course Information

Select Appropriate Program	Graduate Degree Program ▼		
Name of New or Existing Program	* MS Clinical Laboratory Science		
Select Category	Degree ▼	Degree Type	Masters
Select Action	Revision ▼		

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)
[current and proposed changes pre-requisites Master CLS.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
Pre-requisites required for program required courses

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *
[Justification for pre-reqs.docx](#)

Graduate Program

Master of Science in Clinical Laboratory Science

Program Curriculum

The Master of Science in Clinical Laboratory Science degree program follows a required six-semester graduate level curriculum, which begins each year during the fall semester. Resources limit each class size to no more than 5 students. In addition to tuition, housing, books and other usual school expenses, student fees of \$500.00/semester cover lab supplies and special course fees. Fees are subject to change on a yearly basis. Students are responsible for transportation fees to and from externships at off campus sites. The CLS master's degree program is a professional degree that does not require a written thesis, but instead a one-year apprenticeship program with a mentoring laboratory, clinical or education site; provided mainly through the research/clinical/education faculty of the Department of Pathology at the University of New Mexico.

Current Prerequisites

CHEM 301	Organic Chemistry	3
CHEM 303L	Organic Chemistry Laboratory	1
MATH 150	Pre-Calculus Mathematics	3
MATH 162	Calculus I	4

Core Requirements

BIOM 511L	Intensive Introductory Biochemistry	4
BIOM 507	Advanced Molecular Biology	4
BIOM 508	Advanced Cell Biology	4
BIOM 555	Problem Based Research Bioethics	1
STAT 538	Biostatistical Methods Public Health/Medical	3
MEDL 500	Selected Topics in Laboratory Medicine	2
MEDL 550	Laboratory Management Seminar	2

**Electives	6
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Masters Degree Non-thesis Plan

MEDL 600	Non-Thesis Apprenticeship in research/specialty clinical lab	10
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Total		36
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****Elective Courses:**

Techniques:

BIOM 524	Electron Microscopy	1
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BIOM 522	Experimental Design and Methods in Molecular/Cellular Biosciences	3
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BIOL 546	Advanced Techniques in Light Microscopy	4
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CHEM 566	Spectroscopy	4
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Neurosciences:

BIOM 509	Principles of Neurobiology	3
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BIOM 532	Neurochemistry	3
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BIOM 533	Neurophysiology and Neuroanatomy	4
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BIOM 535	Neuroscience Seminar	1
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Cell Biology/Physiology

BIOM 510	Physiology	3
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BIOM 515	Cancer Biology	3
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BIOM 516	Molecular Genetics and Genomics	3
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BIOM 576	Molecular and Cellular Pharmacology	3
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BIOM 580	General Toxicology	3
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BIOM 644	Mechanisms of Gene Expression	3
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BIOL 510	Ecological and Evolutionary Genomics	4
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BIOL 544	Genomes and Genomic Analyses	3
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Immunology/Infectious Disease:

BIOM 514	Immunobiology	3
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BIOM 652	Immunopathogenesis	2
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May 24, 2013 Additions to current CLS Masters Program pre-requisites

Chem 302 (3) or Chem 308 (3)

Bioc 423 (3) if Biochemistry was taken > 3 years prior to applying to Masters CLS program

Pre-requisites have been added in order for graduate CLS students to fulfill their program requirements.

These courses are required as pre-requisites for the program's required course Biomed 511/Bioc 545.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1076**

Fields marked with * are required

Name of Initiator:	Holbrook Mahn	Email:*	hmahn@unm.edu	Date:*	08-09-12
Phone Number:*	505 277-5887	Initiator's Title*	Professor: Language Literacy & Sociocult		
Associated Forms exist?*	No ▼				
Faculty Contact*	Holbrook Mahn	Administrative Contact*	Esther Russell		
Department*	LLSS	Admin Email*	erussell@salud.unm.edu		
Branch		Admin Phone*	277-6997		

Proposed effective term:

Semester	Spring ▼	Year	2013 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼
Name of New or Existing Program	* TESOL Minor
Select Category	Minor ▼
Degree Type	
Select Action	New ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[TESOL Catalog.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)

See attached file.

[TESOL Minor.docx](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[Justification TESOL.docx](#)

Supplement to Form C: TESOL Minor Catalog Text

The Teaching English to Speakers of Other Languages (TESOL) Minor is designed to help pre-service teachers gain a TESOL endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students will be able to have a TESOL endorsement attached to their teaching license through the New Mexico Public Education Department. This minor is also available to undergraduate students who are not enrolled in a teacher licensure program, but who want to teach TESOL to adults domestically or abroad. (For graduate and non-degree graduate students, see information on the TESOL Graduate Certificate under LLSS graduate programs.) Students must complete and submit an application for the TESOL minor, available on the LLSS website under Degree and Endorsement Programs, and have it be reviewed by the LLSS Bilingual/TESOL program faculty.

Corequisites:

Second Language: (6 university-level semester hours in Spanish, Navajo, or another Language or proficiency in a language other than English).

Linguistics: (3 hours) LING 101 – Introduction to the Study of Language, LING 440 – Introduction to Linguistics, or any other Linguistics course.

Core Courses (15 hours):

LLSS 456 – First and Second Language Development

LLSS 482 – Teaching English as a Second Language

LLSS 453 – Theoretical and Cultural Foundations of Bilingual Education

LLSS 458 – Literacy Across Cultures

LLSS 459 – Second Language Literacy

**TESOL Minor
Form C
Reasons for Request**

The *Teaching English to Speakers of Other Languages (TESOL)* Minor is designed to help pre-service teachers earn their TESOL endorsement while taking courses for their teaching licenses. By completing the curriculum below, student will have a TESOL endorsement attached to their teaching license. (Students will need to apply to the New Mexico Public Education Department for this endorsement.) They will gain an understanding of effective pedagogical theory and practice in teaching English language learners (ELLs), essential for teachers in Albuquerque and New Mexico, where the percentage of ELLs ranks among the highest in the country. Over 57% of the teachers and administrators in the Albuquerque Public Schools (APS) are UNM/COE graduates. Approximately 20% (62,393) of New Mexico's K-12 students are ELLs.

This 15-credit minor will consist of currently standing LLSS courses that constitute the UNM TESOL endorsement and include the following core courses:

- LLSS 456 – First and Second Language Development
- LLSS 482 – Teaching English as a Second Language
- LLSS 453 – Theoretical and Cultural Foundations of Bilingual Education
- LLSS 458 – Literacy Across Cultures
- LLSS 459 – Second Language Literacy

Co-requisites:

Second Language: (6 university-level semester hours in Spanish, Navajo, or another Language or proficiency in a language other than English).

Linguistics: (3 hours) LING 101 – Introduction to the Study of Language, LING 440 – Introduction to Linguistics, or any other Linguistics course.

The TESOL minor will help LLSS account for pre-service students who are taking TESOL endorsement courses at UNM. Currently there is no mechanism to track these students, making it difficult to assess student learning outcomes and complete reports for TK20 and NCATE. (Tk20 is a comprehensive data management system implemented by the UNM College of Education to provide a set of tools to help track and enhance students' growth, as well as make assessment and accountability tasks easier. National Council for Accreditation of Teacher Education (NCATE) accredits schools, colleges, and departments of education in U.S. colleges and universities, as well as non-university entities that prepare educators for P-12 schools.) Under this proposed minor students would complete and submit an application for the TESOL minor, available on the LLSS website under Degree and Endorsement Programs, and have it be reviewed by the LLSS Bilingual/TESOL program faculty. LLSS would then be able to track those students and would have full control of their TESOL endorsement. The TESOL Minor provides LLSS with an increased opportunity to market its TESOL endorsement program to UNM students. For students who are not in Teacher Education, but are interested in teaching TESOL to adults abroad and domestically, the TESOL Minor provides them with transcribed evidence that they have completed a program in teaching TESOL.

Justification for the Teaching English to Speakers of Other Languages (TESOL) Minor

As described in the Reason for Request document, there is a tremendous need in New Mexico for competent TESOL teachers. This minor would help encourage students to become endorsed in TESOL. It also provides LLSS with an increased opportunity to market its TESOL endorsement program to UNM students. In addition, this TESOL Minor will help LLSS account for pre-service students who are taking TESOL endorsement courses at UNM. As it stands now, there is no mechanism to track these students, making it difficult to assess student learning outcomes and complete reports for TK20 and NCATE. (Tk20 is a comprehensive data management system implemented by the UNM College of Education to provide a set of tools to help track and enhance students' growth, as well as make assessment and accountability tasks easier. National Council for Accreditation of Teacher Education (NCATE) accredits schools, colleges, and departments of education in U.S. colleges and universities, as well as non-university entities that prepare educators for P-12 schools.) Under this proposed minor, students would complete and submit an application for the TESOL minor, available on the LLSS website under Degree and Endorsement Programs, and have it be reviewed by the LLSS Bilingual/TESOL program faculty. LLSS would then be able to track these students and would have full control of the TESOL endorsement courses.

Impact on long-range planning

Because all of the courses in the proposed TESOL Minor are currently being offered on a regular basis in the LLSS department, there will be no significant impact on long-range planning. There may be a slight increase in the amount of advising that faculty in the Bilingual/TESOL program have to do as a result of implementing the TESOL Minor, but the reality is that many of the students who will enroll in this minor are already seeking advice from the Bilingual/TESOL faculty.

Budget Analysis and Faculty Workload Implications

Implementing the TESOL Minor will not have any budgetary impact or implications for faculty workload, as all of the courses offered in the minor are already being taught. While the minor will increase the number of students who will be taking these courses, it is not anticipated that the increase will necessitate adding new sections.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1270**

Fields marked with * are required

Name of Initiator:	Tracy Skipp	Email:*	tjskipp@unm.edu	Date:*	09-19-13
Phone Number:*	505 277-7996	Initiator's Title*	Associate Dean: UC Bachelor of University Studies		
Associated Forms exist?*	Yes ▼	Faculty Contact*	Kate Krause	Administrative Contact*	Bernadette Tafoya
		Department*	UC	Admin Email*	mbtafoya@unm.edu
		Branch		Admin Phone*	277-9302

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* Bachelor of Liberal Arts		
Select Category	Degree ▼	Degree Type	BLA
Select Action	Revision ▼		

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[BLA Catalog copy 2014-15 \[120hrs\].docx](#)

☒ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
change degree requirement of 128 hours to match new degree(s) requirement to 120 hours.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

Bachelor of Liberal Arts

TJ Skipp, Ed.D., Associate Dean
Liberal Arts & Integrative Studies [LAIS]
University Advisement and Enrichment Center, Suite 180
MSC06 3680, 1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-0122

The faculty of The University of New Mexico offers the degree of Bachelor of Liberal Arts (B.L.A.). This program, approved in 2013, was formally known as the Bachelor of University Studies degree established in 1969, and is administered through University College.

This baccalaureate degree program provides the opportunity for students to develop a unique program of study combining courses from three or more University of New Mexico departments and/or colleges. With the help of a Liberal Arts & Integrative Studies [LAIS] advisor, students will structure a comprehensive *plan of study*, which will be thematically based and multidisciplinary in nature. The B.L.A. degree also enables students who have obtained a certificate or associate degree at an accredited community college to complete a bachelor's degree at UNM. The B.L.A. degree is **not** intended for the undecided student, and it may not be part of a double major – however, it may be used as a dual or second degree. Liberal Arts is a major only, and while no official minor is required to be declared with this major, the use of an existing departmental minor is encouraged.

Strict compliance with B.L.A. requirements is mandatory for admission to and continuation in the program. Changes to approved plans of study may be made only in consultation with an advisor. Students in the Liberal Arts program must meet the general academic regulations of the University for admission, academic standing, and graduation found under the University Catalog headings of Admissions & Undergraduate Programs. **Students are responsible for familiarizing themselves with both the specific and general current academic regulations.** Students who have not been continuously enrolled for 3 consecutive semesters must follow the requirements of the current University of New Mexico Catalog upon readmission.

Questions regarding any aspect of the program should be addressed to an advisor in the LAIS office. Please also visit the website at <http://lais.unm.edu/bla> for FAQs, Forms and Downloads, and Helpful Hints, etc...

Courses for Which Degree Credit Is and Is Not Given

Credit toward a degree will be given for:

1. Up to 4 hours of Physical Education-Nonprofessional (PE-NP); and up to 4 hours of music ensemble.
2. Up to 30 hours of correspondence course work.
3. Any approved course work from an accepted Associate or Baccalaureate degree program.

Credit toward a degree will not be given for:

1. Any course numbered 100 (e.g., ISE 100, ISM 100).
2. Any hours in a course that exceeds the maximum number of hours the originating department stipulates for that course in the catalog.

Admission Requirements

Admission to the Liberal Arts program for the current term must take place before the end of the third week of classes. After that deadline, admission will be for the following term (Fall, Spring or Summer). Please see an advisor for more information on LAIS admission requirements. Please refer to the website for details on designing a Plan of Study. <http://lais.unm.edu/bla>

Minimum requirements to transfer into the Liberal Arts program are as follows:

1. Demonstrated competence in the writing of English as evidenced by one of the following:
 - a) Completion of English 101 and 102 with a grade of C (2.00) or higher in both.
 - b) A score of 29 or better on the English portion of the Enhanced ACT.
 - c) A score of 650 or better on the verbal portion of the SAT.
 - d) Successful completion of a Writing Proficiency Portfolio (see the English Department for details).
 - e) Credit for English 102 through CEEB advanced placement program.
2. A minimum cumulative grade point average of 2.00 or higher.
3. Twenty-six or more hours of earned credit applicable to this program.

Application Process

Application to the Liberal Arts program includes a preliminary advisement session with an LAIS Academic Advisor. The meeting is the student's opportunity to discuss their ideas and goals for their degree, and ask any questions they may have before admission to the program.

In order to apply to the Liberal Arts program, students must submit the following to an LAIS Advisor:

1. A comprehensive *Plan of Study*. This Plan of Study must list all course work taken, including transfer work, and especially all remaining courses that the student intends to take to complete their B.L.A. degree. In preparing a Plan, the student must consult The University of New Mexico Catalog to find courses appropriate for their multidisciplinary (theme-based) plan.
2. A *Statement of Purpose*, no less than 250 words. This statement should describe how the student has organized courses in the Plan to meet the student's needs as well as exactly to what end the student hopes to use their Liberal Arts degree.
3. A completed *Qualified Signature* form. The Qualified Signatures indicate that a student has discussed the relevance and appropriateness of their degree plan with a knowledgeable and experienced individual in their chosen profession and a Career Development Facilitator. Details on this form will be discussed in the initial interview.

Graduation Requirements

Students must see an Advisor in the LAIS office to apply for graduation one year prior to that in which they plan to graduate. An "apply to graduate" hold will appear on the student's account once the student has earned 100 credit hours to remind them of this requirement. At this time, the student and the Advisor will view a Lobotrax Degree Audit specifying the work remaining to be completed for graduation. **It should be noted that students are solely responsible for knowing and completing all requirements for graduation from the Liberal Arts program.** Students must know how to run and read their LoboTrax Degree Audits in order to check on their graduation progress. We recommend students run and save (or print) an audit each time a change is made to their schedule as audits are not saved in Loboweb.

In addition to adherence to approved plans of study, specific graduation requirements are as follows:

1. Completion of the University's core curriculum.
2. A minimum of 120 semester hours of earned credit acceptable to the program as defined above.
3. A minimum cumulative UNM grade point average of 2.00.
4. A minimum of 51 semester hours earned in courses at the upper-division level (courses numbered 300–499). *It should also be noted that transfer courses in which credit was earned at a lower-division designation cannot be transferred as upper-division to count towards a B.L.A. degree.*
5. A minimum grade-point average of 2.00 on all upper-division course work completed at The University of New Mexico.
6. Submission of a *Graduation Essay*, no less than 500 words to an LAIS Advisor. This essay should describe how the student has organized all the courses in their Plan of Study, as well as what they feel they accomplished by designing their own degree. It should also discuss what their plans are for using their Liberal Arts degree in the future. Essays should be submitted by April 1st (Spring graduation), July 1st (Summer graduation), and November 1st (Fall graduation). Students can use this as a portfolio of work to summarize degree goals, highlight creativity, prepare for advanced study or their profession, use as a writing sample, etc.

7. A minimum of 21 semester hours of academic work earned while enrolled in the Liberal Arts program. This is known as the *departmental residency requirement*. (Not to include: credit by exam, transfer credit and/or concurrent enrollment, nonprofessional-physical education and/or music ensemble, or independent study/problems courses unless specifically approved by the Associate Dean.) These must include the final 21 hours of enrollment prior to graduation from the program.
8. Fulfillment of the *University's residence credit requirement* (30 credit hours, including the *15 after 92 rule*).

Departmental Honors

A separate departmental honors designation is not available for a B.L.A. degree. However, students meeting all requirements may receive baccalaureate honors as specified in the UNM Catalog.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1271**

Fields marked with * are required

Name of Initiator:	Tracy Skipp	Email:*	tjskipp@unm.edu	Date:*	09-19-13
Phone Number:*	505 277-7996	Initiator's Title*	Associate Dean: UC Bachelor of University Studies		
Associated Forms exist?*	Yes ▼	Faculty Contact*	Kate Krause	Administrative Contact*	Bernadette Tafoya
		Department*	UC	Admin Email*	mbtafoya@unm.edu
		Branch		Admin Phone*	277-9302

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* Bachelor of Integrative Studies		
Select Category	Major ▼	Degree Type	BIS
Select Action	Revision ▼		

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[BIS Catalog copy 2014-15 \[120hrs\].docx](#)

☒ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
change degree requirement of 128 hours to match new degree(s) requirement to 120 hours.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

Bachelor of Integrative Studies

University Advisement and Enrichment Center, Suite 180
MSC06 3680, 1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-0122

Faculty & Administration

Dean

Kate Krause, J.D., Stanford University; Ph.D., University of Wisconsin

Associate Dean, Curriculum & Program Development

Sonia Gipson Rankin, J.D., University of Illinois at Urbana-Champaign

Associate Dean, Liberal Arts & Integrative Studies

Tracy Skipp, Ed.D., University of New Mexico

Director, Research Service Learning

Dan Young, Ph.D., University of Washington

Academic Advisement Specialists

Mariah Harrison, MCRP, University of New Mexico

Stephanie Heikkinen, B.A., University of New Mexico

The faculty of The University of New Mexico offers the degree of Bachelor of Integrative Studies (B.I.S.). This program, approved in 2013, is administered through University College.

The focused nature of the B.I.S. degree specifically engages students who would benefit from closer collaboration with a faculty mentor(s) through experiential research and/or participation with faculty-led problem solving teams. Students are encouraged to design an individualized program that will prepare them for unique or advanced learning experiences – including international, cooperative or professional schools. It may be used as part of a dual degree or as a second degree, and an existing departmental minor is required.

Strict compliance with B.I.S. requirements is mandatory for admission to and continuation in the program. Changes to approved Plans of Study may be made only in consultation with an advisor. Students in the Integrative Studies program must meet the general academic regulations of the University for admission, academic standing, and graduation found under the University Catalog headings of Admissions & Undergraduate Programs. Students who have not been continuously enrolled for 3 consecutive semesters must follow the requirements of the current University of New Mexico Catalog upon readmission.

Questions regarding any aspect of the program should be addressed to an advisor in the LAIS office. Please also visit the website at <http://lais.unm.edu/bis> for FAQs, Forms and Downloads, and Helpful Hints, etc.

Courses for Which Degree Credit Is and Is Not Given

Credit toward a degree will be given for:

1. Up to 4 hours of Physical Education-Nonprofessional (PE-NP); and up to 4 hours of music ensemble.
2. Up to 30 hours of correspondence course work.
3. Any approved course work from an accepted Baccalaureate degree program.

Credit toward a degree will not be given for:

1. Any course numbered 100 (e.g., ISE 100, ISM 100).
2. Any hours in a course that exceeds the maximum number of hours the originating department stipulates for that course in the catalog.

Integrative Studies [B.I.S.] Grade Point Average. The B.I.S. grade point average is based on all attempted University of New Mexico courses that are acceptable to the Integrative Studies program, as defined above.

Admission Requirements

Admission to the Integrative Studies program for the current term must take place before the end of the third week of classes. After that deadline, admission will be for the following term (Fall, Spring or Summer). Please see an advisor for more information on LAIS admission requirements.

Minimum requirements to transfer into the Integrative Studies program are as follows:

1. Completion of the University Writing & Speaking Core.
2. Completion of the University Mathematics Core.
- 2-3. Completion of the University Foreign Language Core.
- 3-4. A minimum cumulative grade point average of 2.00 or higher.
- 4-5. Twenty-six or more hours of earned credit applicable to this program.

Application Process

Application to the Integrative Studies program includes a preliminary advisement session with an LAIS Academic Advisor. The meeting is the student's opportunity to discuss their ideas and goals for their degree, and ask any questions they may have before admission to the program.

Students must then submit the following to an LAIS Advisor:

1. A comprehensive *Plan of Study*. This Plan of Study must list all course work taken, including transfer work, and all remaining courses that the student intends to take to complete their B.I.S. degree. In preparing a Plan, the student must consult The University of New Mexico Catalog to find courses appropriate for their interdisciplinary plan.
2. A *Project Proposal*. Your proposal should include:
 - Establish a faculty mentor and include their name, department, and contact information;
 - Explain your motivation for this project (rationale, goals, time frame);
 - Discuss the intellectual merit, including how the project will address a "problem" through distinctiveness and/or creativity;
 - Demonstrate the feasibility of the project (how are you qualified, resources needed, etc.).

Note: Application will not be accepted unless all pieces are submitted together – plan, project proposal, and is signed by both the student and faculty mentor.

Graduation Requirements

Students must see an Advisor in the LAIS office to apply for graduation one year prior to that in which they plan to graduate. An "apply to graduate" hold will appear on the student's account once the student has earned 100 credit hours to remind them of this requirement. At this time, the student and the Advisor will view a Lobotrax Degree Audit specifying the work remaining to be completed for graduation. **It should be noted that students are solely responsible for knowing and completing all requirements for graduation from the Integrative Studies program.** Students must know how to run and read their LoboTrax Degree Audits in order to check on their graduation progress. We recommend students run and save (or print) an audit each time a change is made to their schedule as audits are not saved in Loboweb.

In addition to adherence to approved plans of study, specific graduation requirements are as follows:

1. Completion of the University's core curriculum.
2. A minimum of 120 semester hours of earned credit acceptable to the program as defined above.
3. A minimum cumulative UNM grade point average of 2.00.

4. A minimum of 51 semester hours earned in courses at the upper-division level (courses numbered 300–499). *It should also be noted that transfer courses in which credit was earned at a lower-division designation cannot be transferred as upper-division to count towards a B.I.S. degree.*
5. A minimum grade-point average of 2.00 on all upper-division course work completed at The University of New Mexico.
6. A minimum of 36 semester hours of academic work earned while enrolled in the Integrative Studies program. This is known as the department residency requirement. (Not to include: credit by exam, transfer credit and/or concurrent enrollment, nonprofessional-physical education and/or music ensemble, or independent study/problems courses unless specifically approved by an LAIS Advisor.) These must include the final 36 hours of enrollment prior to graduation from the program.
7. A minimum of 15 credit hours of Integrative Studies [LAIS] core courses [150, 310, 311, 399 (x3) & 499]; and an additional 21 credit hours of approved elective courses acceptable to the Integrative Studies degree must be included in the Plan of Study.
8. Completion of a Capstone Project [LAIS 499] approved by the faculty mentor.
9. Fulfillment of the *University's residence credit requirement* (30 credit hours, including the 15 after 92 rule).

Departmental Honors

A separate departmental honors designation is not available for a B.I.S. degree. However, students meeting all requirements may receive baccalaureate honors as specified in the [UNM Catalog](#).

Major Study Requirements

A comprehensive Plan of Study must be approved by a LAIS Academic Advisor before admission to the program is complete.

This Plan must incorporate all courses for the program of study – the minimum final 36 credit hours, plus any additional courses a student may need to be prepared for further or advanced study.

A B.I.S. major will include:

LAIS 150: Foundations of Integrative Thought (3); **Co-Req:** 399
 LAIS 310: Investigations in Research: Methodologies & Techniques (3); **Pre-Req:** 150; **Co-Req:** 399
 LAIS 311: Experiential Research (3); **Pre-Req:** 310; **Co-Req:** 399
 LAIS 399: Interdisciplinary Synthesis (1)
 LAIS 399: Interdisciplinary Synthesis (1)
 LAIS 399: Interdisciplinary Synthesis (1)
 LAIS 499: Senior Seminar (3); **Pre-Req:** 310, 311, 399 (x3)

Core Courses = 15 credit hours

Approved Departmental Course A _____ (3)
 Approved Departmental Course A _____ (3)
 Approved Departmental Course A _____ (3)
 Approved Departmental Course A or B _____ (3)
 Approved Departmental Course B _____ (3)
 Approved Departmental Course B _____ (3)
 Approved Departmental Course B _____ (3)

Elective Courses = 21 credit hours

Approved Degree Plan = 36 credit hours (minimum)

Minor Study Requirements

This Minor in Integrative Studies will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor's degree in their chosen discipline.

Formal requirements for graduation with an Integrative Studies Minor are:

1. Completion of 21 credit hours in courses approved by an LAIS Advisor including:
 - a) LAIS 150 Foundations of Integrative Thought (3), and LAIS 310 Investigations in Research: Methodologies & Techniques (3); and
 - b) a minimum of 6 credit hours of the remaining 15 credit hours at the 300- or 400- levels.

This minor specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams, but have chosen a traditional major in another Department or College.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1288**

Fields marked with * are required

Name of Initiator: Theresa Lopez

Phone Number:* 505 277-8937

Associated Forms exist?* No ▼

Email:* tlopez@unm.edu

Date:* 10-04-13

Initiator's Title* Dept Administrator 1: Philosophy Department

Faculty Contact* Mary Domski

Administrative Contact* Theresa Lopez

Department* Philosophy

Admin Email* tlopez@unm.edu

Branch Main

Admin Phone* 277-8937

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * BA English-Philosophy

Select Category Major ▼ Degree Type BA

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[Philosophy Request F13 A.pdf](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
[Philosophy Request F13 B.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *
[Philosophy Request F13 C.pdf](#)

Proposed Catalog Text, effective Fall 2014

Completion of English-Philosophy Program admission coursework with grades of "C" or better:

- One ENGL course at 200-level or above.
- PHIL 201 (or 211) and 202.

This proposed text will replace the text from the current Catalog, which reads:

Completion of English-Philosophy Program admission coursework with grades of "C" or better:

- One ENGL course at 200-level or above.
- PHIL 101 or 156 or 201 or 202 or 211 or 244.

The complete text for English-Philosophy Major from 2013-14 UNM Catalog is included below for reference.

(URL = <http://catalog.unm.edu/catalogs/2013-2014/colleges/arts-sciences/english-phil/undergraduate-program.html>)

English-Philosophy Major

Undergraduate Program

College of Arts and Sciences and English-Philosophy Program Undergraduate Admission Requirements

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.0 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of the University Speaking and Writing Core.
- Completion of the University Mathematics Core.
- Completion of the University Foreign Language Core.

Completion of English-Philosophy Program admission coursework with grades of "C" or better:

- One ENGL course at 200-level or above.
- PHIL 101 or 156 or 201 or 202 or 211 or 244.

Major Study Requirements

Students completing the English-Philosophy major are not required to have a minor. It is recommended that courses in literature and philosophy in related periods be taken concurrently where possible. Students should consult regularly with faculty advisors in each department, and must obtain approval from a faculty advisor should they wish to substitute other classes for any of the recommended courses.

The minimum requirement is 45 credit hours including:

1. Eighteen credit hours in English courses, 12 of which are to be numbered 300 or above.
2. Recommended courses: ENGL 250 The Analysis of Literature, ENGL 410, Criticism and Theory.
3. Eighteen credit hours in Philosophy courses, 12 of which are to be numbered 300 or above. Recommended courses are PHIL 156, at least one of 201 or 202, at least one of 352, 354 or 358. Six credit hours additional of English or Philosophy numbered 300 or above.
4. ENGP 480.

Reason for Request

The Philosophy Department recently completed their Outcomes Assessment for the English-Philosophy major. As part of the assessment process, we solicited feedback from current English-Philosophy majors. When asked which courses should be required for the English-Philosophy major, all of the respondents indicated that English-Philosophy majors should be required to complete the same 200-level sequence that is required to complete the General Philosophy major and the Pre-Law Philosophy major. This sequence includes either Phil 201: Greek Thought or Phil 211: Greek Philosophy, and Phil 202: Descartes to Kant. The respondents indicated that these courses would have provided the foundational background knowledge they needed in their upper-division Philosophy courses.

The Philosophy faculty discussed this feedback at a faculty meeting (on 11 September 2013), and based on the student comments, and based on our experience teaching students completing the English-Philosophy major, we decided it best to change the admission coursework for the English-Philosophy rather than the major requirements. There are a few reasons that led to this decision. Namely, having students complete these two courses prior to declaring the English-Philosophy would:

- (1) Ensure they have the background in Philosophy they need to succeed with their upper-division coursework;
- (2) Put them in a position to complete the major in a more timely fashion; and
- (3) Maintain the open-endedness of the English-Philosophy major, which students find so attractive.

In regard to (2), note that, upon declaring the major, students who have already completed the Phil 201 (or Phil 211) and Phil 202 sequence would need to earn only 12 more of the 18 credit hours in Philosophy that are required to complete the English-Philosophy major. On our current model, students would need to earn 15 of the 18 credit hours in Philosophy upon declaring the major.

In regard to (3), note that the current structure of the English-Philosophy majors grants students the freedom to select courses that are best suited to their particular interests. In particular, students can, with relatively few restrictions, craft a curriculum that enables them to explore how themes and issues in Philosophy and English intersect. In our Outcomes Assessment review of this major program, all respondents identified this feature of the English-Philosophy major as that which attracted them to this program of study.

Budgetary and Faculty Load Implications

The change we are requesting to the admission coursework for the English-Philosophy major will have no implications on the Philosophy Department's budget or long-range planning, or on the teaching load of our faculty members. The courses we are designating as pre-declaration requirements for the English-Philosophy major (namely, Phil 201 (or 211) and Phil 202) are among the courses that the Philosophy Department regularly offers. Each academic year, 2 or 3 sections of each course are typically scheduled, because they are required both for the General Philosophy major and the Pre-Law Philosophy major, and because Phil 201 and Phil 202 can be taken to fulfill the College of Arts and Sciences Core Curriculum in Humanities. Since these courses are frequently available to students, adding Phil 201 (or Phil 211) and Phil 202 as admission coursework for the English-Philosophy major will not require us to teach additional sections. Hence, there will be no impact on the Philosophy Department's budget, teaching loads, or long-term planning.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1292**

Fields marked with * are required

Name of Initiator: Nancy Lopez

Email:* nlopez@unm.edu

Date:* 10-07-13

Phone Number:* 505 277-3101

Initiator's Title* Associate Professor: Sociology Department

Associated Forms exist?*

No

Faculty Contact* Nancy Lopez

Administrative Contact* Nancy Lopez

Department* Sociology

Admin Email* nlopez@unm.edu

Branch Main

Admin Phone* (505) 453-0503

Proposed effective term:

Semester

Fall

Year

2015

Course Information

Select Appropriate Program

Undergraduate Degree Program

Name of New or Existing Program

* U.S. and Global Diversity and Inclusion UG Degree Requirement

Select Category

Degree

Degree Type

Baccalaureate

Select Action

New

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[peer institution data on Diversity Requirements.docx](#)
[Report on Diversity Requirements at Model Institutions\(Curriculum Research Team 2.pdf](#)

☐ Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request * (enter text below or upload a doc/pdf file)
[3 credit Undergraduate diversity Requirement Catalog Narative 1 6 14.docx.dot](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[peer institution data on Diversity Requirements.docx](#)
[Report on Diversity Requirements at Model Institutions\(Curriculum Research Team.pdf](#)
[Letter of Support from Dean Brown and Dean Interim Dean Bergman.pdf](#)
[President Frank Letter of Support Diversity Requirement.pdf](#)
[Provost Diversity Requirement Letter of Support.pdf](#)
[ASUNM Resolution in support of Diversity Requirement 11 16 12.pdf](#)
[UNM 3cr undergrad US & Global Diversity & Inclusion Proposal .pdf](#)
[map of peer institutions.docx](#)
[UNM Faculty Senate Resolution Apr 23 13PDF.pdf](#)
[GPSA Resolution in Support of Diversity Requirement Fall 2012.pdf](#)
[Diversity Council Framework for Strategic Action 1 28 13.pdf](#)
[Copy of Diversity Request Number Students 10102013.xls](#)
[us-global-diversity-inclusion-criteria-checklist-jan-06-14.docx](#)
[Diversity Requirement Courses Jan 21 2014.xls](#)
[Diversity Council 3 cr Diversity Requirement Undergrad Committee Presentation 12 6 13.pptx](#)
[3 credit Undergraduate Diversity Requirement Catalog Narrative 12 2 13 11pm.doc](#)
[Diversity Requirement Executive Summary \(1\).docx](#)
[Freshmen STEM Major Fall 2013 \(1\).xls](#)

Arizona State University

(from Course Catalog 2012/13)

Three Awareness Areas

Students must **complete courses that satisfy three awareness areas for a total of nine credit hours**. Courses that are listed for a core area and one or more awareness areas may satisfy requirements concurrently, up to a maximum of two of the awareness areas listed for that course. These awareness areas promote appreciation of cultural diversity within the contemporary U.S., the development of an international perspective and an understanding of current human events through study of the past.

1. Cultural Diversity in the United States (C)

The objective of the cultural diversity (C) requirement is to promote awareness and appreciation of cultural diversity within the contemporary U.S. This is accomplished through the study of the cultural, social or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups. Awareness of cultural diversity and its multiple sources can illuminate the collective past, present and future and also help students to achieve greater mutual understanding and respect.

2. Global Awareness (G)

The objective of the global awareness (G) requirement is to help students recognize the need for an understanding of the values, elements and social processes of cultures other than those of the U.S. The global awareness area includes courses that recognize other contemporary cultures and the relationship of the American cultural system to generic human goals and welfare.

3. Historical Awareness (H)

The objective of the historical awareness (H) requirement is to help students develop knowledge of the past that can be useful in shaping the present and future. History is present in languages, art, music, literature, philosophy, religion and the natural sciences, as well as in the social science traditionally called history.

University of Arizona

(from conversation with staff in Diversity Office and Course Catalog 2012/13)

General Education requirements include:

Foundations – English Composition, Mathematics, and Second Language courses

Tier One – Traditions & Cultures, Individuals & Societies, and Natural Sciences courses

Tier Two – Humanities, Individuals & Societies, Natural Sciences, and Arts courses

Diversity Emphasis – Gender, Race, Class, Ethnicity, Sexual Orientation, or Non-Western Area Studies (one course)

Diversity Emphasis Requirement (3 credits):

One course in a student's degree program must focus on one of the following areas: Gender, Race, Class, Ethnicity, Sexual Orientation, or Non-Western Studies. Courses that satisfy the Diversity Emphasis Requirement are identified in the course descriptions provided by the General Education Committee.

This requirement may be filled by a designated Tier One or Tier Two course, or by a designated course taken in the student's major or minor.

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Note that U of A's Diversity Website provides excellent resources including a dozen sub-categories:

see <http://www.arizona.edu/diversity>

Texas A & M

Statement on Diversity from website:

As individual and national destinies become progressively more interconnected, the ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse and globally-aware populace. **Two courses from the following list are to be taken by the student.** If a course listed below also satisfies another University Core Curriculum requirement, it can be used to satisfy both requirements if the student wishes to do so. For example, a course that satisfies the Social and Behavioral Sciences requirement may be used to satisfy the International and Cultural Diversity requirement if that course also appears on the list.

International and Cultural Diversity (6 hours)

Acceptable courses are:

ACCT 445	ENDS 101	HIST 210	IBUS 450	POLS 365
AFST 201	ENDS 484*	HIST 214	IBUS 452	POLS 367
AFST 302	ENDS 494*	HIST 258	IBUS 455	POLS 424
AGEC 452	ENGL 204	HIST 301	IBUS 456	POLS 432
AGEC 453	ENGL 205	HIST 305	IBUS 457	POLS 462
ALED 422	ENGL 222	HIST 307	IBUS 458	PSYC 300
ANTH 205	ENGL 232	HIST 319	IBUS 459	RELS 303
ANTH 210	ENGL 251	HIST 324	IBUS 460	RELS 304
ANTH 300	ENGL 333	HIST 336	INST 310	RELS 403
ANTH 301	ENGL 336	HIST 339	INST 322	RLEM 314
ANTH 306	ENGL 337	HIST 342	LAND 240	RPTS 340
ANTH 314	ENGL 338	HIST 343	LBAR 331	RUSS 443
ANTH 315	ENGL 339	HIST 345	LBAR 332	RUSS 444
ANTH 319	ENGL 340	HIST 346	LBAR 333	RUSS 447
ANTH 324	ENGL 352	HIST 348	LING 307	SOCI 207
ANTH 403	ENGL 362	HIST 352	LING 402	SOCI 316
ANTH 404	ENGL 374	HIST 355	MGMT 430	SOCI 317
ANTH 426	ENGL 378	HIST 356	MGMT 450	SOCI 321
ARCH 250	ENGL 379	HIST 402	MGMT 452	SOCI 323
ARCH 345	ENGL 393	HIST 405	MGMT 489	SOCI 324
ARCH 458	ENGL 403	HIST 407	MKTG 330	SOCI 325
ARTS 150	ENGL 474	HIST 412	MKTG 401	SOCI 329
ARTS 350*	EURO 223	HIST 439	MKTG 403	SOCI 330
BIMS 489	EURO 323	HIST 440	MODL 222	SOCI 340
BUSN 289	EURO 443	HIST 441	MODL 352	SOCI 350
CARC 301	EURO 444	HIST 449	MODL 362	SOCI 403
CARC 311	EURO 447	HIST 451	MODL 363	SOCI 419
CARC 321	FINC 445	HIST 455	MUSC 312	SOCI 423
CARC 331	FREN 301	HIST 460	MUSC 315	SOCI 424
CARC 335	FREN 322	HIST 461	MUSC 319	SPAN 312
COMM 327	FREN 336	HIST 464	MUSC 324	SPAN 320

COMM 335	FREN 418	HIST 473	PHIL 283	SPAN 410
COMM 407	FREN 425	HIST 477	PHIL 416	SPAN 411
COMM 425	GEOG 202	HLTH 236	PHIL 419	SPAN 412
COSC 484*	GEOG 301	HLTH 334	POLS 317	SPAN 421
COSC 494*	GEOG 305	HORT 335	POLS 322	SPAN 450
DCED 301	GEOG 306	HORT 440	POLS 323	SPMT 336
ECON 312	GEOG 311	HUMA 303	POLS 324	SPMT 337
ECON 319	GEOG 320	HUMA 304	POLS 326	TEFB 271
ECON 320	GEOG 321	IBUS 401	POLS 328	TEFB 273
ECON 324	GEOG 323	IBUS 403	POLS 329	THAR 201
ECON 330	GEOG 402	IBUS 445	POLS 331	THAR 281
EHRD 408	GERM 322	IBUS 446	POLS 338	URSC 461
VTPB 221	WMST 308	WMST 334	WMST 404	WMST 462
VTPP 401	WMST 310	WMST 367	WMST 407	WMST 463
WMST 200	WMST 316	WMST 374	WMST 424	WMST 473
WMST 300	WMST 317	WMST 391	WMST 430	WMST 474
WMST 307	WMST 333	WMST 401	WMST 461	WMST 477

University of Colorado, Boulder

Core Requirements:

5. Human Diversity (3 semester hours). Courses fulfilling this requirement increase the student's understanding of the world's diversity and pluralism through the study of two broad and interrelated areas: (1) the nature and meaning of diversity and the experience of marginalized groups; and (2) cultures other than those of Europe and the United States. This requirement explicitly identifies an awareness and understanding of pluralism as essential to a liberal education.

(1) Gender, Ethnic, and Social Diversity. Courses in this area are designed to expand the range of each student's understanding of the experience of individuals and groups who, because of such fundamental components of identity as race, ethnicity, gender, or other characteristics, have been historically marginalized by society and placed outside of the mainstream. Generally courses will explore the ways in which marginalization has occurred and the reasons for this marginalization. The intent is to expand understanding of these social groups with the goal of identifying the way social categories shape human thought and experience.

(2) Non-Western Cultures. These courses are designed to expand the range of the student's understanding of cultures that are not derived principally from the western experience. A comparative perspective introduces students to the commonality and diversity of cultural responses to universal human problems. Each course seeks to cultivate insight into and respect for diversity by requiring students to explore a cultural world quite different from their own.

Courses satisfying this requirement are intended to portray culture in the most integrated sense, including aspects of material adaptation, social pattern, ideas and values, and aesthetic achievement.

Students are required to pass 3 hours of course work from any course listed below. Students who take approved CU-Boulder course work to fulfill this requirement must take the course for a letter grade and receive a passing grade of *D-* or higher. Students who graduate with a major in ethnic studies are exempt from completing the human diversity requirement.

- *ANTH 1100-3 Exploring a Non-Western Culture: The Tamils
- ANTH 1105-3 Exploring a Non-Western Culture: Tibet
- ANTH 1110-3 Exploring a Non-Western Culture: Japan
- ANTH 1115-3 The Caribbean in Post-Colonial Perspective
- ANTH 1120/ETHN 1123-3 Exploring a Non-Western Culture: Hopi and Navajo (formerly AIST 1125/ANTH 1120)
- ANTH 1135-3 Exploring a Non-Western Culture: TBA
- ANTH 1140-3 Exploring a Non-Western Culture: The Maya
- ANTH 1145-3 Exploring a Non-Western Culture: The Aztecs

- ANTH 1150-3 Exploring a Non-Western Culture: Regional Cultures of Africa
- ANTH 1160-3 The Ancient Egyptian Civilization
- ANTH 1170-3 Exploring Culture and Gender through Film
- ANTH 4560/ ETHN 4563-3 North American Indian Acculturation (formerly AIST 4565/ANTH 4560)
- ARAB 1011-3 Introduction to Arab and Islamic Civilizations
- ARSC 3001-3 Social Engagement and Human Rights: The South Africa Model
- ARTH 3209-3 Art, Culture, and Gender Diversity, 1400–1600: Renaissance Art Out of the Canon
- ARTH/CLAS 4269-3 Art and Archaeology of the Ancient Near East
- ARTH/WMST 4769-3 Gender Studies in Early Modern Visual Culture
- *ASIA 1000-3 Introduction to South and Southeast Asian Civilizations
- ASTR 2000-3 Ancient Astronomies of the World
- CHIN 1012-4 Introduction to Chinese Civilization
- CHIN 1061-3 Boudoirs, Books, Battlefields: Voices and Images of Chinese Women
- CLAS/WMST 2100-3 Women in Ancient Greece
- *CLAS/WMST 2110-3 Women in Ancient Rome
- COMM 2400-3 Discourse, Culture, and Identities
- COMM 3410-3 Intercultural Communication
- ECON 4626-3 Economics of Inequality and Discrimination
- EDUC 3013-(3-4) School and Society
- ENGL/WMST 1260-3 Introduction to Women's Literature
- ENGL 1800-3 American Ethnic Literatures
- ENGL/JWST 3677-3 Jewish-American Literature
- ETHN 1022-3 Introduction to Africana Studies (formerly ETHN 2002)
- ETHN 1023-3 Introduction to American Indian Studies (formerly ETHN 2003)
- ETHN 1025-3 Introduction to Asian American Studies (formerly AAST 1015)
- ETHN 2013-3 Critical Issues in Native North America (formerly AIST 2015)
- ETHN 2215-3 The Japanese American Experience (formerly AAST 2210)
- ETHN 2232-3 Contemporary African American Social Movements (formerly BLST 2200)
- *ETHN 2242-3 African American Social and Political Thought (formerly BLST 2210)
- ETHN 2432/HIST 2437-3 African American History (formerly BLST/HIST 2437)
- ETHN 2536-3 Survey of Chicana and Chicano History and Culture (formerly CHST/HIST 2537)
- ETHN 2546-3 Chicana and Chicano Fine Arts and Humanities (formerly ETHN 1036)
- ETHN 3136/WMST 3135-3 Chicana Feminisms and Knowledges (formerly CHST/WMST 3135)
- ETHN 3201/INVS/LDSP 3100 (3-4) Multicultural Leadership: Theories, Principles and Practices (formerly ETHN 3200/INVS 3100)
- ETHN 3213/WMST 3210-3 American Indian Women (formerly AIST/WMST 3210)
- ETHN 3671-3 People of Color and Social Movements (formerly ETHN 3675)
- FARR/LDSP 2400-3 Understanding Privilege and Oppression in Contemporary Society
- FILM 3013-3 Women and Film
- *FREN/ITAL 1400-3 Medieval/Renaissance Women Writers in Italy and France
- FREN 3800-3 France and the Muslim World
- GEOG/WMST 3672-3 Gender and Global Economy

- GEOG 3822-3 Geography of China
- GRMN/JWST 3501-3 Jewish-German Writers: Enlightenment to Present Day
- GRMN/W MST 3601-3 German Women Writers
- GRMN/W MST 4301-3 Gender, Race, and Immigration in Germany and Europe
- HEBR/JWST 2350-3 Introduction to Jewish Culture
- HEBR/JWST 3202-3 Women, Gender, and Sexuality in Jewish Texts and Traditions
- HIND 1011-3 Introduction to South Asian Civilizations
- HIND 3811-3 The Power of the Word: Subversive and Censored 20th Century Indo-Pakistani Literature (formerly HNDI 3811)
- *HIST 2616-3 U.S. Women's History
- HONR 1810-3 Honors Diversity Seminar
- HONR/W MST 3004-3 Women in Education
- HONR 3270-3 Journey Motifs in Women's Literature
- HONR 4025-3 Heroines and Heroic Tradition
- HUMN 2145-3 African America in the Arts
- HUMN/ITAL 4150-3 The Decameron and the Age of Realism
- HUMN/ITAL 4730-3 Italian Feminisms: Culture, Theory, and Narratives of Difference
- IAFS/JWST 3600-3 Global Secular Jewish Societies
- ITAL 4300-3 Multiculturalism in Italy
- JPNS 1012-4 Introduction to Japanese Civilization
- KREN 1011-3 introduction to Korean Civilization
- *LGBT 2000/W MST 2030-3 Introduction to Lesbian, Gay, Bisexual, and Transgender Studies
- *LIBB 1600-3 Gender and Film
- LING 2400-3 Language and Gender
- LING 3220-3 American Indian Languages in Social-Cultural Context
- MUEL 2772-3 World Musics
- PHIL 2270-3 Philosophy and Race
- PHIL/W MST 2290-3 Philosophy and Women
- PSCI 3101-3 Black Politics (formerly PSCI 3101/ETHN 3012)
- PSCI 3301/W MST 3300-3 Gender, Sexuality, and U.S. Law
- PSCI 4131-3 Latinos and the U.S. Political System (formerly PSCI 4131/ETHN 4136)
- PSYC/W MST 2700-3 Psychology of Contemporary American Women
- RLST 2700-3 American Indian Religious Traditions (formerly ETHN 2703/RLST 2700)
- *RLST/W MST 2800-3 Women and Religion
- RUSS/W MST 4471-3 Women in 20th Century Russian Culture
- SCAN 3206-3 Nordic Colonialisms
- SCAN/W MST 3208-3 Women in Nordic Society: Modern States of Welfare
- *SOCY/W MST 1016-3 Sex, Gender, and Society 1
- SOCY/W MST 3012-3 Women and Development
- SPAN 3270-3 Barcelona: Understanding Local and Immigrant Cultures
- WMST 2000-3 Introduction to Feminist Studies
- WMST 2020-3 Femininities, Masculinities, and Alternatives
- WMST 2050-3 Gender, Sexuality, and Popular Culture
- WMST 2200-3 Women, Literature, and the Arts
- WMST 3670-3 Immigrant Women in the Global Economy

New Mexico State University-Las Cruces

Note: NMSU calls its diversity requirement “Viewing a Wider World.”

(from NMSU General Education Requirements, Course Catalog 2012/13)

Six credit hours are required to be completed in the Viewing a Wider World category.

Viewing a Wider World - 6 cr.

This is an upper division requirement. Two Viewing a Wider World courses are needed, and they must be taken from two different colleges other than your own. The Undergraduate Catalog contains a list of courses approved for this category. The Arts and Sciences Advising Center publishes a flyer listing suitable Viewing a Wider World courses offered in the upcoming semester.

University of Iowa

(from the University of Iowa website)

Values, Society, and Diversity

Courses in the Values, Society, and Diversity area explore fundamental questions about the human experience from a variety of perspectives. Students consider topics in relation to their own values and actions. They gain a deeper appreciation of how cultural differences arise and of the importance of diversity.

All students must complete at least 3 s.h. of course work in the Values, Society, and Diversity area.

The following courses are approved for the area.

[01H:008 \(ARTH:1030\)](#) Themes in Global Art
[01H:104 \(ARTH:3130\)](#) American Indian Art
[07B:154 \(EPLS:5154\)](#) Education, Race, and Ethnicity
[07B:180 \(EPLS:4180\)](#) Human Relations for the Classroom Teacher
[08G:005 \(ENGL:1355\)/149:005 \(AINS:1355\)](#) Literatures of Native American Peoples
[08G:014 \(ENGL:1365\)/129:008 \(AFAM:1365\)](#) Literatures of the African Peoples
[013:105 \(GRMN:3405\)](#) German Cultural History
[13E:070 \(GRMN:2550\)](#) Mardi Gras and More: Cultures of Carnival
[13E:080 \(GRMN:2780\)](#) King Arthur Through the Ages
[13E:118 \(GRMN:2618\)/048:148 \(CCL:4348\)](#) The Third Reich and Literature
[016:009 \(HIST:2609\)](#) India Now! A Survey from Bollywood Films to Global Terror
[016:040 \(HIST:1040\)](#) Perspectives: Diversity in American History
[16A:065 \(HIST:2265\)/129:065 \(AFAM:2265\)](#) Introduction to African American History
[16A:069 \(HIST:2288\)](#) Introduction to Mexican American History
[16A:112 \(HIST:4216\)](#) Mexican American History
[018:132 \(ITAL:3550\)](#) Images of Modern Italy
[20E:075 \(CLSA:1875\)](#) Ancient Sports and Leisure
[20E:082 \(CLSA:2482\)/032:082 \(RELS:2182\)](#) Ancient Mediterranean Religions
[20E:083 \(CLSA:1883\)/143:083 \(HONR:1883\)](#) War
[20E:112 \(CLSA:3015\)](#) Classical Mythology
[20E:115 \(CLSA:3416\)/032:164 \(RELS:3716\)](#) Greek Religion and Society
[20E:140 \(CLSA:3340\)](#) Magic in the Ancient World
[20E:150 \(CLSA:3650\)/131:152 \(GWSS:3650\)](#) Gender and Sexuality in the Ancient World
[032:016 \(RELS:1810\)](#) Religion and Liberation
[032:030 \(RELS:1130\)](#) Introduction to Islamic Civilization
[032:034 \(RELS:1350\)/129:050 \(AFAM:1250\)](#) Introduction to African American Religions
[032:051 \(RELS:2351\)](#) Religious Thinkers of the West
[032:052 \(RELS:2852\)/131:060 \(GWSS:2052\)](#) Women in Islam and the Middle East
[032:060 \(RELS:2700\)/149:060 \(AINS:1600\)](#) Sacred World of Native Americans
[032:111 \(RELS:3711\)](#) Religion and Women

[034:018 \(SOC:1310\)/131:018 \(GWSS:1310\)](#) Gender and Society
[034:061 \(SOC:3710\)](#) The American Family
[034:066 \(SOC:3810,SOC:2810\)](#) Social Inequality
[034:155 \(SOC:3830\)](#) Race and Ethnicity
[035:060 \(SPAN:1700\)](#) Latino/a Literature in the U.S.
[035:143 \(SPAN:3420\)/048:196 \(CCL:3396\)](#) Cuban American Literature and Culture
[035:150 \(SPAN:3600\)](#) Cultures of Spain
[036:074 \(COMM:1074\)](#) Media and Society
[039:018 \(SOAS:1502\)](#) Asian Humanities: India
[039:019 \(CHIN:1504\)](#) Asian Humanities: China
[039:020 \(JPNS:1506\)](#) Asian Humanities: Japan
[041:082 \(SLAV:3082\)](#) Youth Subcultures After Socialism (effective fall 2012)
[041:093 \(SLAV:1531\)](#) Slavic Folklore
[041:094 \(SLAV:1532\)](#) Religion and Culture of Slavs
[041:098 \(SLAV:1131\)](#) Introduction to Russian Culture
[041:099 \(SLAV:1132\)](#) Russia Today
[045:001 \(AMST:1010\)](#) Understanding American Cultures
[045:050 \(AMST:1154\)](#) Food in America
[049:051 \(THTR:1411\)](#) Comedy and Society
[103:150 \(LING:2100\)](#) Language and Gender
[113:003 \(ANTH:1101\)](#) Cultural Anthropology
[113:110 \(ANTH:2165\)/149:110 \(AINS:2165\)/045:105 \(AMST:2165\)](#) Native Peoples of North America
[113:125 \(ANTH:2175\)/39J:125 \(JPNS:2175\)](#) Japanese Society and Culture
[129:060 \(AFAM:1030\)](#) Introduction to African American Society
[129:061 \(AFAM:1020\)/045:030 \(AMST:1030\)](#) Introduction to African American Culture
[129:062 \(AFAM:1010\)](#) Foundations in African American Studies
[129:122 \(AFAM:3925\)/019:165 \(JMC:3825\)](#) African Americans and the Media
[129:150 \(AFAM:3710\)/131:137 \(GWSS:3710\)](#) African American Women Writers
[131:010 \(GWSS:1001\)](#) Introduction to Gender, Women's, and Sexuality Studies
[131:055 \(GWSS:1002\)](#) Gender, Race, and Class in the U.S.
[131:061 \(GWSS:1060\)/045:060 \(AMST:1060\)](#) Sex and Popular Culture in the Postwar U.S.
[131:070 \(GWSS:1070\)](#) Asian American Women Writers (effective beginning spring 2013)
[137:057 \(DANC:1150\)](#) Brazilian Culture and Carnival
[143:054 \(HONR:2170\)](#) Honors Seminar in Values, Society, and Diversity
[149:049 \(AINS:1049\)/045:049 \(AMST:1049\)](#) Introduction to American Indian and Native Studies
[169:040 \(LEIS:1040\)](#) The Good Society
[169:045 \(LEIS:1045\)](#) Health for Living
[169:050 \(LEIS:1050\)](#) Making Choices: Interdisciplinary Perspectives

University of Kansas

(from University of Kansas website)

Respect human diversity and expand cultural understanding and global awareness
Participating in 21st-century society means acquiring knowledge and understanding of the world beyond our immediate experience and culture, showing consideration and enhanced understanding for human and cultural diversity, and reexamining our own lives in a global context. Students will learn to analyze regional and international issues and perspectives, enabling them to engage with the languages, cultures, customs, beliefs, and/or behaviors from the world's various communities.

Students may meet this educational goal in one of three ways:

A two-course non-English language sequence that includes culture content, or a one-semester non-English language course and a significant study abroad experience;
Two approved courses or educational experiences, one meeting each of the two learning outcomes detailed below; or

An approved course or educational experience meeting one of the two learning outcomes detailed below, and a significant study abroad experience.

A significant study abroad experience is one that is based upon an entire semester (normally at least 14 weeks) or an intense summer (normally at least 6 weeks) abroad or that provides evidence of having met learning outcome two specified below.

Approved coursework or educational experiences to meet these outcomes may include the development of sensitivity to human diversity in the U.S. or globally, the study of non-English languages, a significant study abroad experience, and/or the exploration of viewpoints associated with non-U.S. sources.

Learning Outcome 1:

Upon reaching this goal, students will be able to investigate the diversity of human experience within the United States, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.

Courses and educational experiences approved as meeting this outcome must achieve the following:

Devote a majority of content to ensuring student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity.

Generate discussion among students, leading to examination of students' own value assumptions in the context of various value systems within the United States.

Integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States.

Evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis.

Learning Outcome 2:

Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish one's own cultural patterns, and respond flexibly to multiple worldviews.

Courses and educational experiences approved as meeting this outcome must achieve the following:

Devote a majority of content to other-cultural material in order to raise student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States.

Develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the student's own value assumptions.

Sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations.

Evaluate student work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis

University of Oregon

(from University of Oregon website)

Multicultural Requirement

The purpose of the multicultural requirement is to introduce students to the richness of human diversity and to the opportunities and challenges of life in a multicultural society.

Bachelor's degree candidates must complete one course in two of the following categories: A: American cultures; B: identity, pluralism, and tolerance; C: international cultures. A minimum of 6 credits in approved courses must be earned.

Category A: American Cultures

The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Category B: Identity, Pluralism, and Tolerance

The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in Category A, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Category C: International Cultures

The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a worldview—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 20th- and 21st-century United States.

Students who participate in UO-sponsored study abroad programs with a minimum of five weeks in length may qualify to satisfy Category C requirements.

The current list of courses that satisfy the multicultural requirement is available online at <http://classes.uoregon.edu/>.

University of Utah

(from University of Utah website)

Diversity (DV) Requirement

Mission Statement - The Diversity requirement stands as an institutional commitment to develop and teach ways of thinking drawn from multiple histories and cultural heritages that shape the United States. Courses which fulfill this requirement are designed to explore the national society—its norms, laws, public policies and discourse—in the context of the rich and varied cultural diversity which has shaped it. The goal of this requirement is to extend cross-cultural understanding, perhaps replacing the impulse to stereotype, with better informed reasoning, understanding, and judgment skills. This, in turn, will open possibilities for meaningful communication across social boundaries and allow students to better consider ethical and social decisions from multiple perspectives. This requirement also signals to students that their distinctive traditions, opinions, and insights belong at the university.

The Diversity Requirement Committee has approved the following criteria for courses meeting the requirement:

1. The central focus of the course is the culture, history or current circumstances of one or more groups of people in the US who have experienced inequitable treatment.
2. The course critically examines and grapples with one or more factors supporting and sustaining inequitable treatment of groups of people in the U.S. (e.g., institutional racism, homophobia, sexism, ageism, classism).
3. The course critically examines methods and strategies of moving toward a more equitable society and challenging social structures.
4. The course challenges students to reflect on and apply the concept of equity to their interactions.

University of Nevada-Las Vegas

(from University of Nevada-Las Vegas website)

Multicultural and International Requirements

The **Multicultural and International requirement is a minimum of 6 semester-credits**. Students satisfy the requirement by completing a 3-credit course approved as multicultural and a 3-credit course approved as international. A single course may not simultaneously meet both the multicultural and international requirements.

Both the multicultural and international courses may simultaneously satisfy other General Education requirements. The 6 semester-credits may then overlap with rather than add to the total General Education credit requirements.

Multicultural courses examine cultural similarities and differences in the United States based upon two or more attributes which may include, but are not limited to: ethnicity, race, gender, age, religion, sexual orientation and disabilities. Multicultural courses provide a solid intellectual examination of issues and factors associated with the chosen cultural attributes of the course. These courses may be discipline specific.

International courses examine existing peoples and societies outside of the United States based upon one or more attributes which may include, but are not limited to: current language, institutions, and culture. International courses focus on solid intellectual inquiry regarding international themes, factors, or information regarding a presently existing country (or countries) outside the United States. These courses may be discipline specific.

University of Washington-Seattle Diversity Information

(from email correspondence with Keyon Chan, Chancellor Bothell campus)

No diversity requirement, but a diversity minor and extensive course listings with 450 courses listed and significant funding for research and service learning opportunities. Named top 25 for diversity and Gay, Lesbian, Bisexual, Transgender friendliness.

Diversity Minor Requirements

25 credits to include the following:

One course from the following list of Foundation courses (5 credits):

AES 151: Introduction to the Cultures of American Ethnic Groups

C LIT 323: Studies in the Literature of Emerging Nations: Colonialism, Neo-Colonialism and the Nation Form

COM 289: Communication and Difference

HSTAA 105: The Peoples of the United States

LJS/CHID 332: Disability and Society: Introduction to Disability Studies

PSYCH 250: Racism and Minority Groups

WOMEN 200: Introduction to Women Studies

A maximum of 10 credits from a department may be applied toward the Diversity Minor, including the student's major. A minimum of 15 credits must be completed in residence at the UW. For a complete list of course options, see the courses page.

A minimum of 4 additional courses with one course from 4 of the 5 following categories (20 credits):

Arts/Cultural, Historical, Global, Contemporary/Institutional, Applications.

These are examples of courses that apply to the different categories:

Arts/Cultural

AES 212 Comparative American Ethnic Literature (5) I&S/VLPA

ART H 331 Northwest Coast Indian Art (5) I&S/VLPA, w/ ANTH 331

WOMEN 454 Women, Words, Music, and Change (5) I&S/VLPA, w/ ANTH 454

Historical

CHSTU 254 Northwest Latinos: History, Community, Culture (5) I&S

CLAS 326 Women in Antiquity (3) I&S/VLPA

HSTAA 150 Introduction to African-American History (5) I&S, w/ AFRAM 150

Global

ANTH 316 Modern South Asia (5) I&S w/ SISSA 316

GEOG 123 Introduction of Globalization (5) I&S, w/ SIS 123

SIS 470 Human Rights in Latin America (5) I&S w/ LSJ 410

Contemporary/Institutional

COM 306 Media, Society and Political Identity (5) I&S, w/ POL S 306

LING 458 Language and Gender (5) I&S, VLPA, w/ ANTH 450/ WOMEN 450

PHYS 451 Issues for Ethnic Minorities & Women in Science and Engineering (5) I&S

Applications- applied learning opportunities that provide experiences outside the classroom and promote the goals of the Diversity Minor:

Service Learning
Volunteer projects
Internships
Research projects
Independent Study
Study Abroad
Intergroup Dialogues Courses (SOC WF 215)

General Minor Requirements

A minimum 2.00 GPA is required for courses taken to complete a minor. Departments may require a 2.0 (or lower) minimum grade in each course taken for the minor. In such cases, the 2.0 course-grade minimum is specified as part of the minor requirements (shown below). If a 2.0 (or lower) course-grade minimum is not specified, any passing letter or numerical grade is acceptable, so long as the GPA for all courses counted toward the minor is at least 2.00. Courses taken S/NS may not be counted toward a minor.

A student may not complete a major and a minor in the same program. However, there are no limits on the number of credits in a minor that may apply to a different major, and vice versa. For example, some religion courses may count toward the comparative history of ideas minor. A student who minors in comparative history of ideas and majors in comparative religion may count these courses toward both the minor and the major.

Courses in the minor may also count, as appropriate, toward foreign language, Q/SR, writing, and Areas of Knowledge requirements, without restriction. Also note that if the minor is in a school/college different from that of the major, the student must complete the general education requirements for the school/college of the major, but not the minor.

Completing the Minor

A student who declares the Diversity Minor must submit a graduation application, specific to the Diversity Minor, during the first weeks of her/his last quarter. This graduation application is sent to the Graduation and Academic Records Office, and may be completed through the Diversity Minor Adviser. If the graduation application is not submitted, the Graduation and Academic Records Office may contact the student to ask if s/he wishes to pursue the minor or drop it.

If a student lists a minor on the graduation application, the student must complete that minor or drop it officially, or graduation will not be granted. This protects the student from being graduated when the actual intent is to remain matriculated in order to complete the minor.

Adding Minors After Applying to Graduate

A student who wants to add a minor after the graduation application has been submitted must see his/her adviser, who will update the application and notify the Graduation and Academic Records Office of the change.

Certifying Completion of the Minor

Minors are posted on the student's transcript. A minor must be awarded at the same time the student's first bachelor's degree is awarded. This means:

A student who does not graduate cannot be awarded a minor.

A student can not earn a minor after having graduated.

Applications

Diversity Minor students are strongly encouraged to complete an internship, volunteer project, research project, study abroad, Intergroup Dialogues course, or some applied learning opportunity that promotes the goals of the Diversity Minor.

For additional information, please contact the Diversity Minor program office.

Foundations

	Areas	Quarters Offered (Recently)	Professor/Lecturer
AES 151 Introduction to the Cultures of American Ethnic Groups (5) I&S	A/C, C/I, (F)	Sp	Prof. Rick Bonus, Prof. Stephen Sumida
C LIT 323 Studies in the Literature of Emerging Nations (5) VLPA	A/C, C/I, G, (F)	A,Sp	Prof. Francisco Benitez, Prof. Jennifer Dubrow
COM 289 Communication and Difference (5) I&S	C/I, (F)	W,Su	Prof. Ralina Joseph, Prof. Leilani Nishime
GWSS 200 Introduction to Women Studies (5) I&S	H, C/I, (F)	A,W,Sp,Su	Prof. Rebecca Aanerud
HSTAA 105 The Peoples of the United States (5) I&S	H, (F)	W	Prof. James Gregory
LSJ/CHID 230/DIS ST 230 Disability and Society: Introduction to Disability Studies (5) I&S	C/I, (F)	A,W,Sp	Prof. Dennis Lang, Prof. Sherrie Brown, Prof. Joanne Wojak
PSYCH 250 Racism and Minority Groups (5) I&S	C/I, (F)	A,Sp	Prof. Kim Barrett

*Please note that some of these classes will first be offered to students within the major, and some will require Add Codes from the course instructors.

Arts/Cultural

AAS 330 Asian American Theater (5) VLPA	A/C, H
AAS 401 Asian-American Literature to the 1940s (5) VLPA	A/C, H
AAS 402 Contemporary Asian-American Literature (5) VLPA	A/C, C/I
AAS 403 Survey of Asian-American Poetry (5) VLPA	A/C
AES 151 Introduction to the Cultures of American Ethnic Groups (5) I&S	A/C, C/I, (F)
AES 212 Comparative American Ethnic Literature (5) I&S/VLPA	A/C
AES 340 Race, Ethnicity, and Education (5) I&S	A/C, C/I
AFRAM 101 Introduction to African American Studies (5) I&S	A/C, H, C/I
AFRAM 214 Survey of Afro-American Literature (5) VLPA, w/ ENGL 258	A/C
AFRAM 220 Third World Images in Film (5) I&S/VLPA	A/C
AFRAM 261 The African-American Experience Through Literature (5) I&S/VLPA, w/ SOC 261	A/C, C/I
AFRAM 320 Black Women in Drama (5) VLPA	A/C
AFRAM 337 Music and Social Change in the Sixties Era (5) I&S/VLPA	A/C, H
AFRAM 358 Literature of Black Americans (5) VLPA, w/ ENGL 358	A/C
AIIS 102 Survey of American Indian Studies (5) I&S	A/C, H
AIIS 110 Musical Traditions of Native North America (3) VLPA	A/C
AIIS 203 Introduction: Philosophical and Aesthetic Universes (5) I&S	A/C

AIS 240 Native North American Women (5) I&S	A/C, C/I
AIS 360 American Indians in Cinema (5) VLPA/I&S	A/C
AIS 377 Contemporary American Indian Literature (5) VLPA, w/ ENGL 359	A/C
AIS 379 Powwow: Tradition and Innovation (5) VLPA/I&S	A/C
AIS 440 Reading Native American Women's Lives (5) I&S, w/ WOMEN 440	A/C, H
AIS 442 Images of Natives in the Cinema and Popular Cultures (5) I&S/VLPA, w/ WOMEN 442	A/C, H
AIS 443 Indigenous Film, Sovereign Visions (5) VLPA/I&S, w/ COM 443	A/C, C/I
ANTH 331 Native Art of the Pacific Northwest Coast (5) I&S/VLPA w/ ART H 331	A/C
ANTH 454 Women, Words, Music, and Change (5) I&S/VLPA, w/ WOMEN 454	A/C
ART H 230 The African-American Tradition: A Transatlantic View of Art and Culture (5) I&S/VLPA	A/C
ART H 331 Native Art of the Pacific Northwest Coast (5) I&S/VLPA, w/ ANTH 331	A/C
CHSTU 330 Chicano/Chicana Autobiography (5) I&S	A/C
CHSTU 332 Chicano Film and Narrative (5) I&S/VLPA, w/ SPAN 332	A/C, H
CHSTU 340 Latina/Latino Theater (5) VLPA	A/C
CHSTU 465 Contemporary Chicano Literature (5) I&S/VLPA, w/ SPAN 465	A/C, G
CHID 350 Women in Law and Literature (5) I&S/VLPA, w/ WOMEN 350	A/C, C/I
CLAS 328 Sex, Gender, and Representation in Greek and Roman Literature (3) I&S/VLPA	A/C, H
C LIT 323 Studies in the Literature of Emerging Nations (5) VLPA	A/C, C/I, G, (F)
C LIT 375 Images of Women in Literature (5 max. 15)	A/C
COM 443 Indigenous Film, Sovereign Visions (5) VLPA/I&S, w/ AIS 443	A/C, C/I
COM 478 Intercultural Communication (5) I&S	A/C
COM 484 Cultural Codes in Communication (5) I&S/VLPA	A/C
DANCE 235 Integrated Dance: Training and Composition (3, max. 9) VLPA/I&S	A/C
DANCE 250 Cross-Cultural Dance Studies (1-5, max. 8) I&S/VLPA	A/C
DANCE 336 Integrated Dance: History, Methodology, and Praxis (3, max. 9) VLPA/I&S	A/C
DRAMA 373 Women in Theatre (5) VLPA	A/C
ENGL 207 Introduction to Cultural Studies (5) VLPA	A/C, C/I
ENGL 257 Introduction to Asian-American Literature (5) VLPA	A/C
ENGL 258 African-American Literature: 1745 to Present (5) VLPA, w/ AFRAM 214	A/C
ENGL 311 Modern Jewish Literature in Translation (5) VLPA	A/C
ENGL 312 Jewish Literature: Biblical to Modern (5) I&S/VLPA, w/ SISJE 312	A/C, H
ENGL 317 Literature of the Americas (5) VLPA	A/C
ENGL 358 Literature of Black Americans (5) VLPA, w/ AFRAM 358	A/C
ENGL 359 Contemporary American Indian Literature (5) VLPA, w/ AIS 377	A/C
ENGL 367 Women and the Literary Imagination (5, max. 15) VLPA	A/C
ENGL 466 Gay and Lesbian Studies (5) I&S/VLPA	A/C
GWSS 350 Women in Law and Literature (5) I&S/VLPA, w/ CHID 350	A/C, C/I
GWSS 354 Lesbian Lives and Culture (5) I&S	A/C
GWSS 429 Scandinavian Women Writers in English Translation (5) VLPA, w/ SCAND 427	A/C, G
GWSS 440 Reading Native American Women's Lives (5) I&S, w/ AIS 440	A/C, H
GWSS 442 Images of Natives in the Cinema and Popular Cultures (5) I&S/VLPA, w/ AIS 442	A/C, H
GWSS 454 Women, Words, Music, and Change (5) I&S/VLPA, w/ ANTH 454	A/C
GWSS 468 Latin American Women (5) I&S/VLPA, w/ SPAN 468	A/C, G
HIST 269 The Holocaust: History and Memory (5) I&S, w/ SISJE 269	A/C, H
HIST 369 The Jewish Twentieth Century in Film (5) I&S, w/ SISJE 369	A/C, H
HUM 206 American Sabor/American Flavor: Latinos Shaping U.S. Popular Music	A/C
MUHIST 422 Gender and Music (3) VLPA	A/C

MUSIC 250 World Music (3) I&S/VLPA	A/C, G
MUSIC 319 Afro-American Music (5) I&S/VLPA	A/C
MUSIC 331 History of Jazz (5) VLPA	A/C, H
SCAND 427 Scandinavian Women Writers in English Translation (5) VLPA, w/ GWSS 429	A/C, G
SISJE 269 The Holocaust: History and Memory (5) I&S, w/ HIST 269	A/C, H
SISJE 312 Jewish Literature: Biblical to Modern (5) I&S/VLPA, w/ ENGL 312	A/C, H
SISJE 369 The Jewish Twentieth Century in Film (5) I&S, w/ HIST 369	A/C, H
SISJE 378 Contemporary Jewish American Identities (5) I&S, w/ SOC 378	A/C, C/I
SISLA 489 The Mexico-U.S. Border in Literature and Film (5) I&S/VLPA, w/ SPAN 489	A/C, G
SOC 261 The African-American Experience Through Literature (5) I&S/VLPA, w/ AFRAM 261	A/C, C/I
SOC 378 Contemporary Jewish American Identities (5) I&S, w/ SISJE 378	A/C, C/I
SPAN 319 Mexican Literature (3) VLPA	A/C
SPAN 332 Chicano Film and Narrative (5) I&S/VLPA, w/ CHSTU 332	A/C, H
SPAN 439 Women Writers (5) I&S /VLPA	A/C, G
SPAN 465 Contemporary Chicano Literature (5) I&S/VLPA	A/C, G
SPAN 467 Spanish Women (5) I&S/VLPA	A/C, G
SPAN 468 Latin American Women (5) I&S/VLPA, w/ GWSS 468	A/C, G
SPAN 487 Mexican Cinema (5) I&S/VLPA	A/C, G
SPAN 489 The Mexico-U.S. Border in Literature and Film (5) I&S/VLPA, w/ SISLA 489	A/C, G

Historical

AAS 101 Introduction to Asian American Cultures (5) I&S	H, C/I
AAS 300 U.S. Pacific Islander Contemporary Culture (5) I&S, w/ ANTH 307	H, C/I
AAS 330 Asian American Theater (5) VLPA	H, A/C
AAS 350 Chinese American History and Culture (5) I&S	H, C/I
AAS 360 Filipino-American History and Culture (5) I&S	H, C/I
AAS 370 Japanese-American History and Culture (5) I&S	H, C/I
AAS 372 Internment Camps in North America: United States and Canada (5) I&S	H, C/I
AAS 380 Asian-American Communities and Social Policies (5) I&S	H, C/I
AAS 385 Asian Americans: The Law and Immigration (5) I&S	H, C/I
AAS 392 Asian-American Women (5) I&S, w/ GWSS 392	H, C/I
AAS 395 Southeast-Asian Americans: History and Culture (5) I&S	H, C/I
AAS 401 Asian-American Literature to the 1940s (5) VLPA	H, A/C
AAS 406 Asian-American Activism (5) I&S, w/ HSTAA 406	H, C/I
AES 150 Introductory History of American Ethnic Groups (5) I&S	H
AES 322 Race and Gender: Historical Perspectives (5) I&S, w/ GWSS 322	H, C/I
AFRAM 101 Introduction to African American Studies (5) I&S	H, A/C, C/I
AFRAM 150 Introduction to African-American History (5) I&S, w/ HSTAA 150	H
AFRAM 272 History of the South Since the Civil War (5) I&S	H
AFRAM 321 History of Afro-American Women and the Feminist Movement (5) I&S, w/ GWSS 321	H
AFRAM 323 African-American Women's History (5) I&S	H
AFRAM 334 The Sixties in America: Conflict, Confrontation, and Concession, w/ HSTAA 334	H
AFRAM 337 Music and Social Change in the Sixties Era (5) I&S/VLPA	H, A/C
AIIS 102 Survey of American Indian Studies (5) I&S	H, A/C
AIIS 201 Introduction to American Indian Histories (5) I&S	H
AIIS 270 Native Peoples of the Pacific Northwest (5) I&S	H
AIIS 271 Native Peoples of the Intermountain West (5) I&S	H

AIS 272 Native Peoples of the Southeast (5) I&S	H
AIS 317 North American Indians: The Southwest (5) I&S	H
AIS 330 United States-Indian Relations (5) I&S	H, C/I
AIS 341 Native Women in the Americas (5) I&S, w/ GWSS 341	H, C/I
AIS 342 Pueblo Indian Women of the American Southwest (5) I&S, w/ GWSS 342	H, C/I
AIS 425 Indians in Western Washington History (3) I&S, w/ HSTAA 417	H
AIS 431 History of American Indian Education (5) I&S	H
AIS 440 Reading Native American Women's Lives (5) I&S, w/ GWSS 440	H, A/C
AIS 442 Images of Natives in the Cinema and Popular Cultures (5) I&S/VLPA, w/ GWSS 442	H, A/C
ANTH 307 U.S. Pacific Islander Contemporary Culture (5) I&S, w/ AAS 300	H, C/I
ANTH 416 Comparative Social Movements: Mexico and the United States (5) I&S, w/ CHSTU 416	H, G
ARCHY 402 Archaeology and Social Difference (5) I&S	H
CHID 260 Re-Thinking Diversity (5) I&S	H, C/I
CHSTU 101 Introduction to Chicano Studies (5) I&S	H, C/I
CHSTU 180 History of the Chicano People to 1848 (5) I&S, w/ HSTAA 180	H, G
CHSTU 200 Latinos in the United States (5) I&S	H, C/I
CHSTU 254 Northwest Latinos: History, Community, Culture(5) I&S	H, C/I
CHSTU 255 Mexican Women: Past and Present (5) I&S	H
CHSTU 332 Chicano Film and Narrative (5) I&S/VLPA, w/ SPAN 332	H, A/C
CHSTU 356 The Chicano Family (5) I&S	H, C/I
CHSTU 405 Advanced Chicano Studies (5) I&S	H, C/I
CHSTU 416 Comparative Social Movements: Mexico and the United States (5) I&S, w/ ANTH 416	H, G
CLAS 326 Women in Antiquity (3) I&S/VLPA	H
CLAS 328 Sex, Gender, and Representation in Greek and Roman Literature (3) I&S/VLPA	H, A/C
ENGL 312 Jewish Literature: Biblical to Modern (5) I&S/VLPA, w/ SISJE 312	H, A/C
GWSS 200 Introduction to Women Studies (5) I&S	H, C/I, (F)
GWSS 283 Introduction to Women's History (5), w/ HIST 283	H, G
GWSS 321 History of Afro-American Women and the Feminist Movement (5) I&S, w/ AFRAM 321	H
GWSS 322 Race, Class, and Gender (5) I&S, w/ AES 322	H, C/I
GWSS 341 Native Women in the Americas (5) I&S, w/ AIS 341	H, C/I
GWSS 342 Pueblo Indian Women of the American Southwest (5) I&S, w/ AIS 342	H, C/I
GWSS 383 Social History of American Women (5) I&S, w/ HSTAA 373	H
GWSS 392 Asian-American Women (5) I&S, w/ AAS 392	H, C/I
GWSS 405 Comparative Women's Movements and Activism (5) I&S	H, C/I
GWSS 440 Reading Native American Women's Lives (5) I&S, w/ AIS 440	H, A/C
GWSS 442 Images of Natives in the Cinema and Popular Cultures (5) I&S/VLPA, w/ AIS 442	H, A/C
GWSS 457 Women in China to 1800 (5) I&S, w/ HSTAS 457	H, G
GWSS 459 Gender Histories of Modern China, 18th to 20th Centuries (5) I&S, w/ HSTAS 459	H, G
HIST 152 Introduction to African History, c. 1880- Present (5) I&S	H, G
HIST 161 Survey of the Muslim Near East (5) I&S	H, G
HIST 205 Filipino Histories (5) I&S, w/ SISSE 205	H, G
HIST 250 The Jews in Western Civilization (5) I&S, w/ SISJE 250	H, G
HIST 260 Slavery in History: A Comparative Study (5) I&S	H, G
HIST 269 The Holocaust: History and Memory (5) I&S, w/ SISJE 269	H, A/C
HIST 283 Introduction to Women's History (5) I&S, w/ GWSS 283	H, G
HIST 369 The Jewish Twentieth Century in Film (5) I&S, w/ SISJE 369	H, A/C
HSTAA 105 The Peoples of the United States (5) I&S	H, (F)
HSTAA 150 Introduction to African-American History (5) I&S, w/ AFRAM 150	H
HSTAA 185 Introduction to Latin American History: From Columbus to Castro (5) I&S	H, G

HSTAA 205 Asian American History (5) I&S	H
HSTAA 225 American Slavery (5) I&S	H
HSTAA 230 Race and Power in America, 1861-1940 (5) I&S	H
HSTAA 236 How Race Matters: Racial Norms in the Making of U.S. Society and Culture (5) I&S	H, G
HSTAA 273 Women of the American West (5) I&S	H
HSTAA 313 African Americans in the American West (5) I&S	H
HSTAA 322 African-American History, 1865 To The Present (5) I&S	H
HSTAA 334 The Sixties in America: Conflict, Confrontation, and Concession, AFRAM 334	H
HSTAA 336 American Jewish History Since 1885 (5) I&S, w/ SISJE 336	H
HSTAA 353 Class and Labor in American History (5) I&S	H
HSTAA 373 Social History of American Women (5) I&S, w/ GWSS 383	H
HSTAA 406 Asian-American Activism (5) I&S, w/ AAS 406	H
HSTAA 417 Indians in Western Washington History (3) I&S, w/ AIS 425	H
HSTAA 473 Homefront: American Cultures and Society in the 1940s (5) I&S	H
HSTAA 480 Labor and Popular Movements in Latin America (5) I&S, w/ SISLA 480	H, G
HSTAS 221 History of Southeast Asia (5) I&S, w/ SISSE 221	H, G
HSTAS 457 Women in China to 1800 (5) I&S, w/GWSS 457	H, G
HSTAS 459 Gender Histories of Modern China 18th to 20th Centuries (5) I&S, w/GWSS 459	H, G
HSTAS 482 History of Modern Korea: 1860 to the Present (5) I&S	H, G
HSTEU 273 Women and Gender in Modern Europe (5) I&S	H, G
HSTEU 368 Modern European Jewish History (5) I&S, w/ SISJE 368	H, G
HSTEU 464 The Jews in Spanish History (5) I&S, w/ SISJE 464	H, G
HSTEU 465 The Jews of Eastern Europe (5) I&S, w/ SISJE 465	H, G
HSTEU 466 The Sephardic Diaspora: 1492 –Present (5) I&S w/ SISJE 466	H, G
HSTEU 469 Enlightenment Emancipation Antisemitism: History of the Jews 1770-1914 (5), w/ SISJE 469	H, G
MUSIC 331 History of Jazz (5) VLPA	H, A/C
NEAR E 456 Women in Ancient Judaism (3) I&S/VLPA , w/ RELIG 456 (WI '00 - WI '08)	H, G
POL S 331 Government and Politics in the Middle East and North Africa (5) I&S	H, G
POL S 357 Minority Representation and the Voting Rights Act (5) I&S	H, C/I
RELIG 201 Introduction to World Religions: Western Traditions (5) I&S	H
RELIG 202 Introduction to World Religions: Eastern Traditions (5) I&S	H
RELIG 211 Islam (5) I&S/VLPA	H
RELIG 456 Women in Ancient Judaism (3) I&S/VLPA, w/ NEAR E 456 (WI '00 - WI '08)	H, G
SISJE 250 The Jews in Western Civilization (5) I&S, w/ HIST 250	H, G
SISJE 269 The Holocaust: History and Memory (5) I&S, w/ HIST 269	H, A/C
SISJE 312 Jewish Literature: Biblical to Modern (5) I&S/VLPA, w/ ENGL 312	H, A/C
SISJE 336 American Jewish History Since 1885 (5) I&S, w/ HSTAA 336	H
SISJE 368 Modern European Jewish History (5) I&S, w/ HSTEU 368	H, G
SISJE 369 The Jewish Twentieth Century in Film (5) I&S, w/ HIST 369	H, A/C
SISJE 377 The American Jewish Community (5) I&S, w/ SOC 377	H, C/I
SISJE 464 The Jews in Spanish History (5) I&S, w/ HSTEU 464	H, G
SISJE 465 The Jews of Eastern Europe (5) I&S, w/ HSTEU 465	H, G
SISJE 466 The Sephardic Diaspora: 1492 –Present (5) I&S w/ HSTEU 466	H, G
SISJE 469 Enlightenment Emancipation Antisemitism: History of the Jews 1770-1914 (5), w/ HSTEU 469	H, G
SISLA 480 Labor and Popular Movements in Latin America (5) I&S, w/ HSTAA 480	H, G
SISSE 205 Filipino Histories (5) I&S, w/ HIST 205	H, G
SISSE 221 History of Southeast Asia (5) I&S, w/ HSTAS 221	H, G
SPAN 332 Chicano Film and Narrative (5) I&S/VLPA, w/ CHSTU 332	H, A/C
SOC 377 The American Jewish Community (5) I&S, w/ SISJE 377	H, C/I

Contemporary/Institutional

AAS 101 Introduction to Asian American Cultures (5) I&S	C/I, H
AAS 206 Contemporary Problems of Asian Americans (5) I&S	C/I
AAS 220 Asian-American Stereotypes in the Media (5) I&S	C/I
AAS 300 U.S. Pacific Islander Contemporary Culture (5) I&S, w/ ANTH 307	C/I, H
AAS 314 Ethnography, Transnationalism, and Community in Island Southeast Asia/Asian America (5) w/ ANTH 314	C/I, G
AAS 350 Chinese American History and Culture (5) I&S	C/I, H
AAS 360 Filipino-American History and Culture (5) I&S	C/I, H
AAS 370 Japanese-American History and Culture (5) I&S	C/I, H
AAS 372 Internment Camps in North America: United States and Canada (5) I&S	C/I, H
AAS 380 Asian-American Communities and Social Policies (5) I&S	C/I, H
AAS 385 Asian Americans: The Law and Immigration (5) I&S	C/I, H
AAS 392 Asian-American Women (5) I&S, w/ GWSS 392	C/I, H
AAS 395 Southeast-Asian Americans: History and Culture (5) I&S	C/I, H
AAS 402 Contemporary Asian-American Literature (5) VLPA	C/I, A/C
AAS 406 Asian-American Activism (5) I&S, w/ HSTAA 406	C/I, H
AES 151 Introduction to the Cultures of American Ethnic Groups (5) I&S	C/I, A/C, (F)
AES 250 Race in the American University (5) I&S	C/I
AES 322 Race and Gender: Historical Perspectives (5) I&S, w/ GWSS 322	C/I, H
AES 333 Race and Ethnicity in the U.S. Military (5) I&S	C/I
AES 340 Race, Ethnicity, and Education (5) I&S	C/I, A/C
AES 361 Ethnicity, Business, Unions, and Society (5) I&S, w/ SOC 361	C/I
AES 389 Race, Gender, and Sexuality in the Media (5) I&S, w/ COM 389/GWSS 389	C/I
AES 461 Comparative Ethnic Race Relations in the Americas (5) I&S, w/ SOC 461	C/I
AES 462 Comparative Race and Ethnic Relations (5) I&S, w/ SOC 462	C/I, G
AFRAM 101 Introduction to African American Studies (5) I&S	C/I, A/C, H
AFRAM 246 African American Politics (5) I&S, w/ AFRAM 246, w/ POL S 246	C/I
AFRAM 260 African American Family (5) I&S, w/ SOC 260	C/I
AFRAM 261 The African-American Experience Through Literature (5) I&S/VLPA, w/ SOC 261	C/I, A/C
AFRAM 315 Black Identities and Political Power (5) I&S, w/ POL S 315	C/I
AFRAM 370 Afro-American Political Thought (5) I&S	C/I
AFRAM 437 Blacks in American Law (5) I&S	C/I
AIS 202 Introduction to Contemporary Experience in Indian America (5) I&S	C/I
AIS 230 Contemporary Indian Gaming and Casinos (5) I&S	C/I
AIS 240 Native North American Women (5) I&S	C/I, A/C
AIS 335 American Indians and the Law (5) I&S	C/I
AIS 340 Indian Children and Families (5) I&S	C/I
AIS 341 Native Women in the Americas (5) I&S, w/ GWSS 341	C/I, H
AIS 342 Pueblo Indian Women of the American Southwest (5) I&S, w/GWSS 342	C/I, H
AIS 443 Indigenous Film, Sovereign Visions (5) VLPA/I&S, w/ COM 443	C/I, A/C
ANTH 307 U.S. Pacific Islander Contemporary Culture (5) I&S, w/ AAS 300	C/I, H
ANTH 314 Ethnography, Transnationalism, and Community in Island Southeast Asia/Asian America (5) w/ AAS 314	C/I, G
ANTH 330 Religion, Identity and Cultural Pluralism (5) I&S, w/ RELIG 330	C/I
ANTH 345 Women and International Economic Development (5) I&S, w/ SIS 345/GWSS 345	C/I, G
ANTH 353 Anthropological Studies of Women (5) I&S, w/GWSS 353	C/I
ANTH 450 Language and Gender (5) I&S, VLPA, w/ LING 458/GWSS 450	C/I
ANTH 459 Culture, Ecology, and Politics (5) I&S, w/ ENVIR 459	C/I

ANTH 484 Ideologies and Technologies of Motherhood (5) I&S (5), w/ GWSS 458	C/I, G
CHID 260 Re-Thinking Diversity (5) I&S	C/I, H
CHID 332 Disability and Society: Introduction to Disability Studies (5) I&S, w/ LSJ 332	C/I, (F)
CHID 350 Women in Law and Literature (5) I&S/VLPA w/ GWSS 350	C/I, A/C
CHID 433 Disability, Law, Policy, and the Community (5) I&S w/ LSJ 433	C/I
CHID 434 Civil and Human Rights Law for Disabled People (5) I&S w/ LSJ 434	C/I
CHSTU 101 Introduction to Chicano Studies (5) I&S	C/I, H
CHSTU 200 Latinos in the United States (5) I&S	C/I, H
CHSTU 254 Northwest Latinos: History, Community, Culture(5) I&S	C/I, H
CHSTU 256 Chicanas: Gender and Race Issues (5) I&S	C/I
CHSTU 260 Introduction to Chicano Politics (5) I&S	C/I
CHSTU 352 Mexican Immigration: A Comparative Analysis (5) I&S	C/I
CHSTU 356 The Chicano Family (5) I&S	C/I, H
CHSTU 405 Advanced Chicano Studies (5) I&S	C/I, H
C LIT 323 Studies in the Literature of Emerging Nations (5) VLPA	C/I, A/C, G, (F)
COM 289 Communication and Difference (5) I&S	C/I, (F)
COM 306 Media, Society and Political Identity (5) I&S, w/ POL S 306	C/I
COM 389 Race, Gender, and Sexuality in the Media (5) I&S, w/ AES 389/GWSS 389	C/I
COM 423 Communication and Social Change (5) I&S	C/I
COM 443 Indigenous Film, Sovereign Visions (5) VLPA/I&S, w/ AIS 443	C/I, A/C
COM 488 Race, Gender, and Power in Asian American Media (5) I&S	C/I
ECON 447 Economics of Gender (5) I&S w/GWSS 447	C/I
EDUC 310 Current Issues in Education (5, max. 10) I&S	C/I
ENGL 207 Introduction to Cultural Studies (5) VLPA	C/I, A/C
ENGL 316 Postcolonial Literature and Culture (5, max. 10) VLPA	C/I
ENGL 372 Language Variation in Current English (5) VLPA	C/I
ENGL 478 Language and Social Policy (5) I&S/VLPA	C/I
ENGL 479 Language Variation and Language Policy in North America (5) I&S/VLPA	C/I
ENVIR 459 Culture, Ecology, and Politics (5) I&S, w/ ANTH 459	C/I
GEOG 230 Urbanization and Development: Geographies of Global Inequality (5) I&S	C/I, G
GEOG 245 Geographic Perspectives on US Population Diversity (5) I&S	C/I
GEOG 310 Immigrant America: Trends and Policies from a Geographic Perspective (5) I&S	C/I, G
GEOG 342 Geography of Inequality (5) I&S	C/I
GEOG 401 Culture, Capital, and the City (5) I&S	C/I
GEOG 430 Contemporary Development Issues in Latin America (5) I&S	C/I, G
GEOG 431 Geography and Gender (5) I&S	C/I
GEOG 439 Gender, Race, and the Geography of Employment (5) I&S	C/I
GEOG 476 Women and the City (5) I&S, w/ GWSS 476	C/I
GEOG 479 Race, Ethnicity, and the American City (5) I&S	C/I
GWSS 200 Introduction to Women Studies (5) I&S	H, C/I, (F)
GWSS 206 Philosophy of Feminism (5) I&S, w/ PHIL 206/POL S 212	C/I
GWSS 257 Psychology of Gender (5) I&S, w/ PSYCH 257	C/I
GWSS 305 Feminism in an International Context (5) I&S	C/I
GWSS 310 Women and the Law (5) I&S	C/I
GWSS 313 Women in Politics (5) I&S, w/ POL S 313	C/I
GWSS 322 Race, Class, and Gender (5) I&S, w/ AES 322	C/I, H
GWSS 341 Native Women in the Americas (5) I&S, w/ AIS 341	C/I, H
GWSS 342 Pueblo Indian Women of the American Southwest (5) I&S, w/ AIS 342	C/I, H
GWSS 345 Women and International Economic Development (5) I&S, w/ ANTH 345/SIS 345	C/I, G

GWSS 350 Women in Law and Literature (5) I&S/VLPA, w/ CHID 350	C/I, A/C
GWSS 353 Anthropological Studies of Women (5) I&S, w/ ANTH 353	C/I
GWSS 357 Psychobiology of Women (5) NW, w/ PSYCH 357	C/I
GWSS 389 Race, Gender, and Sexuality in the Media (5) I&S w/ AES 389/COM 389	C/I
GWSS 392 Asian-American Women (5) I&S, w/ AAS 392	C/I, H
GWSS 405 Comparative Women's Movements and Activism (5) I&S	C/I, H
GWSS 410 Feminist Legal Studies: Theory and Practice (5) I&S, w/ LSJ 466/POL S 466 (SP '96 - SU '09)	C/I
GWSS 415 Gender and Education (5) I&S (WI '00 - SU '09)	C/I
GWSS 417 The Politics of Talent Development (5) I&S	C/I
GWSS 423 Feminism, the State, and Democracy in Indonesia (5) I&S	C/I, G
GWSS 424 Women in Midlife (5) I&S	C/I
GWSS 425 Femininity, Feminism, and Antifeminism in Popular Culture (5) I&S/VLPA	C/I
GWSS 427 Women and Violence (5) I&S	C/I
GWSS 435 Gender and Spirituality (5) I&S	C/I
GWSS 438 Jewish Women in Contemporary America (5) I&S, w/ SISJE 438	C/I
GWSS 447 Economics of Gender (5) I&S, w/ ECON 447	C/I
GWSS 450 Language and Gender (5) I&S, VLPA, w/ ANTH 450/LING 458	C/I
GWSS 455 Contemporary Feminist Theory	C/I
GWSS 456 Feminism, Racism, and Anti-Racism (5) I&S	C/I
GWSS 458 Ideologies and Technologies of Motherhood (5) I&S (5), ANTH 484	C/I, G
GWSS 476 Women and the City (5) I&S, w/ GEOG 476	C/I
GWSS 485 Issues for Ethnic Minorities and Women In Science and Engineering (3/5) I&S, w/ PHYS 451	C/I
HSTAA 406 Asian-American Activism (5) I&S, w/ AAS 406	C/I, H
LING 458 Language and Gender (5) I&S, VLPA, w/ ANTH 450/ GWSS 450	C/I
LSJ 327 Women's Rights as Human Rights (5) I&S, w/ POL S 327	C/I
LSJ 331 The Politics of Race in the United States (5) I&S, w/ POL S 317	C/I
LSJ 332 Disability and Society: Introduction to Disability Studies (5) I&S, w/ CHID 332	C/I, (F)
LSJ 433 Disability Law, Policy, and the Community (5) w/ CHID 433	C/I
LSJ 434 Civil and Human Rights Law for People with Disabilities (5) I&S, w/ CHID 434	C/I
LSJ 466 Feminist Legal Studies: Theory and Practice (5) I&S, w/ POL S 466/GWSS 410 (SP '96 - SU '09)	C/I
LSJ 476 Miscarriages of Justice (5) I&S, w/ SOC 476	C/I
PHIL 206 Philosophy of Feminism (5) I&S, w/ POL S 212/GWSS 206	C/I
PHIL 230 Philosophic Issues in World Affairs (3) I&S	C/I, G
PHIL 406 Philosophical Topics in Feminism (5) I&S	C/I
PHYS 451 Issues for Ethnic Minorities and Women in Science and Engineering (5) I&S, w/ GWSS 485	C/I
POL S 212 Philosophy of Feminism (5) I&S, w/ PHIL 206/GWSS 206	C/I
POL S 246 African American Politics (5) I&S, w/ AFRAM 246	C/I
POL S 306 Media, Society and Political Identity (5) I&S, w/ COM 306	C/I
POL S 313 Women in Politics (5) I&S, w/ GWSS 313	C/I
POL S 315 Black Identities and Political Power (5) I&S, w/ AFRAM 315	C/I
POL S 316 African-American Political and Social Thought (5) I&S	C/I
POL S 317 The Politics of Race in the United States (5) I&S, w/ LSJ 331	C/I
POL S 327 Women's Rights as Human Rights (5) I&S, w/ LSJ 327	C/I
POL S 357 Minority Representation and the Voting Rights Act (5) I&S	C/I, H
POL S 466 Feminist Legal Studies: Theory and Practice (5) I&S, w/ LSJ 466/GWSS 410 (SP '96 - SU '09)	C/I
PSYCH 250 Racism and Minority Groups (5) I&S	C/I, (F)

PSYCH 257 Psychology of Gender (5) I&S, w/ GWSS 257	C/I
PSYCH 357 Psychobiology of Women (5) NW, w/ GWSS 357	C/I
PSYCH 380 Cross-Cultural Competence (4) I&S	C/I
RELIG 330 Religion, Identity, and Cultural Pluralism (5) I&S, w/ ANTH 330	C/I
SCAND 367 Sexuality in Scandinavia: Myth and Reality (5) I&S/VLPA	C/I, G
SIS 345 Women and International Economic Development (5) I&S, w/ ANTH 345/ GWSS 345	C/I, G
SIS 450 Political Economy of Women and Family in the Third World (5) I&S, w/ SOC 450	C/I, G
SIS 456 State-Society Relations in Third World Countries (5) I&S	C/I, G
SISJE 377 The American Jewish Community (5) I&S, w/ SOC 377	C/I, H
SISJE 378 Contemporary Jewish American Identities (5) I&S, w/ SOC 378	C/I, A/C
SISJE 438 Jewish Women in Contemporary America (5) I&S, w/GWSS 438	C/I
SOC 212 Evolution and Revolution: An Introduction to the Study of Comparative Social Change (5) I&S	C/I
SOC 260 African American Family (5) I&S, w/ AFRAM 260	C/I
SOC 261 The African-American Experience Through Literature (5) I&S/VLPA, w/ AFRAM 261	C/I, A/C
SOC 270 Social Problems (5) I&S	C/I, G
SOC 287 Introduction of the Sociology of Sexuality (5) I&S	C/I
SOC 292 Who Gets Ahead? Public Schooling in America (5) I&S	C/I
SOC 347 National Social Movements: Current Trends and Explanations (5) I&S	C/I
SOC 353 The Family in Cross-Cultural Perspective (5) I&S	C/I, G
SOC 360 Introduction to Social Stratification (5) I&S	C/I
SOC 362 Race Relations (5) I&S	C/I
SOC 363 Ethnicity, Business, Unions, and Society (5) I&S, w/ AES 361	C/I
SOC 364 Women in the Social Structure (5) I&S	C/I
SOC 367 Immigration and Ethnicity (5) I&S	C/I
SOC 368 Sociology of Black Americans (5) I&S	C/I
SOC 375 Sociology of Juvenile Justice (5) I&S	C/I
SOC 377 The American Jewish Community (5) I&S, w/ SISJE 377	C/I, H
SOC 378 Contemporary Jewish American Identities (5) I&S, w/ SISJE 378	C/I
SOC 450 Political Economy of Women and Family in the Third World (5), w/ SIS 450	C/I, G
SOC 461 Comparative Ethnic Race Relations in the Americas (5) I&S, w/ AES 461	C/I
SOC 462 Comparative Race and Ethnic Relations (5) I&S, w/ AES 462	C/I, G
SOC 463 African-American Political Thought (5) I&S	C/I
SOC 467 Immigration and Ethnicity (5) I&S	C/I
SOC 476 Miscarriages of Justice (5) I&S, w/ LSJ 476	C/I
SOC 487 Sociology of Gender and Sexuality (5) I&S	C/I
SOC WF 404 Cultural Diversity and Justice (5) I&S	C/I

Global

AAS 314 Ethnography, Transnationalism, and Community in Island Southeast Asia/Asian America (5) w/ ANTH 314	G, C/I
AES 462 Comparative Race and Ethnic Relations (5) I&S, w/ SOC 462	G, C/I
ANTH 314 Ethnography, Transnationalism, and Community in Island Southeast Asia/Asian America (5) w/ AAS 314	G, C/I
ANTH 345 Women and International Economic Development (5) I&S, w/ SIS 345/GWSS 345	G, C/I
ANTH 416 Comparative Social Movements: Mexico and the United States (5) I&S, w/ CHSTU 416	G, H
ANTH 446 Class and Culture in East Asia (5) I&S, w/ SISEA 443	G
ANTH 484 Ideologies and Technologies of Motherhood (5) I&S (5), w/ GWSS 458	G, C/I
CHSTU 180 History of the Chicano People to 1848 (5) I&S	G, H
CHSTU 416 Comparative Social Movements: Mexico and the United States (5) I&S, w/ ANTH 416	G, H

CHSTU 465 Contemporary Chicano Literature (5) I&S/VLPA, w/ SPAN 465	G, A/C
C LIT 323 Studies in the Literature of Emerging Nations (5) VLPA	G, A/C, C/I, (F)
C LIT 376 Violence, Myth, and Memory: Southeast Asia at the Crossroads of Modernity (5) VLPA/I&S, w/ SISSE 376	G
GEOG 123 Introduction of Globalization (5) I&S, w/ SIS 123	G
GEOG 230 Urbanization and Development: Geographies of Global Inequality (5) I&S	G, C/I
GEOG 310 Immigrant America: Trends and Policies from a Geographic Perspective (5) I&S	G, C/I
GEOG 330 Latin America: Landscapes of Change (5) I&S	G
GEOG 430 Contemporary Development Issues in Latin America (5) I&S	G, C/I
GERMAN 295 The Contributions of German Jews to German Cultures (5) I&S/VLPA	G
GERMAN 360 Women in German Literature in English (5) I&S/VLPA	G
GWSS 283 Introduction to Women's History (5), w/ HIST 283	G, H
GWSS 333 Gender and Globalization: Theory and Process (5), w/ SIS 333	G
GWSS 345 Women and International Economic Development (5) I&S, w/ ANTH 345/SIS 345	G, C/I
GWSS 423 Feminism, the State, and Democracy in Indonesia (5) I&S	G, C/I
GWSS 429 Scandinavian Women Writers in English Translation (5) VLPA, w/ SCAND 427	G, A/C
GWSS 457 Women in China to 1800 (5) I&S, w/ HSTAS 457	G, H
GWSS 458 Ideologies and Technologies of Motherhood (5) I&S (5), ANTH 484	G, C/I
GWSS 459 Gender Histories of Modern China, 18th to 20th Centuries (5) I&S, w/ HSTAS 459	G, H
GWSS 468 Latin American Women (5) I&S/VLPA, w/ SPAN 468	G, A/C
HIST 152 Introduction to African History, c. 1880- Present (5) I&S	G, H
HIST 161 Survey of the Muslim Near East (5) I&S	G, H
HIST 205 Filipino Histories (5) I&S, w/ SISSE 205	G, H
HIST 250 The Jews in Western Civilization (5) I&S, w/ SISJE 250	G, H
HIST 260 Slavery in History: A Comparative Study (5) I&S	G, H
HIST 283 Introduction to Women's History (5) I&S, w/ GWSS 283	G, H
HSTAA 185 Introduction to Latin American History: From Columbus to Castro (5) I&S	G, H
HSTAA 236 How Race Matters: Racial Norms in the Making of U.S. Society and Culture (5) I&S	G, H
HSTAA 480 Labor and Popular Movements in Latin America (5) I&S, w/ SISLA 480	G, H
HSTAS 221 History of Southeast Asia (5) I&S, w/ SISSE 221	G, H
HSTAS 457 Women in China to 1800 (5) I&S, w/ GWSS 457	G, H
HSTAS 459 Gender Histories of Modern China 18th to 20th Centuries (5) I&S, w/GWSS 459	G, H
HSTAS 482 History of Modern Korea: 1860 to the Present (5) I&S	G, H
HSTEU 273 Women and Gender in Modern Europe (5) I&S	G, H
HSTEU 368 Modern European Jewish History (5) I&S, w/ SISJE 368	G, H
HSTEU 464 The Jews in Spanish History (5) I&S, w/ SISJE 464	G, H
HSTEU 465 The Jews of Eastern Europe (5) I&S, w/ SISJE 465	G, H
HSTEU 466 The Sephardic Diaspora: 1492 –Present (5) I&S, w/ SISJE 466	G, H
HSTEU 469 Enlightenment Emancipation Antisemitism: History of the Jews 1770-1914 (5), w/ SISJE 469	G, H
LSJ 428 Women's Rights in an Integrated Europe (5) I&S, w/ POL S 415	G
MUSIC 250 World Music (3) I&S/VLPA	G, A/C
NEAR E 456 Women in Ancient Judaism (3) I&S/VLPA , w/ RELIG 456 (WI '00 - WI '08)	G, H
PHIL 230 Philosophic Issues in World Affairs (3) I&S	G, C/I
POL S 326 Scandinavia in World Affairs (5) I&S, w/ SCAND 326	G
POL S 331 Government and Politics in the Middle East and North Africa (5) I&S	G, H
POL S 415 Women's Rights in an Integrated Europe (5) I&S, w/ LSJ 428	G
POL S 432 Political Islam and Islamic Fundamentalism (5) I&S, w/ SIS 406	G
POL S 446 Peasants in Politics (5) I&S, w/ SIS 444	G
RELIG 210 Introduction to Judaism (5) I&S	G

RELIG 456 Women in Ancient Judaism (3) I&S/VLPA, w/ NEAR E 456 (WI '00 - WI '08)	G, H
SCAND 326 Scandinavia in World Affairs (5) I&S, w/ POL S 326	G
SCAND 427 Scandinavian Women Writers in English Translation (5) VLPA, w/ GWSS 429	G, A/C
SCAND 367 Sexuality in Scandinavia: Myth and Reality (5) I&S/VLPA	G, C/I
SIS 123 Introduction to Globalization (5) I&S, w/ GEOG 123	G
SIS 333 Gender and Globalization: Theory and Process (5) I&S, w/ GWSS 333	G
SIS 345 Women and International Economic Development (5) I&S, w/ ANTH 345/ GWSS 345	G, C/I
SIS 406 Political Islam and Islamic Fundamentalism (5) I&S, w/ POL S 432	G
SIS 444 Peasants in Politics (5) I&S, w/ POL S 446	G
SIS 450 Political Economy of Women and Family in the Third World (5) I&S, w/ SOC 450	G, C/I
SIS 456 State-Society Relations in Third World Countries (5) I&S	G, C/I
SISEA 443 Class and Culture in East Asia (5) I&S, w/ ANTH 446	G
SISJE 250 The Jews in Western Civilization (5) I&S, w/ HIST 250	G, H
SISJE 368 Modern European Jewish History (5) I&S, w/ HSTEU 368	G, H
SISJE 464 The Jews in Spanish History (5) I&S, w/ HSTEU 464	G, H
SISJE 465 The Jews of Eastern Europe (5) I&S, w/ HSTEU 465	G, H
SISJE 466 The Sephardic Diaspora: 1492 –Present (5) I&S, w/ HSTEU 466	G, H
SISJE 469 Enlightenment Emancipation Antisemitism: History of the Jews 1770-1914 (5)	G, H
SISLA 355 Social Change in Latin America (5) I&S, w/ SOC 355	G
SISLA 480 Labor and Popular Movements in Latin America (5) I&S, w/ HSTAA 480	G, H
SISLA 489 The Mexico-U.S. Border in Literature and Film (5) I&S/VLPA, w/ SPAN 489	G, A/C
SISSE 205 Filipino Histories (5) I&S, w/ HIST 205	G, H
SISSE 221 History of Southeast Asia (5) I&S, w/ HSTAS 221	G, H
SISSE 376 Violence, Myth, and Memory: Southeast Asia at the Crossroads of Modernity (5) VLPA/I&S, w/ C LIT 376	G
SOC 270 Social Problems (5) I&S	G, C/I
SOC 353 The Family in Cross-Cultural Perspective (5) I&S	G, C/I
SOC 355 Social Change in Latin America (5), w/ SISLA 355	G
SOC 450 Political Economy of Women and Family in the Third World (5), w/ SIS 450	G, C/I
SOC 462 Comparative Race and Ethnic Relations (5) I&S, w/ AES 462	G, C/I
SPAN 322 Introduction to Hispanic Cultural Studies (5) I&S/VLPA	G
SPAN 439 Women Writers (5) I&S /VLPA	G, A/C
SPAN 465 Contemporary Chicano Literature (5) I&S/VLPA, w/ CHSTU 465	G, A/C
SPAN 467 Spanish Women (5) I&S/VLPA	G, A/C
SPAN 468 Latin American Women (5) I&S/VLPA, w/ GWSS 468	G, A/C
SPAN 487 Mexican Cinema (5) I&S/VLPA	G, A/C
SPAN 489 The Mexico-U.S. Border in Literature and Film (5) I&S/VLPA, w/ SISLA 489	G, A/C

Report on Diversity Requirements at

Model Institutions Curriculum Research Team

Merritt Moseley, Chair Cathy Pons Tracey Rizzo Heon Lee

This report is based on information collected from institutions leading the way in the development of diversity curricula, both within and outside of general education programming.

http://www2.unca.edu/genedrev/curriculum_team_diversity_report.htm. Last accessed 5/11/12

Curriculum Transformation and Diversity Requirement

"Colleges and universities across the country are transforming their curricula to correct past exclusions; to better prepare students for increasingly complex and diverse communities and workplaces; and to provide students with the most current and intellectually comprehensive understanding of history, culture, and society." Debra Humphreys and Carol Geary Schneider, eds., *Diversity Digest*.

Critical Issues and Questions for Diversity Requirement at UNCA

In designing the diversity requirement component of general education, following issues should be considered, questions asked, and the strategic decisions should be made on each issue.

1. The Content Issue--What should be the content of the diversity requirement?

a. Global Diversity or US Diversity, or both (Both: Iowa State University, Illinois Wesleyan University)
b. Focus on race and ethnicity or including gender, class, sexual orientation, others (Race/Ethnicity: University of Michigan, UNC-Chapel Hill Multidimensional: Kent State University, St. Edward's University, etc)
c. Cultural dimension and/or power, inequality and discrimination (St. Edward's University, San Jose State University)

2. The Structuring Issue--What should be the ideal structure for the diversity requirement?

a. One course selected out of many courses designated as a diversity course (University of Michigan, UNC-Chapel Hill)
b. One required course (Iowa State University)
c. Two required sequential courses (Colloquium and Seminar, Occidental College)
d. Four required courses (Fairleigh Dickinson University)
e. Six core required courses (Cultural Foundations Program, St. Edward's University)

3. The Transformation Issue--How can we transform the G.E. curriculum and the courses for diversity requirement?

a. Identify, designate the existing courses meeting the diversity criteria.
 b. Create and add new one or two required diversity courses.
 c. Transform the Humanities Program.

4. The Pedagogical Issue--What can be the most effective way of achieving the goal?

a. Interdisciplinary and team teaching
 b. Discipline-based but Diversity-focused

Some Diversity Requirement Models

U.S. Diversity/International Perspectives Requirements: Iowa State University To achieve the goal of preparing students "to meet the challenges of responsible citizenship and effective professional roles in a culturally diverse global community," Iowa State University implemented the U.S. Diversity and International Perspectives requirements.

Difference, Power, and Discrimination Program: Oregon State University The DPD Program works to create a more inclusive curriculum that addresses issues of race, class, gender, sexual orientation, and other institutionalized systems of inequality. The program provides faculty and staff with the training and resources needed to develop or modify comparative diversity courses.

American Pluralism and the Search for Equality: SUNY-Buffalo SUNY-Buffalo has instituted a one-semester core course requirement in American Pluralism for every student at this large public research university. Courses meeting the requirement come from many departments, but all sections must address common goals and criteria.

Race or Ethnicity (ROE) Requirement: University of Michigan Approved by the Literature, Science, and the Arts (LS&A) faculty and effective for students entering the College of Literature, Science and the Arts (LS&A) in Fall 1991, each student must take, as part of graduation requirements, one course that addresses issues arising from racial or ethnic intolerance. This requirement is part of the Michigan Mandate, first set forth in 1988, designed to make the University of Michigan a national and world academic leader in the racial and ethnic diversity of its faculty, students, and staff and to link academic excellence and social diversity.

Cultural Studies Colloquia and Seminar: Occidental College The first-year Cultural Studies Colloquia and Seminars comprise the centerpiece of Occidental's Core Program. The fall colloquia are team-taught courses in which faculty from several different departments join with students in the exploration of human culture from a variety of disciplinary as well as cultural perspectives. Each colloquium is followed in the spring by research seminars in which increased emphasis is placed on writing research-based essays, and on mastering the skills necessary to the location of relevant materials (in both print and electronic media), the construction of evidence-based arguments, and the conventions of academic discourse.

American Pluralism and Comparative World Cultures: Fairleigh Dickinson University Fairleigh Dickinson University has for ten years addressed American pluralism and comparative world cultures in a four-semester required core curriculum taken by all students. The four courses include 'Perspectives on the Individual,' 'The American

Experience: Quest for Freedom,' 'Cross-Cultural Perspectives,' and 'Global Issues.'

Cultural Foundations Curriculum: Saint Edward's University Saint Edward's multidisciplinary six course requirement is designed to help students develop a balanced understanding and appreciation for their own and other cultures. This site describes the general education requirement and includes a number of syllabi.

Cultural Encounters Program: St. Lawrence University All courses within the Cultural Encounters Program follow curricular guidelines which specify that the courses include content from cultures commonly understood as "Western" and "non-Western." Students in this program are asked to study other cultures while simultaneously reflecting on their own. The Program develops "writing-intensive" pedagogies, which includes exploring ways in which journals connect students' personal experiences with the academic content of the program, particularly in relation to study abroad.

Reference: <http://www.diversityweb.org/Leadersguide/CT/models.html>

DIVERSITY REQUIREMENT MODELS

http://www.diversityweb.org/diversity_innovations/curriculum_change/diversity_requirement_models/index.cfm, last accessed 5/11/12

Difference, Power, and Discrimination Program, Oregon State University

The DPD Program works to create a more inclusive curriculum that addresses issues of race, class, gender, sexual orientation, and other institutionalized systems of inequality. The program provides faculty and staff with the training and resources needed to develop or modify comparative diversity courses.

Race or Ethnicity (ROE) Requirement, University of Michigan Approved by the Literature, Science, and the Arts (LS&A) faculty and effective for students entering the College of Literature, Science and the Arts (LS&A) in Fall 1991, each student must take, as part of graduation requirements, one course that addresses issues arising from racial or ethnic intolerance. This requirement is part of the Michigan Mandate, first set forth in 1988, designed to make the University of Michigan a national and world academic leader in the racial and ethnic diversity of its faculty, students, and staff and to link academic excellence and social diversity.

Cultural Studies Colloquia and Seminars, Occidental College

The first-year Cultural Studies Colloquia and Seminars comprise the centerpiece of Occidental's Core Program. The fall colloquia are team-taught courses in which faculty from several different departments join with students in the exploration of human culture from a variety of disciplinary as well as cultural perspectives. Each colloquium is followed in the spring by research seminars in which increased emphasis is placed on writing research-based essays, and on mastering the skills necessary to the location of relevant materials (in both print and electronic media), the construction of evidence-based arguments, and the conventions of academic discourse. Below are several program courses, visit the [program site](#) to view colloquia and seminars for the coming year.

Colloquium on Race, Class, Gender: Women of Color in the U.S.

Seminar on Race, Class, Gender: Women of Color in the U.S.

Cultural Foundations Curriculum, Saint Edward's University

Saint Edward's multidisciplinary six course requirement is designed to help

students develop a balanced understanding and appreciation for their own and other cultures. This site describes the general education requirement and includes a number of syllabi.

Cultural Encounters, Saint Lawrence University. All courses within the Cultural Encounters Program follow curricular guidelines which specify that the courses include content from cultures commonly understood as "Western" and "non-Western." Students in this program are asked to study other cultures while simultaneously reflecting on their own. The Program develops "writing-intensive" pedagogues, which includes exploring ways in which journals connect students' personal experiences with the academic content of the program, particularly in relation to study abroad. Courses in the Cultural Encounters Program include:

Creating Colonialism: the Literature of Exploitation and Cultural Contact

Religious Studies 248N: Fundamentalism as Cultural Encounter

History 247: The Rise of the New Europe

Fine Arts/Cultural Encounters 220: The Museum as Cultural Crossroads

Greek Poetry, Philosophy, and Politics in a Multicultural Context

A Sample of New Curricular Models for Diversity Learning From a 1997 issue of *Diversity Digest* focusing on curriculum transformation, this article provides short overviews of curricular models for general education programs and courses infused with information about U.S. pluralism, issues of social justice, and democratic aspiration.

Cultural Pluralism General Education Requirement with Guidelines for Implementation, Skagit Valley College

American Pluralism and the Search for Equality, SUNY-Buffalo

SUNY-Buffalo has instituted a one-semester core course requirement in American Pluralism for every student at this large public research university. Courses meeting the requirement come from many departments, but all sections must address common goals and criteria. Included here are a course overview; the course evaluation form; section descriptions from 1996-97; and reading lists from several dozen sections.

Course Overview

Course Evaluation Form

Section Descriptions from 1996-97

Syllabi from 1996-97

American Cultures requirement, University of California at Berkeley The American Cultures requirement is a Berkeley campus requirement, the one course that all undergraduate students need to take and pass in order to graduate. The requirement was instituted in 1991 to introduce students to the diverse cultures of the United States through a comparative framework. Courses are offered in more than forty departments in many different disciplines at both the lower and upper division level.

American Pluralism and Comparative World Cultures, Fairleigh Dickinson University

For 10 years, Fairleigh Dickinson University has addressed American pluralism and comparative world cultures in a four-semester required core curriculum taken by all students. The four courses are "Perspectives on the Individual," "The American Experience: Quest for Freedom," "Cross-Cultural Perspectives," and "Global Issues." Included here are the 1996-7 syllabi for the courses as well as assessments of student and faculty views on the core.

Syllabi

Perspectives on the Individual

The Quest for Freedom

Global Issues

Cross-Cultural Perspectives

Assessment of Student Views on the Core

Assesment of Faculty Views on the Core

Submitted October 7, 2013; Revised 1/6/14

MEMORANDUM

To: Undergraduate and Curricular Committee of the Faculty Senate,
University of New Mexico

From: Nancy López, Ph.D., Norma Valenzuela, Ph.D., Glenabah Martinez, Ph.D.
Co-chairs, Curriculum Committee, UNM Provost Diversity Council

Re: Form C Proposal to add three-credit "U.S. and Global Diversity and
Inclusion" undergraduate credit to degree requirements for all UNM B.A.
earners beginning Fall 2014

For more information and detailed proposal and other materials visit:

<http://diverse.unm.edu/about-dei/diversity-council/curriculum-committee.html>

As the co-chairs of the curriculum committee of the University of New Mexico Provost Diversity Council, it is our great pleasure to submit the Form C materials for your review of the form C proposal to add a three-credit "U.S. and Global Diversity and Inclusion" undergraduate requirement for all four-year degree earners at the University of New Mexico. This proposal is an outgrowth of the work of the Diversity Council and several reports that were endorsed by the UNM Faculty Senate in a resolution. For more information and detailed proposal and other materials visit: <http://diverse.unm.edu/about-dei/diversity-council/curriculum-committee.html>

After a year and a half long effort, we have amassed and reviewed over 200 syllabi; however, it was not possible to upload to the workflow. Instead you will receive an invitation to join a dropbox so that you can review the syllabi. Note if you don't already have a dropbox you will need to create one. (Note: Given the on-going discussions in the undergraduate, graduate and curricula

committees of the faculty senate, regarding the need to create assessments for learning outcomes, we developed and include a checklist for assessing the content of the syllabi included for the diversity requirement. Although checklists were not completed for every single syllabi reviewed, we do include sample checklist that serve to assess learning outcomes in terms of a given course). We also include PDF copies of letters of support from a number of Deans, as well as student organizations. In the meantime, please do not hesitate to contact me at nlopez@unm.edu if you have any trouble opening these files or if you have any questions. Also as a professional courtesy we respectfully ask that you not share any of the syllabi in the dropbox without the express permission of the instructor. Eventually we would like to post more than the list of courses and instead include all of the syllabi meeting the diversity requirement in the diversity website, but we would like to ask permission from each individual instructor before we list their syllabi.

Thank you in advance for your dedication and service to the undergraduate and curricula committee. Below we include the proposed narrative that would be included in the Fall 2015-2016 catalog. Although we encourage you to read all of the materials related to the diversity requirement, we felt that it would be important to provide you with an abridged version of the substance of the proposal in the form of an executive summary, map of peer institutions that require all undergraduates to fulfill a diversity requirement (e.g., 3 to 9 credits), as well as frequently asked questions all listed below. In the meantime, we look forward to answering any questions you may have at your next meeting; however, in order to be better prepared to address your questions we request that if at all possible, you send us any questions in advance via email to Dr. Nancy López: nlopez@unm.edu.

PROPOSED CATALOG NARRATIVE

The University of New Mexico values learning outcomes related to diversity and inclusion. The stated aim of the three-credit "U.S. and Global Diversity and Inclusion" undergraduate degree requirement is to promote a broad-scale understanding of the culture, history or current circumstance of diverse categories of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context. Courses that fulfill the three-credit "U.S. and Global Diversity and Inclusion" undergraduate requirement must have their primary emphasis (at least 50% content) on one or more of the following areas: gender, race, class, ethnicity, sexual orientation, disability, religion, language, culture and/or other marginalized category of people. These courses should include primary learning outcomes pertaining to the experiences of diverse categories of people and potential solutions to the challenges facing diverse communities. Courses can double count with any other requirements or class credits including core classes (e.g., area 6 foreign language) or other substantive courses in the core count. For a list of approved courses fulfilling this requirement, please visit the website for the Office of Equity and Inclusion: diverse.unm.edu.



EXECUTIVE SUMMARY and FREQUENTLY ASKED QUESTIONS

Do you teach a class on **gender, race, class, ethnicity, sexual orientation, disability, religion and/or other marginalized group(s)**? The **UNM Provost Diversity Council Curriculum Committee** invites **all instructors** (tenured/tenure track faculty, lecturers, visiting professors, postdoctoral fellows, teaching assistants, adjunct instructors, etc.) in **all departments, programs, centers, institutes, colleges and schools**, to submit syllabi for inclusion with the proposed **3-credit undergraduate graduation requirement**.

The committee will submit a proposal to create a 3-credit undergraduate degree requirement entitled, "**U.S. and GLOBAL DIVERSITY and INCLUSION**" to the Undergraduate Committee of the Faculty Senate in Fall 2013.

COURSE CRITERIA

The stated aim of the proposed degree requirement is to promote a broad-scale **understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or global context** with a primary emphasis (at least 50% content) on one or more of the following: **gender, race, class, ethnicity, sexual orientation, disability, culture, language, religion and/or other marginalized group**.

LEARNING OUTCOMES

The course should address **one or more** of the following outcomes:

- Demonstrate an ability to view issues from multiple perspectives as well as analyze, evaluate, and interpret one's own history and position;

- Understand the dynamics of historic and contemporary inequality, oppression, and resistance for marginalized groups;
- Demonstrate critical literacy and ethics pertaining to the dynamics of diversity and inclusion;
- Communicate an understanding of the ways in which inequitable treatment of groups is socially constructed and politically implemented and maintained and explore solutions to these social problems;

Rationale

UNM's vision statement recognizes diversity as our unique strength. Yet, the benefits of diversity are not automatic; they do not simply occur from being on a diverse campus. Rather educators must work intentional ways in order to enhance the educational benefits of critical thinking and deep learning about our increasingly diverse democracy. This requirement is about diversity of ideas—ideas that are seldom included as core knowledge for the well-rounded education of our students.

Diversity learning outcomes benefit all students--whether they pursue careers as entrepreneurs, engineers, teachers, scientists, social workers, doctors, lawyers, nurses, business leaders, or policy makers. Our national peer universities require undergraduates to complete three to nine credits in U.S. and/or global diversity. Increasingly, national accreditation boards value undergraduate degree programs that intentionally develop the attitudes and skills requisite for a life of learning in diverse local, national and global contexts.

FREQUENTLY ASKED QUESTIONS

Will this 3-credit hour requirement add additional credits to degree requirements or create new costs for the university?

No. This requirement would not add additional credits to undergraduate degree requirements. Courses can **double count** with other degree requirements including the core curriculum, required/elective courses. We have already collected over 200 courses that do not require the creation of new courses. Elizabeth Barton, Director of the Registrar's Office, confirmed that the addition of this requirement would not generate any additional costs.

What level of course can be included?

Three-credit courses can be at the 100, 200, 300, 400 level.

Do special topics courses count?

Yes. Special topics courses as well as regular and core courses count. It is our understanding that the Registrar's Office requires that special topics courses that have been taught for three or more semesters should be regularized via the submission of a form B.

What type of course counts?

All types of 3-credit classes count, including lectures, seminars, practicum, dual enrolled courses, on-line courses, internships, study abroad, service learning courses, capstone and starred courses (both undergraduate/graduate level).

Can I submit graduate level course syllabi?

Yes. We are collecting graduate level course syllabi, as undergraduates may enroll in these courses if they meet the criteria specified in catalog.

When will students have to take this course?

There is no one course that fulfills the requirement. The list of courses fulfilling the requirement will be made available via LoboAchieve so that students can be aware of all their choices. We have already met with advisors to proactively prepare them to advise students about all courses that they can take to fulfill this requirement. It is important that students understand that this requirement is not part of the core requirements that are usually limited to 100-200 level classes. Students can complete this requirement at anytime

during their program of study and these course can be at any level.

When will this requirement be in effect?

This requirement will only apply to the incoming class a year after it is approved. For example, if the requirement is approved in Fall 2013, the earliest it could be effective is for incoming class of Fall 2014. Please note the curriculum requirement proposal will have to go through the formal Form C submission process, which includes review by Faculty Senate committees (undergraduate committee, curricula committee), the Provost's Office, vote by Faculty Senators at a future meeting (tentatively Fall 2013) and approval by the Board of Regents.

How will students with very structured degree programs fulfill this requirement (e.g., Science, Technology, Engineering, Math (STEM))?

Courses in the core curriculum and general education requirements have been identified. In addition, STEM courses can be linked with other courses that address diversity learning outcomes such as those offered through the Community Engagement Center, Learning Communities, or capstone courses.

How will transfer students fulfill this requirement?

Transfer students can demonstrate that they have fulfilled this requirement through the list of equivalencies available at the registrar's office. If the course is not on the list of equivalencies, academic advisors will consult with departments to assess whether students' previous coursework meets the required learning outcomes.

UNM is in the process of reducing the number of hours required for graduation from 128 to 120. How will adding this requirement affect the timely degree completion of our undergraduates?

As previously mentioned we have amassed a database of courses that students can select from that double-count with many other program or degree requirements. We look forward to being part of the innovative and forward thinking institutional changes that are the hallmark of a twenty-first century university. This includes making sure that all our undergraduates are prepared to work effectively in increasingly diverse local, national and international contexts. We applaud and wholeheartedly support the recent Form C submission requesting a reduction in the number of credit hours required graduation (e.g., from 128 to 120 credits) and we look forward to new meaningful changes that add value to the education of the next generation of graduates and potential leaders of our state, nation and globe.

What's the deadline for submitting syllabi?

There is not deadline for submitting syllabi as we are always updating the list of courses that meet this requirement; however the undergraduate committee of the faculty senate will need to review any courses added to the list of courses via a Form C submission and these courses should be reviewed by

Oct 1st each year. Although there is no formal deadline it is best if you submit your syllabi before Oct 1st if you want it to be added to the list of courses. If you have syllabi that meet this requirement please submit at any time by email the syllabi and the checklist to: usglobaldiversity@unm.edu. For more information visit: diverse.unm.edu. We will send an email to the listserve for all faculty at UNM (e.g., ALLFAC-L) every September to request syllabi before the Oct 1st deadline.

Who has the authority to approve course?

The Curriculum Committee of the Faculty Senate approves courses for inclusion on the list of course meeting this requirement. The Curriculum Committee of the Diversity Council developed this checklist as a tool that can be used to evaluate whether a given course meets the criteria and learning outcomes for the “U.S. and Global Diversity and Inclusion” 3-credit undergraduate requirement. For more information and a checklist of the learning outcomes for this requirement please visit: diverse.unm.edu.

TENTATIVE TIMELINE FOR APPROVAL OF THIS REQUIREMENT

The proposal has already been reviewed and unanimously approved by the Faculty Senate Undergraduate Committee (December 2013). The remaining steps include: (1) Faculty Senate Curricula Committee (February 2014); (2) Provost Approval (February 2014); Faculty Senate (February 2014); (3) Academic Student Affairs/Research Committee of the Board of Regents (March 2014); (4) Regents Meeting (April 2014). This timeline is developed under that assumption that approvals will happen as projected.

The Faculty Senate Undergraduate Committee suggested that a secondary body such as the Faculty Senate Curricula Committee be designated to approve the addition of courses fulfilling this requirement. We would like to request clarity on this issue. One possibility would include creating a standing committee of the Diversity Council of the Faculty Senate, which would review courses and forward as a consent agenda to the Curricula Committee. We welcome other suggestions.

I’m uncertain if my course will count, who do I contact?

Please email the co-chairs of the Committee: Dr. Nancy López (nlopez@unm.edu), Dr. Glenabah Martinez (glenie@unm.edu), Dr. Norma Valenzuela (valenzuelan@unm.edu) or if you have any questions. For more

information visit: diverse.unm.edu.

For all the proposals, and supplemental detailed criteria checklist and more information on syllabi already collected, see the documents list above.

ATTACHMENTS

1. List of Courses
2. Letters of Support/Resolutions from President/Provost/Faculty Senate
3. List of requirements and courses at other peer institutions
4. Map of peer institutions with diversity requirement
5. Syllabus Checklist
6. Statistics on Course (e.g., last three semesters, enrollment/caps, type of course (core, regular, special topics), type of course (e.g., lecture, seminar, workshop, field experience), cross-lists, prerequisites/co-requisites, credit hours)
7. Diversity Framework for Strategic Action Report
8. Proposal for 3-credit "U.S. and Global Diversity and Inclusion" Undergraduate Requirement

REMINDER: There will be additional supporting documents including resolutions from ASUNM, GPSA, letters of support from deans, etc. included in the dropbox with the 200 + syllabi.



The University of New Mexico
Anderson School of Management
MSC05 3090
Albuquerque, New Mexico 87131
www.mgt.unm.edu

October 23, 2012

Re: UNM University-wide Diversity & Inclusion Degree Requirement Initiative

The Anderson School of Management endorses the University-wide Diversity and Inclusion initiative. For many years Anderson has required that all undergraduates complete a course with a diversity component (MGT 306 Organizational Behavior & Diversity—required of all BBA students) and a global diversity course (MGT 328 International Management—also required of all BBA students). We find that these courses help create a culture of inclusion both at Anderson and beyond and fully support any effort to make similar courses available for and/or required of the entire University of New Mexico undergraduate student body.

A handwritten signature in black ink, appearing to read 'Doug Brown'.

Doug Brown, Dean

A handwritten signature in black ink, appearing to read 'Robert G. DelCampo'.

Robert G. DelCampo, Associate Dean

A handwritten signature in black ink, appearing to read 'Craig White'.

Craig White, Chairperson Accounting Department

A handwritten signature in black ink, appearing to read 'Jacqueline Hood'.

Jacqueline Hood, Chairperson Department of Organizational Studies

A handwritten signature in black ink, appearing to read 'Leslie Boni'.

Leslie Boni, Chairperson Department of Finance, International, Technology and Entrepreneurship

A handwritten signature in black ink, appearing to read 'Steven Yourstone'.

Steven Yourstone, Chairperson Department of Marketing, Information Systems and Decision Sciences

Robert Luo, Chairperson Anderson Undergraduate Curriculum Committee

A handwritten signature in black ink, appearing to read 'Robert Luo'.



UNM

SCHOOL of LAW
OFFICE OF THE DEAN

November 26, 2012

Amy Neel, Ph.D., President, Faculty Senate
Ganesh Balakrishnan, Chair, Undergraduate Curriculum Committee, Faculty Senate
Linney Wix, Chair, Graduate Committee, Faculty Senate
The University of New Mexico

Dear Drs. Neel, Balakrishnan and Wix:

I'd like to take this opportunity to add my support to the U.S. Global Diversity and Inclusion (USGDI) proposal for a university-wide, three credit undergraduate requirement that can be fulfilled by criteria and courses described in the proposal. It appears that this is a relatively modest requirement that carries with it the potential to significantly help prepare undergraduate students to better live and work in a diverse and increasingly globally- focused setting.

This is particularly important for us at the law school for several reasons. On a practical level, a higher retention and graduate rate benefits us greatly. Many of our matriculating students come to us with a UNM undergraduate degree. From a pedagogical standpoint, their understanding of the legal frameworks designed to address diversity issues will be enhanced by an understanding of the historical and contemporary dynamics at play in exclusion of traditionally marginalized groups. In that sense, it lays the groundwork for and compliments our curricular offerings. In addition, the proposal, which broadens the educational lens to better understand diversity dynamics, will better prepare our students to be effective leaders. A significant number of our students go on to achieve high level leadership positions in this state, as well as nationally.

Thank you for giving us the opportunity to weigh in on this important issue, and for your thoughtful consideration of this proposal. Should you decide to accept the proposal, it will not only bring UNM in line with similar initiatives, but UNM is well positioned to become a leader in the evolution of this type of educational innovation.

Sincerely,

Barbara Bergman
Interim Dean

August 6, 2012

Amy Neel, Ph.D., President, Faculty Senate
Ganesh Balakrishnan, Chair, Undergraduate Curriculum Committee, Faculty Senate
Linney Wix, Chair, Graduate Committee, Faculty Senate
The University of New Mexico

Dear Drs. Neel, Balakrishnan and Wix:

It is my pleasure to express enthusiastic support for creating a “U.S. and Global Diversity and Inclusion (USGDI)” university-wide requirement for all undergraduate students at the University of New Mexico. The inclusion of a 3-credit USGDI university-wide requirement would represent a small but high impact institutional change that can create a high quality curriculum for an increasingly diverse student population as well as improve the graduation rates for all of our students and our under-represented students in particular.

In Fall 2011, I convened the UNM Provost Diversity Council Curriculum Committee. Subcommittees were formed to create key action items related to diversity. The curriculum committee met consistently over the Spring 2012 semester and proposed the creation of a university-wide requirement (3-credits) entitled, “U.S. and Global Diversity and Inclusion.” The University of New Mexico is a national leader in research, teaching and service in the areas of diversity and inclusion in U.S. society. As an Hispanic-serving Research I university with a critical mass of Native American students, we are strategically positioned to attract and graduate a diverse group of talented undergraduate and graduate students. In our increasing complex and diverse society, it is critical that all students demonstrate critical literacy and deep learning pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion, and disability. It is also important that our curriculum reflect our commitment to diversity and inclusion in U.S. society.

It is my understanding that the Graduate Committee of the Faculty Senate considered a similar proposal in 2007 but it was not adopted. Although the graduate committee agreed that diversity was an important learning outcome, they felt that these important learning outcomes could be met via workshops. Committee members also worried that adding a new requirement could delay graduation for some students. While these are important concerns, they do not address the possibility that this requirement does not add additional credit hours to the core or degree requirements. Furthermore, many of the courses in the UNM catalog meet these learning outcomes and can double count as core curriculum or elective/required courses in their degree granting programs. Moreover, including this

requirement can in turn increase the engagement and success of all our students, particularly those who have lower graduate rates than other groups. For instance, at a recent public forum at the University of New Mexico, Dr. George Kuh gave a compelling presentation that urged the faculty, student and administrators at UNM to engage in deep reflection about how we can transform our graduation rates by promoting deep learning and engagement among all of our students. He pointed to national data with a total of 4 million students that demonstrated that students who had an infusion of diversity experiences had better engagement, retention and graduation rates than their similarly located peers that did not have such experiences. This is particularly important for students from racial and ethnic underrepresented backgrounds.

Thank you for your thoughtful consideration of the proposed “U.S. and Global Diversity and Inclusion” university-wide requirement. Again, I urge you to adopt this requirement as a step in improving our graduation rates and creating an institutional transformation that values excellence through diversity in our curriculum.

Sincerely,

A handwritten signature in cursive script, reading "Chaouki Abdallah".

Chaouki Abdallah, Ph.D.

Provost & Executive Vice President for Academic Affairs

Undergraduate student government ASUNM passes resolution for U.S. and Global Diversity course requirement, Student Regent Jake Wellman discusses Lottery Scholarship and tuition increase policy

 0 comments

Text size

By [Svetlana Ozden](#) | New Mexico Daily Lobo

[Victoria Woods](#) | New Mexico Daily Lobo

Last updated: 11/16/12 12:24am

news@dailylobo.com

Freshmen who begin attending the University in fall 2014 may be required to take a U.S. and global diversity course.

At an Associated Students of the University of New Mexico (ASUNM) Senate meeting on Wednesday, the Senate unanimously passed a resolution calling for the University to require a three-credit U.S. and global diversity course be added to the requirements for an undergraduate degree. The resolution states that the course could be completed as part of the core curriculum or in courses offered by the student's degree-granting school. The requirement will not increase the credit-hour requirement for graduation.

According to the resolution, the Provost's Diversity Council Curriculum Committee proposed that the course be "designed with a substantive focus on understanding race, class, gender, ethnicity, sexual orientation, religion and disability in the U.S. and/or global context" and that "University graduation rates improve when students are exposed to different diversity experiences."

ASUNM Chief of Staff Gregory Montoya-Mora said the requirement will help students become more familiar with diversity-related issues, such as sexism and homophobia, and provide students with a more well-rounded education. He said that although students could choose between 100- to 400-level courses to fulfill the requirement, at least half of that course's curriculum has to be based on diversity issues.

"You're not going to be able to fulfill all of (the graduation requirements) within one department, that's not what we're supposed to do. We're not a trade school; we're a University," he said. "I could think of a slew of courses already that satisfy this requirement. It's substantive, so it's not like you can take SOC 101 (Sociology 101) and it covers one week on this."

Montoya-Mora said that because the University serves minority students and diversity studies will improve the value of the degree, the University should uphold ASUNM's resolution. He said students and the University should take advantage of the diversity on campus.

“We’re sort of in a special place in New Mexico,” he said. “To have diversity everywhere, a curriculum that reflects that and indulges that and reflects that is something that’s going to add immense value to your degree.”

ASUNM Sen. Damon Hudson said the Senate needed to pass the resolution to ensure the Senate’s voice is heard when changes to graduation requirements are made.

“If we don’t get on the boat with this, the boat’s leaving without us,” he said. “If we want to have any knowledge or any power or any voice in the changes that will occur with this, then we need to get on board.”

Website: <http://www.dailylobo.com/article/2012/11/undergraduate-student-government-asunm-passes-resolution-for-u-s-and-global-diversity-course-require> (last access 10/7/13).

U.S. & Global Diversity & Inclusion

Proposal for 3-credit University-wide Undergraduate Degree Requirement

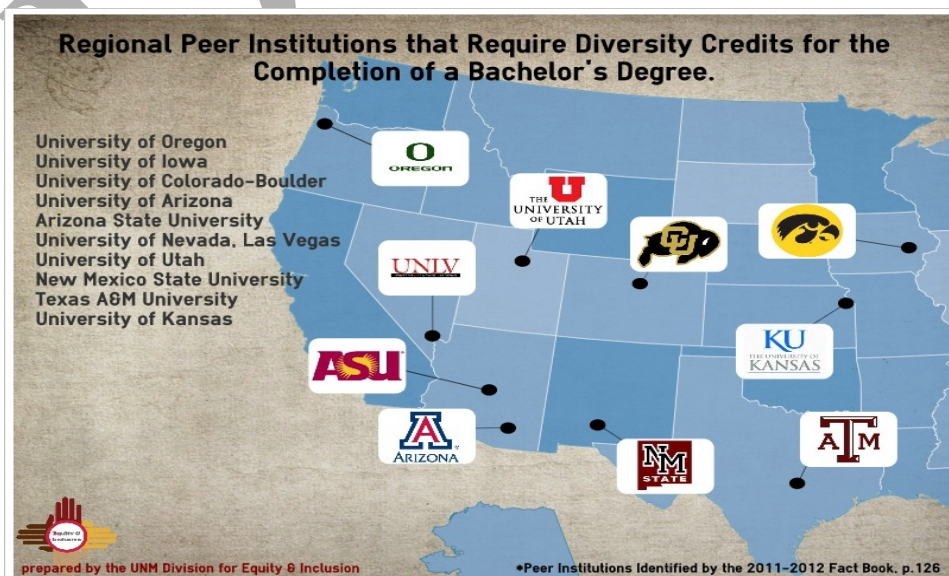
Dated: October 4, 2012

INTRODUCTION

In a memo outlining his vision for UNM dated June 28, 2012, incoming President Robert Frank addressed the Board of Regents and UNM's Leadership Team with a cautionary statement: "The future will happen whether we act or not." For UNM, this future entails confronting difficult economic realities while embracing the state's historic and present-day demographics. Complex local and national, as well as global, politics pose daunting challenges, but also open the door for UNM to grow and develop in exciting and unprecedented ways. It is a well-documented fact that students whose college courses include experiences in diversity have better engagement, retention, and graduation rates than their similarly located peers who lack such experiences (Kuh 2005; Ibarra 2001; Martinez 2010). Numerous research-based studies examining the impact of diversity on students and educational outcomes have produced extensive evidence that diversity has a positive impact on all students, minority and majority (Smith et al. 1997).

To better respond to shifting demographics, nearly every one of UNM's peer institutions in the Southwest, along with the most well-recognized institutions nationally, have implemented diversity requirements into their degree requirements and/or core curricula. For example, Arizona State University requires three separate diversity courses for all undergraduates and Texas A & M requires two courses. At UNM this oversight has hampered retention and graduation rates; as well, students not well-versed in the issues and ethical considerations involved in working with diverse communities are disadvantaged as they enter an increasingly global labor market.

Table 1 shows peer institutions approved by the HED and used for IPEDS comparisons that require diversity credits for the completion of a bachelor's degree. The vast majority of universities in the southwest region require credits in diversity. UNM is not among them.



RATIONALE

UNM is the state's flagship institution for academic research, teaching, and service. As a Research I university where the number of Hispanics (37%) is nearly equal to the number of Anglos (38%), UNM also serves a significant number of Native American (11%) students as well as Asian American (3%) and African American (2%) students. In fact, **over 60% of the undergraduate population come to UNM from an underrepresented racial or ethnic group and the majority of UNM students are female (57%)** (see [Table 2](#), below).

[Table 2](#): Enrollment All Students, all UNM Campuses (Fall 2011)

Race, Ethnicity, Immigration Status, Gender	Fall 2011 21-day enrollment
American Indian	11%
Asian	3%
Black	2%
Hispanic	37%
White	38%
International Students	3%
Female	57%
Male	43%
Total Student (absolute #)	N=36,742

As well, there are alarming race-gender gaps in UNM's graduation rates. While the overall six-year graduation rate for all UNM undergraduates is 45%, it is even lower among Native American, Black, and Hispanic students, ranging from 22%-43% respectively (See [Table 3](#), below).

[Table 3](#): Race-Gender Gap in Six-Year Cohort UNM Undergraduate Graduation Rates (Full-time Freshman entering in Fall 2005 and graduating by Spring 2011)

Race, Ethnicity, Immigration Status, Gender	(Cohort Entering in 2005, Graduated by 2011)	Male	Female
American Indian	22%	22%	22%
Asian	67%	47%	62%
Black	37%	41%	34%
Hispanic	43%	38%	44%
White	57%	45%	53%
International Students	70%	67%	73%
Female	47%	-	-
Male	41%	-	-
Total Student	45%	-	-

The Mission Statement of UNM emphasizes diversity in the Vision and Values Statements as quoted below:

Vision: Strength through Diversity

We lift up our cultural and ethnic diversity as the unique strategic advantage it is, providing the environment in which our students learn with one another to generate new knowledge that helps the world's people leverage and celebrate the value of difference (UNM Catalog 2010-2011, p. 11).

Values :

Diversity that enlivens and strengthens our university, our community, and our society (UNM Catalog 2010-2011, p. 11).

UNM's first strategic priority as to "foster a vital climate of academic excellence that actively engages all elements of our community in an exciting, intellectual, social, and cultural life" (I). According to the Mission Statement UNM must strive to "Develop a sense of campus community that supports the success of all students, faculty, and staff by engaging them in an active and diverse intellectual life" (I.D.). In fact, diversity and inclusion are cited either implicitly or explicitly in every stated objective and tactic for strategic direction. Most significantly, the Mission Statement directs UNM to "advance the interests and aspirations for New Mexico and its people" (II). The addition of the 3-credit U.S. & Global Diversity & Inclusion requirement will enhance the deep and engaged learning that can have a dramatic effect on graduation rates (Kuh 2005; Ibarra 2001; Chavez 2011).

For underrepresented students, as well as for all students who come to UNM as undergraduates, college represents a time of formative personal and social identity development (Gurin, Dey, Hurtado, and Gurin 2002). Yet while diverse populations contribute to student development, the benefits of diversity are *not* automatic and do not simply occur from being part of a diverse campus. Rather, educators must work in intentional ways to increase educational benefits for students and for the institution (Milem, Chang, and Antonio 2005).

To this end, it is imperative that students demonstrate critical literacy pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion, and disability in the U.S. and global context. It is also important that UNM's curriculum reflect values that demonstrate the university's commitment to diversity. The proposed university-wide 3-credit U.S. & Global Diversity & Inclusion requirement speaks directly to this need.

BACKGROUND OF PROCESS AIMED AT ADOPTING DIVERSITY REQUIREMENT

In 2007 a proposal for a graduate level diversity requirement was brought before the faculty senate. The Committee on Graduate Studies voted against the proposal to add a diversity requirement to graduate degree requirements. A memo justified the Committee's decision to leave diversity to each individual department to implement by citing already existing workshops that addressed issues of diversity on campus. The memo also expressed concerns that an undue burden would be placed on graduate students by the addition of credit hours to degree requirements.

Although the Committee on Undergraduate Studies at that time discussed adding a diversity requirement to the undergraduate curriculum, no vote was taken.

In May 2012, the UNM Provost's Diversity Council Curriculum Committee (co-chaired by Nancy Lopez and Michelle Kells 2011-12; Nancy Lopez and Glenabah Martinez 2012-2013) submitted to Provost Chaouki Abdallah a memo outlining a 3-credit university-wide requirement to be called "U.S. & Global Diversity & Inclusion." A solid semester's worth of research, discussion, and debate resulted in the recommendation by this Committee that a 3-credit U.S. & Global Diversity & Inclusion requirement be implemented into the UNM undergraduate curriculum for the benefit of all UNM students.

The current proposal differs from the 2007 proposal in two primary ways: (1) it focuses solely on undergraduates; and (2) it does not add credits to existing degree requirements.

INSTITUTIONAL LOGISTICS, SUPPORT, & PARTNERSHIPS

Whether fulfilled by existing courses, new courses, or the modification of courses, courses meeting the U.S. & Global Diversity & Inclusion requirement would need to offer a **substantive focus (50% of course content) on understanding race, class, gender, ethnicity, sexual orientation, religion, and disability in the U.S. and/or global context.**

The proposed start date for implementation of the 3-credit U.S. & Global Diversity & Inclusion requirement is Fall 2014 with piloting that includes assessment of existing courses beginning in Fall 2013. Though each UNM undergraduate will earn three (3) credits to satisfy the U.S. & Global Diversity & Inclusion university-wide requirement, this requirement will not add additional credits hours to the existing core curriculum or degree-granting programs. To satisfy the requirement, students will take a minimum of one 3-credit course in either (a) the core curriculum; or (b) the courses offered by their respective degree-granting departments. Courses that satisfy the U.S. & Global Diversity & Inclusion requirement can "double-count" for major/minor degree requirements.

It needs to be noted, however, that the ease with which students can fulfill the proposed 3-credit U.S. & Global Diversity & Inclusion requirement does not diminish the University's responsibility to participate on all levels to make UNM a truly diverse educational setting. A

seminal report referenced in the “Rationale” section of this proposal, “Making Diversity Work on Campus: A Research Based Perspective,” stresses the importance of a university-wide approach that includes a basic set of principles that are understood by administration, faculty, and staff as well as students (Milem, Chang, and Antonio 2005). Ultimately, as will be examined in the “Learning Outcomes” section of this proposal, diversity as a stated goal only becomes realized when its effects are felt and understood both in- and outside the classroom. The 3-credit U.S. & Global Diversity & Inclusion requirement provides an important step toward the realization of this important outcome, but it will *not* be effective in its pedagogical goal of transforming culture, nor in its pragmatic outcome of increasing student retention and graduation rates, without the backing of administrative vision and leadership. Rather than view “diversity” as a burden, faculty must want to develop new courses and explore issues of social relevance within their existing course content. Thus, UNM faculty must have opportunities to participate in the national conversation that has thus far taken place outside the UNM campus. Speakers should be invited to present, faculty should be encouraged to contribute work and hear the work of their colleagues, and students should be included in this process of engagement. The Diversity Council Curriculum Committee will assist and support departments interested in exploring the creation of new courses and/or modifying existing courses to meet the 3-credit U.S. & Global Diversity & Inclusion undergraduate requirement.

Certain campus initiatives are already scheduled to dovetail with the implementation of the U.S. & Global Diversity & Inclusion requirement. The Writing Across Communities (WAC) Initiative, scheduled to be piloted in Fall 2013, will incorporate critical literacy as it pertains to issues of power, diversity and difference by race, class, gender, sexuality, and ethnicity in U.S. society and beyond as key learning outcomes.

A newly envisioned Freshman Learning Program will include readings and writing that explore issues of diversity and identity and can be used to satisfy the 3-credit U.S. & Global Diversity & Inclusion requirement.

The proposed “U.S. & Global Diversity & Inclusion” requirement also supports the Foundations of Excellence program of the Gardner Institute initiated by Provost Chaouki Abdallah in Fall of 2012. Specifically the diversity and learning dimensions, as well as the “all students” dimension of the program will be buttressed by this requirement. First, the diversity dimension specifies: **“Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities.** Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people from backgrounds and cultures different from their own, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.” The second dimension is the “learning”: **“Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution’s philosophy and mission.** Whether in or out of the classroom, learning also promotes increased competence in critical thinking, ethical development, and the lifelong

pursuit of knowledge.” And finally, the third dimension, “all students”: **“Foundations Institutions serve all first-year students according to their varied needs.”** The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students’ abilities, backgrounds, interests, and experiences. Institutions also ensure a campus environment that is inclusive and safe for all students.” Taken together these Foundations of Excellence have the potential to transform the deep and integrative learning that better enables students to enter an increasingly evolving and global labor market and society. While the Foundations of Excellence and the 3-credit U.S. & Global Diversity & Inclusion proposal are both focused on undergraduate students, these Learning Outcomes are also very relevant for graduate students. Accordingly, the Diversity Council Curriculum Committee will explore developing a similar requirement to meet the Learning Outcomes of graduate students.

Many existing courses that focus substantively on issues of diversity and inclusion by race, class, gender, sexual orientation, religion, ethnicity, and disability in U.S. and/or global societies will satisfy the U.S. & Global Diversity & Inclusion requirement. A “Listing of Courses that Fulfill the 3-Credit U.S. & Global Diversity & Inclusion Requirement” is attached.

The Office of Equity and Inclusion will facilitate resources and serve as a hub for the exchange of information across disciplines and programs. Specifically, the Diversity Council Curriculum Committee proposes the creation of a Faculty Senate Undergraduate Committee specifically charged with reviewing and approving the courses to be included on the list of courses meeting the “U.S. & Global Diversity & Inclusion” requirement. The Diversity Council Curriculum Committee will work with the Undergraduate Committee of the Faculty Senate, the Registrar’s Office, University Advisement Center, as well as Student Services to facilitate the implementation of the 3-credit U.S. & Global Diversity & Inclusion requirement. Africana Studies, Native American Studies, Chicana/o, Hispana/o, & Mexicana/o Studies, and Asian American Studies, as well as The Feminist Research Institute, Peace Studies, Sustainability Studies, and Women Studies are committed to assisting in cross-listing courses and/or helping individual faculty members to address relevant learning outcomes in the development of courses that strive to meet this requirement. Course-buyouts and/or extra compensation should be made available to faculty charged with assisting departments in designing and implementing courses (both in and outside of the classroom) that would meet the learning objectives of the 3-credit U.S. & Global Diversity & Inclusion requirement. Cluster hiring in these areas (race, class, gender, religion, disability, sexual orientation) should also be considered a strategic priority that can help transform and buttress cross-disciplinary fertilization and interdisciplinary dialogue at UNM.

TRANSFER OPTIONS

Students transferring to UNM from other institutions may petition to apply credits received from previous coursework toward the fulfillment of the 3-credit U.S. & Global Diversity & Inclusion requirement. Students seeking to apply for transfer credit should submit course

syllabi or course descriptions to the Diversity Council Curriculum Committee to demonstrate fulfillment of the requirement. The Diversity Council Curriculum Committee will work collaboratively with student advisors to establish course equivalents.

LEARNING OUTCOMES

Current research and data suggest that culture shifts begin with conversations that ultimately lead to programming designed to close the race-gender gap in graduation rates at the undergraduate level. Following extensive research gathered on behalf of the University of Michigan in its defense of its affirmative action policies before the U.S. Supreme Court, Jeffrey Milem, Mitchell Chang, and Anthony Antonio (cited in the “Rationale” section of this proposal) argue for ***“a conception of diversity as a process toward better learning rather than as an outcome—a certain percentage of students of color, a certain number of programs—to be checked off a list.”*** As a preface to discussing Learning Outcomes, it is important to note that these researchers argue convincingly that diversity must be “engaged” in the service of learning, ranging from recruiting a compositionally diverse student body, faculty, and staff; to developing a positive campus climate; to transforming curriculum, co-curriculum, and pedagogy to reflect and support goals for inclusion and excellence” (Milem, Chang, & Antonio 2005). To this end, UNM is well on its way. The demographic make-up of the campus, combined with recent ethnically diverse hires, pave the way for a culture shift reflected by the curriculum.

The University of Utah describes the substantive core goal of its diversity requirement as follows: **“Diversity requirement stands as an institutional commitment and to develop and teach ways of thinking drawn from multiple histories and cultural heritages that shape the United States.** Courses which fulfill this requirement are designed to explore the national society—its norms, laws, public policies and discourse—in the context of the rich and varied cultural diversity which has shaped it. The goal of this requirement is to extend cross-cultural understanding, perhaps replacing the impulse to stereotype, with better informed reasoning, understanding, and judgment skills. This, in turn, will open possibilities for meaningful communication across social boundaries and allow students to better consider ethical and social decisions from multiple perspectives. This requirement also signals to students that their distinctive traditions, opinions, and insights belong at the university.”

The stated aim of the 3-credit U.S. & Global Diversity & Inclusion requirement is **to promote a broad-scale understanding of the dynamics of inclusion and exclusion among diverse groups of people in the U.S. or in global context who have experienced historic and/or contemporary inequitable treatment.** It is expected that leadership from the Faculty Senate, in consultation with the Diversity Curriculum Committee, will create conditions under which departments may engage faculty in developing and refining a set of Diversity Learning Outcomes. It is further expected that the curricular shift necessitated by this requirement will engender constructive conversations among the various units, departments, and programs that make up each college across the university, as well as self-reflection via constructive conversations on topics that range from the ideological to the pragmatic.

The University of Utah developed the following criteria for course meeting the requirement:

1. The central focus of the course is the culture, history or current circumstances of one or more groups of people in the US who have experienced inequitable treatment.
2. The course critically examines and grapples with one or more factors supporting and sustaining inequitable treatment of groups of people in the U.S. (e.g., institutional racism, homophobia, sexism, ageism, classism).
3. The course critically examines methods and strategies of moving toward a more equitable society and challenging social structures.
4. The course challenges students to reflect on and apply the concept of equity to their interactions.”

Because the substantive requirement of the course is a focus on the dynamics of inclusion and exclusion, courses that fulfill the “U.S. & Global Diversity & Inclusion” requirement would engage with one or more of the following Key Learning Outcomes:

- Demonstrate critical literacy and ethics pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion and disability in the U.S. and/or global context;
- Understand the dynamics of historic and contemporary inequality, oppression, and resistance for marginalized groups in local and global societies and how those dynamics shape individual and community power and experiences;
- Communicate an understanding of the ways in which race, ethnicity, disability, religion, sexual orientation, and/or gender inequality is socially constructed and politically implemented and maintained; and
- Demonstrate an ability to view issues from multiple perspectives as well as analyze, evaluate, and interpret one’s own history and position in contemporary U.S. society as well as in a global context.

A comprehensive study conducted by a recognized peer institution on the positive learning outcomes of diversity and inclusion, which includes sections on qualitative methods and analysis, can be found in “Agencies of Change: Faculty Leadership in Initiating and Sustaining Diversity at the University of Arizona,” a report authored by Jeni Hart, Lindy Brigham, Mary Good, Barbara Mills, and Jan Monk and submitted to Rutgers University as part of the Re-affirming Action: Designs for Diversity in Higher Education grant funded by the Ford Foundation in 2005. That report, appended to this proposal in its entirety, provides evidence of how faculty at the University of Arizona “worked toward change, specifically toward creating a more diverse, fair, and hospitable campus climate” (Hart, Brigham, Good, Mills, & Monk 2005). Models from this study can be adapted for study at UNM and to track

learning outcomes of the 3-credit U.S. & Global Diversity & Inclusion requirement.

ASSESSMENT OF LEARNING OUTCOMES

The Diversity Council will collaborate with the Office of Institutional Research to track the success of students who fulfill the U.S. & Global Diversity & Inclusion requirement. Such tracking will examine the retention and six-year undergraduate graduation rates of students by race (race by gender and race by class) before and after the implementation of this requirement. Student evaluation forms will be used to assess student responses to courses that fulfill the U.S. & Global Diversity & Inclusion requirement. The Diversity Council is committed to working with the Faculty Senate toward issues of compliance, particularly as those issues impact retention and graduation rates among underrepresented student groups.

INCREASING GRADUATION RATES & PROVIDING CRITICAL STRATEGIC KNOWLEDGE FOR THE TWENTY-FIRST CENTURY

Less than half (45%) of all students who attend UNM graduate with bachelor's degrees after six years. As previously mentioned, the demographic breakdown of graduation rates indicates an alarming race-gender gap that needs to be eliminated (see [Table 3](#), above). By aligning its curriculum to reflect its values and commitment to diversity learning outcomes, UNM can improve retention and graduation rates for all its undergraduate students. Moreover, the implementation of the U.S. & Global Diversity & Inclusion requirement will enable UNM graduates to compete in a global labor marketplace where diversity is valued.

Diversity learning is a key factor in contributing to high impact student engagement, which has been shown to result in a significant improvement in graduation rates (Kuh 2012; Ibarra 2001; Martinez 2010). Key knowledge, which is the subject of courses specified by the U.S. & Global Diversity & Inclusion requirement, will prepare UNM students to lead productive lives in an increasingly diverse society—whether in New Mexico or in another part of the world.

It is significant to note that the overwhelming majority of peer institutions in the Southwest region treat diversity with a core curriculum and/or general education diversity requirement (see “Peer Institution Diversity Requirement Data”). The models from these institutions incorporate studies of diversity in community, nation, and world. The context for key knowledge is historical, cultural, theoretical, and service-learning oriented.

Research along with compelling data show that diversity is a process. UNM lags behind other peer institutions in the Southwest region as one of the only Higher Education Department and IPEDS institutions in the Southwest that has yet to implement a diversity requirement.

CONCLUSION

UNM serves students in a state with the highest percentage of Hispanics (46%) and the fourth largest percentage of Native Americans (10%) in the nation. Situated in a majority minority state, the UNM community boasts nearly equal numbers of Hispanics and Anglos along with rising numbers from other ethnic communities and a campus where the majority of the students are female. Upon graduation, these students, as well as *all* UNM students, must be able to compete and thrive in an increasingly complex labor market. In other words, UNM must prepare students to serve in the local, national, and global workforce. Valuing U.S. & Global Diversity & Inclusion will prepare UNM students for successful careers as engineers, physicists, psychologists, teachers, artists, lawyers, medical doctors, policy makers, criminal justice administrators, media specialists, and business leaders. The future leaders of our city, state, nation, and global economy expect and deserve no less.

Most significantly, the curricular inclusion of the proposed 3-credit university-wide U.S. & Global Diversity & Inclusion requirement will reflect UNM's commitment to the core values of its stated mission.

Implementing a 3-credit U.S. & Global Diversity & Inclusion requirement is a strategic opportunity and a step toward a cultural shift in which diversity and excellence are inextricably linked. Does the university have the political will to—as President Frank's vision suggests—face its future? If so, the 3-credit U.S. & Global Diversity & Inclusion requirement might be viewed proudly in 2020 as the first step in a process that enabled UNM to begin a meaningful and high-impact effort toward ensuring the success of all its students and redefining the public face of a vibrant and robust university community.

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Regional Peer Institutions that Require Diversity Credits for the Completion of a Bachelor's Degree.

University of Oregon
University of Iowa
University of Colorado-Boulder
University of Arizona
Arizona State University
University of Nevada, Las Vegas
University of Utah
New Mexico State University
Texas A&M University
University of Kansas



prepared by the UNM Division for Equity & Inclusion

*Peer Institutions Identified by the 2011-2012 Fact Book, p.126

UNM Faculty Senate Resolution on the "Diversity Council Framework for Strategic Action"
Approved 4/23/13

Whereas the Faculty Senate recognizes the central value of diversity in accomplishing the mission of the University of New Mexico and the importance of accessibility, inclusion, and equity in achieving excellence in education, research, and public service,

Be it resolved that the UNM Faculty Senate endorses the work of the Provost's Diversity Council expressed in its report, "Diversity Council Framework for Strategic Action."

Be it further resolved that the Faculty Senate makes the following recommendations to the Diversity Council regarding its plan for strategic action:

1. The report should include specific action items with measurable outcomes, timelines, and responsible parties;
2. The Diversity Council action plan should incorporate more organizations and groups on campus, including those with religious affiliations and international students, in order to broadly reflect diversity at UNM and have the greatest impact on student success;
3. The plan should emphasize better coordination of existing resources and organizations on campus to accomplish diversity goals; and
4. The Diversity Council should continue collaborating with the Faculty Senate and its committees in order to accomplish diversity goals.

GPSA Resolution In Support of the Provost Diversity Curriculum Committee's Recommended 3-Credit Hour Course Requirement for Undergraduates at the University of New Mexico

Whereas: The University of New Mexico Graduate and Professional Student Association honors and values the students of UNM and their diverse cultures, perspectives and backgrounds, and

Whereas: The vast majority of universities in the southwest require a 3-credit hour class as a requirement for undergraduate students, and

Whereas: The University of New Mexico is the largest R-1 university with the Hispanic Serving Institution designation in the country and serves a state with a population that is 46 percent Latina/o, and

Whereas: The benefits of diversity have been shown to positively impact all students regardless of their race, class, gender, sexual orientation, disability status, veteran status, and religion, and

Whereas: The GPSA recognizes the proposed curriculum change as part of the university's comprehensive diversity plan, and

Now therefore be it resolved: The GPSA of the University of New Mexico supports the Provost Diversity Curriculum Committee's proposal for a 3-credit-hour class requirement for graduation for undergraduate degrees as part of UNM's comprehensive diversity plan.

Diversity Council Framework for Strategic Action
Plan and Recommendations
Draft dated: January 28, 2013

Introduction

The subject of diversity has for over a decade been part of an ongoing, nationwide conversation. It began in 1997 with *Gratz and Hamacher v. The Regents of the University of Michigan* and a U.S. Supreme Court decision affirming the use of race in admissions decisions at the University of Michigan Law School. As a result of the Court's decision, colleges nationwide were challenged to connect their educational quality and inclusion efforts more fundamentally and comprehensively. Today the talk concerns *Abigail Fisher v. University of Texas*, a case recently argued before and presently awaiting decision by the U.S. Supreme Court. Once again, the path of affirmative action will soon be altered. Irrespective of the Court's decision, however, UNM remains uniquely situated in the national debate. Where other campuses have struggled to become more diverse, UNM, because of its location in New Mexico, already is. According to the Fact Book (2011), UNM's student body is comprised of nearly equal numbers of Hispanics (37%) and Anglos (38%) and a representative number of Native Americans (10%), Asian Americans (3%), and African Americans (2%). Much to UNM's credit, these numbers mirror figures gathered by the U.S. Census Bureau for the same (2011) year, almost exactly. Also to its credit, UNM's educational mission embraces diversity at its core.¹ UNM's Mission, Vision, and Value Statements all emphasize diversity as the University's unique strength, and UNM is poised to be a leader in issues of diversity, equity, and inclusion in the national landscape. Six-year graduation rates for undergraduates, however, speak to long-term trends of inequitable graduation outcomes by race and ethnicity. The undergraduate cohort illustrates a profound race gap in graduation rates: underrepresented students simply don't have the support they need to graduate.

Recognizing the implications of an historic race and ethnicity gap in graduation rates, the current UNM administration seeks ways to address issues of inequity that impede student success. The concrete measures outlined herein proceed from a fundamental belief that student graduation rates are but one marker of a gap in student achievement, and that measures taken to ensure Diversity, Equity, and Inclusion at the University of New Mexico benefit all members of the UNM community as well as the people of the State of New Mexico. Thus, the task of UNM's Diversity Council is not so much to create diversity as it is to ensure inclusion of and accessibility for all members of its diverse community, and in doing so to examine the dynamics of inclusion and exclusion for groups of people that have experienced inequitable treatment over a long period of time.

Accessibility and inclusivity, as this report emphasizes, must be seen as a process. In a seminal study commissioned by the Association of American Colleges & Universities entitled *Making*

¹ UNM's Mission Statement lists its first strategic priority as to "foster a vital climate of academic excellence that actively engages all elements of our community in an exciting, intellectual, social, and cultural life" (I). According to the Mission Statement UNM must strive to "Develop a sense of campus community that supports the success of all students, faculty, and staff by engaging them in an active and diverse intellectual life" (I.D.).

Excellence Inclusive, Jeffrey Milem (University of Maryland), Mitchell Chang (University of California at Los Angeles), and Anthony Antonio (University of Maryland) argue that the benefits of diversity are *not* automatic and do not simply occur from being on a diverse campus. Rather, educators must work in intentional ways to increase educational benefits for students and for the institution. This report will identify and analyze the function of various groups UNM has put in place to address issues of diversity, equity, and inclusion. With an eye to establishing organizational structures as well as heightening the effectiveness of those that already exist, the Diversity Council Report (DCR) will then make recommendations as to how a university-wide process of diversity, equity, and inclusion can be put into place and bolstered by UNM Leadership, and what Leadership should be looking at to gauge the success of its efforts.

Background & Context

UNM has a long and complicated history of making attempts to address issues surrounding diversity, equity, and inclusion. In the past dozen years, turnovers in administration, fiscal crises, and an attrition of faculty have diminished morale on all levels, so that efforts to tackle complex problems have at times seemed tinged with an aura of systemic dysfunction: in short, a lack of progress, both quite real and perceived, has been the result of too few personnel trying to do too much with too little funding over too long a period. The present administration, however, while acknowledging monetary shortfalls, has encouraged faculty and students with its visionary and energetic leadership. In Fall 2011 Provost Chaouki Abdallah commissioned a 22-member Diversity Council comprised of faculty, staff, and students to (1) review documents drawn up by previous committees as well as diversity plans from peer institutions so that it could (2) recommend a course of action for UNM to better address issues of diversity, equity, and inclusion. The results of this year-long process are summarized here in the Diversity Council's Report (DCR) dated October 2012, and are the subject of a more extensively detailed forthcoming report.

While the "Recommendations" section of the DCR enumerates plans and initiatives that take into account previous efforts to address issues surrounding diversity, equity, and inclusion, the primary strength of the DCR is the proposal of a re-envisioned organizational structure that emphasizes diversity, equity, and inclusion in ways that will transform and sustain UNM culture.

Findings

It should come as no surprise to administrators that excellence and inclusion go hand-in-hand. Growing evidence suggests that undergraduates who have more frequent experiences with diversity tend to be more engaged, and are more likely to persist and graduate than their counterparts who lack such experiences (Ibarra, 2001; Kuh, 2005; Martinez 2010) (Sleeter and Grant 1999). The kind of campus-wide transformational diversity that the Diversity Council seeks to achieve is anchored in understanding and challenging social inequalities based on race, gender, social class, religion, sexual orientation and disability in U.S. and Global Society. Numerous research-based studies examining the impact of diversity on students and educational outcomes have produced extensive evidence that transformational diversity has a positive impact on all students, minority and majority (Smith et al. 1997). In its history of grappling with issues of diversity and inclusion, UNM has identified key areas in need of improvement. There has

been, historically, no shortage of educational innovation. In a section entitled “Islands of Innovations with Too Little Influence on Institutional Structures,” the authors of *Making Excellence Inclusive* cite innovations like those occurring on the UNM campus that have cropped up nationwide. These authors go on to argue that “without structures to link innovations, the impact of these innovations is isolated rather than pervasive” (Milem, Chang, Antonio 2005).

As a preface to setting structures, the authors of *Making Excellence Inclusive* emphasize the value of a multidimensional approach that engages all students and focuses on process. The Diversity Council’s Report includes recommendations for interconnected structures that link (1) Leadership, (2) Curriculum, (3) Faculty and Staff Needs, (4) Student Initiatives, and (5) Community-Based Research and Learning in a strategic and comprehensive framework aimed at creating an inclusive atmosphere accessible to all UNM students.

Recommendations

1. Leadership

Clarify and articulate UNM’s vision and message: President Frank’s vision for establishing UNM as a model campus for diversity, equity, and inclusion should be articulated into a message with language that, once clarified, should be incorporated into every major communication from President Frank to faculty, staff, students, parents, and the greater community. This vision and message should be a focal point of President Frank’s inaugural address. President Frank should revisit UNM’s value proposition and revise it to explicitly funnel resources into the promotion of Diversity, Equity, and Inclusion (DEI) with accountability.

Ensure that DEI values are consistently demonstrated by UNM leaders. Establish behavioral expectations, core competencies, and goals for executive leaders, along with a system of support and reinforcement with accountability. For Diversity, Equity, and Inclusion to become real to all members of the UNM community as core values, DEI must be consistently demonstrated by UNM leaders. Therefore, President Frank should work with his Executive Cabinet to develop and execute a Plan for UNM’s leadership to champion diversity, equity, and inclusion in highly visible ways. Elements of this Plan should include but not be limited to (1) education for leaders to develop accountability structures for every dean, chair, and director, (2) regular discussion of progress and barriers to DEI in executive cabinet meetings, (3) development of leader-specific goals at the college, departmental, and program-levels, and (4) incorporation of those goals into annual performance reviews for all deans, chairs, program directors, and academic program reviews for all departments.

Identify and engage “early adopters” within the UNM community. UNM Professor Everett Rogers was one of the first researchers to study and describe how new—and sometimes controversial—ideas make their way into society and ultimately become the social norm. In his book *Diffusion of Innovations*, Dr. Rogers suggested that innovation begins with approximately 2.5% of a population, and that an additional 13.5% are poised to become “early adopters” of that innovation. If the idea of establishing UNM as a model campus for DEI is thought of as an “innovation,” then it follows that there are faculty, staff and students for whom this vision will strongly resonate, and for whom taking positive action will be a natural next step. Identifying and engaging those individuals during the first few months of President Frank’s term in office

will be necessary to any successful effort to shift campus culture to anchor work in diversity, equity, and inclusion.

Identify key indicators of success, and align incentives with the desired outcomes. Develop a set of key indicators that will enable the campus community to measure its progress in achieving markers of inclusivity and accessibility over time. Key indicators should highlight new behaviors adopted by administrators, faculty, staff, and students and reward innovation. As well, real consequences—both positive and negative—must be established and honored. For example, how have department-level graduate advisors worked to attract, retain, and graduate doctoral and masters level students from diverse backgrounds? How have departments hired and retained diverse faculty in tenure-track positions?

Expand Office of Diversity, Equity, & Inclusion to include additional staff lines. Two additional staff positions are needed: 1) Curriculum Coordinator to oversee 3-credit U.S. & Global Diversity & Inclusion requirement, and 2) Associate Vice-President of Diversity, Equity, & Inclusion to assist Vice-President with coordination of strategic planning.

2. Curriculum

Implement 3-credit U.S. & Global Diversity & Inclusion university-wide requirement. To better respond to shifting demographics, nearly every one of UNM's peer institutions in the Southwest, along with the most well-recognized institutions nationally, have implemented diversity requirements into their degree requirements and/or core curricula. For example, Arizona State University requires three separate diversity courses for all undergraduates and Texas A & M requires two courses. At UNM this oversight hampers the success of undergraduates as lifelong learners who will work successfully with broadly diverse populations in their professional lives as teachers, lawyers, engineers, architects, social workers, medical professionals, etc. Moreover there is growing evidence that students who have had exposure to diversity learning outcomes engage in deep learning and have better engagement, retention, and graduation rates (Kuh 2005); as well, students not well-versed in the issues and ethical considerations involved in working with diverse communities are disadvantaged as they enter an increasingly global labor market.

The purpose of the 3-credit U.S. & Global Diversity & Inclusion requirement is to **promote a broad-scale understanding of the dynamics of inclusion and exclusion among diverse groups of people who have experienced historic, or are currently experiencing, inequitable treatment in the U.S. and/or in the global context.** It is imperative that students demonstrate critical literacy pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion, and disability in the U.S. and global context. It is also important that UNM's curriculum reflect values that demonstrate UNM's commitment to diversity. The proposed university-wide 3-credit undergraduate U.S. & Global Diversity & Inclusion requirement speaks directly to this need. It is expected that leadership from the Faculty Senate, in consultation with the Diversity Council Curriculum Committee, will engender constructive conversations among the various units, departments, and programs that make up each college across the university, as well as self-reflection via constructive conversations on topics that range from the ideological to the pragmatic.

Institute a system of annual curriculum action plans and accountability at the college, department, and program levels. Create a system of annual action plans and accountability on equity and inclusion vis-à-vis curriculum for all departments and programs across campus. All departments and degree-granting programs must show how their curriculum demonstrates their commitment to diversity and inclusion in U.S. society. This commitment may be reflected in a variety of ways: (1) traditional course offerings that include learning outcomes that pertain to diversity and inclusion in U.S. society; (2) field experiences or local community projects that advance diversity, equity, and inclusion by race, class, gender, sexual orientation, disability, and/or religion in U.S. or global societies; (3) other creative work at the local, national, or global level that nurtures equity and inclusion in U.S. and/or global societies (e.g., efforts to diversify the profession). For example, each department should be encouraged to institute a permanent department-level or program-level Diversity, Equity, and Inclusion Taskforce or Committee that develops annual action plans and identifies strengths and challenges for individual colleges, departments, or programs in these areas. These action plans should be part of Chairs' annual reviews of individual faculty, Deans' evaluations of Chairs and ten-year academic program reviews of departments, as well as the Provost's evaluation of Deans, and the President's evaluation of the Provost and the Regent's evaluation of the President. To facilitate this process, departments should be required to hold mandatory in-service trainings on diversity, equity, and inclusion biannually during a regularly scheduled faculty meetings. Members of the Diversity Council in collaboration with other faculty and staff who have expertise in diversity, equity, and inclusion can help facilitate this training.

Evaluate whether courses value diversity and inclusion in learning outcomes. The student evaluation (IDEA form) should solicit student rankings from each course with the following statement: **The instructor incorporates concepts of diversity, equity, and inclusion in the course content. (Rate on a scale of 1-5.)** Qualitative data and qualitative survey or interview instruments should be tailored to particular areas of study and analyzed and adjusted annually upon recommendations made by the Diversity Council.

Create opportunities for faculty to participate in the national conversation on DEI and to develop courses that fulfill the 3-credit U.S. & Global Diversity & Inclusion undergraduate requirement. The 3-credit U.S. & Global Diversity & Inclusion requirement will *not* be effective in its pedagogical goal of transforming culture, nor in its pragmatic outcome of increasing student retention and graduation rates, without the backing of administrative vision and leadership. Rather than view "diversity" as a burden, faculty must want to develop new courses and explore issues of social relevance within their existing course content. Thus, UNM faculty must have opportunities to participate in the national conversation on issues of DEI. Speakers should be invited to present, faculty should be encouraged to contribute work and hear the work of their colleagues, and students should be included in this process of engagement. The Diversity Council Curriculum Committee should be charged with assisting and supporting departments to ensure partnerships with faculty in creating new courses and/or modifying existing courses to meet the 3-credit U.S. & Global Diversity & Inclusion undergraduate requirement. The Diversity Council Curriculum Committee members look forward to working with individual faculty interested in developing courses that fulfill the 3-credit U.S. & Global Diversity & Inclusion requirement.

3. Faculty and Staff Needs

All ads to attract prospective faculty and staff should include wording that showcases UNM's demonstrated commitment to diversity and inclusion in terms of research, teaching, service, or other skills. Per the President's articulation of UNM's vision and message in the "Leadership" section of the DCR, a proactive statement should invite applications from candidates who through their research, teaching, service, or other skills have "demonstrated a commitment to diversity and inclusion." This language, included in the *Faculty Search Committee Procedures Handbook* published by the Office of Equity and Inclusion and the Provost's Office in 2009, needs to be implemented consistently in all job ads as the only non-negotiable, preferred, criteria in all jobs advertised by UNM (see *Faculty Search Committee Procedures Handbook*, Office of Equity and Inclusion and Office of Equal Opportunity, dated October 28, 2009). This minor change seeds transformation of the public face and human resources at UNM for generations to come.

Create a structure for Diversity, Equity, and Inclusion in postdocs. The inclusion of DEI postdocs ensures successful searches for tenure track hires. Use the model from Duke University or UNM-Chapel Hill to create more equitable and effective hiring practices using successful methods for attracting diverse candidates.

Create a mandatory Learning Community on DEI for all new faculty and staff. This one-semester seminar, hosted and facilitated by members of the Diversity Council, will address issues of diversity, equity, and inclusion in groups of 15-18 faculty per section. The completion of the proposed semester-long seminar should be a prerequisite to tenure and promotion of faculty and should be part of regular staff evaluations. These seminars can be funded by restructuring resources from the Office of Support for Effective Teaching (OSET), Title V Initiatives, and other initiatives that advance the professional development of faculty and staff as they will require faculty course reductions and/or extra compensation.

Hire and retain a diverse faculty. Since faculty members are charged with maintaining, creating, and expanding curriculum, mentoring students, serving as role models, expanding interdisciplinary research, bringing greater awareness to issues of diversity, enhancing equity and inclusion, improving campus climate, and providing outreach and connections with diverse communities, the hire and retention of a diverse faculty constitutes the single most important effort UNM leadership can undertake in creating inclusive excellence.

Support DEI and social justice research. UNM attracts scholars and researchers to its unique programs focused on health and health policy, ethnic studies, critical race theory, language literacy and sociocultural studies, women's studies, southwest research, race and social justice, and communities unique to the Southwest, including but not limited to twenty-one Native American communities, Spanish conquistador and other historical contexts, along with unique opportunities to study the African diaspora, and Latin America, Central America, and Mexico. UNM needs to recognize programs and offices that enhance its unique expertise in racial and ethnic studies, southwest research, and social justice. Cluster hires in ethnic studies as well as joint appointments as evidenced by the RWJF Center for Health Policy at UNM testify to the success of focused efforts to achieve excellence by attracting diverse faculty. Additional strategic cluster hires of scholars who specialize in race or other areas of study that examine diversity and social justice could be made to advance these goals.

Require campus-wide staff and upper-level administration commitment to DEI. Staff members are an integral part of the UNM community but are often not included in DEI discussions and plans. Because DEI is a university-wide effort, UNM leadership should offer training, organizational learning resources, professional development opportunities, and recruitment and retention of underrepresented groups among UNM staff with the same rigor as DEI is addressed among administration, faculty, and students. Regular staff meetings should include agenda items that address issues and goals of diversity, equity, and inclusion.

4. Student Initiatives

Commit to student success initiatives. Equity does not exist in an educational environment where underrepresented students graduate at substandard rates; where men of color enter in smaller numbers and demonstrate the lowest success rates across the board. UNM has used its numerical diversity to its advantage, but has yet to successfully deliver on its value proposition. UNM student organizations propose that special emphasis be placed on minority student achievement. UNM must strive for fully equitable outcomes for all its population groups.

Recommendations based on undergraduate and graduate student needs:

Undergraduate Initiatives

Create a 15 member Student Diversity Council. Students from all academic levels (three from each grouping), including transfer students, should be represented. The purpose of the Student Diversity Council (SDC) is to explore and articulate issues of diversity and inclusion relevant to students, promote diverse learning in the classroom, present to campus, local, state, and national level highlighting best practices on student learning, engagement, and inclusion, and provide quarterly reports to upper administration on key factors that SDC sets out to accomplish based on student perspectives and experiences. Students can be given a Diversity Student Ambassador position possibly for credit through career services or another entity for their time and commitment. Specific activities to reach this goal include: (1) maintain a transparent and inclusive nomination process; (2) begin nomination process for one-year terms each year in December; and (3) report quarterly on progress.

Identify and connect students to supportive student programming. Map resources to identify programs and services that demonstrate success in working with students from diverse backgrounds to refer and connect students. Mapping can be provided in electronic, web, or paper format. An inventory of specific programs can be identified in conjunction with the Office of Student Academic Success that is currently inventorying all programs to ensure that initiatives are collected, and visible to the entire campus community. Specific activities to reach this goal include: (1) conduct campus and community-wide program and resource inventory; (2) host Sharing Best Practices for faculty, staff, and students in partnership with Office for Support for Effective Teaching and Student groups such as ASUNM and ethnic centers; (3) publish and disseminate publication with listing of best practices; (4) identify students who could benefit from academic coaching; and (4) provide academic coaching to help students reach their academic, personal, and social goals.

Establish student success through technology. The use of technology is critical to a student's academic success. Specific activities to reach this goal include: (1) develop early warning indicators that enable faculty and staff to refer students to appropriate advisors (this can be done in partnership with the Office for Student Academic Success and University Advisement center); (2) provide faculty information on referral process and Early Warning predictors that indicate a student might have problems using of technology; (3) actively participate in the development of the ONE STOP E-STOP to connect students to resources and services both virtually and physically; (4) implement new advising tools (Fall 2013) and collaborate with University Advisement Office to ensure that Office of Equity and Inclusion facilitates advisement of minority students to departments and programs using new advisement tool.

Share student voices and experiences by enhancing faculty development opportunities to create a student centered classroom environment. Work with OSET to provide workshops on "students-change perceptions-Thrive not survive; asset based not deficiencies." Specific activities to achieve this goal include beginning of academic year presentations at New Faculty Orientation, Deans' Council, Provost Committee on Student Academic Success (PCAS), department meetings, Student Affairs, and Advisors' Institute using data combined with student's personal stories, and optional workshops for faculty on teaching techniques for diverse learners.

Provide better subsidization for childcare for student families. Students cannot fully engage in studies when their need for childcare is not met. As well, the lack of affordable childcare prevents many student families from being able to stay in college. UNM Children's Campus currently offers a 25% discount on FTE childcare for student families. Still, the monthly fee for infants and toddlers exceeds the cost of tuition by one-third each semester. Pre-K and C-campus offer pro-rated drop-off fees, but childcare remains out of reach for student families. (Note as well that even with scaled costs, availability is scarce; the waitlist for UNM Children's Campus is currently upwards of 500, with a wait period of 2 ½-3 years.)

Employ students to increase student success. Students who are employed in campus jobs are more likely to succeed than those who have off campus employment (cite). Specific activities to reach this goal include: (1) give preference to students from underrepresented groups in need of on-campus jobs (2) increase student work study positions; (3) train student supervisors on student needs and student success predictors; and (4) provide greater awareness of career choices, internship opportunities, and employment.

Reinforce existing efforts made by Office of Student Academic Success (OSAS). Support OSAS efforts that promote inclusiveness, including (1) establish Lobo Women's Council. The Council will be co-chaired by the Directors of the Women's Resource Center and the Women Studies Program. Its function is to ensure that women are included in conversations about diversity, equity, and inclusion. (2) expand Men of Color Initiative and create other men's groups. The UNM Men of Color Initiative (MOCI) focuses on access and success for men of color and serves as an educational pipeline for students who enter UNM from CNM and K-12 schools. Create a funding stream to support focus on men's anti-violence and male ally programming; (3) Increase Breastfeeding Support Program. Increase number of Lactation Stations in each area of campus. Create a Lactation Station in Scholes Hall. This is necessary to clearly state to the UNM community that supporting mothers who work and go to school is a priority.

Graduate Student Initiatives

Create a graduate certificate in “Diversity, Social Justice, & Inclusion.” This graduate-level certificate, which would provide opportunities for graduate students to pursue diversity learning outcomes, could be comprised of 12 credit hours (four classes). Listed on graduate transcripts, this certificate would bolster resumes and curriculum vitae of graduates entering an increasingly diverse labor market (see University of Colorado, Colorado Springs “Diversity, Social Justice, and Inclusion” graduate certificate).

Identify and cultivate relationships with innovative thinkers from diverse groups of students. UNM Professor Everett Rogers’ model referenced in the “Leadership” section of the DCR applies to faculty as well as students. A strong link between administrators, innovative faculty, and their talented student counterparts benefits UNM and creates a path for current students to become future leaders.

Develop additional funding lines for students from underrepresented groups to conduct research. Provide funding for graduate students and undergraduates to pursue research opportunities. Hire 50-100 research assistants to focus on equity and inclusion and generate community-based research and/or interdisciplinary research (e.g., race, class, gender, religion, community-based research).

Reallocate graduate student funding to attract and graduate doctoral students from diverse backgrounds. Several years ago, Project New Mexico for Graduate Students of Color (PNMGC) was formed. As part of its mission PNMGC recognized departments that made important contributions to the recruitment and graduation of diverse doctoral students. Recognition such as this needs to take place on an annual basis. Assistance should be provided to departments that do not possess the human resources to achieve these important goals.

Create Graduate Advisors Diversity Council. Graduate advisors need to share strategies and best practices for attracting and mentoring graduate students from diverse backgrounds, with a special emphasis on doctoral students. The Graduate Advisors Diversity Council will convene twice a semester and report directly to Deans who will feed data and information to the Provost, including how many graduate students (by race and gender) apply and are admitted to each department or program. In addition each department should be required to report on progress it has made in creating an inclusive and attractive departmental climate for graduate students from diverse backgrounds.

5. Community-Based Research and Learning

Improve community outreach efforts by nurturing UNM’s civic mission. Both the broader Albuquerque community and more generally the population of the State of New Mexico contribute significantly to UNM’s diversity profile. As a public institution, UNM must ask, “What are we doing for New Mexico?” UNM’s relationship with communities statewide provides students a social obligation to serve communities as well as opportunities for vibrant academic and service learning experiences. The relationships UNM faculty and students maintain and develop with communities statewide afford students a vibrant academic experience and are critical to the well-being of the state.

Develop a comprehensive plan as part of the President's 2020 Plan that will guide UNM's mission by investing in and strengthening existing communities. In particular, engage in civic partnerships in low socioeconomic and ethnically diverse communities.

Mandate that all students, staff, and faculty who are engaged with community partners participate in community-engagement learning seminars co-facilitated by community members. The purpose of these seminars is to provide skills and knowledge needed to engage with community members in a way that values community knowledge and creates an atmosphere of mutual respect and reciprocity. These proposed seminars can count toward the 3-credit undergraduate "U.S. & Global Diversity & Inclusion" requirement proposed by the Diversity Council and included in the "Curriculum" section of the DCR.

Place greater value on community-based participatory research and community-based classes in the tenure and promotion process. The Diversity Council recommends that evaluation for tenure and promotion include input by a Community Committee and that service to the community be valued and rewarded equally with research and teaching.

Develop a Community-Campus Council that reports directly to the President or Provost. The composition of the Community-Campus Council should be 51% neighborhood residents and community leaders and 49% UNM affiliated participants. The purpose of the Community-Campus Council is to create an on-going dialogue with campus partners that nurtures trust, builds relationships, and ultimately engages in decision-making processes.

Celebrate UNM's contributions to community on the homepage of UNM's main campus and Health Sciences websites. Create an "Equity Hub" on the UNM website. The proposed "Equity Hub" should exist as a primary tab alongside "About UNM" on the homepage of UNM's website. A sub-heading should list "Community-Campus Connections." Additionally, UNM's website should include an enhanced Community-Campus database that serves as a forum for students, staff, and faculty engaged with community partners to highlight activities that engage community members. The purpose of this proposed database is to provide transparency and help to coordinate efforts and solicit prospective collaborations.

Faculty apprenticeships in the community. New faculty should be invited to take part in a community-based course, which would prepare faculty for apprenticeships with community leaders. Members of the Diversity Council will facilitate this proposed seminar-style course. These seminars will emphasize diversity, equity, and inclusion and can be offered in partnership with OSET in tandem with the mandatory Learning Communities on DEI for all faculty and staff.

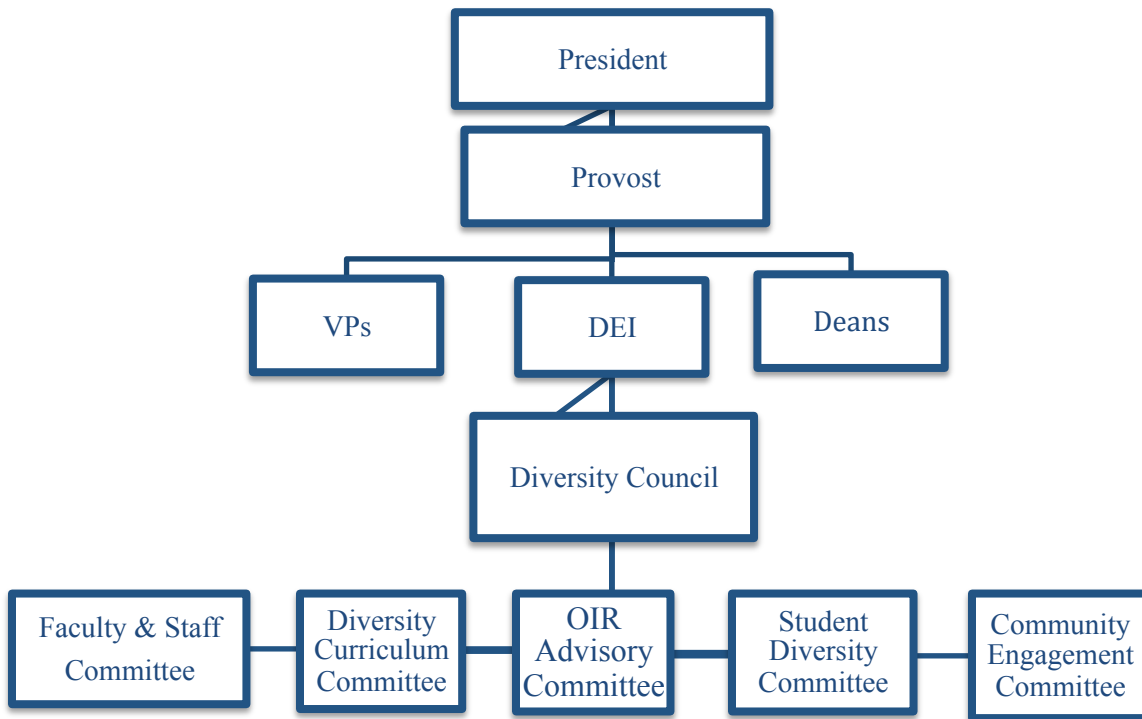
Support student and faculty engagement in the community. Provide service scholarships for students and staff engaged in community-based and/or community-driven projects, research, and teaching.

Oversight of Institutional Review Board (IRB). Policies and procedures for researchers should lay out ethical considerations in working in the community. These policies and procedures should be co-constructed with the Community-Campus Council. In order to promote academic freedom, IRB members, including representatives from the Community-Campus Council, should

have experience and expertise with qualitative methods (e.g., community-based work, oral history, public social sciences and humanities).

Organizational Structure

The Diversity Council recommends the following organizational structure in order to facilitate communication among administration, faculty, staff, students, parents, community members, and others interested in promoting diversity, equity, and inclusion at UNM:



In addition to the above short- to medium-term recommendations, other tactical recommendations include

1. Revise Hiring Process of faculty and staff to require statement regarding DEI as one of the “preferred” criteria, as detailed in the “Faculty and Staff” section of the DCR;
2. Further develop Faculty Hiring Tool Kit to offer guidance on how to recruit and retain minority faculty;
3. Commit to forming Permanent Diversity Advisory Council;
4. Create a website to publish and continuously update Diversity Council recommendations, as well as a way that individuals from the UNM community can respond and offer input (as detailed in the “Community-based Research and Learning” section of the DCR);
5. Disseminate Diversity Council recommendations to Senior Staff and request feedback;
6. Commit to ongoing Campus Climate Study;
7. Commit to build DEI into the UNM Operating Budget;
8. Incorporate Equity & Accountability Scorecard in Provost’s Dashboard;
9. Ask Faculty Senate to consider proposal for 3-credit U.S. & Global Diversity & Inclusion requirement (as summarized in the “Curriculum” section of the DCR);
10. Include DEI in all UNM 2020 documents; and
11. Include DEI in President Frank’s Inaugural Address.

Next Steps

The Provost will task 5-10 members of the Diversity Council to present a full and actionable report to the President by the end of Fall 2012. The Provost will then discuss with the President how the Diversity Council Report, along with the Academic Planning Report, will form two of the key ingredients in the UNM 2020 process.

Conclusion

Establishing UNM as a model campus for diversity, equity, and inclusion will require a bold, targeted, and sustained strategic approach to lay a firm foundation for positive change during the first year of President Frank’s administration.

The first step in this process is to create a clear vision and message about DEI, which should be underscored in all UNM communications and applied in clear, consistent terms among administration, faculty, staff, and students and in all areas of community engagement.

Diversity learning is a key factor in contributing to high impact student engagement, which has been shown to result in a significant improvement in graduation rates (Kuh 2012; Ibarra 2001; Martinez 2010). It is significant to note that the overwhelming majority of UNM’s peer institutions treat diversity with a core curriculum and/or general education diversity requirement. The models from these institutions incorporate studies of diversity in community, nation, and world. The context for key knowledge is historical, cultural, theoretical, and service-learning oriented. Key knowledge, which is the subject of courses specified by the U.S. & Global

Diversity & Inclusion requirement, will prepare UNM students to lead productive lives in an increasingly diverse society—whether in New Mexico or in another part of the world.

Efforts must be made to hire and retain a diverse faculty. Further efforts must be made to encourage conversations about DEI among students and in all areas of community engagement.

It is with great hope for the future and in anticipation of collective success that recommendations contained in the Diversity Council Framework for Strategic Action are presented to President Frank for inclusion in UNM's 2020 Plan.

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The University of New Mexico																												
ABQ and E Campuses																												
Days21 Enrollments for Diversity Courses																												
Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req	
201280	Fall 2012	AFST	284	1	A	Active	African Amer Hist I	American History I	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				Q2	13	2	15	13	2	15		
201280	Fall 2012	AFST	309	1	A	Active	Black Politics	Black Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture						NZ	9	.	15	14	.	20		
201280	Fall 2012	AFST	381	1	S	Canceled/Rescheduled	American Literature II	American Literature II	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.		
201280	Fall 2012	AFST	381	2	A	Active	American Literature II	American Literature II	3	3	ABQ	Albuquerque/Main	LC	Lecture						WK	5	1	8	10	3	20		
201280	Fall 2012	AFST	386	1	A	Active	People and Cultures of the Circum-Caribbean	Peoples and Cultures of the Circum-Caribbean	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				RB	10	3	12	21	3	25		
201280	Fall 2012	AFST	395	1	A	Active	Educ & Col W Africa	Education and Colonial West Africa	3	3	ABQ	Albuquerque/Main	LC	Lecture						IU	11	2	12	16	2	20		
201280	Fall 2012	AFST	397	44	A	Active	T: Race and Globalization	Interdisciplinary Topics	3	3	EA	Online & ITV	TP	Topics	ONL	Online					21	.	25	.	.	.		
201280	Fall 2012	AFST	397	12	R	Reserved	T: Black Women and the Law	Interdisciplinary Topics	3	3	EA	Online & ITV	TP	Topics							.	.	15	.	.	.		

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	AFST	397	5	A	Active	Race, Family and the Law	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				13	12	.	12	20	.	20	
201280	Fall 2012	AFST	397	1	A	Active	& Cultural Relations	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				QB	2	.	6	28	.	49	
201280	Fall 2012	AFST	453	1	A	Active	African American Art	African American Art	3	3	ABQ	Albuquerque/Main	LC	Lecture						66	7	.	25	21	1	50	
201280	Fall 2012	AMST	183	2	A	Active	Intro Gender Studies	Introduction to Gender Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					23	.	30	.	.	.	
201280	Fall 2012	AMST	183	101	R	Reserved	Intro Gender Studies	Introduction to Gender Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture							.	.	30	.	.	.	
201280	Fall 2012	AMST	185	1	A	Active	Intro Race Class and Ethn	tion to Race, Class and Ethnicity	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		29	.	30	.	.	.	
201280	Fall 2012	AMST	185	4	C	Canceled	Intro Race Class and Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	30	.	.	.	
201280	Fall 2012	AMST	185	7	A	Active	Intro Race Class and Ethn	tion to Race, Class and Ethnicity	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		28	2	30	.	.	.	
201280	Fall 2012	AMST	185	8	A	Active	Intro Race Class and Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		20	1	30	.	.	.	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	AMST	185	9	C	Canceled	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	30	.	.	.	
201280	Fall 2012	AMST	185	101	R	Reserved	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		.	.	30	.	.	.	
201280	Fall 2012	AMST	185	10	C	Canceled	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	30	.	.	.	
201280	Fall 2012	AMST	185	2	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		9	.	30	.	.	.	
201280	Fall 2012	AMST	186	2	A	Active	Intro to SW Studies	tion to Southwe st Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		46	.	50	.	.	.	
201280	Fall 2012	AMST	186	20	A	Active	Intro to SW Studies	tion to Southwe st Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		27	2	30	.	.	.	
201280	Fall 2012	AMST	186	21	A	Active	Intro to SW Studies	tion to Southwe st Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		28	1	30	.	.	.	
201280	Fall 2012	AMST	186	22	A	Active	Intro to SW Studies	tion to Southwe st Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		29	1	30	.	.	.	
201280	Fall 2012	AMST	186	23	C	Canceled	Intro to SW Studies	tion to Southwe st Studies	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	30	.	.	.	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	AMST	186	1	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		13	1	30	.	.	.	
201280	Fall 2012	AMST	186	3	C	Canceled	Intro to SW Studies	tion to Southwest Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		.	.	30	.	.	.	
201280	Fall 2012	AMST	200	8	A	Active	Chic Hisp Mex Studies	in American Studies	3	3	EA	Online & ITV	TP	Topics	ONL	Online				CK	4	1	5	31	4	40	
201280	Fall 2012	AMST	200	1	A	Active	Chic Hisp Mex Studies	in American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ITVPE	Parent Web Enhanced				F0	2	2	5	13	5	120	
201280	Fall 2012	AMST	200	3	A	Active	Chic Hisp Mex Studies	in American Studies	3	3	EF	Juan Bachelor s/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	5	13	5	120	
201280	Fall 2012	AMST	200	4	A	Active	Chic Hisp Mex Studies	in American Studies	3	3	EG	Gallup Bachelor s/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	5	13	5	120	
201280	Fall 2012	AMST	200	5	A	Active	T: Intro Chic Hisp Mex Studies	Topics in American Studies	3	3	ELA	Los Alamos Bachelor s/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	5	13	5	120	
201280	Fall 2012	AMST	200	6	A	Active	Chic Hisp Mex Studies	in American Studies	3	3	EV	Valencia Bachelor s/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	5	13	5	120	
201280	Fall 2012	AMST	200	7	A	Active	Chic Hisp Mex Studies	in American Studies	3	3	ET	Taos Bachelor s/Graduate	TP	Topics	ITV	Instructional Television				F0	1	.	5	13	5	120	
201280	Fall 2012	AMST	330	3	A	Active	Feminist Theorie	in Gender Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				5	3	.	5	19	.	25	

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201280	Fall 2012	AMST	330	1	A	Active	to Chicana Studies	in Gender Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				Z1	8	.	8	31	.	46	
201280	Fall 2012	AMST	350	2	A	Active	Race, Family and the Law	Topics in Race, Class, Ethnicity	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				13	4	.	4	20	.	20	
201280	Fall 2012	AMST	357	1	A	Active	T: African-American Lit II	in African-American	3	3	ABQ	Albuquerque/Main	TP	Topics						WK	.	1	4	10	3	20	
201280	Fall 2012	ANTH	130	5	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		107	1	108	.	.	.	
201280	Fall 2012	ANTH	130	9	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		73	.	76	.	.	.	
201280	Fall 2012	ANTH	130	90	C	Canceled	Cultures of the World	Cultures of the World	3	3	EKA	Kirtland AFB	LC	Lecture			DP	Department permission required	Y		.	.	4	.	.	.	
201280	Fall 2012	ANTH	130	6	A	Active	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		48	4	100	.	.	.	
201280	Fall 2012	ANTH	130	10	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		38	.	40	.	.	.	
201280	Fall 2012	ANTH	130	15	R	Reserved	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		.	.	30	.	.	.	
201280	Fall 2012	ANTH	130	1	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		40	.	40	.	.	.	
201280	Fall 2012	ANTH	130	2	A	Active	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		67	3	70	.	.	.	

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201280	Fall 2012	ANTH	339	1	A	Active	Rights in Anthropology	Rights in Anthropology	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				TM	14	1	15	33	7	40	
201280	Fall 2012	ANTH	340	3	A	Active	Indigenous Peoples of N.	in Cultural Anthropology	3	3	ABQ	Albuquerque/Main	TP	Topics						B6	31	.	60	31	3	65	
201280	Fall 2012	ANTH	340	9	A	Active	T: Educ & Col W Africa	in Cultural Anthropology	3	3	ABQ	Albuquerque/Main	TP	Topics						IU	4	.	4	16	2	20	
201280	Fall 2012	ANTH	539	1	A	Active	Rights in Anthropology	Rights in Anthropology	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				TM	.	5	5	33	7	40	
201280	Fall 2012	ANTH	540	2	A	Active	Indigenous Peoples of N.	in Cultural Anthropology	3	3	ABQ	Albuquerque/Main	TP	Topics						B6	.	3	5	31	3	65	
201280	Fall 2012	ARSC	198	693	A	Active	T: Intl Studies and Careers	Freshman Seminar Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced	PD	Program Dir perm req				8	.	20	.	.	.
201280	Fall 2012	ARTH	453	1	A	Active	African American Art	African American Art	3	3	ABQ	Albuquerque/Main	LC	Lecture						66	14	1	25	21	1	50	
201280	Fall 2012	CHMS	201	625	A	Active	Intro Chicano Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					19	.	20	.	.	.	
201280	Fall 2012	CHMS	201	1	A	Active	Intro Chicano Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online				CK	23	2	30	31	4	40	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	CHMS	201	2	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ITVPE	ITV Parent Web Enhanced				F0	8	2	10	13	5	120	
201280	Fall 2012	CHMS	201	3	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EF	San Juan Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				F0	.	.	5	13	5	120	
201280	Fall 2012	CHMS	201	4	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EG	Gallup Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				F0	.	.	5	13	5	120	
201280	Fall 2012	CHMS	201	5	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	ELA	Los Alamos Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				F0	.	.	5	13	5	120	
201280	Fall 2012	CHMS	201	6	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EV	Valencia Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				F0	.	.	5	13	5	120	
201280	Fall 2012	CHMS	201	7	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	ET	Taos Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				F0	.	.	5	13	5	120	
201280	Fall 2012	CHMS	332	1	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				Z1	16	.	22	31	.	46	

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201280	Fall 2012	CHMS	384	1	S	Canceled/Rescheduled	Community-Based Learning	nity-Based Learning in Chicano-Hispano Community	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	7	.	.	.	
201280	Fall 2012	CHMS	384	2	A	Active	Community-Based Learning	nity-Based Learning in Chicano-Hispano Community	3	3	ABQ	Albuquerque/Main	LC	Lecture							17	.	20	.	.	.	
201280	Fall 2012	CHMS	393	7	A	Active	T: Politics of Ethnic Groups	in Chicano Hispanic Mexican o	3	3	ABQ	Albuquerque/Main	TP	Topics						68	4	.	10	38	.	45	
201280	Fall 2012	CHMS	393	23	A	Active	T: Plng Issues in Chicano Comm	in Chicano Hispanic Mexican o	3	3	ABQ	Albuquerque/Main	TP	Topics						IC	.	.	8	15	1	34	
201280	Fall 2012	CHMS	393	24	A	Active	T: Race & Cultural Relations	in Chicano Hispanic Mexican o	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				QB	.	.	7	28	.	49	
201280	Fall 2012	CJ	115	616	A	Active	nication Across Cultures	Communi cation Across Cultures	3	3	ABQ	Albuquerque/Main	LC	Lecture							19	2	24	.	.	.	

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201280	Fall 2012	CJ	314	3	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					23	2	28	.	.	.	
201280	Fall 2012	CJ	314	5	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					32	1	34	.	.	.	
201280	Fall 2012	CJ	314	4	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					34	.	32	.	.	.	
201280	Fall 2012	CJ	314	1	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					31	2	34	.	.	.	
201280	Fall 2012	CJ	314	2	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201280	Fall 2012	CJ	314	6	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					24	.	27	.	.	.	
201280	Fall 2012	CJ	314	16	A	Active	Intercultural Communication	Intercultural Communication	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					35	1	35	.	.	.	
201280	Fall 2012	CJ	314	101	R	Reserved	Intercultural Communication	Intercultural Communication	3	3	EW	Albq Westside (UNM West)	LC	Lecture							.	.	30	.	.	.	
201280	Fall 2012	CJ	314	7	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					28	2	34	.	.	.	
201280	Fall 2012	CJ	314	8	A	Active	Intercultural Communication	Intercultural Communication	3	3	EW	Albq Westside (UNM West)	LC	Lecture							2	2	30	.	.	.	

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201280	Fall 2012	CJ	317	1	A	Active	Intl Cultr Conflict & Comnty Bldg	onal Cultural Conflict & Community	3	3	ABQ	Albuquerque/Main	LP	Lecture /Practice Experience	ENH	Web Enhanced					16	3	28	.	.	.	
201280	Fall 2012	CJ	326	101	R	Reserved	Gender & Communication	Gender and Communication	3	3	EW	Albq Westside (UNM West)	LC	Lecture							.	.	30	.	.	.	
201280	Fall 2012	CJ	326	1	A	Active	Gender & Communication	Gender and Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				27	26	.	25	36	.	35	
201280	Fall 2012	CJ	496	1	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			.	.	25	.	.	.	
201280	Fall 2012	CJ	496	2	C	Canceled	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			.	.	0	.	.	.	
201280	Fall 2012	CJ	496	3	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			.	.	25	.	.	.	
201280	Fall 2012	CJ	496	4	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			6	1	25	.	.	.	

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201280	Fall 2012	CJ	496	5	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience				Instructor permission required			7	.	25	.	.	.	
201280	Fall 2012	COMP	330	1	A	Active	T: People Cultr Circum-Carib	in Comparative and World	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				RB	3	.	5	21	3	25	
201280	Fall 2012	COUN	584	1	A	Active	Multicul Iss in Helping Profsn	ural Issues in the Helping Professions	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	14	25	.	.	.	
201280	Fall 2012	CRP	473	6	A	Active	Plan on Native American Lands	on Native American Lands	3	3	ABQ	Albuquerque/Main	SM	Seminar						DP	8	.	13	8	3	19	
201280	Fall 2012	CRP	474	1	A	Active	Cultural Aspects of Comm Dev	Cultural Aspects of Community Development Planning	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced				HZ	19	.	15	19	1	18	
201280	Fall 2012	CRP	486	1	A	Active	Plng Issues in Chicano Comm	Issues in Chicano Communities	3	3	ABQ	Albuquerque/Main	SM	Seminar						IC	15	.	18	15	1	34	
201280	Fall 2012	CRP	573	6	A	Active	Plan on Native American Lands	on Native American Lands	3	3	ABQ	Albuquerque/Main	SM	Seminar						DP	.	3	6	8	3	19	

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201280	Fall 2012	CRP	574	1	A	Active	Cultural Aspects of Comm Dev	Cultural Aspects of Community Development Planning	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced				HZ	.	1	3	19	1	18	
201280	Fall 2012	CRP	586	1	A	Active	Plng Issues in Chicano Comm	Issues in Chicano Communities	3	3	ABQ	Albuquerque/Main	SM	Seminar						IC	.	1	8	15	1	34	
201280	Fall 2012	ECME	325	1	A	Active	Soc Pol Cult Context	The Social, Political and Cultural Contexts of Children and Families	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					30	.	25	.	.	.	
201280	Fall 2012	ECON	239	1	A	Active	ics of Race and Gender	cs of Race and Gender	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					35	2	40	.	.	.	
201280	Fall 2012	ENGL	292	1	A	Active	World Lit- Ancient Through 16C	World Literatures: Ancient World through the 16th Century	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		24	.	25	.	.	.	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	ENGL	292	2	A	Active	World Lit- Ancient Through h 16C	World Literatures: Ancient World through the 16th Century	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		22	1	24	.	.	.	
201280	Fall 2012	ENGL	292	3	A	Active	World Lit- Ancient Through h 16C	World Literatures: Ancient World through the 16th Century	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		27	.	30	.	.	.	
201280	Fall 2012	ENGL	315	3	A	Active	Interdisc Approaches to Lit	iplinary Approaches to Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture						AA	12	1	15	20	1	30	
201280	Fall 2012	ENGL	315	5	A	Active	Interdisc Approaches to Lit	iplinary Approaches to Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				RB	3	.	3	21	3	25	
201280	Fall 2012	ENGL	364	1	A	Active	Native Lit & Rhetorics	Literatures and Rhetorics	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				1C	18	2	30	27	2	53	
201280	Fall 2012	ENGL	381	1	S	Canceled/Rescheduled	American Literature II	American Literature II	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201280	Fall 2012	ENGL	381	2	A	Active	American Literature II	American Literature II	3	3	ABQ	Albuquerque/Main	LC	Lecture						WK	5	1	8	10	3	20	

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201280	Fall 2012	ENGL	458	1	A	Active	British Literature	British Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture						90	17	2	20	17	4	30	
201280	Fall 2012	ENGL	558	1	A	Active	British Literature	British Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture						90	.	2	10	17	4	30	
201280	Fall 2012	FS	484	1	A	Active	Ethnic Minority Fams	Ethnic Minority Families	3	3	ABQ	Albuquerque/Main	LC	Lecture							37	.	22	.	.	.	
201280	Fall 2012	GEOG	102	1	A	Active	Human Geography	Human Geography	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		124	.	125	.	.	.	
201280	Fall 2012	GEOG	102	2	A	Active	Human Geography	Human Geography	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		55	4	60	.	.	.	
201280	Fall 2012	GEOG	140	1	A	Active	Regional Geography	World Regional Geography	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		36	2	54	.	.	.	
201280	Fall 2012	HIST	181	1	A	Active	Early Latin America	History of Latin America	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		97	1	100	.	.	.	
201280	Fall 2012	HIST	182	1	A	Active	Modern Latin America	Latin American History	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		.	.	0	.	.	.	
201280	Fall 2012	HIST	182	2	A	Active	Modern Latin America	Latin American History	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		39	4	50	.	.	.	
201280	Fall 2012	HIST	260	1	A	Active	History of New Mexico	History of New Mexico	3	3	ABQ	Albuquerque/Main	LC	Lecture							107	4	115	.	.	.	
201280	Fall 2012	HIST	284	1	A	Active	American History I	American History	3	3	ABQ	Albuquerque/Main	LC	Lecture						Q2	.	.	0	13	2	15	
201280	Fall 2012	HIST	300	2	A	Active	Europe & The Balkans	Studies in History	3	3	ABQ	Albuquerque/Main	TP	Topics						B7	34	1	58	34	1	63	

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201280	Fall 2012	HIST	345	1	A	Active	US Women since 1865	US Women since 1865	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				AW	48	5	55	48	10	63	
201280	Fall 2012	HIST	387	1	A	Active	Modern Middle East from 1800	Modern Middle East from 1800	3	3	ABQ	Albuquerque/Main	LC	Lecture						SM	60	.	58	60	3	63	
201280	Fall 2012	HIST	500	2	A	Active	Europe & The Balkans	Studies in History	3	3	ABQ	Albuquerque/Main	TP	Topics						B7	.	.	5	34	1	63	
201280	Fall 2012	HIST	545	1	A	Active	US Women since 1865	US Women since 1865	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				AW	.	5	5	48	10	63	
201280	Fall 2012	HIST	587	1	A	Active	Modern Middle East from 1800	Modern Middle East from 1800	3	3	ABQ	Albuquerque/Main	LC	Lecture						SM	.	3	5	60	3	63	
201280	Fall 2012	HMHV	101	2	A	Active	Contours of Health	Contours of Health	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced	DP	Department permission required			28	.	28	.	.	.	
201280	Fall 2012	IFDM	400	1	A	Active	Ethics, Science & Technology	Ethics, Science and Technology	3	3	ABQ	Albuquerque/Main	LC	Lecture			AA	Advisor permission required			16	.	20	.	.	.	IFDM 310
201280	Fall 2012	LING	331	1	A	Active	Language in Society	Language in Society	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				S2	34	1	35	34	6	40	H110 LING 101 LING 292
201280	Fall 2012	LING	531	1	A	Active	ge in Society	e in Society	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced				S2	.	5	5	34	6	40	

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201280	Fall 2012	LLSS	315	2	A	Active	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	ABQ	Albuquerque/Main	LC	Lecture			DP	Department permission required			19	.	25	.	.	.	
201280	Fall 2012	LLSS	315	1	S	Canceled/Rescheduled	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	ABQ	Albuquerque/Main	LC	Lecture			DP	Department permission required			.	.	25	.	.	.	
201280	Fall 2012	LLSS	315	451	S	Canceled/Rescheduled	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	EF	San Juan Bachelors/Graduate	LC	Lecture							.	.	9	.	.	.	
201280	Fall 2012	LLSS	315	3	A	Active	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	ABQ	Albuquerque/Main	LC	Lecture			DP	Department permission required			24	.	25	.	.	.	
201280	Fall 2012	LLSS	315	452	A	Active	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	EF	San Juan Bachelors/Graduate	LC	Lecture							8	.	20	.	.	.	
201280	Fall 2012	LLSS	456	1	A	Active	First Sec Lang Dev Cultr Cntxt	and Second Language Development within	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					13	1	25	.	.	.	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	LLSS	456	2	C	Canceled	First Sec Lang Dev Cultr Cntxt	and Second Language Development within	3	3	ABQ	Albuquerque/Main	LC	Lecture									7				
201280	Fall 2012	LLSS	457	1	A	Active	Language Culture & Math	e, Culture, and Mathematics	3	3	ABQ	Albuquerque/Main	LC	Lecture						FF	1		20	1	9	35	
201280	Fall 2012	LLSS	458	1	A	Active	Across Cultures	Literacy Across Cultures	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				Z8	12	1	12	12	13	24	
201280	Fall 2012	LLSS	493	1	A	Active	& Col W Africa	Topics	3	3	ABQ	Albuquerque/Main	TP	Topics						IU	1		2	16	2	20	
201280	Fall 2012	LLSS	530	1	A	Active	ess Studies	ss Studies	3	3	ABQ	Albuquerque/Main	SM	Seminar								8	15				
201280	Fall 2012	LLSS	556	1	A	Active	First Sec Lang Dev Cultr Cntxt	and Second Language Development within	3	3	ABQ	Albuquerque/Main	LC	Lecture									11	20			
201280	Fall 2012	LLSS	557	1	A	Active	Language Culture & Math	e, Culture, and Mathematics	3	3	ABQ	Albuquerque/Main	LC	Lecture						FF		9	15	1	9	35	
201280	Fall 2012	LLSS	558	1	A	Active	Across Cultures	Literacy Across Cultures	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				Z8		12	12	12	13	24	
201280	Fall 2012	LTAM	400	1	A	Active	People Cultr Circum-Carib	in Latin American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				RB	5		5	21	3	25	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	MGMT	308	1	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					60	1	58	.	.	.	ENG L102
201280	Fall 2012	MGMT	308	2	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					58	2	58	.	.	.	ENG L102
201280	Fall 2012	MGMT	308	3	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					67	1	60	.	.	.	ENG L102
201280	Fall 2012	MGMT	308	5	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					59	3	60	.	.	.	ENG L102
201280	Fall 2012	MGMT	308	4	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					58	1	60	.	.	.	ENG L102
201280	Fall 2012	MGMT	490	8	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	ABQ	Albuquerque/Main	TP	Topics	ITVP	Instructional TV Parent				U2	4	.	30	10	3	155	
201280	Fall 2012	MGMT	490	9	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	EF	Juan Bachelors/Graduate	TP	Topics	ITV	Instructional Television				U2	3	.	10	10	3	155	

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201280	Fall 2012	MGMT	490	10	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	EG	Gallup Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	2	.	10	10	3	155	
201280	Fall 2012	MGMT	490	11	A	Active	ST: Indigenous Entrepreneur	Special Topics in Management	3	3	ELA	Los Alamos Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	.	.	10	10	3	155	
201280	Fall 2012	MGMT	490	12	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	EV	Valencia Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	.	.	10	10	3	155	
201280	Fall 2012	MGMT	490	13	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	ET	Taos Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	1	.	10	10	3	155	
201280	Fall 2012	MGMT	594	8	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	ABQ	Albuquerque/Main	TP	Topics	ITVP	Instructional TV Parent				U2	.	3	25	10	3	155	
201280	Fall 2012	MGMT	594	9	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	EF	Juan Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	.	.	10	10	3	155	
201280	Fall 2012	MGMT	594	10	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	EG	Gallup Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	.	.	10	10	3	155	
201280	Fall 2012	MGMT	594	11	A	Active	ST: Indigenous Entrepreneur	Special Topics in Management	3	3	ELA	Los Alamos Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	.	.	10	10	3	155	
201280	Fall 2012	MGMT	594	12	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	EV	Valencia Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	.	.	10	10	3	155	

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201280	Fall 2012	MGMT	594	14	A	Active	Indigenous Entrepreneur	Topics in Management	3	3	ET	Taos Bachelor's/Graduate	TP	Topics	ITV	Instructional Television				U2	.	.	10	10	3	155	
201280	Fall 2012	MUSE	293	1	C	Canceled	Multicultural Awareness Through Music Skills	Multicultural Awareness Through Music Skills	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	4	.	.	.	
201280	Fall 2012	NATV	150	1	A	Active	Intro to Native American Studies	tion To Native American Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture							30	3	40	.	.	.	
201280	Fall 2012	NATV	150	2	C	Canceled	Intro to Native American Studies	tion To Native American Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	6	.	.	.	
201280	Fall 2012	NATV	250	2	A	Active	Sociopolitical Concepts in NA	political Concepts In Native America	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					14	.	18	.	.	.	NAS150 NAT V150
201280	Fall 2012	NATV	251	2	A	Active	ch Issues in Nat America	Research Issues In Native America	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					17	.	18	.	.	.	50 NAS250 NAT
201280	Fall 2012	NATV	251	1	C	Canceled	ch Issues in Nat America	Research Issues In Native America	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	3	.	.	.	50 NAS250 NAT
201280	Fall 2012	NATV	255	3	A	Active	Chic Hisp Mex Studies	In Native American Studies	3	3	EA	Online & ITV	TP	Topics	ONL	Online				CK	4	1	5	31	4	40	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	NATV	255	4	A	Active	Chic Hisp Mex Studies	In Native Americans Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ITVPE	Parent Web Enhanced				F0	2	1	5	13	5	120	
201280	Fall 2012	NATV	255	5	A	Active	Chic Hisp Mex Studies	In Native Americans Studies	3	3	EF	Juan Bachelors/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	10	13	5	120	
201280	Fall 2012	NATV	255	6	A	Active	Chic Hisp Mex Studies	In Native Americans Studies	3	3	EG	Gallup Bachelors/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	10	13	5	120	
201280	Fall 2012	NATV	255	7	A	Active	T: Intro Chic Hisp Mex Studies	Topics In Native Americans Studies	3	3	ELA	Los Alamos Bachelors/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	10	13	5	120	
201280	Fall 2012	NATV	255	8	A	Active	Chic Hisp Mex Studies	In Native Americans Studies	3	3	EV	Valencia Bachelors/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	10	13	5	120	
201280	Fall 2012	NATV	255	9	A	Active	Chic Hisp Mex Studies	In Native Americans Studies	3	3	ET	Taos Bachelors/Graduate	TP	Topics	ITV	Instructional Television				F0	.	.	10	13	5	120	
201280	Fall 2012	NATV	255	2	A	Active	T: Intro to Chicana Studies	In Native Americans Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				Z1	.	.	8	31	.	46	
201280	Fall 2012	NATV	445	1	C	Canceled	of Identity	of Identity	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	1	.	.	.	
201280	Fall 2012	NATV	450	4	A	Active	Native Lit & Rhetorics	in Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				1C	9	.	23	27	2	53	
201280	Fall 2012	NATV	450	2	A	Active	& Cultural Relations	in Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				QB	5	.	6	28	.	49	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	NATV	474	1	A	Active	Traditions Natv Am Philosophy	s of Native American Philosophy	3	3	ABQ	Albuquerque/Main	LC	Lecture							18	.	18	.	.	.	
201280	Fall 2012	NATV	480	1	S	Canceled/Rescheduled	Building Native Nations	Building Native Nations: Community Revitalization, Culture, Decolonization, and Indigenous	3	3	ABQ	Albuquerque/Main	SM	Seminar							.	.	4	.	.	.	
201280	Fall 2012	NATV	480	2	A	Active	Building Native Nations	Building Native Nations: Community Revitalization, Culture, Decolonization, and Indigenous	3	3	ABQ	Albuquerque/Main	SM	Seminar							9	1	18	.	.	.	
201280	Fall 2012	POLS	300	4	A	Active	Rights in Anthropology	Political Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				TM	5	.	5	33	7	40	
201280	Fall 2012	POLS	307	1	A	Active	Politics of Ethnic Groups	Politics of Ethnic Groups	3	3	ABQ	Albuquerque/Main	LC	Lecture						68	34	.	35	38	.	45	POL S200
201280	Fall 2012	POLS	309	1	A	Active	Black Politics	Black Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture						NZ	5	.	5	14	.	20	

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201280	Fall 2012	POLS	313	1	A	Active	Women and the Law	Women and the Law	3	3	ABQ	Albuquerque/Main	LC	Lecture						MQ	7	.	5	9	1	25	POL S303
201280	Fall 2012	POLS	377	1	A	Active	on Policy and Politics	on Policy and Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				24	39	.	40	46	1	50	
201280	Fall 2012	PSY	374	40	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					48	2	50	.	.	.	PSY20 PSY271
201280	Fall 2012	PSY	374	51	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EF	Juan Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	12	.	14	44	.	64	PSY20 PSY271
201280	Fall 2012	PSY	374	52	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EG	Gallup Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	12	.	20	44	.	64	PSY20 PSY271
201280	Fall 2012	PSY	374	53	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ELA	Los Alamos Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	1	.	10	44	.	64	PSY20 PSY271
201280	Fall 2012	PSY	374	54	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EV	Valencia Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	6	.	10	44	.	64	PSY20 PSY271
201280	Fall 2012	PSY	374	55	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ET	Taos Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	12	.	10	44	.	64	PSY20 PSY271
201280	Fall 2012	PSY	374	49	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ABQ	Albuquerque/Main	LC	Lecture	ITVPE	Parent Web Enhanced				CO	1	.	0	44	.	64	PSY20 PSY271
201280	Fall 2012	RELG	107	1	A	Active	World Religions	World Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		491	4	500	.	.	.	

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201280	Fall 2012	RELG	107	2	A	Active	World Religions	World Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		138	2	140	.	.	.	
201280	Fall 2012	RELG	107	6	A	Active	World Religions	World Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		40	.	40	.	.	.	
201280	Fall 2012	RELG	107	7	R	Reserved	World Religions	World Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		.	.	40	.	.	.	
201280	Fall 2012	RELG	107	4	A	Active	World Religions	World Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		40	1	40	.	.	.	
201280	Fall 2012	RELG	263	1	A	Active	Religions	Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced			Y		50	.	50	.	.	.	
201280	Fall 2012	RELG	263	2	A	Active	Religions	Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		49	.	50	.	.	.	
201280	Fall 2012	RELG	264	1	A	Active	n Religions	Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced			Y		49	.	50	.	.	.	
201280	Fall 2012	RELG	264	2	C	Canceled	n Religions	Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		.	.	1	.	.	.	
201280	Fall 2012	RELG	264	3	A	Active	n Religions	Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		38	1	40	.	.	.	
201280	Fall 2012	RELG	264	4	C	Canceled	n Religions	Religions	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	0	.	.	.	
201280	Fall 2012	RELG	347	7	A	Active	Rights in Anthropology	in Religious Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				TM	5	.	5	33	7	40	
201280	Fall 2012	SIGN	352	1	S	Canceled/Rescheduled	Lang Cultr in the Deaf Cmty I	e and Culture in the Deaf Community,	3	3	ABQ	Albuquerque/Main	LC	Lecture			FA	Faculty Advisor permission req			.	.	0	.	.	.	
201280	Fall 2012	SIGN	352	2	A	Active	Lang Cultr in the Deaf Cmty I	e and Culture in the Deaf Community,	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					24	.	35	.	.	.	

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201280	Fall 2012	SOC	216	1	S	Canceled/Rescheduled	Dynamics of Prejudice	Dynamics of Prejudice	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	36	.	.	.	
201280	Fall 2012	SOC	216	2	C	Canceled	Dynamics of Prejudice	Dynamics of Prejudice	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	60	.	.	.	
201280	Fall 2012	SOC	216	3	A	Active	Dynamics of Prejudice	Dynamics of Prejudice	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					17	6	30	.	.	.	
201280	Fall 2012	SOC	308	2	A	Active	Sociology of Gender	Sociology of Gender	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					61	.	60	.	.	.	SOC 101
201280	Fall 2012	SOC	308	1	R	Reserved	Sociology of Gender	Sociology of Gender	3	3	EW	Albq Westside (UNM West)	LC	Lecture							.	.	30	.	.	.	SOC 101
201280	Fall 2012	SOC	308	3	A	Active	Sociology of Gender	Sociology of Gender	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					39	.	40	.	.	.	SOC 101
201280	Fall 2012	SOC	312	2	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					100	1	100	.	.	.	205 SOC 211 SOC 213
201280	Fall 2012	SOC	312	3	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					35	1	40	.	.	.	205 SOC 211 SOC 213
201280	Fall 2012	SOC	312	4	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					37	.	40	.	.	.	205 SOC 211 SOC 213

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	SOC	398	13	A	Active	Race, Family and the Law	Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				13	4	.	4	20	.	20	
201280	Fall 2012	SOC	398	11	A	Active	Educ & Col W Africa	Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics						IU	.	.	2	16	2	20	
201280	Fall 2012	SOC	398	4	A	Active	Hum Rights in Anthropol	Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				TM	4	1	5	33	7	40	
201280	Fall 2012	SOC	420	2	A	Active	Cultural Relations	and Cultural Relations	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					16	.	35	.	.	.	
201280	Fall 2012	SOC	420	1	A	Active	Cultural Relations	and Cultural Relations	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				QB	21	.	30	28	.	49	
201280	Fall 2012	SOC	422	1	C	Canceled	Sociology of Religion	Sociology of Religion	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	G107 REL G263 REL
201280	Fall 2012	SOC	520	1	A	Active	& Ethnic Relations	and Ethnic Relations	3	3	ABQ	Albuquerque/Main	SM	Seminar							.	8	25	.	.	.	
201280	Fall 2012	SPAN	431	1	A	Active	Spanish American Lit Survey I	American Literature Survey	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					27	1	30	.	.	.	SPA N302 SPA N307
201280	Fall 2012	UHON	121	17	A	Active	Sem: Leg of Explo: Immigration	an University Honors Seminar	3	3	ABQ	Albuquerque/Main	SM	Seminar			DP	Department permission required	Y		17	.	17	.	.	.	
201280	Fall 2012	UNIV	175	3	A	Active	UNMS C Community Learning	Experiential Learning Seminar	1	3	ABQ	Albuquerque/Main	SM	Seminar							2	1	15	.	.	.	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	UNIV	175	2	A	Active	UNMS C Community Learnin	Experiential Learning Seminar	1	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced					6	.	15	.	.	.	
201280	Fall 2012	UNIV	175	4	A	Active	UNMS C Community	Experiential Learning Seminar	1	3	ABQ	Albuquerque/Main	SM	Seminar							1	.	0	.	.	.	
201280	Fall 2012	WMST	200	2	A	Active	Intro to Women Studies	Introduction to Women Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					16	4	30	.	.	.	
201280	Fall 2012	WMST	200	3	A	Active	Intro to Women Studies	Introduction to Women Studies	3	3	ABQ	Albuquerque/Main	CL	Clinical Clerkship	ENH	Web Enhanced					27	.	30	.	.	.	
201280	Fall 2012	WMST	304	1	A	Active	Feminist Theories	Theories : Identity, Knowledge and Power	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				5	16	.	20	19	.	25	
201280	Fall 2012	WMST	313	1	A	Active	Women and the Law	Women and the Law	3	3	ABQ	Albuquerque/Main	LC	Lecture						MQ	2	1	20	9	1	25	POL S303
201280	Fall 2012	WMST	325	1	A	Active	Class & Feminism	Class and Feminis	3	3	ABQ	Albuquerque/Main	LC	Lecture						AA	8	.	15	20	1	30	
201280	Fall 2012	WMST	326	1	A	Active	Gender & Comm	Gender and Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				27	10	.	10	36	.	35	
201280	Fall 2012	WMST	332	1	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				Z1	7	.	8	31	.	46	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201280	Fall 2012	WMST	377	1	A	Active	on Policy and Politics	on Policy and Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				24	7	1	10	46	1	50	
201280	Fall 2012	WMST	379	11	A	Active	T: US Women since 1865	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				AW	.	.	3	48	10	63	
201280	Fall 2012	WMST	379	1	A	Active	Rights in Anthropology	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				TM	5	.	5	33	7	40	
201310	Spring 2013	AFST	251	1	A	Active	American Literature I	American Literature I	3	3	ABQ	Albuquerque/Main	LC	Lecture						7L	7	1	14	12	2	28	
201310	Spring 2013	AFST	285	1	A	Active	African Amer Hist II	American History	3	3	ABQ	Albuquerque/Main	LC	Lecture							20	1	23	.	.	.	
201310	Spring 2013	AFST	303	1	A	Active	Intro Black Liberat & Relig	Introduction to Black Liberation and Religion	3	3	ABQ	Albuquerque/Main	LC	Lecture						C9	16	.	20	24	.	28	
201310	Spring 2013	AFST	333	6	A	Active	Black Pol Theory	Black Political Theory	3	3	ABQ	Albuquerque/Main	LC	Lecture						FA	3	1	12	9	2	20	
201310	Spring 2013	AFST	385	1	A	Active	The African World	The African World	3	3	ABQ	Albuquerque/Main	LC	Lecture						3	12	1	15	14	1	30	
201310	Spring 2013	AFST	397	13	A	Active	Critical Race Theory	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics							12	.	15	.	.	.	
201310	Spring 2013	AFST	397	9	A	Active	& Cultural Relation	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				0Z	.	2	3	28	5	44	
201310	Spring 2013	AFST	397	12	A	Active	T: Race and the Law	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				BQ	21	1	38	32	1	50	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201310	Spring 2013	AFST	397	3	A	Active	Class & Feminism	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics						TW	1	.	2	29	3	30	
201310	Spring 2013	AFST	399	1	C	Canceled	& Education	and Education	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	1	.	.	.	
201310	Spring 2013	AMST	183	1	A	Active	Intro Gender Studies	Introduction to Gender Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					30	.	30	.	.	.	
201310	Spring 2013	AMST	183	2	C	Canceled	Intro Gender Studies	Introduction to Gender Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	5	.	.	.	
201310	Spring 2013	AMST	185	3	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		26	3	30	.	.	.	
201310	Spring 2013	AMST	185	5	C	Canceled	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	0	.	.	.	
201310	Spring 2013	AMST	185	6	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		24	1	30	.	.	.	
201310	Spring 2013	AMST	185	9	R	Reserved	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		.	.	30	.	.	.	
201310	Spring 2013	AMST	185	7	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		29	.	30	.	.	.	

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201310	Spring 2013	AMST	185	1	C	Canceled	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		.	.	30	.	.	.	
201310	Spring 2013	AMST	185	2	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		27	2	30	.	.	.	
201310	Spring 2013	AMST	185	4	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		5	1	30	.	.	.	
201310	Spring 2013	AMST	186	5	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		31	1	30	.	.	.	
201310	Spring 2013	AMST	186	7	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		30	.	30	.	.	.	
201310	Spring 2013	AMST	186	8	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		27	2	30	.	.	.	
201310	Spring 2013	AMST	186	9	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		27	2	30	.	.	.	
201310	Spring 2013	AMST	186	10	R	Reserved	Intro to SW Studies	tion to Southwest Studies	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	30	.	.	.	
201310	Spring 2013	AMST	186	2	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		14	1	30	.	.	.	

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201310	Spring 2013	AMST	186	1	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		30	.	30	.	.	.	
201310	Spring 2013	AMST	186	3	C	Canceled	Intro to SW Studies	tion to Southwest Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		.	.	30	.	.	.	
201310	Spring 2013	AMST	186	4	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		26	1	30	.	.	.	
201310	Spring 2013	AMST	200	2	A	Active	to Chicano a Lit	in American	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				E5	3	.	7	21	.	30	
201310	Spring 2013	AMST	201	3	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online				9W	2	.	5	23	4	35	
201310	Spring 2013	AMST	201	2	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						AO	.	.	30	7	.	90	
201310	Spring 2013	AMST	201	1	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				LW	3	.	5	19	.	26	
201310	Spring 2013	AMST	251	50	R	Reserved	Chicano Exper in US	The Chicano Experience in the United States	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	

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201310	Spring 2013	AMST	330	1	A	Active	Feminist Theorie	in Gender Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				EE	2	.	5	19	.	30	
201310	Spring 2013	AMST	330	4	A	Active	to Chicana Studies	in Gender Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				Z1	3	1	5	32	2	40	
201310	Spring 2013	AMST	332	1	C	Canceled	Politics of Sex	Politics of Sex	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	T332 L
201310	Spring 2013	AMST	350	4	A	Active	T: Race and the Law	Topics in Race, Class, Ethnicity	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				BQ	3	.	4	32	1	50	
201310	Spring 2013	AMST	350	5	A	Active	T: Race Class & Feminism	Topics in Race, Class, Ethnicity	3	3	ABQ	Albuquerque/Main	TP	Topics						TW	2	.	2	29	3	30	
201310	Spring 2013	AMST	353	1	A	Active	Race Relations in America	Race Relations in America	3	3	ABQ	Albuquerque/Main	LC	Lecture	ITVPE	Parent Web Enhanced				TD	5	.	5	46	1	50	
201310	Spring 2013	AMST	353	2	A	Active	Race Relations in America	Race Relations in America	3	3	EF	Juan Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				TD	4	.	5	46	1	50	
201310	Spring 2013	AMST	353	3	A	Active	Race Relations in America	Race Relations in America	3	3	ELA	Los Alamos Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				TD	1	.	1	46	1	50	
201310	Spring 2013	AMST	353	4	A	Active	Race Relations in America	Race Relations in America	3	3	EV	Valencia Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				TD	1	.	1	46	1	50	
201310	Spring 2013	AMST	353	5	A	Active	Race Relations in America	Race Relations in America	3	3	ET	Taos Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				TD	.	.	0	46	1	50	

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201310	Spring 2013	AMST	353	6	A	Active	Race Relations in America	Race Relations in America	3	3	EG	Gallup Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				TD	1	.	1	46	1	50	
201310	Spring 2013	AMST	356	1	A	Active	T: Contemporary Native America	Topics in Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				B	5	1	25	10	1	30	
201310	Spring 2013	AMST	357	1	A	Active	T: The African World	in African-American	3	3	ABQ	Albuquerque/Main	TP	Topics						3	2	.	15	14	1	30	
201310	Spring 2013	ANTH	130	1	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		82	4	100	.	.	.	
201310	Spring 2013	ANTH	130	2	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		47	.	50	.	.	.	
201310	Spring 2013	ANTH	130	3	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		47	3	50	.	.	.	
201310	Spring 2013	ANTH	130	7	R	Reserved	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	100	.	.	.	
201310	Spring 2013	ANTH	130	6	R	Reserved	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	30	.	.	.	
201310	Spring 2013	ANTH	130	4	A	Active	Cultures of the World	Cultures of the World	3	3	EKA	Kirtland AFB	LC	Lecture			DP	Department permission required	Y		1	1	22	.	.	.	
201310	Spring 2013	ANTH	130	8	A	Active	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		73	7	100	.	.	.	
201310	Spring 2013	ANTH	130	9	A	Active	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		33	2	100	.	.	.	

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201310	Spring 2013	ANTH	340	5	A	Active	T: Indigenous Mexico	in Cultural Anthropology	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				1B	33	1	35	33	4	40	
201310	Spring 2013	ANTH	340	9	A	Active	Indigenous People Rights	in Cultural Anthropology	3	3	ABQ	Albuquerque/Main	TP	Topics						ET	7	1	20	9	2	30	
201310	Spring 2013	ANTH	530	1	A	Active	Indigenous Mexico	in Ethnology	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				1B	.	3	5	33	4	40	
201310	Spring 2013	ANTH	540	2	A	Active	Indigenous People Rights	in Cultural Anthropology	3	3	ABQ	Albuquerque/Main	TP	Topics						ET	.	1	5	9	2	30	
201310	Spring 2013	ARTH	453	1	A	Active	African American Art	African American Art	3	3	ABQ	Albuquerque/Main	LC	Lecture						8	18	5	25	18	7	30	
201310	Spring 2013	ARTH	553	1	A	Active	African American Art	African American Art	3	3	ABQ	Albuquerque/Main	LC	Lecture						8	.	2	5	18	7	30	
201310	Spring 2013	CHMS	201	2	R	Reserved	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EA	Online & ITV	LC	Lecture							.	.	25	.	.	.	
201310	Spring 2013	CHMS	201	3	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online				9W	20	4	25	23	4	35	
201310	Spring 2013	CHMS	201	4	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						AO	5	.	30	7	.	90	

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201310	Spring 2013	CHMS	201	1	A	Active	Intro Chicano Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				LW	15	.	16	19	.	26	
201310	Spring 2013	CHMS	332	1	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						SA	6	.	30	12	.	60	
201310	Spring 2013	CHMS	332	21	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				Z1	21	1	25	32	2	40	
201310	Spring 2013	CHMS	342	1	A	Active	Race Cultr Gend Class Hist NM	Race Culture Gender Class in New Mexico History	3	3	ABQ	Albuquerque/Main	LC	Lecture	ITVPE	ITV Parent Web Enhanced				TD	5	.	5	46	1	50	
201310	Spring 2013	CHMS	342	2	A	Active	Race Cultr Gend Class Hist NM	Race Culture Gender Class in New Mexico History	3	3	EF	San Juan Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				TD	.	.	1	46	1	50	
201310	Spring 2013	CHMS	342	3	A	Active	Race Cultr Gend Class Hist NM	Race Culture Gender Class in New Mexico History	3	3	ELA	Los Alamos Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				TD	.	.	0	46	1	50	

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201310	Spring 2013	CHMS	342	4	A	Active	Race Cultr Gend Class Hist NM	Race Culture Gender Class in New Mexico History	3	3	EV	Valencia Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				TD	1	.	1	46	1	50	
201310	Spring 2013	CHMS	342	5	A	Active	Race Cultr Gend Class Hist NM	Race Culture Gender Class in New Mexico History	3	3	ET	Taos Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				TD	1	.	1	46	1	50	
201310	Spring 2013	CHMS	342	6	A	Active	Race Cultr Gend Class Hist NM	Race Culture Gender Class in New Mexico History	3	3	EG	Gallup Bachelor s/Graduate	LC	Lecture	ITV	Instructional Television				TD	.	.	0	46	1	50	
201310	Spring 2013	CHMS	393	5	A	Active	T: Race & Cultural Relations	in Chicano Hispano Mexican o	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				0Z	1	.	3	28	5	44	
201310	Spring 2013	CHMS	393	8	A	Active	T: Hispanics in US Politics	in Chicano Hispano Mexican o	3	3	ABQ	Albuquerque/Main	TP	Topics						5E	3	.	10	38	.	45	
201310	Spring 2013	CJ	314	2	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					28	.	28	.	.	.	
201310	Spring 2013	CJ	314	3	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					26	3	30	.	.	.	

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201310	Spring 2013	CJ	314	1	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					27	2	30	.	.	.	
201310	Spring 2013	CJ	314	5	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture							24	5	30	.	.	.	
201310	Spring 2013	CJ	314	6	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					27	.	27	.	.	.	
201310	Spring 2013	CJ	314	4	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					27	2	30	.	.	.	
201310	Spring 2013	CJ	314	7	A	Active	Intercultural Communication	Intercultural Communication	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					35	.	35	.	.	.	
201310	Spring 2013	CJ	317	1	A	Active	Intl Cultr Conflict Comty Bldg	onal Cultural Conflict & Community	3	3	ABQ	Albuquerque/Main	LP	Lecture /Practice Experience							25	3	28	.	.	.	
201310	Spring 2013	CJ	326	400	A	Active	Gender & Communication	Gender and Communication	3	3	EG	Gallup Bachelors/Graduate	LC	Lecture							22	.	25	.	.	.	
201310	Spring 2013	CJ	326	1	A	Active	Gender & Communication	Gender and Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					31	.	34	.	.	.	
201310	Spring 2013	CJ	496	1	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			2	.	25	.	.	.	

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201310	Spring 2013	CJ	496	2	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			1	.	25	.	.	.	
201310	Spring 2013	CJ	496	4	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			3	.	25	.	.	.	
201310	Spring 2013	CJ	496	5	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			.	.	25	.	.	.	
201310	Spring 2013	CJ	496	6	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			.	.	25	.	.	.	
201310	Spring 2013	EDPY	586	1	A	Active	Psychological Development of Women	Psychological Development of Women	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					.	5	15	.	.	.	
201310	Spring 2013	ENGL	265	1	A	Active	Intro to Chicano Literature	Introduction to Chicano Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				E5	18	.	23	21	.	30	
201310	Spring 2013	ENGL	281	1	A	Active	American Literature I	American Literature I	3	3	ABQ	Albuquerque/Main	LC	Lecture						7L	5	1	14	12	2	28	

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201310	Spring 2013	ENGL	293	1	A	Active	World Lit-17C Through Present	World Literatures: 17th Century through the Present	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		21	3	25	.	.	.	
201310	Spring 2013	ENGL	293	2	A	Active	World Lit-17C Through Present	World Literatures: 17th Century through the Present	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		24	.	25	.	.	.	
201310	Spring 2013	ENGL	308	1	A	Active	Jewish Experience in American Literature and Culture	Jewish Experience in American Literature and Culture	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					28	1	30	.	.	.	
201310	Spring 2013	ENGL	315	2	A	Active	Interdisciplinary Approaches to Literature	Interdisciplinary Approaches to Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture						TW	2	.	2	29	3	30	
201310	Spring 2013	ENGL	458	1	A	Active	British Literature	British Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture							26	.	28	.	.	.	
201310	Spring 2013	FS	484	1	A	Active	Ethnic Minority Fams	Ethnic Minority Families	3	3	ABQ	Albuquerque/Main	LC	Lecture							44	.	40	.	.	.	
201310	Spring 2013	GEOG	102	1	A	Active	Human Geography	Human Geography	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		77	1	100	.	.	.	
201310	Spring 2013	GEOG	102	10	A	Active	Human Geography	Human Geography	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		46	1	50	.	.	.	

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201310	Spring 2013	GEOG	140	1	A	Active	Regional Geography	World Regional Geography	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		49	3	54	.	.	.	
201310	Spring 2013	HED	482	1	A	Active	Hlth Ed & Multicultural Hlth Belief	tion to Health Education and Multicultural Health Beliefs	3	3	ABQ	Albuquerque/Main	LC	Lecture							29	1	30	.	.	.	
201310	Spring 2013	HED	482	5	R	Reserved	Hlth Ed & Multicultural Hlth Belief	tion to Health Education and Multicultural Health Beliefs	3	3	EV	Valencia Bachelor s/Graduate	LC	Lecture							.	.	0	.	.	.	
201310	Spring 2013	HED	482	2	A	Active	Hlth Ed & Multicultural Hlth Belief	tion to Health Education and Multicultural Health Beliefs	3	3	ABQ	Albuquerque/Main	LC	Lecture	ITVPE	ITV Parent Web Enhanced	DP	Department permission required		6R	8	.	10	29	.	50	
201310	Spring 2013	HED	482	3	A	Active	Hlth Ed & Multicultural Hlth Belief	tion to Health Education and Multicultural Health Beliefs	3	3	EF	San Juan Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				6R	3	.	15	29	.	50	

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201310	Spring 2013	HED	482	4	A	Active	Hlth Ed & Multcult Hlth Belief	tion to Health Education and Multicultural Health Beliefs	3	3	EG	Gallup Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				6R	15	.	15	29	.	50	
201310	Spring 2013	HED	482	440	A	Active	Hlth Ed & Multcult Hlth Belief	tion to Health Education and Multicultural Health Beliefs	3	3	EA	Online & ITV	LC	Lecture	ITVE	ITV Web Enhanced				6R	3	.	10	29	.	50	
201310	Spring 2013	HIST	181	1	R	Reserved	Early Latin America	History of Latin America	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		.	.	30	.	.	.	
201310	Spring 2013	HIST	181	2	C	Canceled	Early Latin America	History of Latin America	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		.	.	0	.	.	.	
201310	Spring 2013	HIST	182	1	A	Active	Modern Latin America	Latin American History	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		19	.	20	.	.	.	
201310	Spring 2013	HIST	260	1	A	Active	History of New Mexico	History of New Mexico	3	3	ABQ	Albuquerque/Main	LC	Lecture							139	7	149	.	.	.	
201310	Spring 2013	HIST	426	1	A	Active	of Holocaust	of the Holocaust	3	3	ABQ	Albuquerque/Main	LC	Lecture						F	86	2	90	87	2	96	
201310	Spring 2013	HIST	464	1	S	Canceled/Rescheduled	US-Mexico Borderlands	US-Mexico Borderlands	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	30	.	.	.	

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201310	Spring 2013	HIST	464	2	A	Active	US-Mexico Borderlands	US-Mexico Borderlands	3	3	ABQ	Albuquerque/Main	LC	Lecture						1L	25	.	95	25	3	100		
201310	Spring 2013	HIST	644	1	S	Canceled/Rescheduled	US-Mexico Borderlands	US-Mexico Borderlands	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	3	.	.	.	.
201310	Spring 2013	HIST	644	2	A	Active	US-Mexico Borderlands	US-Mexico Borderlands	3	3	ABQ	Albuquerque/Main	LC	Lecture						1L	.	3	5	25	3	100		
201310	Spring 2013	HMHV	101	1	C	Canceled	Contours of Health	s of Health in New Mexico	3	3	ABQ	Albuquerque/Main	SM	Seminar							.	.	1	.	.	.	.
201310	Spring 2013	HMHV	310	1	A	Active	& Cultural Diversity	Health and Cultural Diversity	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced					26	.	28	.	.	.	.
201310	Spring 2013	HMHV	310	2	A	Active	& Cultural Diversity	Health and Cultural Diversity	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced					11	.	22	.	.	.	.
201310	Spring 2013	LLSS	315	3	A	Active	Educ Ling & Cultr Diverse Stu	ng Linguistically and Cultural Diversity	3	3	ABQ	Albuquerque/Main	LC	Lecture			DP	Department permission required			22	.	20	.	.	.	.
201310	Spring 2013	LLSS	315	450	C	Canceled	Educ Ling & Cultr Diverse Stu	ng Linguistically and Cultural Diversity	3	3	EF	San Juan Bachelor's/Graduate	LC	Lecture							.	.	0	

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201310	Spring 2013	LLSS	315	1	A	Active	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturally Diverse	3	3	ABQ	Albuquerque/Main	LC	Lecture			DP	Department permission required			28		28				
201310	Spring 2013	LLSS	456	1	A	Active	First Sec Lang Dev Cultr Cntxt	and Second Language Development within	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					21	4	25				
201310	Spring 2013	LLSS	458	2	A	Active	Across Culture s	Literacy Across Cultures	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				L5	16	1	12	16	13	24	
201310	Spring 2013	LLSS	556	3	A	Active	First Sec Lang Dev Cultr Cntxt	and Second Language Development within	3	3	ABQ	Albuquerque/Main	LC	Lecture							2	12	20				
201310	Spring 2013	LLSS	558	2	A	Active	Across Culture s	Literacy Across Cultures	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				L5		12	12	16	13	24	
201310	Spring 2013	LLSS	587	1	A	Active	Educational and Gender Equity	Educational and Gender Equity	3	3	ABQ	Albuquerque/Main	LC	Lecture								11	20				
201310	Spring 2013	LLSS	593	8	A	Active	Environ Ethics & Justice	Topics	3	3	ABQ	Albuquerque/Main	TP	Topics						D9		1	10	5	2	20	

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201310	Spring 2013	LTAM	354	1	A	Active	Intro Latin American Society I	tion to Latin American Society I: Social Science	3	3	ABQ	Albuquerque/Main	LC	Lecture						M6	8	.	8	30	2	45	
201310	Spring 2013	MGMT	308	1	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					53	5	60	.	.	.	ENG L102
201310	Spring 2013	MGMT	308	3	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					58	2	60	.	.	.	ENG L102
201310	Spring 2013	MGMT	308	4	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					61	.	60	.	.	.	ENG L102
201310	Spring 2013	MGMT	308	5	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					59	.	60	.	.	.	ENG L102
201310	Spring 2013	MGMT	308	2	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					59	.	60	.	.	.	ENG L102

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201310	Spring 2013	MGMT	457	1	A	Active	Diversity in Organizations	Diversity in Organizations	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				3W	23	1	20	23	22	40	MGMT306
201310	Spring 2013	MGMT	566	1	A	Active	y in Human Relation	in Human Relation	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				3W	.	21	20	23	22	40	
201310	Spring 2013	NATV	150	2	A	Active	Intro to Native American Stds	tion To Native American Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture							23	1	25	.	.	.	
201310	Spring 2013	NATV	201	3	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online				9W	1	.	5	23	4	35	
201310	Spring 2013	NATV	201	2	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						AO	2	.	30	7	.	90	
201310	Spring 2013	NATV	201	1	A	Active	Intro Chicano Hisp Mex Studies	tion to Chicano Hispano Mexican o Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				LW	1	.	5	19	.	26	
201310	Spring 2013	NATV	250	2	A	Active	Sociopolitical Concepts in NA	political Concepts In Native America	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					16	.	18	.	.	.	NAS150 NAT V150
201310	Spring 2013	NATV	251	1	A	Active	ch Issues in Nat America	Research Issues In Native America	3	3	ABQ	Albuquerque/Main	LC	Lecture							16	2	30	.	.	.	50 NAS250 NAT

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201310	Spring 2013	NATV	315	1	R	Reserved	Language Recovery Revitalization	Language Recovery Revitalization & Community	3	3	ABQ	Albuquerque/Main	LC	Lecture									25				
201310	Spring 2013	NATV	315	2	R	Reserved	Language Recovery Revitalization	Language Recovery Revitalization & Community	3	3	EF	San Juan Bachelor's/Graduate	LC	Lecture									10				
201310	Spring 2013	NATV	315	3	R	Reserved	Language Recovery Revitalization	Language Recovery Revitalization & Community	3	3	EG	Gallup Bachelor's/Graduate	LC	Lecture									10				
201310	Spring 2013	NATV	385	1	A	Active	Indigenous Worldview	Indigenous Worldviews	3	3	ABQ	Albuquerque/Main	LC	Lecture							18		18				
201310	Spring 2013	NATV	402	1	A	Active	Education, Power in Indigenous Communities	Education, Power and Indigenous Communities	3	3	ABQ	Albuquerque/Main	LC	Lecture							17	1	18				
201310	Spring 2013	NATV	436	8	A	Active	Environment Ethics Justice NA	Environment Ethics and Justice in Native America	3	3	ABQ	Albuquerque/Main	LC	Lecture						D9	5	1	10	5	2	20	

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201310	Spring 2013	NATV	445	3	R	Reserved	of Identity	of Identity	3	3	ABQ	Albuquerque/Main	LC	Lecture									18				
201310	Spring 2013	NATV	450	3	A	Active	& Cultural Relations	in Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				OZ	3		3	28	5	44	
201310	Spring 2013	NATV	450	6	A	Active	T: Contemporary Native America	Topics in Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				B	5		5	10	1	30	
201310	Spring 2013	NATV	461	1	A	Active	Comty Base Lrning Indig Contxt	nitey-Based Learning in Indigeno us Context	3	3	ABQ	Albuquerque/Main	LC	Lecture								12	1	18			
201310	Spring 2013	PCST	340	6	A	Active	Indigeno us People Rights	Topics in Peace Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture						ET	2		5	9	2	30	
201310	Spring 2013	PEP	485	1	A	Active	Diversit y in Sport & Phys Act	Diversity in Sport and Physical Activity	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				PP	17		20	17		30	
201310	Spring 2013	PEP	585	1	A	Active	Diversit y in Sport & Phys Act	Diversity in Sport and Physical Activity	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				PP			10	17		30	
201310	Spring 2013	POLS	300	1	A	Active	Comparative Health Policy	Political Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced					30	2	50				

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201310	Spring 2013	POLS	300	13	A	Active	T: Community Organizing	Political Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				4L	11	2	15	16	2	30	
201310	Spring 2013	POLS	300	19	A	Active	T: Race and the Law	Political Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				BQ	4	.	4	32	1	50	
201310	Spring 2013	POLS	300	10	A	Active	T: Black Pol Theory	Political Topics	3	3	ABQ	Albuquerque/Main	TP	Topics						FA	6	1	8	9	2	20	
201310	Spring 2013	POLS	300	8	A	Active	Lat Am Society I	Political Topics	3	3	ABQ	Albuquerque/Main	TP	Topics						M6	17	1	19	30	2	45	
201310	Spring 2013	POLS	300	9	A	Active	Class & Feminism	Political Topics	3	3	ABQ	Albuquerque/Main	TP	Topics						TW	5	1	2	29	3	30	
201310	Spring 2013	POLS	308	1	A	Active	cs in US Politics	Hispanics in US Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture						5E	35	.	35	38	.	45	POL S200
201310	Spring 2013	PSY	374	40	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					49	1	50	.	.	.	PSY20 PSY271
201310	Spring 2013	PSY	374	1	C	Canceled	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	50	.	.	.	PSY20 PSY271
201310	Spring 2013	PSY	374	8	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EW	Albq Westside (UNM West)	LC	Lecture	ENH	Web Enhanced					23	.	30	.	.	.	PSY20 PSY271
201310	Spring 2013	PSY	374	2	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ABQ	Albuquerque/Main	LC	Lecture	ITVPE	Parent Web Enhanced				4R	.	.	0	40	1	110	PSY20 PSY271
201310	Spring 2013	PSY	374	3	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EF	Juan Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				4R	14	1	20	40	1	110	PSY20 PSY271

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201310	Spring 2013	PSY	374	4	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EG	Gallup Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				4R	10	.	20	40	1	110	PSY20 PSY271
201310	Spring 2013	PSY	374	5	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ELA	Los Alamos Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				4R	.	.	20	40	1	110	PSY20 PSY271
201310	Spring 2013	PSY	374	6	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EV	Valencia Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				4R	5	.	20	40	1	110	PSY20 PSY271
201310	Spring 2013	PSY	374	7	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ET	Taos Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				4R	8	.	20	40	1	110	PSY20 PSY271
201310	Spring 2013	PSY	374	440	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EA	Online & ITV	LC	Lecture	ITVE	ITV Web Enhanced				4R	3	.	10	40	1	110	PSY20 PSY271
201310	Spring 2013	RELG	107	1	A	Active	World Religions	World Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		496	.	500	.	.	.	
201310	Spring 2013	RELG	107	3	A	Active	World Religions	World Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		94	4	100	.	.	.	
201310	Spring 2013	RELG	107	6	A	Active	World Religions	World Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		37	3	40	.	.	.	
201310	Spring 2013	RELG	107	8	A	Active	World Religions	World Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		37	2	40	.	.	.	
201310	Spring 2013	RELG	263	2	A	Active	Religions	Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced			Y		71	2	75	.	.	.	
201310	Spring 2013	RELG	263	1	R	Reserved	Religions	Religions	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	25	.	.	.	
201310	Spring 2013	RELG	263	4	A	Active	Religions	Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		40	.	40	.	.	.	

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201310	Spring 2013	RELG	264	2	A	Active	n Religion	Religion s	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced			Y		78	3	85	.	.	.	
201310	Spring 2013	RELG	264	3	A	Active	n Religion	Religion s	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		38	1	40	.	.	.	
201310	Spring 2013	RELG	264	4	R	Reserved	n Religion	Religion s	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	25	.	.	.	
201310	Spring 2013	RELG	303	1	A	Active	Intr Black Lib Relig	Introduction to Black Liberation and Religion	3	3	ABQ	Albuquerque/Main	LC	Lecture						C9	8	.	8	24	.	28	
201310	Spring 2013	RELG	447	1	A	Active	Sem: Sociology of Religion	in Religious Studies	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced				9	9	.	10	38	1	45	
201310	Spring 2013	RELG	447	2	A	Active	History of Holocaust	in Religious Studies	3	3	ABQ	Albuquerque/Main	SM	Seminar						F	1	.	6	87	2	96	
201310	Spring 2013	SHS	459	1	S	Canceled/Rescheduled	Multicultural Considerations	ural Considerations in Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	43	.	.	.	SHS428 SHS430
201310	Spring 2013	SHS	459	2	A	Active	Multicultural Considerations	ural Considerations in Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					32	8	55	.	.	.	SHS428 SHS430
201310	Spring 2013	SOC	216	1	A	Active	Dynamics of Prejudice	Dynamic s of Prejudice	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					36	1	60	.	.	.	
201310	Spring 2013	SOC	308	2	A	Active	Sociology of Gender	Sociology of Gender	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					45	.	45	.	.	.	SOC 101

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201310	Spring 2013	SOC	312	2	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					54	3	60	.	.	.	205 SOC 211 SOC 213
201310	Spring 2013	SOC	312	4	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					72	1	70	.	.	.	205 SOC 211 SOC 213
201310	Spring 2013	SOC	312	3	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					38	.	45	.	.	.	205 SOC 211 SOC 213
201310	Spring 2013	SOC	312	1	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					44	.	45	.	.	.	205 SOC 211 SOC 213
201310	Spring 2013	SOC	354	1	A	Active	Intro Latin American Society I	tion to Latin American Society I: Social Science	3	3	ABQ	Albuquerque/Main	LC	Lecture						M6	5	1	18	30	2	45	
201310	Spring 2013	SOC	398	4	S	Canceled/Rescheduled	ST: Community Organizing	Special Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics							.	.	1	.	.	.	
201310	Spring 2013	SOC	398	19	A	Active	ST: Community Organizing	Special Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				4L	5	.	15	16	2	30	
201310	Spring 2013	SOC	398	15	A	Active	Race and the Law	Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				BQ	4	.	4	32	1	50	

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201310	Spring 2013	SOC	398	9	A	Active	Race Cultr Gend Class	Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics	ITVPE	Parent Web Enhanced				TD	8	.	8	46	1	50	
201310	Spring 2013	SOC	398	10	A	Active	Race Cultr Gend Class	Topics in Sociology	3	3	EF	Juan Bachelors/Graduate	TP	Topics	ITVE	ITV Web Enhanced				TD	7	.	6	46	1	50	
201310	Spring 2013	SOC	398	11	A	Active	Race Cultr Gend Class	Topics in Sociology	3	3	EG	Gallup Bachelors/Graduate	TP	Topics	ITVE	ITV Web Enhanced				TD	5	.	5	46	1	50	
201310	Spring 2013	SOC	398	12	A	Active	Race Cultr Gend Class NM	Special Topics in Sociology	3	3	ELA	Los Alamos Bachelors/Graduate	TP	Topics	ITV	Instructional Television				TD	.	.	0	46	1	50	
201310	Spring 2013	SOC	398	13	A	Active	Race Cultr Gend Class	Topics in Sociology	3	3	EV	Valencia Bachelors/Graduate	TP	Topics	ITV	Instructional Television				TD	.	.	1	46	1	50	
201310	Spring 2013	SOC	398	14	A	Active	Race Cultr Gend Class	Topics in Sociology	3	3	ET	Taos Bachelors/Graduate	TP	Topics	ITVE	ITV Web Enhanced				TD	4	.	5	46	1	50	
201310	Spring 2013	SOC	398	1	A	Active	Race Class & Feminis	Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics						TW	3	.	2	29	3	30	
201310	Spring 2013	SOC	398	17	A	Active	ST: Intro to Chicana Studies	Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				Z1	3	.	5	32	2	40	
201310	Spring 2013	SOC	420	3	A	Active	Cultural Relations	and Cultural Relations	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				0Z	24	3	35	28	5	44	
201310	Spring 2013	SOC	422	1	A	Active	Sociology of Religion	Sociology of Religion	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				9	29	1	35	38	1	45	G107 REL G263 REL

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201310	Spring 2013	WMST	200	1	A	Active	Intro to Women Studies	Introduction to Women Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					24	.	30	.	.	.	
201310	Spring 2013	WMST	200	2	A	Active	Intro to Women Studies	Introduction to Women Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					27	1	30	.	.	.	
201310	Spring 2013	WMST	304	1	A	Active	Feminist Theories	Theories : Identity, Knowledge and Power	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				EE	17	.	25	19	.	30	
201310	Spring 2013	WMST	325	1	A	Active	Class & Feminism	Class and Feminis	3	3	ABQ	Albuquerque/Main	LC	Lecture						TW	16	2	20	29	3	30	
201310	Spring 2013	WMST	332	2	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						SA	6	.	30	12	.	60	
201310	Spring 2013	WMST	332	1	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				Z1	5	.	5	32	2	40	
201310	Spring 2013	WMST	379	10	A	Active	T: Race Cultr Gend Class in NM	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ITVPE	ITV Parent Web Enhanced				TD	1	1	2	46	1	50	
201310	Spring 2013	WMST	379	11	A	Active	T: Race Cultr Gend Class in NM	Interdisciplinary Topics	3	3	EF	San Juan Bachelor s/Graduate	TP	Topics	ITV	Instructional Television				TD	.	.	0	46	1	50	
201310	Spring 2013	WMST	379	12	A	Active	T: Race Cultr Gend Class in NM	Interdisciplinary Topics	3	3	EG	Gallup Bachelor s/Graduate	TP	Topics	ITVE	ITV Web Enhanced				TD	1	.	1	46	1	50	

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201310	Spring 2013	WMST	379	13	A	Active	T: Race Cultr Gend Class in NM	Interdisciplinary Topics	3	3	ELA	Los Alamos Bachelor s/Graduate	TP	Topics	ITV	Instructional Television				TD	.	.	0	46	1	50	
201310	Spring 2013	WMST	379	14	A	Active	T: Race Cultr Gend Class in NM	Interdisciplinary Topics	3	3	EV	Valencia Bachelor s/Graduate	TP	Topics	ITV	Instructional Television				TD	.	.	0	46	1	50	
201310	Spring 2013	WMST	379	15	A	Active	T: Race Cultr Gend Class in NM	Interdisciplinary Topics	3	3	ET	Taos Bachelor s/Graduate	TP	Topics	ITVE	ITV Web Enhanced				TD	1	.	1	46	1	50	
201380	Fall 2013	AFST	280	2	C	Canceled	American Culture	American Culture	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	AFST	284	1	A	Active	African Amer Hist I	American History I	3	3	ABQ	Albuquerque/Main	LC	Lecture							15	.	20	.	.	.	
201380	Fall 2013	AFST	303	400	C	Canceled	Intro Black Liberat & Relig	Introduction to Black Liberation and Religion	3	3	EG	Gallup Bachelor s/Graduate	LC	Lecture							.	.	7	.	.	.	
201380	Fall 2013	AFST	309	1	A	Active	Black Politics	Black Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture						NZ	9	.	15	14	.	20	
201380	Fall 2013	AFST	381	2	C	Canceled	American Literature II	American Literature II	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	AFST	386	1	S	Canceled/Rescheduled	People Cultr Circum-Caribbean	Peoples and Cultures of the Circum-Caribbean	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	1	.	.	.	

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201380	Fall 2013	AFST	386	2	C	Canceled	People Cultr Circum-Caribbean	Peoples and Cultures of the Circum-Caribbean	3	3	ABQ	Albuquerque/Main	LC	Lecture						RB	.	.	2	.	.	6	
201380	Fall 2013	AFST	395	1	A	Active	Educ & Col W Africa	Education and Colonial West Africa	3	3	ABQ	Albuquerque/Main	LC	Lecture						IU	8	.	12	9	.	18	
201380	Fall 2013	AFST	397	44	A	Active	T: Race and Globalization	Interdisciplinary Topics	3	3	EA	Online & ITV	TP	Topics	ONL	Online					16	.	25	.	.	.	
201380	Fall 2013	AFST	397	5	A	Active	Race, Family and the Law	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				13	12	.	12	18	1	20	
201380	Fall 2013	AFST	397	3	A	Active	Comparativ Global Societies	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				US	4	.	4	21	1	28	
201380	Fall 2013	AFST	453	1	A	Active	African American Art	African American Art	3	3	ABQ	Albuquerque/Main	LC	Lecture						DW	8	.	25	8	.	25	
201380	Fall 2013	AMST	183	2	C	Canceled	Intro Gender Studies	Introduction to Gender Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	AMST	183	1	A	Active	Intro Gender Studies	Introduction to Gender Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture							23	2	30	.	.	.	
201380	Fall 2013	AMST	185	1	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		29	.	30	.	.	.	

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201380	Fall 2013	AMST	185	7	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		24	1	30
201380	Fall 2013	AMST	185	8	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		27	.	30	.	.	.	.
201380	Fall 2013	AMST	185	2	R	Reserved	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		.	.	30	.	.	.	.
201380	Fall 2013	AMST	185	5	A	Active	Intro Race Class Ethn	tion to Race, Class and Ethnicity	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		28	.	30	.	.	.	.
201380	Fall 2013	AMST	186	2	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		41	1	40	.	.	.	.
201380	Fall 2013	AMST	186	20	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		29	1	30	.	.	.	.
201380	Fall 2013	AMST	186	21	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		28	1	30	.	.	.	.
201380	Fall 2013	AMST	186	5	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		30	.	30	.	.	.	.
201380	Fall 2013	AMST	186	1	R	Reserved	Intro to SW Studies	tion to Southwest Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		.	.	30

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201380	Fall 2013	AMST	186	4	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		30	.	30	.	.	.	
201380	Fall 2013	AMST	186	3	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		26	1	30	.	.	.	
201380	Fall 2013	AMST	186	6	A	Active	Intro to SW Studies	tion to Southwest Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y		11	.	30	.	.	.	
201380	Fall 2013	AMST	200	12	A	Active	T: Intro Chic Hip Mex Studies	in American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	HYB	Hybrid				4K	.	.	0	45	.	45	
201380	Fall 2013	AMST	200	10	A	Active	Chic Hip Mex Studies	in American Studies	3	3	EA	Online & ITV	TP	Topics	ONL	Online				6K	2	.	5	28	5	50	
201380	Fall 2013	AMST	200	8	A	Active	Comparativ Global Societie	in American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				US	3	.	4	21	1	28	
201380	Fall 2013	AMST	201	1	C	Cancell ed	Intro Chicana and Chicano Studies	Introduction to Chicana and Chicano Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						3C	.	.	15	.	.	60	
201380	Fall 2013	AMST	330	9	A	Active	to Chicana Studies	in Gender Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	HYB	Hybrid				4B	2	.	5	15	.	69	
201380	Fall 2013	AMST	330	3	A	Active	Feminist Theorie	in Gender Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				5	4	.	5	29	.	30	
201380	Fall 2013	AMST	350	2	A	Active	Race, Family and the Law	Topics in Race, Class, Ethnicity	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				13	2	1	4	18	1	20	

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201380	Fall 2013	AMST	350	10	A	Active	T: Immigration & Assimilation	Topics in Race, Class, Ethnicity	3	3	ABQ	Albuquerque/Main	TP	Topics	HYB	Hybrid				5F	1	.	5	13	2	40	
201380	Fall 2013	AMST	356	1	A	Active	Native American Cult Prod	in Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics						68	10	5	23	16	5	30	
201380	Fall 2013	ANTH	130	5	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		42	.	40	.	.	.	
201380	Fall 2013	ANTH	130	9	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		71	3	76	.	.	.	
201380	Fall 2013	ANTH	130	6	C	Canceled	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	100	.	.	.	
201380	Fall 2013	ANTH	130	2	A	Active	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		82	3	85	.	.	.	
201380	Fall 2013	ANTH	130	3	A	Active	Cultures of the World	Cultures of the World	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		42	2	100	.	.	.	
201380	Fall 2013	ANTH	130	90	C	Canceled	Cultures of the World	Cultures of the World	3	3	EKA	Kirtland AFB	LC	Lecture			DP	Department permission required	Y		.	.	0	.	.	.	
201380	Fall 2013	ANTH	130	1	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		38	1	40	.	.	.	
201380	Fall 2013	ANTH	130	4	A	Active	Cultures of the World	Cultures of the World	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		28	2	30	.	.	.	
201380	Fall 2013	ANTH	339	1	R	Reserved	Rights in Anthropology	Rights in Anthropology	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	

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201380	Fall 2013	ANTH	539	1	R	Reserved	Rights in Anthropology	Rights in Anthropology	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	ARTH	453	1	A	Active	African American Art	African American Art	3	3	ABQ	Albuquerque/Main	LC	Lecture						DW	.	.	0	8	.	25	
201380	Fall 2013	CCS	102	1	A	Active	Comparative Global Societies	tion to Comparative Global and Ethnic Societies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				US	12	1	13	21	1	28	
201380	Fall 2013	CCS	201	9	C	Canceled	Intro Chicana Chicano Studies	Introduction to Chicana and Chicano Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture					Y	3C	.	.	30	.	.	60	
201380	Fall 2013	CCS	201	10	A	Active	Intro Chicana Chicano Studies	Introduction to Chicana and Chicano Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	HYB	Hybrid			Y	4K	45	.	45	45	.	45	
201380	Fall 2013	CCS	201	1	A	Active	Intro Chicana Chicano Studies	Introduction to Chicana and Chicano Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y	6K	26	5	40	28	5	50	
201380	Fall 2013	CCS	310	1	S	Canceled/Rescheduled	Immigration & Assimilation	Immigration and Assimilation	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	40	.	.	.	
201380	Fall 2013	CCS	310	2	A	Active	Immigration & Assimilation	Immigration and Assimilation	3	3	ABQ	Albuquerque/Main	LC	Lecture	HYB	Hybrid				5F	9	2	30	13	2	40	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201380	Fall 2013	CCS	332	1	S	Canceled/Rescheduled	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture									54				
201380	Fall 2013	CCS	332	2	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	HYB	Hybrid				4B	10		54	15		69	
201380	Fall 2013	CCS	332	3	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						6O	5		30	13		60	
201380	Fall 2013	CCS	332	4	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture						AR	1		4	26		30	
201380	Fall 2013	CCS	362	2	S	Canceled/Rescheduled	Chicana and Chicano Movement	and Chicano Movement: El Movimiento Chicano	3	3	ABQ	Albuquerque/Main	LC	Lecture									2				
201380	Fall 2013	CCS	362	3	C	Canceled	Chicana and Chicano Movement	and Chicano Movement: El Movimiento Chicano	3	3	ABQ	Albuquerque/Main	LC	Lecture									0				
201380	Fall 2013	CCS	384	1	C	Canceled	Community-Based Learning	Community-Based Learning in Chicana and Chicano Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture									20				

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201380	Fall 2013	CCS	384	2	S	Canceled/Rescheduled	Community-Based Learning	Community-Based Learning in Chicana and Chicano Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture									1				
201380	Fall 2013	CCS	384	3	C	Canceled	Community-Based Learning	Community-Based Learning in Chicana and Chicano Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture									2				
201380	Fall 2013	CJ	314	3	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture							28		28				
201380	Fall 2013	CJ	314	5	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					34		34				
201380	Fall 2013	CJ	314	4	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					29	3	32				
201380	Fall 2013	CJ	314	1	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					33	1	34				
201380	Fall 2013	CJ	314	2	C	Canceled	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture									0				
201380	Fall 2013	CJ	314	6	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					23	2	27				

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201380	Fall 2013	CJ	314	16	A	Active	Intercultural Communication	Intercultural Communication	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					37	.	40	.	.	.	
201380	Fall 2013	CJ	314	7	A	Active	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					23	1	34	.	.	.	
201380	Fall 2013	CJ	314	8	R	Reserved	Intercultural Communication	Intercultural Communication	3	3	EW	Albq Westside (UNM West)	LC	Lecture							.	.	30	.	.	.	
201380	Fall 2013	CJ	314	9	R	Reserved	Intercultural Communication	Intercultural Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	28	.	.	.	
201380	Fall 2013	CJ	317	1	A	Active	Intl Cultr Conflict Comty Bldg	onal Cultural Conflict & Community	3	3	ABQ	Albuquerque/Main	LP	Lecture /Practice Experience							10	3	28	.	.	.	
201380	Fall 2013	CJ	326	1	C	Canceled	Gender & Communication	Gender and Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	CJ	326	2	R	Reserved	Gender & Communication	Gender and Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture						0	.	.	6	.	.	34	
201380	Fall 2013	CJ	496	1	A	Active	Internship Multimedia Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			.	.	25	.	.	.	

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201380	Fall 2013	CJ	496	3	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			.	.	25	.	.	.	
201380	Fall 2013	CJ	496	4	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			5	.	25	.	.	.	
201380	Fall 2013	CJ	496	5	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			4	.	25	.	.	.	
201380	Fall 2013	CJ	496	2	A	Active	Internship Multimed Journalism	Internship in Multimedia Journalism	1	3	ABQ	Albuquerque/Main	EX	Practice Experience			IN	Instructor permission required			.	.	25	.	.	.	
201380	Fall 2013	COMP	330	1	C	Canceled	T: People Cultr Circum-Carib	in Comparative and World	3	3	ABQ	Albuquerque/Main	TP	Topics						RB	.	.	0	.	.	6	
201380	Fall 2013	COUN	584	1	A	Active	Multicul Iss in Helping Profsn	ural Issues in the Helping Professions	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	17	25	.	.	.	
201380	Fall 2013	CRP	473	6	C	Canceled	Plan on Native American Lands	on Native American Lands	3	3	ABQ	Albuquerque/Main	SM	Seminar							.	.	0	.	.	.	

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201380	Fall 2013	CRP	474	1	A	Active	Cultural Aspects of Comm Dev	Cultural Aspects of Community Development Planning	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced				HZ	19	.	25	19	3	30	
201380	Fall 2013	CRP	486	1	A	Active	Plng Issues in Chicano Comm	Issues in Chicano Communities	3	3	ABQ	Albuquerque/Main	SM	Seminar						IC	13	.	18	13	1	26	
201380	Fall 2013	CRP	573	6	C	Canceled	Plan on Native American Lands	on Native American Lands	3	3	ABQ	Albuquerque/Main	SM	Seminar							.	.	0	.	.	.	
201380	Fall 2013	CRP	574	1	A	Active	Cultural Aspects of Comm Dev	Cultural Aspects of Community Development Planning	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced				HZ	.	3	5	19	3	30	
201380	Fall 2013	CRP	586	1	A	Active	Plng Issues in Chicano Comm	Issues in Chicano Communities	3	3	ABQ	Albuquerque/Main	SM	Seminar						IC	.	1	8	13	1	26	
201380	Fall 2013	ECME	325	1	A	Active	Soc Pol Cult Context	The Social, Political and Cultural Contexts of Children and Families	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					25	.	25	.	.	.	

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201380	Fall 2013	ENGL	264	1	C	Canceled	Survey of Native Literature	of Native Literatures and Rhetorics	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	6	.	.	.	
201380	Fall 2013	ENGL	292	1	A	Active	World Lit- Ancient Through 16C	World Literatures: Ancient World through the 16th Century	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		25	.	25	.	.	.	
201380	Fall 2013	ENGL	292	2	A	Active	World Lit- Ancient Through 16C	World Literatures: Ancient World through the 16th Century	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		56	.	60	.	.	.	
201380	Fall 2013	ENGL	315	7	C	Canceled	Interdisciplinary Approaches to Literature	iplinary Approaches to Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture						RB	.	.	4	.	.	6	
201380	Fall 2013	ENGL	381	2	C	Canceled	American Literature II	American Literature II	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	ENGL	458	1	A	Active	British Literature	British Literature	3	3	ABQ	Albuquerque/Main	LC	Lecture							19	2	25	.	.	.	
201380	Fall 2013	FA	329	1	R	Reserved	Women & Creativity	al Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	LC	Lecture						0	.	.	6	.	.	34	
201380	Fall 2013	FS	484	1	A	Active	Ethnic Minority Fams	Ethnic Minority Families	3	3	ABQ	Albuquerque/Main	LC	Lecture							42	.	25	.	.	.	

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201380	Fall 2013	GEOG	102	2	C	Canceled	Human Geography	Human Geography	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	0	.	.	.	
201380	Fall 2013	GEOG	102	3	A	Active	Human Geography	Human Geography	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		44	4	50	.	.	.	
201380	Fall 2013	GEOG	102	1	A	Active	Human Geography	Human Geography	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y	82	99	.	99	120	1	121	
201380	Fall 2013	GEOG	102	645	A	Active	Human Geography	Human Geography	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y	82	21	1	22	120	1	121	
201380	Fall 2013	GEOG	140	1	A	Active	Regional Geography	World Regional Geography	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		57	4	63	.	.	.	
201380	Fall 2013	HED	482	1	A	Active	Hlth Ed & Multicult Hlth Belief	tion to Health Education and Multicultural Health Beliefs	3	3	ABQ	Albuquerque/Main	LC	Lecture							22	1	24	.	.	.	
201380	Fall 2013	HIST	181	1	A	Active	Early Latin America	History of Latin America	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y	2P	19	.	20	74	1	82	
201380	Fall 2013	HIST	181	2	A	Active	Early Latin America	History of Latin America	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y	2P	14	.	20	74	1	82	
201380	Fall 2013	HIST	181	3	A	Active	Early Latin America	History of Latin America	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y	2P	19	1	20	74	1	82	
201380	Fall 2013	HIST	181	611	A	Active	Early Latin America	History of Latin America	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y	2P	22	.	22	74	1	82	
201380	Fall 2013	HIST	182	1	A	Active	Modern Latin America	Latin American History	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		35	3	50	.	.	.	

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201380	Fall 2013	HIST	300	20	A	Active	Immigration and Assimilation	Studies in History	3	3	EA	Online & ITV	TP	Topics	ONL	Online				5F	3	.	5	13	2	40	
201380	Fall 2013	HIST	363	1	C	Canceled	Early Mexican Americans	History of Mexican-Americans	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	15	.	.	.	
201380	Fall 2013	HIST	464	1	C	Canceled	US-Mexico Borderlands	US-Mexico Borderlands	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	HIST	470	1	A	Active	Labor & Working Class History	Labor and Working Class in Latin America	3	3	ABQ	Albuquerque/Main	LC	Lecture						UR	11	2	58	11	7	63	
201380	Fall 2013	HIST	563	1	C	Canceled	Early Mexican Americans	History of Mexican-Americans	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	1	.	.	.	
201380	Fall 2013	HIST	644	1	C	Canceled	US-Mexico Borderlands	US-Mexico Borderlands	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	HIST	650	1	A	Active	Labor & Working Class History	Labor and Working Class in Latin America	3	3	ABQ	Albuquerque/Main	LC	Lecture						UR	.	5	5	11	7	63	
201380	Fall 2013	HMHV	101	2	A	Active	Contours of Health	Contours of Health in New Mexico	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced	DP	Department permission required			28	.	28	.	.	.	

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201380	Fall 2013	IFDM	400	1	A	Active	Ethics, Science & Technology	Ethics, Science and Technology	3	3	ABQ	Albuquerque/Main	LC	Lecture			AA	Advisor permission required			26	1	30	.	.	.	IFDM 310
201380	Fall 2013	LING	331	1	A	Active	Language in Society	Language in Society	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				S2	31	1	35	31	2	40	H110 LING 101 LING 292
201380	Fall 2013	LING	531	1	A	Active	ge in Society	e in Society	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced				S2	.	1	5	31	2	40	
201380	Fall 2013	LLSS	315	2	A	Active	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	ABQ	Albuquerque/Main	LC	Lecture			DP	Department permission required			25	.	25	.	.	.	
201380	Fall 2013	LLSS	315	3	A	Active	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	ABQ	Albuquerque/Main	LC	Lecture			DP	Department permission required			23	.	25	.	.	.	
201380	Fall 2013	LLSS	315	452	C	Canceled	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	EF	San Juan Bachelors/Graduate	LC	Lecture							.	.	8	.	.	.	
201380	Fall 2013	LLSS	315	450	A	Active	Educ Ling & Cultr Diverse Stu	ng Linguistically and Culturall y Diverse	3	3	EF	San Juan Bachelors/Graduate	LC	Lecture							8	.	15	.	.	.	

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201380	Fall 2013	LLSS	456	1	A	Active	First Sec Lang Dev Cultr Cntxt	and Second Language Development within	3	3	ABQ	Albuquerque/Main	LC	Lecture							23	1	25	.	.	.	
201380	Fall 2013	LLSS	456	2	A	Active	First Sec Lang Dev Cultr Cntxt	and Second Language Development within	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					22	1	25	.	.	.	
201380	Fall 2013	LLSS	457	1	C	Canceled	Language Culture & Math	e, Culture, and Mathematics	3	3	ABQ	Albuquerque/Main	LC	Lecture						FF	.	.	1	.	.	4	
201380	Fall 2013	LLSS	458	1	A	Active	Across Culture s	Literacy Across Cultures	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				B8	18	3	25	18	15	45	
201380	Fall 2013	LLSS	493	1	A	Active	& Col W Africa	Topics	3	3	ABQ	Albuquerque/Main	TP	Topics						IU	.	.	2	9	.	18	
201380	Fall 2013	LLSS	530	1	A	Active	ess Studies	ss Studies	3	3	ABQ	Albuquerque/Main	SM	Seminar							.	13	15	.	.	.	
201380	Fall 2013	LLSS	556	1	A	Active	First Sec Lang Dev Cultr Cntxt	and Second Language Development within	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	11	20	.	.	.	
201380	Fall 2013	LLSS	557	1	C	Canceled	Language Culture & Math	e, Culture, and Mathematics	3	3	ABQ	Albuquerque/Main	LC	Lecture						FF	.	.	3	.	.	4	

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201380	Fall 2013	LLSS	558	1	A	Active	Across Cultures	Literacy Across Cultures	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				B8	.	12	20	18	15	45	
201380	Fall 2013	LLSS	588	1	A	Active	t Epistemol & Pedagogy	Epistemologies and Pedagogies	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced				CW	.	9	15	.	11	20	
201380	Fall 2013	LLSS	593	4	A	Active	Critical Theory & Educ	Topics	3	3	ABQ	Albuquerque/Main	TP	Topics							2	6	15	.	.	.	
201380	Fall 2013	LTAM	400	2	C	Canceled	People Cultur Circum-Caribb	in Latin American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics						RB	.	.	0	.	.	6	
201380	Fall 2013	MGMT	308	1	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					57	2	58	.	.	.	ENG L102
201380	Fall 2013	MGMT	308	2	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					60	2	58	.	.	.	ENG L102
201380	Fall 2013	MGMT	308	3	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					58	3	60	.	.	.	ENG L102
201380	Fall 2013	MGMT	308	5	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					61	1	60	.	.	.	ENG L102

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201380	Fall 2013	MGMT	308	4	A	Active	Ethical Pol & Social Envir	Ethical, Political and Social Environment	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					56		60				ENG L102
201380	Fall 2013	MGMT	457	1	A	Active	Diversity in Organizations	Diversity in Organizations	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					37		40				MGM T306
201380	Fall 2013	MGMT	490	8	C	Canceled	Indigenous Entrepreneur	Topics in Management	3	3	ABQ	Albuquerque/Main	TP	Topics									30				
201380	Fall 2013	MGMT	490	9	C	Canceled	Indigenous Entrepreneur	Topics in Management	3	3	EF	Juan Bachelor s/Graduate	TP	Topics									10				
201380	Fall 2013	MGMT	490	10	C	Canceled	Indigenous Entrepreneur	Topics in Management	3	3	EG	Gallup Bachelor s/Graduate	TP	Topics									10				
201380	Fall 2013	MGMT	490	11	C	Canceled	ST: Indigenous Entrepreneur	Special Topics in Management	3	3	ELA	Los Alamos Bachelor s/Graduate	TP	Topics									10				
201380	Fall 2013	MGMT	490	12	C	Canceled	Indigenous Entrepreneur	Topics in Management	3	3	EV	Valencia Bachelor s/Graduate	TP	Topics									0				
201380	Fall 2013	MGMT	490	13	C	Canceled	Indigenous Entrepreneur	Topics in Management	3	3	ET	Taos Bachelor s/Graduate	TP	Topics									10				
201380	Fall 2013	NATV	150	1	A	Active	Intro to Native American Stds	tion To Native American Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					25	1	30				

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201380	Fall 2013	NATV	150	2	A	Active	Intro to Native American Stds	tion To Native American Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	HYB	Hybrid					16	1	20	.	.	.	
201380	Fall 2013	NATV	201	1	C	Canceled	Intro Chicana Chicano Studies	Introduction to Chicana and Chicano Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						3C	.	.	15	.	.	60	
201380	Fall 2013	NATV	201	5	A	Active	Intro Chicana Chicano Studies	Introduction to Chicana and Chicano Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	HYB	Hybrid				4K	.	.	0	45	.	45	
201380	Fall 2013	NATV	201	7	A	Active	Intro Chicana Chicano Studies	Introduction to Chicana and Chicano Studies	3	3	EA	Online & ITV	LC	Lecture	ONL	Online				6K	.	.	5	28	5	50	
201380	Fall 2013	NATV	250	2	A	Active	Sociopolitical Concepts in NA	political Concepts In Native America	3	3	ABQ	Albuquerque/Main	LC	Lecture	HYB	Hybrid					13	.	18	.	.	.	NAS150 NAT V150
201380	Fall 2013	NATV	251	2	A	Active	ch Issues in Nat America	Research Issues In Native America	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					18	.	18	.	.	.	50 NAS250 NAT
201380	Fall 2013	NATV	255	2	A	Active	Chic Hisp Mex Studies	In Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	HYB	Hybrid				4B	.	.	5	15	.	69	
201380	Fall 2013	NATV	255	1	A	Active	Comparativ Global Societies	In Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				US	1	.	3	21	1	28	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201380	Fall 2013	NATV	315	1	A	Active	Language Recovery Revitalization	Language Recovery Revitalization & Community	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					18		24				
201380	Fall 2013	NATV	423	1	A	Active	Self Determ & Indig Hum Rights	Determination and Indigeno us Human	3	3	ABQ	Albuquerque/Main	LC	Lecture							2	1	20				
201380	Fall 2013	NATV	445	1	A	Active	of Identity	of Identity	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced					15	1	18				
201380	Fall 2013	NATV	450	1	A	Active	Native American Cult Prod	in Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics						68	6		7	16	5	30	
201380	Fall 2013	NATV	450	2	A	Active	& Cultural Relations	in Native American Studies	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				QB	5		5	33		35	
201380	Fall 2013	NATV	474	1	A	Active	Traditions Natv Am Philosophy	s of Native American Philosophy	3	3	ABQ	Albuquerque/Main	LC	Lecture							17		18				
201380	Fall 2013	NATV	480	2	A	Active	Building Native Nations	Building Native Nations: Community Revitalization, Culture, Decolonization, and Indigeno us	3	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced					14	1	18				

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201380	Fall 2013	PCST	340	11	A	Active	Race, Family and the Law	Topics in Peace Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture						13	.	.	0	18	1	20	
201380	Fall 2013	PEP	585	1	C	Canceled	Diversity in Sport & Phys Act	Diversity in Sport and Physical Activity	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	5	.	.	.	
201380	Fall 2013	POLS	308	1	A	Active	cs in US Politics	Hispanics in US Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture							44	1	45	.	.	.	POL S200
201380	Fall 2013	POLS	309	1	A	Active	Black Politics	Black Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture						NZ	5	.	5	14	.	20	
201380	Fall 2013	POLS	313	1	A	Active	Women and the Law	Women and the Law	3	3	ABQ	Albuquerque/Main	LC	Lecture						MQ	16	.	15	23	1	25	POL S303
201380	Fall 2013	POLS	377	1	A	Active	on Policy and Politics	on Policy and Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				24	30	3	45	33	3	50	
201380	Fall 2013	PSY	374	40	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					51	.	50	.	.	.	PSY20 PSY271
201380	Fall 2013	PSY	374	1	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					51	.	50	.	.	.	PSY20 PSY271
201380	Fall 2013	PSY	374	2	C	Canceled	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EW	Albq Westside (UNM West)	LC	Lecture							.	.	30	.	.	.	PSY20 PSY271
201380	Fall 2013	PSY	374	51	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EF	Juan Bachelor s/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	14	.	14	48	.	74	PSY20 PSY271

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201380	Fall 2013	PSY	374	52	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EG	Gallup Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	15	.	20	48	.	74	PSY20 PSY271
201380	Fall 2013	PSY	374	53	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ELA	Los Alamos Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	1	.	10	48	.	74	PSY20 PSY271
201380	Fall 2013	PSY	374	54	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EV	Valencia Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	9	.	10	48	.	74	PSY20 PSY271
201380	Fall 2013	PSY	374	55	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ET	Taos Bachelor's/Graduate	LC	Lecture	ITVE	ITV Web Enhanced				CO	8	.	10	48	.	74	PSY20 PSY271
201380	Fall 2013	PSY	374	49	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	ABQ	Albuquerque/Main	LC	Lecture	ITVPE	Parent Web Enhanced				CO	.	.	0	48	.	74	PSY20 PSY271
201380	Fall 2013	PSY	374	57	A	Active	Cross Cultural Psychology	Cross-cultural Psychology	3	3	EA	Online & ITV	LC	Lecture	ITVE	ITV Web Enhanced				CO	1	.	10	48	.	74	PSY20 PSY271
201380	Fall 2013	RELG	107	1	A	Active	World Religions	World Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		490	6	500	.	.	.	
201380	Fall 2013	RELG	107	2	A	Active	World Religions	World Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced			Y		95	4	100	.	.	.	
201380	Fall 2013	RELG	107	6	A	Active	World Religions	World Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		40	.	40	.	.	.	
201380	Fall 2013	RELG	107	7	R	Reserved	World Religions	World Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		.	.	40	.	.	.	
201380	Fall 2013	RELG	107	4	R	Reserved	World Religions	World Religions	3	3	EA	Online & ITV	LC	Lecture					Y		.	.	40	.	.	.	

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201380	Fall 2013	RELG	107	8	A	Active	World Religions	World Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		36	.	40	.	.	.	
201380	Fall 2013	RELG	107	3	A	Active	Living World Religions	Living World Religions	3	3	EW	Albq Westside (UNM West)	LC	Lecture	ENH	Web Enhanced			Y		9	2	30	.	.	.	
201380	Fall 2013	RELG	263	1	A	Active	Religions	Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced			Y		48	2	50	.	.	.	
201380	Fall 2013	RELG	263	3	A	Active	Religions	Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		45	1	50	.	.	.	
201380	Fall 2013	RELG	263	2	R	Reserved	Religions	Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture					Y		.	.	0	.	.	.	
201380	Fall 2013	RELG	264	1	A	Active	n Religions	Religions	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Enhanced			Y		49	.	50	.	.	.	
201380	Fall 2013	RELG	264	3	A	Active	n Religions	Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		37	.	40	.	.	.	
201380	Fall 2013	RELG	264	4	A	Active	n Religions	Religions	3	3	EA	Online & ITV	LC	Lecture	ONL	Online			Y		37	.	40	.	.	.	
201380	Fall 2013	SIGN	352	2	A	Active	Lang Cultr in the Deaf Cmty I	e and Culture in the Deaf Community,	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					32	.	35	.	.	.	
201380	Fall 2013	SOC	216	3	S	Canceled/Rescheduled	Dynamics of Prejudice	Dynamic s of Prejudice	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	5	.	.	.	SOC 101
201380	Fall 2013	SOC	216	4	A	Active	Dynamics of Prejudice	Dynamic s of Prejudice	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					30	.	30	.	.	.	SOC 101
201380	Fall 2013	SOC	308	3	A	Active	Sociology of Gender	Sociology of Gender	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					50	.	50	.	.	.	SOC 101

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201380	Fall 2013	SOC	312	2	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					96		100				205 SOC 211 SOC 213
201380	Fall 2013	SOC	312	3	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					45		50				205 SOC 211 SOC 213
201380	Fall 2013	SOC	312	4	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	EA	Online & ITV	LC	Lecture	ONL	Online					48		50				205 SOC 211 SOC 213
201380	Fall 2013	SOC	312	1	R	Reserved	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	EW	Albq Westside (UNM West)	LC	Lecture									30				205 SOC 211 SOC 213
201380	Fall 2013	SOC	312	5	A	Active	Causes of Crime & Delinquency	Causes of Crime and Delinquency	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					49		50				205 SOC 211 SOC 213
201380	Fall 2013	SOC	398	13	A	Active	Race, Family and the Law	Topics in Sociology	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				13	4		4	18	1	20	
201380	Fall 2013	SOC	398	11	A	Active	Educ & Col W Africa	Topics in Sociolog	3	3	ABQ	Albuquerque/Main	TP	Topics						IU	1		4	9		18	
201380	Fall 2013	SOC	420	2	R	Reserved	Cultural Relations	and Cultural Relation	3	3	EA	Online & ITV	LC	Lecture									35				
201380	Fall 2013	SOC	420	1	A	Active	Cultural Relations	and Cultural Relation	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				QB	28		30	33		35	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201380	Fall 2013	SOC	422	1	A	Active	Sociology of Religion	Sociology of Religion	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					31	.	35	.	.	.	G107 REL G263 REL
201380	Fall 2013	SOC	520	1	A	Active	& Ethnic Relations	and Ethnic Relations	3	3	ABQ	Albuquerque/Main	SM	Seminar							1	10	25	.	.	.	
201380	Fall 2013	SPAN	301	2	A	Active	Feminismo Latinoamericano	in Hispanic Culture and Language	3	3	ABQ	Albuquerque/Main	TP	Topics						AR	25	.	26	26	.	30	
201380	Fall 2013	SPAN	431	1	A	Active	Spanish American Literature Survey I	American Literature Survey	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced					29	.	30	.	.	.	SPAN302 SPAN307
201380	Fall 2013	UNIV	175	3	A	Active	UNMSC Community Learning	Experiential Learning Seminar	1	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced					5	.	15	.	.	.	
201380	Fall 2013	UNIV	175	2	A	Active	UNMSC Community Learning	Experiential Learning Seminar	1	3	ABQ	Albuquerque/Main	SM	Seminar	ENH	Web Enhanced					2	.	15	.	.	.	
201380	Fall 2013	UNIV	175	4	A	Active	UNMSC Community	Experiential Learning Seminar	1	3	ABQ	Albuquerque/Main	SM	Seminar							2	.	25	.	.	.	
201380	Fall 2013	WMST	200	2	A	Active	Intro to Women Studies	Introduction to Women Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture							17	2	30	.	.	.	
201380	Fall 2013	WMST	200	3	A	Active	Intro to Women Studies	Introduction to Women Studies	3	3	ABQ	Albuquerque/Main	CL	Clinical Clerkship	ENH	Web Enhanced					17	3	30	.	.	.	

Acad Period	Acad Period Desc	Subject	Course Number	Offering Number	Stat	Status Desc	Title Short Desc	Title Long Desc	Min Cred	Max Cred	Camp	Campus Desc	Sched	Sched	Inst on Del Mode	Inst on Del Mode Desc	Spec App	Spec App Desc	Core Course	Cross List Code	UG Enroll	Non-UG Enroll	Max Enroll	Cross List UG Enroll	Cross List Non UG Enroll	ss List Max Enroll	Course Pre-Req
201380	Fall 2013	WMST	279	1	A	Active	Comparat Global Societies	Interdisciplinary Topics	3	3	ABQ	Albuquerque/Main	TP	Topics	ENH	Web Enhanced				US	1	.	4	21	1	28	
201380	Fall 2013	WMST	304	1	A	Active	Feminist Theories	Theories : Identity, Knowledge and Power	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				5	25	.	25	29	.	30	
201380	Fall 2013	WMST	313	1	A	Active	Women and the Law	Women and the Law	3	3	ABQ	Albuquerque/Main	LC	Lecture						MQ	7	1	10	23	1	25	POL S303
201380	Fall 2013	WMST	325	1	R	Reserved	Class & Feminism	Class and Feminis	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	WMST	326	1	C	Canceled	Gender & Comm	Gender and Communication	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	0	.	.	.	
201380	Fall 2013	WMST	332	1	S	Canceled/Rescheduled	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture							.	.	5	.	.	.	
201380	Fall 2013	WMST	332	2	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	ABQ	Albuquerque/Main	LC	Lecture	HYB	Hybrid				4B	3	.	5	15	.	69	
201380	Fall 2013	WMST	332	3	A	Active	Intro to Chicana Studies	Introduction to Chicana Studies	3	3	EW	Albq Westside (UNM West)	LC	Lecture						6O	8	.	30	13	.	60	
201380	Fall 2013	WMST	353	1	R	Reserved	& Creativity	and Creativity	3	3	ABQ	Albuquerque/Main	LC	Lecture						0	.	.	22	.	.	34	
201380	Fall 2013	WMST	377	1	A	Active	on Policy and Politics	on Policy and Politics	3	3	ABQ	Albuquerque/Main	LC	Lecture	ENH	Web Enhanced				24	3	.	5	33	3	50	

[illegible]



UNM

Division for Equity & Inclusion



Criteria Checklist for “U.S. & Global Diversity & Inclusion” 3-Credit Undergraduate Requirement

(Note: If class is cross-listed or offered with another course, ALSO list course prefix, number, and title.)

Course Prefix	Number	Title	Instructor Name & Title	Email
My course addresses primary emphasis (at least 50% content) on one or more of the following areas (mark an X for all that apply): __ gender; __ race; __ class; __ ethnicity; __ sexual orientation; __ disability; __ religion; __ language; and/or __ other marginalized group(s)- specify group: _____				

Please fill out this form and email to: usglobaldiversity@unm.edu and attach course syllabus.
For more information visit: diverse.unm.edu

RATIONALE & OBJECTIVES

The Division for Equity and Inclusion posits that **inclusive excellence** requires a healthy and inclusive campus climate and refers to the processes by which the University leverages diversity as its’ strength to enhance an understanding and connection with diverse communities, ensure the success of all UNM students, and advance the academic enterprise. For more information: diverse.unm.edu.

The stated aim of the 3-credit "U.S. & Global Diversity & Inclusion" undergraduate degree requirement is to promote a broad-scale understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context.

CRITERIA

Because the substantive requirement of the course is a focus on the dynamics of inclusion and exclusion, courses that fulfill the 3-credit “U.S. & Global Diversity & Inclusion” undergraduate requirement **MUST** have their **primary emphasis (at least 50% content)** on one or more of the following areas: **gender, race, class, ethnicity, sexual orientation, disability, culture, language, religion and/or other marginalized group(s)** and addresses **one or more** of the key learning outcomes:

YES	NO		How course meets learning outcome(s); specific examples in syllabus; additional comments
		LEARNING OUTCOMES (engages one or more of the key learning outcomes)	
		Demonstrate an ability to view issues from multiple perspectives as well as analyze, evaluate, and interpret one’s own history and position in contemporary U.S. society as well as in a global context.	
		Understand the dynamics of historic and contemporary inequality, oppression, and resistance for marginalized groups in local and global societies and how those dynamics shape individual and community power and experiences (e.g., sexism, institutional racism, homophobia, etc.).	
		Demonstrate critical literacy and ethics pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion and disability in the U.S. and/or global context.	
		Communicate an understanding of the ways in which inequitable treatment of groups by race, ethnicity, disability, religion, sexual orientation, and/or gender inequality is socially constructed and politically implemented and maintained as well as explore solutions to social problems.	

**Internal Use: Curriculum Committee, UNM Provost's Diversity Council
(To be filled out by Curriculum Committee, Provost Diversity Council)**

REVIEWER NAME	DATE	EMAIL

Note: The Curriculum Committee of the Faculty Senate approves courses. The Curriculum Committee of the Diversity Council developed this checklist as a tool that can be used to evaluate whether a given course meets the criteria and learning outcomes for the "U.S. & Global Diversity & Inclusion" 3-credit undergraduate requirement. For more information please visit: diverse.unm.edu

CATALOG NARRATIVE (Proposed Inclusion for Fall 2015 Catalog)

The stated aim of the three-credit "U.S. & Global Diversity & Inclusion (USGDI)" undergraduate degree requirement is to promote a broad-scale understanding of the culture, history or current circumstance of diverse categories of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context. Courses that fulfill the 3-credit "U.S. & Global Diversity & Inclusion" undergraduate requirement can double count with any other requirements or class credits including core classes or other courses counted; however, these classes must have their primary emphasis (at least 50% content) on one or more of the following areas: gender, race, class, ethnicity, sexual orientation, disability, religion, language and/or characteristics of marginalized categories of people. These courses should include primary learning outcomes pertaining to the experiences of diverse categories of people as well as potential solutions to the challenges facing diverse communities.

Last revision: 12/5/13

Form C Proposal:

“U.S. & Global Diversity & Inclusion”

3-credit undergraduate degree requirement

Jozi De Leon, Ph.D.

Kiran Katira, Ph.D.

Glenabah Martinez, Ph.D.

Nancy López, Ph.D.

Norma Valenzuela, Ph.D.

PROVOST DIVERSITY COUNCIL

Undergraduate Committee, Faculty Senate

November 1, 2013

INVITATION TO DIALOGUE ...

How is UNM, a public land grant university within a majority minority state, preparing students for life long learning and knowledge about our our increasingly broadly diverse democracy in the U.S. and global context?

How important is diversity curriculum for our state, nation and globe?

- benefits of diversity are not automatic
- work in intentional ways
- Diversity is a process – 3 credit requirement is a beginning of a dialogue ...

Transformational Diversity

“Diversity is the multiplicity of people, cultures, and ideas that contribute to the richness and quality of life. Diversity includes: race, ethnicity, social class, national origin, language, exceptionality, religion/spirituality, age, sexual orientation and gender/gender identity.”

“Diversity embodies inclusiveness, mutual respect, and multiple perspectives.”

“We must acknowledge how power – social, economic, political and cultural -- shapes curriculum, instruction, policy and research in education.”

(Source: UNM’s College of Education Five-Year Strategic Plan of 2005)

INCLUSIVE EXCELLENCE

The Division for Equity and Inclusion posits that inclusive excellence requires a healthy and inclusive campus climate and refers to the processes by which the University leverages diversity as its strength to enhance an understanding and connection with diverse communities, ensure the success of all UNM students, and advance the academic enterprise.

(For more information: diverse.unm.edu).

WHY IS A DIVERSITY REQUIREMENT IMPORTANT?

- Fosters deep learning, critical thinking, engagement, lifelong learning & student success
- Creates proactive healthy learning communities
- Fulfills Accreditation Criteria
(e.g., Council for Accreditation of Counseling and Related Educational Programs; Accreditation Board for Engineering & Technology, etc.)
- Benefits ALL students in their careers as: teachers, doctors, lawyers, police officers, scholars, policy makers, future leaders of our state, nation, and globe.

UNM Mission

Serve the educational needs of the citizens of the state.

- (1) develop and offer comprehensive educational programs at the associate, baccalaureate, master, and doctoral levels in a wide range of academic and professional degrees.
- (2) conduct research and engage in scholarly and creative activities to support undergraduate, graduate, and professional educational programs and create, interpret, apply and accumulate knowledge.
- (3) contribute to the quality of life in NM & beyond by providing to the public selected services that are part of, contribute to, or originate from the University's teaching and scholarly activities.

NM K-12 STUDENT DEMOGRAPHICS:

59% Hispanic, 10% Native American; 2% Black

NM STATE DEMOGRAPHICS:

- 60% of NM part of underrepresented group
- 36% speak language other than English
- 24% poverty (highest in the nation); bottom of the list for teen pregnancy; suicide; h.s. graduation

See: <http://policy.unm.edu/regents-policies/foreword.html>

2011-2013 Provost Diversity Council Members

- Dr. Alicia Chavez
- Dr. Jamal Martin
- Mary Clark
- Dr. Glenabah Martinez
- Dr. Manuel Garcia Y Griego
- Christopher Ramirez
- Jennifer Gomez Chavez
- Theresa Ramos
- Ife Hampton
- Professor Sonia Rankin
- Dr. Kiran Katira
- Dr. Valerie Romero-Leggott
- Dr. Michelle Kells
- Dr. Gabriel Sanchez
- Dr. Kate Krause
- Dr. Margaret Werner-Washburne
- Dr. Lloyd Lee
- Tomai Webb
- Dr. Nancy López
- Dr. Gary Weissman

Co-Chairs: Dr. Jozi DeLeon

Dr. Finnie Coleman

Final Report Committee: Dr. Kiran Katira, Dr. Nancy López

Dr. Jamal Martin, Marisa Silva, Jennifer Gomez-

Final Report Editor: Dr. Julie Shigekui

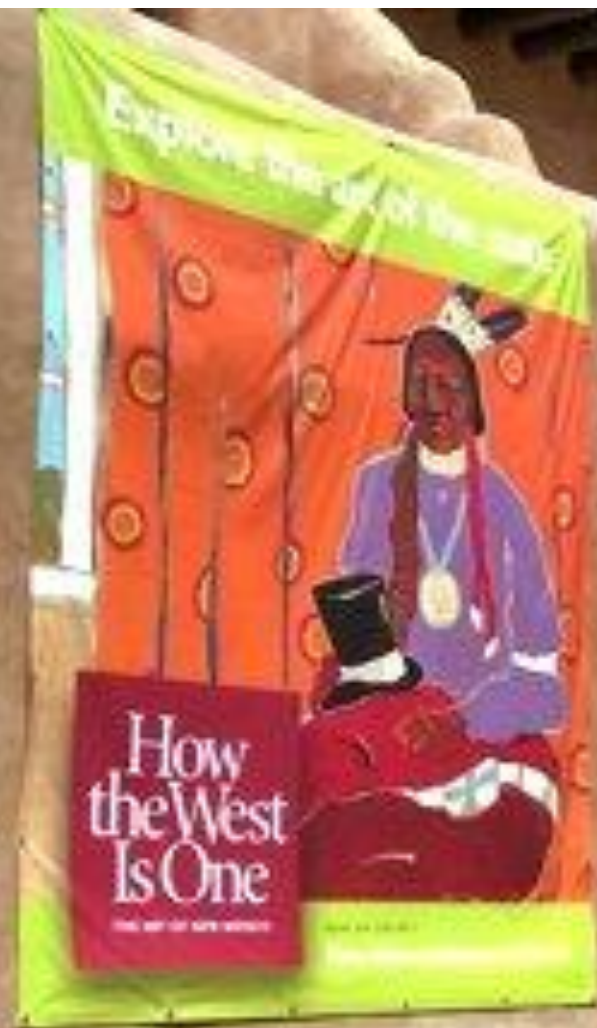
Members of Diversity Council Curriculum Committee (2011-2013)

- Dr. Nancy Lopez, Sociology (co-chair)
- Dr. Glenabah Martinez, Language, Literacy & Sociocultural Studies (co-chair)
- Dr. Norma Valenzuela, Postdoctoral Fellow, Division of Equity & Inclusion, Chicana/o Studies, Spanish & Portuguese (co-chair)
- Dr. Jan Armstrong, College of Education
- Dr. Kiran Katira, Community Engagement Center
- Dr. Kamila Venner, Psychology
- Dr. Steve Verney, Psychology
- Dr. Sam Truett, History
- Dr. Kathleen Keating, Library
- Dr. Marjorie Krebs, College of Education
- Dr. Michelle Kells, English

UNM PROVOST

DIVERSITY COUNCIL GOALS

- Leverage UNM's Diversity as our unique Strategic Advantage
- Become a national and global leader in inclusive excellence
- Embrace Diversity, Equity and Excellence in every programmatic decision at UNM; curriculum reflects our values
- Conceptualize diversity as a process toward better learning



STUDENT ENROLLMENT

Fall 2011 UNM Factbook

RACE, IMMIGRATION STATUS, GENDER	UNDEGRADUATE STUDENTS	GRADUATE STUDENTS
Hispanic	42 %	22 %
White	40 %	52 %
Native American	6 %	4%
African American	3 %	3%
Asian	3 %	2%
International	1 %	12 %
Gender	55% Female; 45% Male	57% Female; 43% Male



Historic & On-going Race-Gender Gaps in 6-Year Undergraduate Graduation Rates

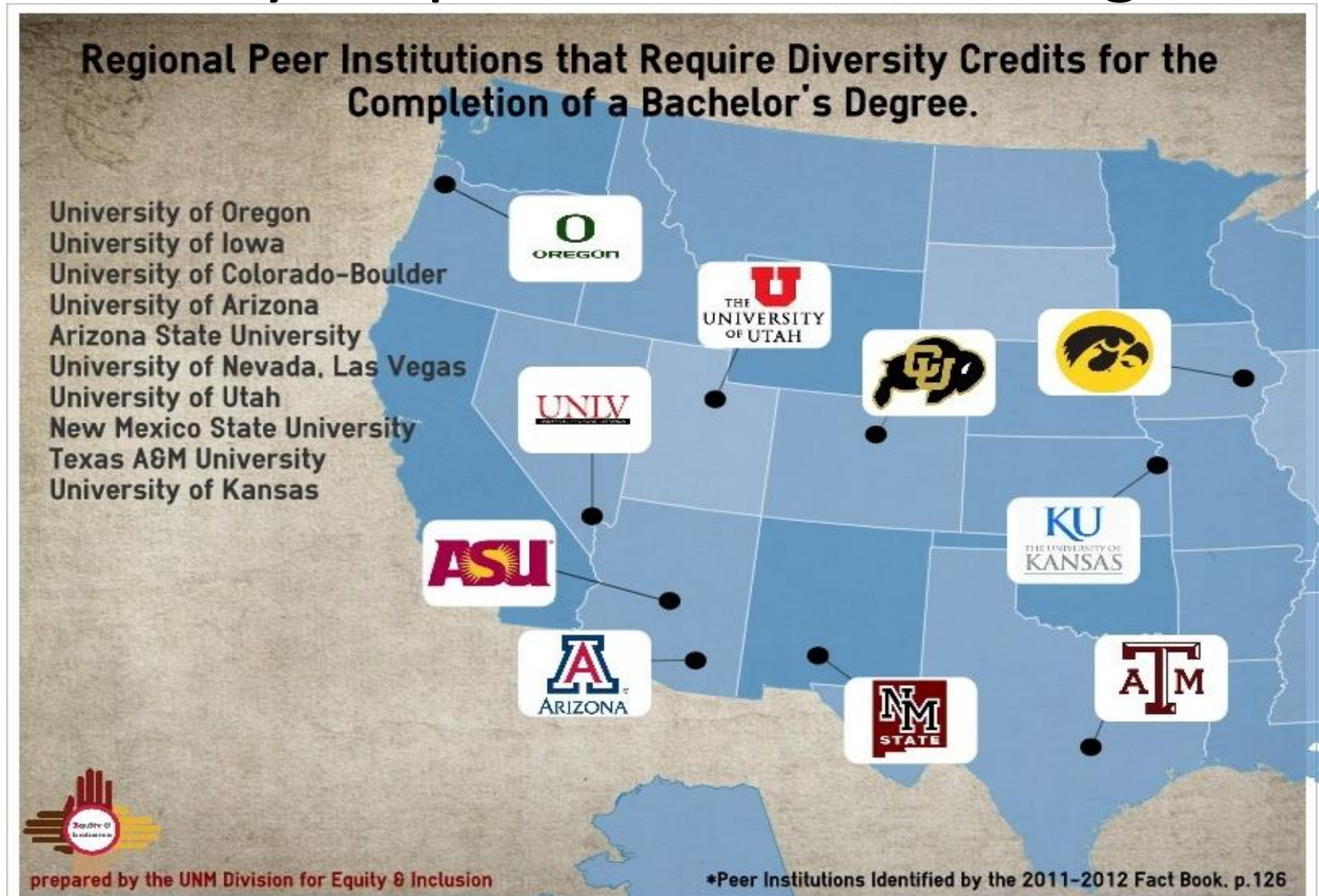
Race, Ethnicity, Immigration Status, Gender	(Entering in 2005, Graduated by 2011)	Male	Female
American Indian	22%	22%	22%
Asian	67%	47%	62%
Black	37%	41%	34%
Hispanic	43%	38%	44%
White	57%	45%	53%
International Students	70%	67%	73%
Female	47%	-	-
Male	41%	-	-
Total Student	45%	-	-

RACE-SES GRADUATION GAPS

(Entering Fall 2005-Graduated by Spring 2011)

Race and Ethnicity	> \$ 78,000 Parental Income
American Indian	38%
Asian	58%
Black	28%
Hispanic	51%
White	57%

Peer Institutions with Diversity Requirement for Undergrads



Arizona State University (ASU)

- 9-credits for Diversity Requirement:
 - U.S.
 - Global
 - Cultural Awareness
- 2013 Higher Education Excellence Award for Diversity & Inclusive Excellence (cultural change over 10 years)
 - Closing the Achievement Gap More than doubled degree for BOTH Undergrad & Graduate Students
 - Diversity courses enhance student success and improve social cohesion (Kuh; Ibarra; Chavez)

PROPOSAL

Curriculum – Undergraduate Degree Requirement

3-credit coursework that engages:

“U.S. & Global Diversity and Inclusion”

- Main criteria: primary emphasis (at least 50% content) on disability, religion, class, race, gender, ethnicity, sexual orientation, language and/or other marginalized category of people
- Primary Learning Outcome: address experiences of aforementioned groups, including discussions of approaches, processes of exclusion and inclusion, and solutions for enhancing equity in U.S. or global context

3-credit “U.S. & Global Diversity & Inclusion” undergrad req.

- No additional cost-all courses already exist
- Compiled over 300 syllabi
- Course capacity for the last three semester (over 17K)
- Does not add additional costs or credits for degree (Support 120 credits Form C proposal for reduction from 128 credits for BA*)
- Variety of courses count; not one course; not just core course
- Includes 100-400 level courses (can double count)
- In-class, out-of-class, study abroad, special topics count
- Proactively working with advisors & students to ensure systems are in place to advise students
- Special emphasis on ensuring students with very structured schedule (e.g., STEM, etc.) receive advising
- transfers/equivalencies accepted
- All core language courses count (e.g., SPAN 301 Feminismo Latinoamericano)
- Will only apply to incoming first year students a year after it is approved; (e.g., if approved in December 2014, the earliest it could apply is for the incoming class of Fall 2015)

PLEASE EMAIL SYLLABI: usglobaldiversity@unm.edu; Criteria checklist available at: diverse.unm.edu

EXAMPLES OF COURSES

(over 200 syllabi)

- HIST 322 History of the Women's Movement
- HON 222 Holocaust
- AFST 397/ SOC 398/AMST 350/POLS 300

Race and the Law

- ARTE 493 Sexual Identity & Social Justice in Art Education
- LLSS 315 Educating Linguistically & Culturally Diverse Students
- SPAN 301 Feminismo Latinoamericano
- MGMT 457 Diversity in Organizations
- AMST 185 Race, Class & Ethnicity

STUDENT LEARNING OUTCOMES

(engages one or more)

- (1) Demonstrate critical literacy & ethics pertaining to the dynamics of diversity
- (2) Understand the dynamics of historic & contemporary inequality, oppression & resistance & how those dynamics shape individual and community power and experiences; explore solutions that advance inclusion

STUDENT LEARNING OUTCOMES

(engages one or more, cont'd)

- (3) Demonstrate an ability to view issues from multiple perspectives as well as analyze, evaluate, and interpret one's own history and position in contemporary U.S. society as well as in a global context.
- (4) Communicate an understanding of the ways in which inequitable treatment of groups is socially constructed & politically implemented and maintained.

How we will know when we have been successful?

- Deep learning as measured by learning outcomes assessments and other indicators of Student Success (e.g. achievement gaps by race, class, gender, etc. are reduced significantly/eliminated)
- Students work experiences anchored in career exploration (on and off-campus)
- Faculty Senate Community Engagement Taskforce institutionalizes the value of community based research, teaching and learning in tenure & promotion
- UNM mission statement & 2020 strategic plan includes an explicit commitment to diversity to inclusion
- Robust Portal Showcasing our success in community engagement
- Transformational Diversity: Cultural Change Diversity and Inclusion is part of every programmatic decision at UNM

ACCOUNTABILITY & ASSESSMENT

- IDEA Forms (evaluations)
- Monitor Student Learning Outcomes/Success
- Assess short-term and long-term impact on retention and graduation rates
- Institute a system of Dept.-level and college-Level annual curriculum resource/action plans
- Create structures of support & accountability (e.g. sunshine portal race-gender, race-class, race, gender, class gaps; in-service/resources for depts.)

MODELS FOR ASSESSMENTS

- Assessing Students' Social Responsibility and Civic Learning
- <http://heri.ucla.edu/pub/AssessCivicLearning.pdf>

Next Steps: Implementation

- Website/Catalog Update
- Partnerships/Coordination-STEM, Foreign Language, Core Assessments
- Coordinate with Advising Infrastructure
- Request more syllabi
- Organized Communication about Themes/Areas/Disciplines/Core Curriculum
 - U.S. Race, class, gender, religion, sexual orientation
 - Global Diversity
 - Foreign Language, Culture & Literature
 - Fine Arts

OVERWHELMING SUPPORT & INCORPORATED FEEDBACK

Faculty Senate Resolution Endorsed Work of Diversity Council
Plan (Spring 2013)

Academic and Student Affairs Committee Endorsed the Diversity
Requirement (Spring, 2013)

ASUNM & GPSA Resolution Endorsed the Diversity Requirement
Proposal (Fall 2012)

Strong on-going support & letters of endorsement/resolutions
from President, Provost, Faculty Senate Deans Council, Chairs
Councils (A & S; College of Education; Honors College;
Anderson School of Management); HSC of Faculty Senate,
ASUNM/GPSA Resolution; Student Groups, Community Forum
Partners, numerous focus groups, feedback form, etc.

INVITATION TO DIALOGUE ...

How is UNM, a public land grant university within a majority minority state, preparing students for life long learning and knowledge about our our increasingly broadly diverse democracy in the U.S. and global context?

How important is diversity curriculum for our state, nation and globe?

- benefits of diversity are not automatic
- work in intentional ways
- Diversity is a process – 3 credit requirement is a beginning of a dialogue ...

NEED Clarification

- Who will review the syllabi submitted in the future?
 - Undergrad Committee
 - Curricular Committee

Thank You From Diversity Council!

Dr. Jozi De Leon (jdeleon@unm.edu)

Vice President, Division of Equity & Inclusion

Dr. Kiran Katira (kiru2u@yahoo.com)

Diversity Council Co-Chair, Director, Community Engagement Center

Dr. Glenabah Martinez (glenie@unm.edu)

Diversity Council Curriculum Committee, Co-chair, LLSS, COE

Dr. Norma Valenzuela (valenzuelan@unm.edu)

Diversity Council Curriculum Co-Chair, Postdoctoral Fellow, Division of Equity & Inclusion; Chicana/o Studies and Spanish and Portuguese

Dr. Julie Shigekuni, Diversity Council Final Report Editor, (jshig@unm.edu)

Ms. Elizabeth Barton, Mr. Alex Gonzalez, Dr. Terry Babbitt

Diversity Council Curriculum Committee, Student Leaders in ASUNM, GPSA, etc.

Countless others who contributed to this Form C proposal.

QUESTIONS: Dr. Nancy López (nlopez@unm.edu)

Diversity Council & Curriculum Committee, Co-chair, Associate Professor, Sociology

SEND SYLLABI: usglobaldiversity@unm.edu, More info: diverse.unm.edu

October 7, 2013 (Revised 11/25/13)

MEMORANDUM

To: Undergraduate and Curricular Committee of the Faculty Senate,
University of New Mexico

From: Nancy López, Ph.D., Norma Valenzuela, Ph.D., Glenabah Martinez, Ph.D.
Co-chairs, Curriculum Committee, UNM Provost Diversity Council

Re: Form C Proposal to add three-credit "U.S. & Global Diversity &
Inclusion" undergraduate credit to degree requirements for all UNM B.A.
earners beginning Fall 2014

For more information and detailed proposal and other materials visit:

<http://diverse.unm.edu/about-dei/diversity-council/curriculum-committee.html>

As the co-chairs of the curriculum committee of the University of New Mexico Provost Diversity Council, it is our great pleasure to submit the Form C materials for your review of the form C proposal to add a three-credit "U.S. and Global Diversity and Inclusion" undergraduate requirement for all four-year degree earners at the University of New Mexico. This proposal is an outgrowth of the work of the Diversity Council and several reports that were endorsed by the UNM Faculty Senate in a resolution. For more information and detailed proposal and other materials visit: <http://diverse.unm.edu/about-dei/diversity-council/curriculum-committee.html>

After a year and a half long effort, we have amassed and reviewed over 200 syllabi; however, it was not possible to upload to the workflow. Instead you will receive an invitation to join a dropbox so that you can review the syllabi. Note if you don't already have a dropbox you will need to create one. (Note: Given the on-going discussions in the undergraduate, graduate and curricula

committees of the faculty senate, regarding the need to create assessments for learning outcomes, we developed and include a checklist for assessing the content of the syllabi included for the diversity requirement. Although checklists were not completed for every single syllabi reviewed, we do include sample checklist that serve to assess learning outcomes in terms of a given course). We also include PDF copies of letters of support from a number of Deans, as well as student organizations. In the meantime, please do not hesitate to contact me at nlopez@unm.edu if you have any trouble opening these files or if you have any questions. Also as a professional courtesy we respectfully ask that you not share any of the syllabi in the dropbox without the express permission of the instructor. Eventually we would like to post more than the list of courses and instead include all of the syllabi meeting the diversity requirement in the diversity website, but we would like to ask permission from each individual instructor before we list their syllabi.

Thank you in advance for your dedication and service to the undergraduate and curricula committee. Below we include the proposed narrative that would be included in the Fall 2015-2016 catalog. Although we encourage you to read all of the materials related to the diversity requirement, we felt that it would be important to provide you with an abridged version of the substance of the proposal in the form of an executive summary, map of peer institutions that require all undergraduates to fulfill a diversity requirement (e.g., 3 to 9 credits), as well as frequently asked questions all listed below. In the meantime, we look forward to answering any questions you may have at your next meeting; however, in order to be better prepared to address your questions we request that if at all possible, you send us any questions in advance via email to Dr. Nancy López: nlopez@unm.edu.

PROPOSED CATALOG NARRATIVE

The stated aim of the three-credit "U.S. & Global Diversity & Inclusion (USGDI)" undergraduate degree requirement is to promote a broad-scale understanding of the culture, history or current circumstance of diverse categories of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context. Courses that fulfill the 3-credit "U.S. & Global Diversity & Inclusion" undergraduate requirement can double count with any other requirements or class credits including core classes or other courses counted; however, these classes must have their primary emphasis (at least 50% content) on one or more of the following areas: gender, race, class, ethnicity, sexual orientation, disability, religion, language and/or other marginalized category of people. These courses should include primary learning outcomes pertaining to the experiences of diverse categories of people as well as potential solutions to the challenges facing diverse communities.

Note: The Committees of the Faculty Senate approve courses for inclusion in the list of courses satisfying the "U.S. & Global Diversity & Inclusion" requirement. The Curriculum Committee of the Diversity Council developed a checklist as a tool that can be used to evaluate whether a given course meets the criteria and learning outcomes for the "U.S. & Global Diversity & Inclusion" 3-credit undergraduate requirement. For the checklist and for more information please visit: diverse.unm.edu



EXECUTIVE SUMMARY & FREQUENTLY ASKED QUESTIONS

Do you teach a class on **gender, race, class, ethnicity, sexual orientation, disability, religion and/or other marginalized group(s)**? The **UNM Provost Diversity Council Curriculum Committee** invites **all instructors** (tenured/tenure track faculty, lecturers, visiting professors, postdoctoral fellows, teaching assistants, adjunct instructors, etc.) in **all departments, programs, centers, institutes, colleges and schools**, to submit syllabi for inclusion with the proposed **3-credit undergraduate graduation requirement**.

The committee will submit a proposal to create a 3-credit undergraduate degree requirement entitled, "**U.S. & GLOBAL DIVERSITY & INCLUSION**" to the Undergraduate Committee of the Faculty Senate in Fall 2013.

COURSE CRITERIA

The stated aim of the proposed degree requirement is to promote a broad-scale **understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or global context** with a primary emphasis (at least 50% content) on one or more of the following: **gender, race, class, ethnicity, sexual orientation, disability, religion and/or other marginalized group**.

LEARNING OUTCOMES

The course should address **one or more** of the following outcomes:

- Demonstrate an ability to view issues from multiple perspectives as well as analyze, evaluate, and interpret one's own history and position;

- Understand the dynamics of historic and contemporary inequality, oppression, and resistance for marginalized groups;
- Demonstrate critical literacy and ethics pertaining to the dynamics of diversity and inclusion;
- Communicate an understanding of the ways in which inequitable treatment of groups is socially constructed and politically implemented and maintained and explore solutions to these social problems;

Rationale

UNM's vision statement recognizes diversity as our unique strength. Yet, the benefits of diversity are not automatic; they do not simply occur from being on a diverse campus. Rather educators must work intentional ways in order to enhance the educational benefits of critical thinking and deep learning about our increasingly diverse democracy. This requirement is about diversity of ideas—ideas that are seldom included as core knowledge for the well-rounded education of our students.

Diversity learning outcomes benefit all students--whether they pursue careers as entrepreneurs, engineers, teachers, scientists, social workers, doctors, lawyers, nurses, business leaders, or policy makers. Our national peer universities require undergraduates to complete three to nine credits in U.S. and/or global diversity. Increasingly, national accreditation boards value undergraduate degree programs that intentionally develop the attitudes and skills requisite for a life of learning in diverse local, national and global contexts.

FREQUENTLY ASKED QUESTIONS

Will this 3-credit hour requirement add additional credits to degree requirements or create new costs for the university?

No. This requirement would not add additional credits to undergraduate degree requirements. Courses can **double count** with other degree requirements including the core curriculum, required/elective courses. We have already collected over 200 courses that do not require the creation of new courses. Elizabeth Barton, Director of the Registrar's Office, confirmed that the addition of this requirement would not generate any additional costs.

What level of course can be included?

Three-credit courses can be at the 100, 200, 300, 400 level.

Do special topics courses count?

Yes. Special topics courses as well as regular and core courses count. It is our understanding that the Registrar's Office requires that special topics courses that have been taught for three or more semesters should be regularized via the submission of a form B.

What type of course counts?

All types of 3-credit classes count, including lectures, seminars, practicum, dual enrolled courses, on-line courses, internships, study abroad, service learning courses, capstone and starred courses (both undergraduate/graduate level).

Can I submit graduate level course syllabi?

Yes. We are collecting graduate level course syllabi, as undergraduates may enroll in these courses if they meet the criteria specified in catalog.

When will students have to take this course?

There is no one course that fulfills the requirement. The list of courses fulfilling the requirement will be made available via LoboAchieve so that students can be aware of all their choices. We have already met with advisors to proactively prepare them to advise students about all courses that they can take to fulfill this requirement. It is important that students understand that this requirement is not part of the core requirements that are usually limited to 100-200 level classes. Students can complete this requirement at anytime

during their program of study and these course can be at any level.

When will this requirement be in effect?

This requirement will only apply to the incoming class a year after it is approved. For example, if the requirement is approved in Fall 2013, the earliest it could be effective is for incoming class of Fall 2014. Please note the curriculum requirement proposal will have to go through the formal Form C submission process, which includes review by Faculty Senate committees (undergraduate committee, curricula committee), the Provost's Office, vote by Faculty Senators at a future meeting (tentatively Fall 2013) and approval by the Board of Regents. To allow for the implementation of this committee, we have changed the implementation date from Fall 2014 to Fall 2015.

How will students with very structured degree programs fulfill this requirement (e.g., Science, Technology, Engineering, Math (STEM))?

Courses in the core curriculum and general education requirements have been identified. In addition, STEM courses can be linked with other courses that address diversity learning outcomes such as those offered through the Community Engagement Center, Learning Communities, or capstone courses.

How will transfer students fulfill this requirement?

Transfer students can demonstrate that they have fulfilled this requirement through the list of equivalencies available at the registrar's office.

UNM is in the process of reducing the number of hours required for graduation from 128 to 120. How will adding this requirement affect the timely degree completion of our undergraduates?

As previously mentioned we have amassed a database of courses that students can select from that double-count with many other program or degree requirements. We look forward to being part of the innovative and forward thinking institutional changes that are the hallmark of a twenty-first century university. This includes making sure that all our undergraduates are prepared to work effectively in increasingly diverse local, national and international contexts. We applaud and wholeheartedly support the recent Form C submission requesting a reduction in the number of credit hours required graduation (e.g., from 128 to 120 credits) and we look forward to new meaningful changes that add value to the education of the next generation of graduates and potential leaders of our state, nation and globe.

Who approves syllabi for inclusion in the list of courses satisfying the diversity requirement?

The Committees of the Faculty Senate approve courses. The Curriculum Committee of the Diversity Council developed a checklist as a tool that can be used to evaluate whether a given course meets the criteria and learning outcomes for the "U.S. & Global Diversity & Inclusion" 3-credit undergraduate requirement. For the checklist and for more information on learning outcomes please visit: diverse.unm.edu.

What's the deadline for submitting syllabi?

There is not deadline for submitting syllabi as we are always updating the list of courses that meet this requirement; however the undergraduate committee of the faculty senate will need to review any courses added to the list of courses via a Form C submission and these courses should be reviewed by Oct 1st each year. Although there is no formal deadline it is best if you submit your syllabi before Oct 1st if you want it to be added to the list of courses. If you have syllabi that meet this requirement please submit at any time by email the syllabi and the checklist to: usglobaldiversity@unm.edu. For more information visit: diverse.unm.edu. We will send an email to the ALLFAC-L listserve for all faculty at UNM (e.g., ALLFAC-L) every September to request syllabi before the Oct 1st deadline.

I'm uncertain if my course will count, who do I contact?

The Curriculum Committee of the Diversity Council reviews syllabi before submitting it to the undergraduate committee of the Faculty Senate. Please email the co-chairs of the Committee: Dr. Nancy López (nlopez@unm.edu), Dr. Glenabah Martinez (glenie@unm.edu), Dr. Norma Valenzuela (valenzuelan@unm.edu) or if you have any questions. For more information visit: diverse.unm.edu.

For all the proposals, and supplemental detailed criteria checklist and more information on syllabi already collected, see the documents list above.

ATTACHMENTS

1. List of Courses
2. Letters of Support/Resolutions from President/Provost/Faculty Senate
3. List of requirements and courses at other peer institutions
4. Map of peer institutions with diversity requirement
5. Syllabus Checklist

6. Statistics on Course (e.g., last three semesters, enrollment/caps, type of course (core, regular, special topics), type of course (e.g., lecture, seminar, workshop, field experience), cross-lists, prerequisites/co-requisites, credit hours)
7. Diversity Framework for Strategic Action Report
8. Proposal for 3-credit "U.S. & Global Diversity & Inclusion"
Undergraduate Requirement

REMINDER: There will be additional supporting documents including resolutions from ASUNM, GPSA, letters of support from deans, etc. included in the dropbox with the 200 + syllabi.

Executive Summary

Fall 2012

211 sections (multiple sections of a course)

36 sections count towards core 1961 undergrads enrolled/2219 capacity

100 level (38 sections)	1796 undergrads enrolled	2152 enrollment capacity
200 level (39 sections)	568 undergrads enrolled	753 enrollment capacity
300 level (82 sections)	1568 undergrads enrolled	1953 enrollment capacity
400 level (30 sections)	293 undergrads enrolled	562 enrollment capacity
500 level (22 sections)	0 undergrads enrolled	244 enrollment capacity

Spring 2013

206 sections (multiple sections of a course)

31 sections count towards core 1740 undergrads enrolled/1946 capacity

100 level (33 sections)	1487 undergrads enrolled	1961 enrollment capacity
200 level (30 sections)	632 undergrads enrolled	914 enrollment capacity
300 level (101 sections)	1451 undergrads enrolled	1857 enrollment capacity
400 level (31 sections)	477 undergrads enrolled	773 enrollment capacity
500 level (10 sections)	2 undergrads enrolled	122 enrollment capacity
600 level (1 section)	0 undergrads enrolled	5 enrollment capacity

Fall 2013

179 sections (multiple sections of a course)

40 sections count towards core 2022 undergrads enrolled/2187 capacity

100 level (43 sections)	1719 undergrads enrolled	2103 enrollment capacity
200 level (24 sections)	485 undergrads enrolled	572 enrollment capacity
300 level (70 sections)	1376 undergrads enrolled	1785 enrollment capacity
400 level (29 sections)	416 undergrads enrolled	688 enrollment capacity
500 level (12 sections)	3 undergrads enrolled	158 enrollment capacity
600 level (1 sections)	0 undergrads enrolled	5 enrollment capacity

Current offerings only cover 2 areas of the core, Social and Behavioral Sciences & Humanities

Fall 2013 Enrollment Data

4,302 Freshmen (this includes 3,500 new freshmen)

4,310 Sophomores

4,738 Juniors

7,685 Seniors

21,035 Total Undergraduates

Freshmen STEM Majors Fall 2013 Main Campus

Major	Students
Astrophysics	8
Biochemistry	89
Biology	403
Chemical Engineering	9
Chemistry	32
Civil Engineering	16
Computer Engineering	31
Computer Science	33
Construction Engineering	2
Earth & Planetary Sciences	13
Electrical Engineering	14
Mathematics	17
Mechanical Engineering	32
Nutrition	0
Nuclear Engineering	3
Physics	15
Statistics	4
TOTAL	721

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1312**

Fields marked with * are required

Name of Initiator:	Colleen Sheinberg	Email:*	colleens@unm.edu	Date:*	10-24-13
Phone Number:*	505 277-8401	Initiator's Title*	Lecturer II		
Associated Forms exist?*	No ▼				
Faculty Contact*	Colleen Sheinberg	Administrative Contact*	Steven Block		
Department*	Music	Admin Email*	sblock@unm.edu		
Branch		Admin Phone*	277-2126		

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼
Name of New or Existing Program	* Bachelor of Music Education, Vocal Concentration
Select Category	Concentration ▼
Degree Type	Bachelor's
Select Action	Revision ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[BME Voc-Form C-Cat Text.pdf](#)

☒ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
See attached file.
[BME Vocal-Reasons.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[BME Voc Form C Impact.pdf](#)

Supplement to Form C: Bachelor of Music Education, Vocal Concentration

Current and Revised Catalog Text

[Current text]:

Vocal Concentration

Includes emphases in piano, voice or guitar.

1. General Education

- a. 12 hours of English, including 3 hours of English literature elective and the following courses:
ENGL 101 Composition I: Exposition
ENGL 102 Composition II: Analysis & Argument
and one of the following:
CJ 130 Public Speaking
CJ 220 Communication for Teachers
- b. 6 hours of electives in mathematics, to be selected from the list of courses under College of Fine Arts Graduation Requirements (see page 427) and from MATH 111 *Mathematics for Elementary and Middle School Teachers*. NOTE: MATH 100 and 120 cannot fulfill this requirement.
- c. 12 hours in science, including PHYC 108 *Introduction to Musical Acoustics*, PHYC 108L *Musical Acoustics Laboratory*, and 8 hours of electives, to be selected from the list of courses in Physical and Natural Sciences under College of Fine Arts Graduation Requirements
- d. 6 hours in Social and Behavioral Sciences, including PSY 105 *General Psychology* and PSY 220 *Developmental Psychology*
- e. 12 hours in general history, including:
HIST 101 Western Civilization
HIST 102 Western Civilization
HIST 161L History of the United States to 1877
HIST 162L History of the United States Since 1877
- f. 6 hours of electives in Fine Arts, to be selected from Art History, Art Studio, Theatre, Dance or Media Arts
- g. 3 hours in foreign language (see CFA Graduation Requirements)

Subtotal **57**

2. Teaching Field: Music

- a. four semesters of MUS 101 *Concert Music* with a grade of CR;
- b. 8 hours of applied music in the principal instrument (voice, piano or guitar), including APMS 119, 120, 219, 220, 319, 320, 419, 420 and 491;
- c. 18 hours in music theory, including MUS 150, 150L, 152, 152L, 250, 250L, 252, 252L and 453;
- d. 6 hours in music history (MUS 361 and 362)
- e. 2 hours in conducting (MUSE 363);
- f. 1 hour of improvisation (MUS 236);
- g. 3 hours selected from any courses listed under Contemporary World Music, or MUSE 293;
- h. 2 to 4 hours in applied music in secondary instruments, as follows:
Piano Emphasis: 2 hrs of 119 & 120 in voice
Vocal Emphasis: 2 hrs of 119 & 120 in piano
Guitar Emphasis: 2 hrs of 119 & 120 in voice

[Revised text]:

Vocal Concentration

Includes emphases in piano, voice or guitar.

1. General Education

- a. 12 hours of English, including 3 hours of English literature elective and the following courses:
ENGL 101 Composition I: Exposition
ENGL 102 Composition II: Analysis & Argument
and one of the following:
CJ 130 Public Speaking
CJ 220 Communication for Teachers
- b. 6 hours of electives in mathematics, to be selected from the list of courses under College of Fine Arts Graduation Requirements **[and from MATH 111 *Mathematics for Elementary and Middle School Teachers*. NOTE: MATH 101, 102 and 103]** cannot fulfill this requirement.
- c. 12 hours in science, including PHYC 108 *Introduction to Musical Acoustics*, PHYC 108L *Musical Acoustics Laboratory*, and 8 hours of electives, to be selected from the list of courses in Physical and Natural Sciences under College of Fine Arts Graduation Requirements
- d. 6 hours in Social and Behavioral Sciences, including PSY 105 *General Psychology* and PSY 220 *Developmental Psychology*
- e. 12 hours in general history, including:
HIST 101 Western Civilization
HIST 102 Western Civilization
HIST 161L History of the United States to 1877
HIST 162L History of the United States Since 1877
- f. 6 hours of electives in Fine Arts, to be selected from Art History, Art Studio, Theatre, Dance or Media Arts
- g. 3 hours in foreign language (see CFA Graduation Requirements)

Subtotal **57**

2. Teaching Field: Music

- a. four semesters of MUS 101 *Concert Music* with a grade of CR;
- b. 8 hours of applied music in the principal instrument (voice, piano or guitar), including APMS 119, 120, 219, 220, 319, 320, 419, 420 and 491;
- c. 18 hours in music theory, including MUS 150, 150L, 152, 152L, 250, 250L, 252, 252L and 453;
- d. 6 hours in music history (MUS 361 and 362)
- e. 2 hours in conducting (MUSE 363);
- f. 1 hour of improvisation (MUS 236);
- g. 3 hours selected from any courses listed under Contemporary World Music, or MUSE 293;
- h. 2 to 4 hours in applied music in secondary instruments, as follows:
Piano Emphasis: 2 hrs of 119 & 120 in voice
Vocal Emphasis: 2 hrs of 119 & 120 in piano
Guitar Emphasis: 2 hrs of 119 & 120 in voice

and 2 hrs of 119 & 120 in piano;	
i. MUS 214 <i>Piano Proficiency</i> with a grade of CR;	
j. 4 hours of Diction for Singers (MUS 209 & 210).	
Subtotal for Piano or Vocal Emphasis	44
Subtotal for Guitar Emphasis	46
3. Professional Education: Music Education	
a. 8 hours in ensemble, specifically either MUSE 242 <i>Dolce Suono</i> or MUSE 243 <i>Concert Choir</i> (see Ensemble Requirements;	
b. 4 to 5 hours in MUSE <i>Orchestral Instruments</i> , as follows:	
Piano and Vocal Emphasis: 5 hours, including guitar and four selected from brass, woodwinds or strings	
Guitar Emphasis: 4 hours, selected from brass, woodwinds or strings	
c. 16 hours in music education methods, including:	
MUSE 195 Introductory Teaching Practicum	1
MUSE 213 Choral Lab (2 semesters with a grade of CR),	
MUSE 313 Choral Music Methods	3
MUSE 346 Teaching Music in the Elementary Schools	3
MUSE 347 Introduction to Early Childhood Music Education	1
MUS 388 Music Pedagogy (in vocal pedagogy)	2
MUSE 446 Secondary School Music	3
MUSE 455 Teaching Reading in the Music Classroom	3
d. 4 hours in foundations, including:	
MUSE 194 Introduction to Music Education	1
MUSE 457 Foundations of Musical Behavior	3
e. 6 hours in student teaching, including:	
MUSE 400 Student Teaching in the Elementary Schools	3
MUSE 461 Student Teaching in the Secondary Schools	3
Subtotal for Piano or Vocal Emphasis	39
Subtotal for Guitar Emphasis	38
Total for Piano or Vocal Emphasis	140
Total for Guitar Emphasis	141

and 2 hrs of 119 & 120 in piano;	
i. MUS 214 <i>Piano Proficiency</i> with a grade of CR;	
j. 4 hours of Diction for Singers (MUS 209 & 210).	
Subtotal for Piano or Vocal Emphasis	44
Subtotal for Guitar Emphasis	46
3. Professional Education: Music Education	
a. 8 hours in ensemble, specifically either MUSE 242 <i>Dolce Suono</i> or MUSE 243 <i>Concert Choir</i> (see Ensemble Requirements;	
b. 4 to 5 hours in MUSE <i>Orchestral Instruments</i> , as follows:	
Piano and Vocal Emphasis: 5 hours, including guitar and four selected from brass, woodwinds or strings	
Guitar Emphasis: 4 hours, selected from brass, woodwinds or strings	
c. 16 hours in music education methods, including:	
MUSE 195 Introductory Teaching Practicum	1
MUSE 213 Choral Lab (2 semesters with a grade of CR),	
MUSE 313 Choral Music Methods	3
MUSE 346 Teaching Music in the Elementary Schools	3
MUSE 347 Introduction to Early Childhood Music Education	1
MUS 388 Music Pedagogy (in vocal pedagogy)	2
MUSE 446 Secondary School Music	3
MUSE 455 Teaching Reading in the Music Classroom	3
d. 4 hours in foundations, including:	
MUSE 194 Introduction to Music Education	1
MUSE 457 Foundations of Musical Behavior	3
e. 6 hours in student teaching, including:	
MUSE 400 [Student Teaching in the Elementary Schools (with grade of B or higher)	3]
MUSE 461 [Student Teaching in the Secondary Schools (with grade of B or higher)	3]
Subtotal for Piano or Vocal Emphasis	39
Subtotal for Guitar Emphasis	38
Total for Piano or Vocal Emphasis	140
Total for Guitar Emphasis	141

Form C: Bachelor of Music Education, Vocal Concentration

Reasons for Request

1b. MATH 100 *Elementary Algebra* and MATH 120 *Intermediate Algebra* were previously excluded from counting toward the degree, but these courses no longer exist and have been replaced by the current courses MATH 101, 102 and 103 *Intermediate Algebra, Parts 1, 2 & 3*. The proposed language will update the degree requirements with regard to the courses currently offered in the Math Department.

3e. As part of its ongoing efforts to improve the quality of the students graduating with a music education degree, the Music Education area wishes to stipulate a B or higher on the two student teaching capstone courses.

**Supplement to Form C
for
Bachelor of Music Education, Vocal Concentration**

Justification, Planning, Budget, Faculty Workload

Justification for the Concentration:

N/A. Concentration already exists.

Impact on Long-Range Planning:

None, except for ongoing efforts to keep our degree plans accurate and up-to-date.

Budget Analysis and Faculty Workload Implications

None. No new courses are being created.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1311**

Fields marked with * are required

Name of Initiator:	Colleen Sheinberg	Email:*	colleens@unm.edu	Date:*	10-24-13
Phone Number:*	505 277-8401	Initiator's Title*	Lecturer II		
Associated Forms exist?*	No ▼				
Faculty Contact*	Colleen Sheinberg	Administrative Contact*	Steven Block		
Department*	Music	Admin Email*	sblock@unm.edu		
Branch		Admin Phone*	277-2126		

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* Bachelor of Arts in Music		
Select Category	Major ▼	Degree Type	Undergraduate
Select Action	Revision ▼		

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[BA Text chgs.pdf](#)

☒ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
THEA 105 will substitute for THEA 122, since the latter no longer exists.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[BA in Music-Impact.pdf](#)

Supplement to Form C: Bachelor of Arts in Music

Current and Revised Catalog Text

[Current text]:

The Bachelor of Arts with a major in Music is designed for the study of music within a liberal arts curriculum. For the student who is not seeking a professional music degree but who desires a solid foundation in the study of music, the areas of musicianship, performance and history provide the core of courses toward a basic intellectual grasp of the art. Students who additionally seek to major in other areas (double major) or to take a large number of courses in a pre-professional program (pre-law, pre-medical, etc.) are encouraged to enroll in the Bachelor of Arts in Music. The Bachelor of Arts in Music cannot be used as a major in combination with the Bachelor of Music. The Bachelor of Arts in Music is permitted as a major in combination with the Bachelor of Music Education.

1. Courses outside the major:

- a. 40 hours selected from courses offered by the departments of the College of Arts and Sciences, including Core Curriculum requirements (see Fine Arts Graduation Requirements 6). Specific requirements include ENGL 220.
- b. 6 hours selected from Fine Arts outside the major, including 3 hours chosen from Art History 101, 201, 202; Dance 105; Media Arts 210; Theatre 122 or one 3-credit studio course offered by the Departments of Art and Art History, Theatre and Dance or Media Arts.
- c. 20 additional hours selected from courses offered by any college, including Fine Arts, but not including courses in Music or Music Education.

Subtotal	66
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2. Courses within the major:

- a. six semesters of MUS 101 Concert Music with a grade of CR
- b. 16 hours in music theory: 150, 150L, 152, 152L, 250, 250L, 252, 252L
- c. 6 hours in music history: 361 and 362
- d. 4 hours in ensemble (See Ensemble Requirements for specific requirements)
- e. 4 hours of applied music in the principal instrument or voice
- f. 18 hours of music electives (not including courses for non-majors) selected with advisement of appropriate music faculty. No more than an additional 4 hours of ensemble credit nor an additional 12 hours of applied music can be applied toward the degree.

Subtotal	48
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3. **Additional courses in any field, including music** (but not including courses for non-majors), selected with advisement of appropriate faculty, 14 hours.

Subtotal	14
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Total	128
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[Revised text]:

The Bachelor of Arts with a major in Music is designed for the study of music within a liberal arts curriculum. For the student who is not seeking a professional music degree but who desires a solid foundation in the study of music, the areas of musicianship, performance and history provide the core of courses toward a basic intellectual grasp of the art. Students who additionally seek to major in other areas (double major) or to take a large number of courses in a pre-professional program (pre-law, pre-medical, etc.) are encouraged to enroll in the Bachelor of Arts in Music. The Bachelor of Arts in Music cannot be used as a major in combination with the Bachelor of Music. The Bachelor of Arts in Music is permitted as a major in combination with the Bachelor of Music Education.

1. Courses outside the major:

- a. 40 hours selected from courses offered by the departments of the College of Arts and Sciences, including Core Curriculum requirements (see Fine Arts Graduation Requirements 6). Specific requirements include ENGL 220.
- b. 6 hours selected from Fine Arts outside the major, including 3 hours chosen from Art History 101, 201, 202; Dance 105; Media Arts 210; **[Theatre 105]** or one 3-credit studio course offered by the Departments of Art and Art History, Theatre and Dance or Media Arts.
- c. 20 additional hours selected from courses offered by any college, including Fine Arts, but not including courses in Music or Music Education.

Subtotal	66
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2. Courses within the major:

- a. six semesters of MUS 101 Concert Music with a grade of CR
- b. 16 hours in music theory: 150, 150L, 152, 152L, 250, 250L, 252, 252L
- c. 6 hours in music history: 361 and 362
- d. 4 hours in ensemble (See Ensemble Requirements for specific requirements)
- e. 4 hours of applied music in the principal instrument or voice
- f. 18 hours of music electives (not including courses for non-majors) selected with advisement of appropriate music faculty. No more than an additional 4 hours of ensemble credit nor an additional 12 hours of applied music can be applied toward the degree.

Subtotal	48
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3. **Additional courses in any field, including music** (but not including courses for non-majors), selected with advisement of appropriate faculty, 14 hours.

Subtotal	14
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Total	128
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**Supplement to Form C
for
Bachelor of Arts in Music**

Justification, Planning, Budget, Faculty Workload

Justification for the Concentration:

N/A. The concentration already exists.

Impact on Long-Range Planning:

N/A.

Budget Analysis and Faculty Workload Implications

There will be no impact on the budget. No new courses are being proposed.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1328**

Fields marked with * are required

Name of Initiator: Diane Lee Marshall **Email:*** marshall@unm.edu **Date:*** 10-30-13
Phone Number:* 505 277-1168 Initiator's Title* Professor: AS Biology General
Administrative

Associated Forms exist?* No ▼
Faculty Contact* Diane Marshall Administrative Contact* Stephanie Hands
Department* Arts and Sciences Admin Email* ssmith@unm.edu
Branch Admin Phone* 277-7373

Proposed effective term:

Semester Please Select ▼ Year 2005 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼
Name of New or Existing Program * All undergraduate Arts and Sciences Degrees
Select Category Degree ▼ Degree Type
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[new catalogue language for double majors in Arts and Sciences.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)

Currently, the College of Arts and Sciences does not allow any courses to count toward the requirements of both majors of a double major. For example, Biol 201 and 202 are required of both Biology and Biochemistry majors. A student who wishes to double major cannot count these courses for both majors, even though there are no obvious substitutions. In cases like this, it is difficult for students to double major and they end up taking extra hours of work. This policy is not consistent with our desire to improve graduate rate and to reduce the number of credit hours students take before graduation, which is far greater than the minimum. This policy also differs from all by one of our peers. Most of our peers allow double counting of some courses and some actively encourage it. Thus, our policy is not in line with current practices elsewhere.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[justification for double counting..docx](#)

Current catalogue language:

The same courses may not be used to fulfill both major and minor requirements. If the same course(s) are required for both major and minor or for both majors in the case of double majors, an equivalent number of approved hours shall be added to the total combined hours required. This does not apply to courses considered "Supportive Coursework." An example; Biology majors are required to have 12 hours of Chemistry included in their supportive coursework. If students have also selected a Chemistry minor, then they will be able to apply those same courses toward the minor. Contact the College Advisement Center for further information.

Proposed catalogue language:

This proposed language removes the phrase “or for both majors in the case of double majors”. And it adds a paragraph explaining the limits of double counting.

The same courses may not be used to fulfill both major and minor requirements. If the same course(s) are required for both major and minor, an equivalent number of approved hours shall be added to the total combined hours required. This does not apply to courses considered "Supportive Coursework." An example; Biology majors are required to have 12 hours of Chemistry included in their supportive coursework. If students have also selected a Chemistry minor, then they will be able to apply those same courses toward the minor. Contact the College Advisement Center for further information.

To facilitate the completion of double majors within the College of Arts and Sciences, some courses, required by both majors may be counted toward each major. A total of 12 hrs of courses may be double counted. At least 24 hours unique to each major must be included in the student's degree program.

Allowing students to double count some courses toward a double major will benefit students by allowing them to complete double majors more efficiently. This suggested change is in line with the practices of our peers. And, this change will help students graduate with fewer excess credit hours. That is in line with the proposed reduction in the required minimum number of hours to graduate.

Because this reduces the need for students to find ways to work around awkward restrictions (sometimes there is no obvious substitute course for a course that is required by two majors) the change should improve graduation rates. There is no increase in faculty load as this condenses rather than expands student curricula.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1342**

Fields marked with * are required

Name of Initiator:	Colleen Sheinberg	Email:*	colleens@unm.edu	Date:*	10-31-13
Phone Number:*	505 277-8401	Initiator's Title*	Lecturer II		
Associated Forms exist?*	No ▼				
Faculty Contact*	Colleen Sheinberg	Administrative Contact*	Steven Block		
Department*	Music	Admin Email*	sblock@unm.edu		
Branch		Admin Phone*	505-277-2126		

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* Bachelor of Music Education, Instrumental Concentration		
Select Category	Concentration ▼	Degree Type	Bachelor's
Select Action	Revision ▼		

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[BME Instr-Catalog Text.pdf](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
See attached
[BME Instr-Reasons.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[BME Instr Form C Impact.pdf](#)

Supplement to Form C: Bachelor of Music Education, Instrumental Concentration

Current and Revised Catalog Text

[Current text]:

Instrumental Concentration

Includes emphases in strings, wind, percussion, piano or guitar.

1. General Education

- a. 12 hours of English, including 3 hours of English literature elective and the following courses:
ENGL 101 Composition I: Exposition
ENGL 102 Composition II: Analysis & Argument
and one of the following:
CJ 130 Public Speaking
CJ 220 Communication for Teachers
- b. 6 hours of electives in mathematics, to be selected from the list of courses under College of Fine Arts Graduation Requirements (see page 427) [and from MATH 111 *Mathematics for Elementary and Middle School Teachers*.] Note: MATH 100 and 120 cannot fulfill this requirement.
- c. 12 hours in science, including PHYC 108 *Introduction to Musical Acoustics*, PHYC 108L *Musical Acoustics Laboratory*, and 8 hours of electives, to be selected from the list of courses in Physical and Natural Sciences under College of Fine Arts Graduation Requirements
- d. 6 hours in Social and Behavioral Sciences, including PSY 105 *General Psychology* and PSY 220 *Developmental Psychology*
- e. 12 hours in general history, including:
HIST 101 Western Civilization
HIST 102 Western Civilization
HIST 161L History of the United States to 1877
HIST 162L History of the United States Since 1877
- f. 6 hours of electives in Fine Arts, to be selected from Art History, Art Studio, Theatre, Dance or Media Arts;
- g. 3 hours in foreign language (see CFA Graduation Requirements)
- h. 2 hours of electives in any area, including music (for string emphasis only)

Subtotal for String Emphasis	59
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Subtotal for Wind, Percussion, Piano or Guitar Emphasis	57
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2. Teaching Field: Music

- a. four semesters of MUS 101 *Concert Music* with a grade of CR;
- b. 8 hours of applied music in the principal instrument (voice, piano or guitar), including APMS 119, 120, 219, 220, 319, 320, 419, 420 and 491;
- c. 18 hours in music theory, including MUS 150, 150L, 152, 152L, 250, 250L, 252, 252L and 453;
- d. 6 hours in music history (MUS 361 and 362)
- e. 2 hours in conducting (MUSE 363);
- f. 1 hour of improvisation (MUS 236);
- g. 3 hours selected from any courses listed under Contemporary World Music, or Mus Ed 293;

[Revised text]:

Instrumental Concentration

Includes emphases in strings, wind, percussion, piano or guitar.

1. General Education

- a. 12 hours of English, including 3 hours of English literature elective and the following courses:
ENGL 101 Composition I: Exposition
ENGL 102 Composition II: Analysis & Argument
and one of the following:
CJ 130 Public Speaking
CJ 220 Communication for Teachers
- b. 6 hours of electives in mathematics, to be selected from the list of courses under College of Fine Arts Graduation Requirements [and from MATH 111 *Mathematics for Elementary and Middle School Teachers*. NOTE: MATH 101, 102 and 103] cannot fulfill this requirement.
- c. 12 hours in science, including PHYC 108 *Introduction to Musical Acoustics*, PHYC 108L *Musical Acoustics Laboratory*, and 8 hours of electives, to be selected from the list of courses in Physical and Natural Sciences under College of Fine Arts Graduation Requirements
- d. 6 hours in Social and Behavioral Sciences, including PSY 105 *General Psychology* and PSY 220 *Developmental Psychology*
- e. 12 hours in general history, including:
HIST 101 Western Civilization
HIST 102 Western Civilization
HIST 161L History of the United States to 1877
HIST 162L History of the United States Since 1877
- f. 6 hours of electives in Fine Arts, to be selected from Art History, Art Studio, Theatre, Dance or Media Arts;
- g. 3 hours in foreign language (see CFA Graduation Requirements)
- h. 2 hours of electives in any area, including music (for string emphasis only)

Subtotal for String Emphasis	59
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Subtotal for Wind, Percussion, Piano or Guitar Emphasis	57
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2. Teaching Field: Music

- a. four semesters of MUS 101 *Concert Music* with a grade of CR;
- b. 8 hours of applied music in the principal instrument (voice, piano or guitar), including APMS 119, 120, 219, 220, 319, 320, 419, 420 and 491;
- c. 18 hours in music theory, including MUS 150, 150L, 152, 152L, 250, 250L, 252, 252L and 453;
- d. 6 hours in music history (MUS 361 and 362)
- e. 2 hours in conducting (MUSE 363);
- f. 1 hour of improvisation (MUS 236);
- g. 3 hours selected from any courses listed under Contemporary World Music, or Mus Ed 293;

- h. MUS 214 *Piano Proficiency* with a grade of CR;
- i. 2 hours vocal study, including 1 hour in either MUS 109 or APMS 119 (Voice) and 1 hour of either MUS 143 or MUSE 243.

Subtotal **40**

3. Professional Education: Music Education

- a. 8 hours in ensemble (see Ensemble Requirements, page 452, for specific requirements)
- b. 8 hours in MUSE *Orchestral Instruments*
- c. 14 to 17 hours in music education methods, including:

MUSE 195	Introductory Teaching Practicum	1
MUSE 215	Instrumental Lab (2 semesters with a grade of CR),	
MUSE 315	Instrumental Music Methods	3
MUSE 317	Jazz Methods (not required for string emphasis)	1
MUSE 441	Marching Band Methods (not required for string emphasis)	2
MUSE 346	Teaching Music in the Elementary Schools	3
MUSE 415	Instrumental Repertory	1
MUSE 446	Secondary School Music	3
MUSE 455	Teaching Reading in the Music Classroom	3
- d. 4 hours in foundations, including:

MUSE 194	Introduction to Music Education	1
MUSE 457	Foundations of Musical Behavior	3
- e. 6 hours in student teaching, including:

MUSE 400	Student Teaching in the Elementary Schools	3
MUSE 461	Student Teaching in the Secondary Schools	3

Subtotal for String Emphasis **40**

Subtotal for Wind, Percussion, Piano or Guitar Emphasis **43**

Total for String Emphasis **139**

Total for Wind, Percussion, Piano or Guitar Emphasis **140**

- h. MUS 214 *Piano Proficiency* with a grade of CR;
- i. 2 hours vocal study, including 1 hour in either MUS 109 or APMS 119 (Voice) and 1 hour of either MUS 143 or [or MUSE 242 or] MUSE 243.

Subtotal **40**

3. Professional Education: Music Education

- a. 8 hours in ensemble (see Ensemble Requirements, page 452, for specific requirements)
- b. 8 hours in MUSE *Orchestral Instruments*
- c. 14 to 17 hours in music education methods, including:

MUSE 195	Introductory Teaching Practicum	1
MUSE 215	Instrumental Lab (2 semesters with a grade of CR),	
MUSE 315	Instrumental Music Methods	3
MUSE 317	Jazz Methods (not required for string emphasis)	1
MUSE 441	Marching Band Methods (not required for string emphasis)	2
MUSE 346	Teaching Music in the Elementary Schools	3
MUSE 415	Instrumental Repertory	1
MUSE 446	Secondary School Music	3
MUSE 455	Teaching Reading in the Music Classroom	3
- d. 4 hours in foundations, including:

MUSE 194	Introduction to Music Education	1
MUSE 457	Foundations of Musical Behavior	3
- e. 6 hours in student teaching, including:

MUSE 400	[Student Teaching in the Elementary Schools (with grade of B or higher)	3]
MUSE 461	[Student Teaching in the Secondary Schools (with grade of B or higher)	3]

Subtotal for String Emphasis **40**

Subtotal for Wind, Percussion, Piano or Guitar Emphasis **43**

Total for String Emphasis **139**

Total for Wind, Percussion, Piano or Guitar Emphasis **140**

Form C: Bachelor of Music Education, Instrumental Concentration

Reasons for Request

1b. MATH 100 *Elementary Algebra* and MATH 120 *Intermediate Algebra* were previously excluded from counting toward the degree, but these courses no longer exist and have been replaced by the current courses MATH 101, 102 and 103 *Intermediate Algebra, Parts 1, 2 & 3*. The proposed language will update the degree requirements with regard to the courses currently offered in the Math Department.

2i. MUS 242 *Dolce Suono* was created last year. It is one of the choral ensembles in the department and was previously offered as a section of MUS 243. It has always been accepted to fulfill the degree requirement, and should have been added to the degree plan when it was given a dedicated course number.

3e. As part of its ongoing efforts to improve the quality of the students graduating with a music education degree, the Music Education area wishes to stipulate a B or higher on the two student teaching capstone courses.

Supplement to Form C
for
Bachelor of Music Education, Instrumental Concentration

Justification, Planning, Budget, Faculty Workload

Justification for the Concentration:

N/A. Concentration already exists.

Impact on Long-Range Planning:

None, except for ongoing efforts to keep our degree plans accurate and up-to-date.

Budget Analysis and Faculty Workload Implications

None. No new courses are being created.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1341**

Fields marked with * are required

Name of Initiator:	Colleen Sheinberg	Email:*	colleens@unm.edu	Date:*	10-31-13
Phone Number:*	505 277-8401	Initiator's Title*	Lecturer II		
Associated Forms exist?*	Yes ▼				
Faculty Contact*	Colleen Sheinberg	Administrative Contact*	Steven Block		
Department*	Music	Admin Email*	sblock@unm.edu		
Branch		Admin Phone*	505-277-2126		

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* Bachelor of Music, Theory and Composition Concentration		
Select Category	Concentration ▼	Degree Type	bachelor's
Select Action	Revision ▼		

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[BM TheoryComp-Catalog Text.pdf](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
See attached.
[BM TheoryComp Reasons.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[BM Th-Comp Form C Impact.pdf](#)

Supplement to Form C: Bachelor of Music, Theory and Composition Concentration

Current and Revised Catalog Text

[Current text]:

1. Core Curriculum (37 hrs)....

2. Concentration Curriculum as follows (91 –97 hrs):....

Theory and Composition Concentration

- a. six semesters of MUS 101 *Concert Music* with a grade of CR;
- b. 5 hours of applied music in the principal instrument;
- c. 23 hours in music theory, including 150, 150L, 152, 152L, 250, 250L, 252, 252L, either 405 or 406, 309 and 325.
- d. 12 hours in composition, including 254, 305, 306, 453, 4 hours of Applied Music in Composition (APMS 319 and 320), and APMS 491 *Senior Recital* [with a grade of CR;
- e. 12 hours in music history, including 361, 362, 416, and 3 hours chosen from 413, 414, 415 or 437;
- f. 4 hours in conducting, including 363 and 365;
- g. 6 hours in ensemble (see Ensemble Requirements for specific requirements);
- h. 4 hours in technology, including 311 and 412;
- i. 3 hours selected from any courses listed under Contemporary World Music, or MUSE 293;
- j. MUS 214 *Piano Proficiency* with a grade of CR;
- k. 5 hours of electives in Music, Applied Music or Music Education;
- l. 6 hours of electives, including 3 hours in the College of Fine Arts, and not including courses in Music, Applied Music or Music Education.
- m. 11 hours of electives in the focus area (composition, theory or technology), to be selected from the following courses:
 - up to 3 additional hours of Applied Music in Composition (APMS 419, 420);
 - 380 *Recording Techniques I*
 - 2 additional hours of Counterpoint (405 or 406);
 - 409 *Compositional Form & Analysis I*
 - 410 *Compositional Form & Analysis II*
 - 421 *Introduction to Max Programming for Musicians*
 - up to 6 hours of 439 *Selected Topics in Music Theory*;
 - 481 *Recording Techniques II*
 - IFDM 491 *Topics in Film & Digital Media*

Subtotal	91
Total	128

[Revised text]:

1. Core Curriculum (37 hrs)....

2. Concentration Curriculum as follows (91 –97 hrs):....

Theory and Composition Concentration

- a. six semesters of MUS 101 *Concert Music* with a grade of CR;
- b. 5 hours of applied music in the principal instrument;
- c. 23 hours in music theory, including 150, 150L, 152, 152L, 250, 250L, 252, 252L, either 405 or 406, 309 and 325.
- d. 12 hours in composition, including 254, 305, 306, 453, 4 hours of Applied Music in Composition (APMS 319 and 320), and APMS 491 *Senior Recital* [with a grade of CR;
- e. 12 hours in music history, including 361, 362, 416, and 3 hours chosen from 413, 414, 415 or 437;
- f. 4 hours in conducting, including 363 and 365;
- g. 6 hours in ensemble (see Ensemble Requirements for specific requirements);
- h. 4 hours in technology, including 311 and 412;
- i. 3 hours selected from any courses listed under Contemporary World Music, or MUSE 293;
- j. MUS 214 *Piano Proficiency* with a grade of CR;
- k. 5 hours of electives in Music, Applied Music or Music Education;
- l. 6 hours of electives, including 3 hours in the College of Fine Arts, and not including courses in Music, Applied Music or Music Education.
- m. 11 hours of electives in the focus area (composition, theory or technology), to be selected from the following courses:
 - up to 3 additional hours of Applied Music in Composition (APMS 419, 420);
 - 380 *Recording Techniques I*
 - 2 additional hours of Counterpoint (405 or 406);
 - ~~407 *Selected Topics in Music Composition*~~
 - ~~--[delete 409 & 410]--~~
 - 421 *Introduction to Max Programming for Musicians*
 - up to 6 hours of 439 *Selected Topics in Music Theory*;
 - 481 *Recording Techniques II*
 - IFDM 491 *Topics in Film & Digital Media*

Subtotal	91
Total	128

Supplement to Form C
for
Bachelor of Music, Theory and Composition Concentration

Reasons for Request

MUS 409 and MUS 410 are being deleted (see separate Form A's in progress). MUS 407 is being created via Form B (in progress), and will be a topics course with possibility of a number of topics in the area of composition. It will be repeatable so long as the topic varies. Students will therefore have a greater variety of topics in the area of composition to choose from when taking additional courses in their focus area.

Supplement to Form C
for
Bachelor of Music, Theory and Composition Concentration

Justification, Planning, Budget, Faculty Workload

Justification for the Concentration:

N/A. The concentration already exists.

Impact on Long-Range Planning:

The substitution of the topics course in composition will give students greater latitude in selecting topics in their focus area within the Theory & Composition concentration.

Budget Analysis and Faculty Workload Implications

There will be no impact on the budget. Re faculty workload, the instructors who were teaching MUS 409 and MUS 410 (currently being deleted via Form A) will now teach the topics course, MUS 407. Total workloads will not be changed by the addition of MUS 407.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1344**

Fields marked with * are required

Name of Initiator:	Colleen Sheinberg	Email:*	colleens@unm.edu	Date:*	11-01-13
Phone Number:*	505 277-8401	Initiator's Title*	Lecturer II		
Associated Forms exist?*	No ▼				
Faculty Contact*	Colleen Sheinberg	Administrative Contact*	Steven Block		
Department*	Music	Admin Email*	sblock@unm.edu		
Branch		Admin Phone*	505-277-2126		

Proposed effective term:

Semester	Fall ▼	Year	2014 ▼
-----------------	--------	-------------	--------

Course Information

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* Music Minor		
Select Category	Minor ▼	Degree Type	minor
Select Action	Revision ▼		

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[Music Minor-Catalog text.pdf](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
See attached.
[Music Minor-Reasons.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[Music Minor-Impact.pdf](#)

Supplement to Form C: Music Minor

Current and Revised Catalog Text

[Current text]:

Music Minor Requirements

Students seeking a minor in music must complete the following curriculum:

- a. 8 hours in music theory, including 150, 150L, 152 and 152L;
- b. 3 hours selected from 139, 141, 142, 172 or 271;
- c. 3 hours selected from 371, 375, 376, MUSE 293 or any courses listed under Contemporary World Music;
- d. 4 hours in applied music;
- e. 2 hours electives in music

Total	20
--------------	-----------

[Revised text]:

Music Minor Requirements

Students seeking a minor in music must complete the following curriculum:

- a. 8 hours in music theory, including 150, 150L, 152 and 152L;
- b. 3 hours selected from 139, 141, 142, 172 or 271;
- c. 3 hours selected from 371, 375, 376, MUSE 293 or any courses listed under Contemporary World Music;
- d. [4 semesters of applied instruction in the principal instrument, including APMS 107, 108, 207 and 208;]
- e. 2 hours electives in music

Total	20
--------------	-----------

Form C: Music Minor

Reasons for Request

The change in section d. regarding the applied music requirement is to make sure that the student gets enough instruction in his or her principal instrument.

Change from “applied music” to “applied instruction in the principal instrument:” Under the current curricular plan, a student could conceivably take each of his applied music hours in a different instrument. The intent of the music minor, however, is that the student achieve a certain level of proficiency in one principal instrument (or voice), rather than dabble in several.

Change from “4 hours” to “4 semesters:” Some of our applied course numbers allow the student to take applied instruction for 2 hours credit at a time. However, musical instruction is most effective if taken over a longer period of time, rather than crammed into a couple of semesters. Therefore, we are making it specific that the applied study needs to be spread out over four semesters.

Specification of course numbers: Several years ago we created a series of course numbers specifically designated for use by music minors. This is the 107/108 series, and the maximum amount of credit allowed for each level is 1 hour per semester. By specifying the exact course numbers that will count toward the degree, we can ensure that the student takes four semesters of applied music, and also eliminate confusion as to which course numbers the student should register for. Also, each of our applied music students must be formally approved for his or her chosen degree plan at the end of the freshman level of applied music, in this case at the conclusion of APMS 108. If, at the end of a year of study, the student has not made sufficient progress, he or she will not be approved for the music minor and will not be able to continue to the next level of applied study. Again, this will help us to maintain a greater amount of “quality control” and will aid in advising the student as to whether the music minor is a viable curricular choice.

Form C: Music Minor

Justification, Impact on Long-Range Planning, Budget/Load

Justification

N/A. This degree already exists.

Impact on Long-Range Planning

Our long-range plans are to continue improve the quality of the various degrees offered by the Department of Music. The proposed changes should have a positive effect on student outcome for the Music Minor.

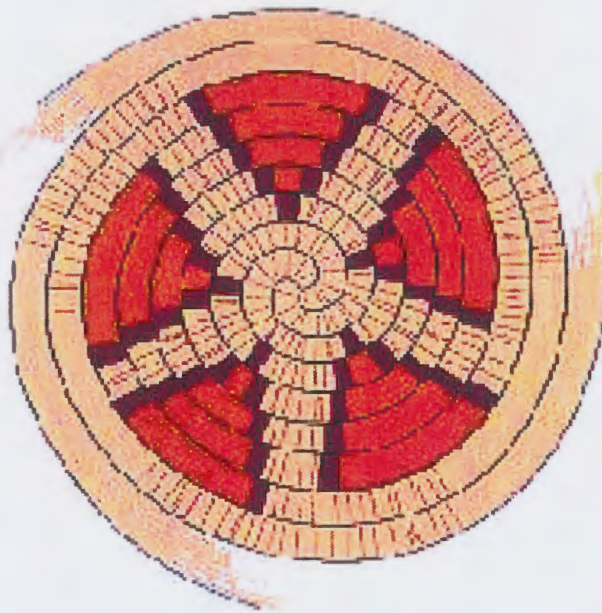
Budget/Faculty Load

N/A. There are no changes that will affect budget or load.



University of New Mexico

Proposal for the Occupational therapy Doctorate (OTD) Degree



Form D
Executive Summary
Proposal
Catalogue Description
Form Bs and Course Syllabi

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as Indicated below under approvals. Return to the
Registrar's Office once all signatures have been obtained.

Date: January 24, 2013

Janet L. Poole, PhD and Betsy VanLeit, PhD.

(Name of Individual Initiating Graduate Degree or Graduate Certificate)

Professor 2-8276 Associate Professor and Director 272-9435

(Title, position, telephone number)

jpoole@salud.unm.edu bvanleit@salud.unm.edu

(Email address)

Pediatrics/Occupational Therapy

(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates 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.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☐ No ☒ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2014

Required Signatures:

Department Chair	<i>Lolette Corda de Caceres MD</i>	Date	2/10/13
College Curricula Committee		Date	
College or School Dean	<i>John M. Hahn</i>	Date	9/11/13
Dean of Library Services	<i>Shelly Shipp Buchanan</i>	Date	8-20-13
Office of the Registrar—Catalog	<i>Scott H.</i>	Date	8/19/13
FS Graduate Committee	<i>May Gannon</i>	Date	11-7-13
Dean of Graduate Studies	<i>Julie Coomed</i>	Date	11/7/13
FS Curricula Committee	<i>D. Wathen</i>	Date	12/6/13
Office of the Provost	<i>Cheri Schubert</i>	Date	2/5/14
Faculty Senate		Date	
Board of Regents		Date	

Additional Approvals For Degrees:

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

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as Indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: January 24, 2013

Janet L. Poole, PhD and Betsy VanLeit, PhD.
(Name of Individual Initiating Graduate Degree or Graduate Certificate)

*Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.

Professor 2-8276 Associate Professor and Director 272-9435
(Title, position, telephone number)

jpoole@salud.unm.edu bvanleit@salud.unm.edu
(Email address)

Pediatrics/Occupational Therapy
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates 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.

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1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☒ No ☐ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2014

Required Signatures:

Department Chair <u>Loretta Cordova de Ojeda MD</u>	Date <u>2/10/13</u>
College Curricula Committee _____	Date _____
College or School Dean <u>[Signature]</u>	Date <u>9/11/13</u>
Dean of Library Services <u>Holly Shipp Buchanan</u>	Date <u>8-20-13</u>
Office of the Registrar—Catalog <u>[Signature]</u>	Date <u>8/19/13</u>
FS Graduate Committee <u>[Signature]</u>	Date <u>11-7-13</u>
Dean of Graduate Studies <u>Julie Coomes</u>	Date <u>11/7/13</u>
FS Curricula Committee _____	Date _____
Office of the Provost _____	Date _____
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

Additional Approvals for Degrees:

Board of Regents _____	Date _____
Council of Graduate Deans _____	Date _____
Academic Council of Higher Education _____	Date _____
Higher Education Department _____	Date _____
State Board of Finance _____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

SUMMARY

Executive Summary

Professional Practice Doctoral Degree in Occupational Therapy (OTD)

Occupational therapists help people of all ages with a wide range of health conditions or disabilities engage successfully in activities (referred to by therapists as “occupations”). Health is understood within the context of successful function and participation in daily life activities, routines and roles.

The profession of occupational therapy is currently expanding into new practice areas; responding to community demands for therapy services; developing a strong evidence base; building upon new scientific knowledge, and becoming increasingly involved in development of healthcare policy. In response, there is a compelling need to offer an advanced professional practice doctoral degree. Advanced education will allow therapists to expand their professional practice skills and provide leadership in responding to New Mexico healthcare and educational needs. Currently no such degree program exists in New Mexico and occupational therapists who desire advanced education must leave the state or enroll in hybrid or distance learning degree programs from institutions in other states. This is extremely costly to our residents.

Currently the UNM Occupational Therapy Graduate Program (OTGP) offers an entry-level Master of Occupational Therapy (MOT) degree. The OTGP is part of the School of Medicine (SOM), within the Health Sciences Center (HSC). The OTGP now proposes to offer a professional practice doctoral degree in Occupational Therapy (OTD) in addition to the MOT degree. The OTD degree will be offered using a hybrid approach to learning. As the flagship institution for health professions training with a successful 20-year track record of educating entry-level occupational therapists, UNM is the logical place to add an occupational therapy doctoral (OTD) degree program. The current UNM OTGP faculty members are experienced educators and researchers, and they have strong ties to healthcare and educational organizations in New Mexico communities. Thus, the UNM OTGP faculty members are uniquely qualified to offer a professional practice OTD degree program.

The proposed OTD program will prepare occupational therapists including those in rural areas to assume leadership roles that will improve the health and quality of life of our citizens. Program goals include building capacity so that therapists become:

- innovators in traditional and emerging areas of occupational therapy practice to better meet the health care needs of *all* of the people of New Mexico including underserved populations;
- scholars who analyze and create evidence for best practice;
- educators who can effectively train the next generation of therapists;
- leaders in business, education, and policy who can help advocate for, and develop systems that effectively serve individuals and communities throughout the region.

The desire for an OTD program has been expressed by current students in the UNM Occupational Therapy Graduate Program as well as occupational therapists in New Mexico who may have received their entry-level degree in occupational therapy from UNM, the Western New

Mexico University (WNMU) bridge program, or programs in institutions in other states. By offering a hybrid program that includes online learning, we can accommodate therapists in rural communities who wish to obtain an advanced degree.

The OTD program ranges from 48 credits for occupational therapists who enter the program with masters degrees to 63 credits (48 + 15 additional prerequisite credits) for occupational therapists whose highest level of education is the bachelor's degree in Occupational Therapy. All students in the OTD program must take 6 core courses, 12 credits of electives and complete 18 credits of a professional residency/integrated project. For the 12 elective credits, and with approval from an OTGP Academic Advisor, students can design their own specialty track from courses offered in the OTGP or from courses from other Programs and Colleges at UNM. Allowing students to design their own specialty tracks is student centered and will meet the needs of therapists in diverse practice and clinical areas across the state.

The program will not significantly impact faculty workload. There will only be 6 new OTD classes to be taught by senior faculty [4 core courses (OCTH 615, 625, 635, 645), 1 elective (OCTH 655) and OCTH 695]. We anticipate that class sizes will be small. Some students in the OTD program may be interested in teaching, so they could become involved in teaching some of existing entry-level MOT courses. All faculty members may be involved in supervising OTD residency projects. In addition, existing courses from many different UNM academic units will be suitable as electives for OTD students.

No additional faculty and staff will be needed; however one faculty, Dr. Poole will assume additional responsibilities as Associate Director of the OTD Program and receive a yearly SAC of \$10,000. The Associate Director will be responsible for screening and reviewing applications, scheduling interviews, developing residency projects, monitoring progress and implementing the evaluation system. In addition, an existing staff member will dedicate .25 FTE to support faculty and students, track applications, and maintain student files. We anticipate that the services of a .25 FTE instructional technology person will be needed to help faculty develop the distant learning component of the courses.

The UNM OTGP is receiving tuition differential to cover the operating costs of the existing entry-level program. The OTD will also generate tuition differential to cover the operating cost of the OTD. Application fees and curriculum fees will also help to support the OTD. An application fee of \$55 per students will cover processing the application and all supporting documents. A curriculum fee of \$200 per student per year will cover course fees. These fees are consistent with fees currently paid by the entry-level MOT students.

In the full proposal for the OTD program, we have outlined a 5 year budget with costs and anticipated new revenues. In the first year, start up costs of about \$35,000 will be needed as we will only have one cohort of students in the program. The UNM OTGP started phasing in tuition differential this fall which will build over time. Tuition differential will cover the deficit until the OTD becomes self-sustaining. By the fifth year and thereafter, the program will be self-sufficient and also bring in a small amount of additional revenue to the OTGP and UNM.

PROPOSAL

Proposal for Professional Practice Doctoral Degree in Occupational Therapy

1. Program Description and Purpose:

a. Purpose and goals of program

Occupational therapists help people of all ages with a wide range of health conditions or disabilities engage successfully in activities (referred by therapists as “occupations”). Health is understood within the context of successful function and participation in daily life activities, routines and roles.

As the profession of occupational therapy dynamically expands into new practice areas, responds to community demands for therapy services, develops a strong evidence base, builds upon new scientific knowledge, and becomes increasingly involved in development of healthcare policy, there is a compelling need to offer an advanced professional practice doctoral degree. Advanced education will allow therapists to expand their professional practice skills and provide leadership in responding to New Mexico healthcare and education needs. Currently no such degree program exists in New Mexico and occupational therapists who desire advanced education must leave the state or enroll in hybrid or distance learning degree programs from institutions in other states. This is extremely costly to our residents.

Currently the University of New Mexico (UNM) Occupational Therapy Graduate Program (OTGP) offers an entry-level Master of Occupational Therapy (MOT) degree. The School of Medicine (SOM) at the UNM Health Sciences Center (HSC) proposes to offer a professional practice doctoral degree in Occupational Therapy (OTD) degree in addition to the MOT degree. As the flagship institution for health professions training with a successful 20-year track record of educating entry-level occupational therapists, UNM is the logical place to add an occupational therapy doctoral (OTD) degree program. With strong ties to the therapy community, and healthcare and educational organizations in New Mexico communities, and as experienced educators and researchers, the UNM OTGP faculty members are uniquely qualified to offer an advanced OTD degree program.

The goals of the proposed OTD program are to prepare occupational therapists to assume leadership roles as:

- innovators in traditional and emerging areas of occupational therapy practice to better meet the health care needs of *all* of the people of New Mexico;
- scholars who can create and analyze evidence for best practice;
- educators who can effectively train the next generation of therapists, and
- business, education, and policy leaders who help create systems that effectively serve the health needs of individuals and communities.

b. How does program fit with the unit's future plans

Implementation of a professional practice OTD degree is an obvious next step for the growth and development of the OTGP. As mentioned in the prior section, many external factors are driving the need for occupational therapists with advanced training. Therapists with an OTD could broaden the pool of educators who are capable of teaching in the entry-level MOT program. This is important because several of the current faculty members will retire within 5-10 years, and because students benefit from educators who have a wider range of recent practice experience. In other words, adding an OTD could actually enhance the experience of the entry-level MOT students while providing opportunities for advanced practitioners to learn how to teach.

In addition, the OTGP is committed to strengthening collaborative initiatives in scholarship and service with occupational therapists in a variety of community and healthcare settings, and OTD training will provide the perfect bridge for these collaborations to occur. For example, an OTD student who is already practicing in an established therapy setting might work with a faculty member to measure the impact of therapy interventions to see what works best. In this way, advanced practice education can be used to improve and enhance existing practice, and/or expand therapy in new directions that lead to better health outcomes.

c. How does the program fit within the UNM mission and strategic plans?

The proposed OTD program is strongly aligned with the HSC and SOM mission and plans (refer to: <http://hsc.unm.edu/som/dean/>; <http://hsc.unm.edu/about/mission.shtml>) One of the SOM 2010-2015 Strategic Plan objectives is to “develop a doctoral degree in health professions to prepare academic faculty for the diagnostic and therapeutic sciences programs at UNM and regionally.” The proposal to add an OTD directly addresses this strategic objective.

Other elements of the HSC and SOM mission and strategic plan focus on providing excellent educational opportunities related to health needs of our communities, pursuing new knowledge and excellence of practice, and advocating for the health of all New Mexicans. The proposed OTD program will enable the OTGP to prepare experienced therapists to provide high caliber services that extend well beyond the capacity of an entry-level therapy practitioner.

d. Related Offerings

The proposed OTD degree does not duplicate any existing programs at UNM or in New Mexico. The OTD program will make use of existing courses from different academic units including the Masters in Public Health Program and the College of Education (see letters of support). Two of these courses will serve as core requirement, and others may serve as electives.

e. Timeline for program development and implementation

Pending approval by the UNM review system and the New Mexico Higher Education Department, we hope to implement this new OTD curriculum starting in Fall 2014.

f. Curriculum

The OTD curriculum is designed for occupational therapists who desire a post professional advanced practice degree. The core courses are consistent with the goals of educating occupational therapists to be innovators in practice, evidence-based clinical decision makers, and leaders in practice, education, and public policy. The electives and residency allow student to pursue specialty areas of interest, expand services and develop new programs.

The OTD program ranges from 48 credits for occupational therapists who enter the program with masters degrees to 63 credits (48 + 15 additional prerequisite credits) for occupational therapists whose highest level of education is the bachelor's degree in Occupational Therapy. All students in the OTD program must take 6 core courses, 12 credits of electives and complete 18 credits of a professional residency/integrated project (see Table 1 below). For the 12 elective credits, and with approval from an OTGP Academic Advisor, students can design their own specialty track from courses offered in the OTGP or from courses from other Programs and Colleges at UNM (e.g. hand therapy, pediatrics, geriatrics, community practice, public health, education, etc.). Allowing students to design their own specialty tracks is student centered and will meet the needs of therapists in diverse practice and clinical areas across the state. Students must also pass a Doctoral Comprehensive Examination which is the oral defense of the written paper for the Professional residency/integrated project.

Table 1
Proposed curriculum for the Doctoral degree in Occupational Therapy (OTD)

Courses		Residency Plan
<u>Core OT courses</u>		
OCTH 615	Technology for Education, Service Delivery, and Supervision	3
OCTH 625	Complex Reasoning in Practice	3
OCTH 635	Scholarship of Practice	3
OCTH 645	Advanced Advocacy & Leadership	3
RESEARCH/DESIGN	Research and Design courses (6 credits approved by Faculty Advisor)	6
<u>Electives</u> (500 level courses or above)		12
<u>Professional Residency Project</u>		
OCTH 695	Professional residency / integrated project	18
Total credits		48

Perquisite course requirements for students with bachelor degrees in Occupational Therapy

Five additional prerequisite courses required for students whose highest level of education is the bachelor's degree in OT are listed below. Students can apply while still enrolled in these courses if all courses will be completed by the Fall Semester start date of classes.

- Graduate level writing or grant writing course 3 credits
- Introduction to Evidence Based Practice (OCTH 534 EBP) 3 credits
OR a comparable course approved by OT faculty
- 2 other graduate level courses (500 level classes or above) 6 credits
- Basic statistics (past 5 years) 3 credits

Professional residency. The professional residency and integrated project provides students with scholarly opportunities to advanced specialty knowledge, expand existing services, develop new programs, and/or receive mentorship in practice from expert practitioners. In many instances, the residency will be used to address the needs of underserved populations and/or communities in New Mexico. Students may engage in evidence-based practice/program development, program evaluation, systems change, and/or practice-based outcomes measurement.

Examples of residency projects are below.

- Develop a method to assess fall risk in older adults using the internet
- Develop a telehealth technology supervision model for certified occupational therapy assistants that meets NM supervision guidelines
- Develop an assessment project or program in an interest area such as administration, supervisory skills, consultation, program development/evaluation or entrepreneurship and evaluate the effectiveness of the program
- Develop a program as sensory interventions that enhance the ability of children with autism to participate in school and community services
- Develop a program to serve the needs of underserved populations such as a lifestyle program for people with mental illness
- Develop education programs for rural communities using technology such as a telehealth program for therapists in rural areas who are working with clients post hand surgery or other types of surgery
- Evaluate the effectiveness of a lifestyle redesign education program for persons with diabetes
- Compare the effectiveness of a self-management program for cardiac conditions delivered by telehealth versus person to person.
- Develop and evaluate the psychometric properties of a new occupational therapy assessment
- Randomized control trial of a patient education program such as a driving program for elders

Scheduling

The OTD offers both full and part time study (See Table 2). Full time study consists of enrolling in 9 credit hours/ semester (6 credits summer) for 6 semesters. Part time study consists of enrolling in 3credit hours/semester for 12 semesters. Options exist for part time students who wish to finish faster. OT courses are taught by hybrid delivery (combination of on-campus & and internet instruction). The Research/Design courses and electives may only be offered in the traditional face to face format.

A minimum of 3 students must be registered for a course for the course to be offered. All courses will be offered at least every other year depending on program and student demand.

Table 2
Proposed sequence of courses

For part-time students taking 3 credits/semester

Fall		Spring		Summer	
<i>Fall Year 1</i>		<i>Spring Year 1</i>		<i>Summer Year 1</i>	
OCTH 635	3	OCTH 625	3	OCTH 615	3
<i>Fall Year 2</i>		<i>Spring Year 2</i>		<i>Summer Year 2</i>	
Research/Design Course	3	Research/Design Course	3	Elective	3
<i>Fall Year 3</i>		<i>Spring Year 3</i>		<i>Summer Year 3</i>	
OCTH 645	3	Elective	3	Elective	3
<i>Fall Year 4</i>		<i>Spring year 4</i>		<i>Summer Year 4</i>	
Elective	3	OCTH 695	9	OCTH 695	9

For full time students

Fall		Spring		Summer	
<i>Fall Year 1</i>		<i>Spring Year 1</i>		<i>Summer Year 1</i>	
OCTH 635	3	OCTH 625	3	OCTH 615	3
Research/Design Course	3	Research/Design Course	3	Elective	3
Elective	3	Elective	3		
<i>Fall Year 2</i>		<i>Spring Year 2</i>		<i>Summer Year 2</i>	
OCTH 645	3	OCTH 695	9	OCTH 695	6
Elective	3				
OCTH 695	3				

2. Justification

a. Evidence of Need

1. *Student Demand*

The professional doctorate degree is the advanced degree for practitioners in other clinical health care professions such as nursing, (Doctor of Nursing Science [DNP]), physical therapy (Doctor of Physical Therapy [DPT]), and psychology (Doctor of Psychology [PsyD]).

The need and interest for an OTD program has been expressed by students in the Occupational Therapy Graduate Program and occupational therapists in New Mexico. We recently conducted a surveys with current students (N = 65) in the entry level masters' degree program as well as practicing therapists in New Mexico (N = 209). Seventy one percent of the respondents were "interested" or "very interested" in obtaining an OTD degree. The primary reasons listed by both groups were professional stimulation, career advancement, to become evidence based practitioners, to develop skills to influence policy in education or health care systems, and to gain professional leadership skills. Preferred method of delivery was a hybrid/blended format with both face -to-face and on-line dimensions of education (72%).

2. *Evidence of demand for graduates*

There are no professional doctoral degree programs for occupational therapists in the state of NM. As the flagship university in New Mexico, it is appropriate that UNM be responsible for education and training of occupational therapists at the doctoral level. Doctoral prepared therapists can assume leadership roles to advocate for occupational therapy services or propose changes in policy to obtain services and mentor therapists in rural areas. In addition, educating the new wave of doctoral trained therapists along with new options in technology to train/educate patients, caregivers and other therapists and students in rural communities will lead to better and more people receiving occupational therapy services.

One of the priorities from the February 2012 Board of Directors meeting of the American Occupational Therapy Association is to increase the number of doctor ally prepared occupational therapists, promote evidence based practice, and create practitioners who can assume leadership roles (<http://www.aota.org/News/Announcements/Priorities-2013.aspx>). One of the goals in the AOTA Centennial Vision is to increase number of doctoral prepared occupational therapists by 10% 2015 (<http://www.aota.org/News/Centennial/Commission/VP-Report.aspx?FT=.pdf>)

3. Evidence of need for university, state, or region

There are 18 advanced professional OTD programs in the United States but none in New Mexico. Only 5 universities in the southwest or mountain states offer doctoral degrees for occupational therapists; the only public institution in the mountain states to offer the OTD is the University of Utah which is more than 600 miles from central New Mexico. Because there are no OTD programs in New Mexico, occupational therapists interested in obtaining advanced or doctoral degrees must enroll in programs at out-of-state universities or on-line private programs at considerable cost. We know of several occupational therapists in New Mexico who have enrolled in online or primarily online doctoral programs at Rocky Mountain University, Chatham University, Texas Women's University, A.T. Still University, and the University of Utah.

Table 3
OTD and PhD programs in the region

State	School	OTD degree	PhD in OT	PhD not in OT
AZ	A.T. Still University			X DHSc
CO	Colorado State University			X PhD
TX	Texas Women's University		X	
UT	Rocky Mountain University	X	X	
UT	University of Utah	X		X Rehab Sciences

The proposed OTD degree will prepare occupational therapists to be innovators in traditional and emerging areas of occupational therapy practice in order to meet the health care needs of the people of New Mexico.

b. Duplication

1. Similar program in New Mexico

There are no professional doctoral degree programs for occupational therapists in the state of New Mexico. The proposed program is unique to the state.

The new courses proposed in the OTD program do not duplicate existing courses at UNM.

3. Inter-institutional Collaboration and Cooperation.

- a. Western New Mexico University has a Master's degree program in occupational therapy for designed to bridge the education for the Occupational Therapy Assistant to the Master's entry level degree for the Occupational Therapist. WNMU is interested in collaborating with the UNM OTD program as several of their students have expressed an

interest in obtaining a doctoral degree (see letter of support from Director of MOT program at WNMU).

4. Clientele and projected enrollment

a. Clientele

1. Population of students that will be recruited.

The proposed OTD program will target occupational therapists. Although the OTD program will accept applications from out of state, strong preference will be given to New Mexican applicants including those from rural communities. Access to the OTD program for individuals from around the state will be possible as the program will use a hybrid educational approach that includes distance learning.

2. Admissions requirements.

Applications will be accepted yearly for Fall admission. The priority deadline for Summer and Fall admissions will be April 1st and the deadline for Spring admissions will be October 15th of each year. The Admissions Requirements are listed below:

1. A baccalaureate or master's degree in Occupational Therapy from an ACOTE (Accreditation Council for Occupational Therapy Education) accredited or WFOT (World Federation of Occupational Therapy) approved program.
2. Completion of prerequisite courses with a 3.0 or above (see above) by applicants whose highest level of education is the bachelor's degree in OT.
3. A letter of intent. This is an opportunity for the applicant to communicate professional goals, personal accomplishments and academic motivation.
4. Three letters of recommendation from individuals who are knowledgeable of the applicant's academic and/or professional accomplishments.
5. Academic transcripts. A minimum grade point average of 3.0 is required for all applicants with master's degrees. Applicants with bachelor degrees in occupational therapy must have a 3.0 GPA in the last 50 credits for the bachelor degree in occupational therapy
6. Résumé which reflects the applicant's job experience, publications, community service and outstanding accomplishments.
7. Official transcripts from the institution from which the entry level occupational therapy degree was obtained
8. Proof of initial NBCOT certification for graduates from institutions in the United States
9. Proof of state licensure if resident of a state requiring licensure to practice
10. TOEFL scores for non-native English speakers
11. At least 1 year of professional practice as an occupational therapist (including 6 months of Fieldwork II experiences)
12. Interview

3. *Plan to Recruit students*

Occupational therapists in New Mexico are primarily women which is similar to the demographics of occupational therapists in the US. We have over 300 alumni, 20 % of whom are Hispanic. We will recruit from our alumni and New Mexico occupational therapists first through the UNM Occupational Therapy Graduate Program website and newsletter, and the website of the New Mexico Occupational Therapy Association. Access to the OTD program will be enhanced through hybrid and online delivery of core courses and the option to complete the residency in home communities

b. **Projected Enrollment**

The table below shows a five year projection of enrollments. As shown in the table, projected enrollment will begin with 4 students the first year and reach 12 in the third year. Since we assume that most students will be working occupational therapists who will be part time students and take 1-2 courses each semester (3-6 credits), we assume that it will take about 3 years to finish. Students who pursue full time status can complete the requirements in 2 years.

Table 4
Five year projection of enrollment

Year	New Graduate students	Returning & continuing students	Total students*	Credit hours	
				PT	FT
1	4	0	4 (2 PT, 2 FT)	18	54
2	4	4	8 (4 PT, 4 FT)	36	108
3	4	10	14 (8 PT, 6 FT)	72	162
4	4	10	14 (8 PT, 6 FT)	72	162
5	4	10	14 (8 PT, 6 FT)	72	162

PT = part time; FT = full time

*Total students reflect both PT and FT

5. **Institutional Readiness for the Program**

a. *Faculty*

Five of the current OTGP faculty have PhDs as well as extensive experience in occupational therapy education. A sixth additional faculty member has an OTD. We also have several other full and part-time lecturers who regularly teach courses in the entry-level master's program.

b. Effect of program on workload of current faculty

The program will not significantly impact faculty workload. There will only be 6 new OTD classes to be taught by senior faculty [4 core courses (OCTH 615, 625, 635, 645), 1 elective (OCTH 655) and OCTH 695]. The two newer faculty members who were hired in 2013 can teach entry-level MOT courses currently taught by senior faculty who will then shift to an OTD focus. In addition, all PhD or OTD faculty may be involved in supervising the residency projects. Students will take existing electives from many different academic units, so this will not affect workload of current faculty.

c. Additional faculty or staff required and cost

No additional faculty and staff will be needed; however one faculty, Dr. Poole will assume additional responsibilities as Associate Director of the OTD Program and receive a yearly SAC of \$10,000. The Associate Director will be responsible for screening and reviewing applications, scheduling interviews, developing residency projects, monitoring progress and implementing the evaluation system. In addition, an existing staff will dedicate .25 FTE to support faculty and students, track applications, and maintain student files.

d. GA/TA positions

No GA/TA positions are needed

e. Additional faculty and staff development services

No additional faculty or staff development services will be required to implement the proposed OTD program. However, .25 FTE of an instructional technology person will be needed to help faculty develop the distant learning component of the courses.

f. Additional technology, media, equipment and instructions supplies

The existing technology, media, equipment and instructional supplies are adequate.

g. Additional or renovated space

Additional space is not required to implement the proposed OTD degree program. OTD courses or parts of courses that occur on campus will occur in the late afternoon or early evening when rooms are available in the Health Sciences and Services Building and the Domenici Education Center.

h. Existing external facilities needed

The library and other academic support resources are sufficient. The physical facilities are adequate for the first five years of the program. No additional external facilities will be used.

6. Projected cost of the program

a. 5 year program budget

In the first year, startup costs of about \$35,000 will be needed as we will only have one cohort of students in the program. The UNM OTGP started phasing in tuition differential this fall which will build over time. Tuition differential will cover the deficit until the OTD becomes self-sustaining. By the fifth year and thereafter, the program will be self-sufficient and also bring in a small amount of additional revenue to the OTGP and UNM.

Table 5
Projected Five – year Costs of OTD Program

	Year 1	Year 2	Year 3	Year 4	Year 5
SAC for Associate Director OTD Program	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
.25 Staff + fringe	11,749	12,007	12,271	12,542	12,818
.25 IT/support + fringe	13,160	13,450	13,745	14,048	14,357
Total	34,909	35,457	36,016	36,590	37,175

b. Anticipated sources of new revenue

Anticipated sources of new income will come from the Tuition Differential, Application fees and Curriculum fees. An application fee of \$55 per student to the Occupational Therapy Graduate Program will cover processing the application and all supporting documents. An Occupational Therapy Graduate Program curriculum fee of \$200 per student per year will cover course fees. These fees are consistent with fees paid by the entry-level MOT students.

Table 6
Anticipated sources of new revenue

	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition differential total by year	\$10,080	\$20,160	\$31,698	\$34,218	\$34,218
Application fees	220	220	220	220	220
Curriculum fees	800	1,600	2,800	2,800	2,800
Total	11,100	21,980	34,718	37,238	37,238

7. Quality of Program

a. Qualifications of faculty

The OTGP has 6 full time faculty members who have the expertise and qualifications to teach in the OTD program. All the faculty members have a variety of teaching, practice, service and/or administrative backgrounds. The faculty includes:

- Betsy VanLeit, PhD, OTR/L, FAOTA, Director and Associate Professor, Occupational Therapy. Dr. VanLeit has a background in the scholarship of health professions education, and is also interested in outcomes measurement for community-based programs targeting individuals with chronic medical and psychosocial conditions.
- Janet L. Poole, PhD, OTR/L, FAOTA, Professor, Occupational Therapy. Dr. Poole's teaching and research interest focus on choosing outcome measures and delivery of self-management programs for people with chronic conditions
- Terry K. Crowe, PhD, OTR/L, FAOTA, Professor, Occupational Therapy. Dr. Crowe's teaching focuses on advocacy, leadership and community health and her research relates to children with disabilities and their families, effectiveness of service dogs and time use.
- L. Diane Parham, PhD, OTR/L, FAOTA, Professor, Occupational Therapy. Dr. Parham's teaching and research interests focus on sensory processing and its impact on the participation of children and young adults with developmental conditions such as autism.
- Carla Wilhite, OTD, OTR/L, Assistant Professor. Dr. Wilhite has clinical expertise and research interests focus on assistive technology and environmental modifications that support people with disabilities, particularly injured or disabled farmers and ranchers in rural communities.

- Joanna Cosbey, PhD, OTR/L, Assistant Professor. Dr. Cosbey's clinical expertise, teaching, and research interests focus on supporting children with disabilities and their families to promote meaningful participation in activities at home, school, and in the community.

b. Comparison of admission standards to other institutions offering similar programs

Our admissions requirements are similar to the OTD admissions requirements for the University of Utah and Rocky Mountain University. Both OTD programs also require transcripts to verify graduation from an accredited occupational therapy program, letter of reference, resume or curriculum vitae, copy of licensure and initial certification as an occupational therapist. We require a 3.0 GPA as does Rocky Mountain University and a letter of intent as does the University of Utah. We will also require an interview which the other programs do not. However, we feel interviews are vital to ascertain communication skills, clarify of students' goals, and determine whether a match exists between students' goals and the philosophy of the OTGP.

c. Instructional models and type of technology used to deliver instruction

University faculty will teach the proposed curriculum and use content experts in occupational therapy and other professions as guest speakers and as residency supervisors as needed. Hybrid coursework will be delivered using a combination of distance education and face-to-face learning experiences. Students will be required to come to campus at least once a semester for 2 days Fall and Spring semesters.

d. Opportunities outside the classroom

Through the professional residency, students can gain advanced specialty knowledge, expand existing services, develop new programs, and/or receive mentorship in practice from expert practitioners.

e. Student support services needed, extent and cost

No additional student support services beyond what is ordinarily provided to UNM graduate students will be needed. Existing student support services are sufficient for implementation of the OTD.

f. Student support needed

We do not anticipate GA/TA positions or scholarships. The majority of students enrolled in the OTD program are expected to be employed at least part time as occupational therapists.

g. Student learning outcomes

Student outcomes for the professional practice OTD degree:

1. Graduates will translate current scholarship in occupation, development and context to advanced professional practice
2. Graduates will utilize best current research evidence to support advanced professional practice, including accountability in practice, reimbursement, and program development
3. Graduates will advocate for clients, the profession, and issues that impact health and well-being in the community
4. Graduates will demonstrate competency to critically evaluate existing professional practices as a basis for improving service delivery
5. Graduates will apply learning principles to the education of clients, families communities, and occupational therapy students across practice, community, and academic settings
6. Graduates will assume leadership roles in the areas of public policy/ethics, professional advocacy, education, and practice

h. Measurement of student outcomes

Learning outcomes will be measured by successful completion of course requirements, completions of the residency and integrated project. The written paper for the residency/integrated project will demonstrate that students can develop, analyze, and/or evaluate effective occupational therapy programs to improve health and participation in daily life activities in New Mexicans; students will also present their results formally through an oral presentation to the faculty, OTD and entry level MOT students.

- i. UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.

j. Accreditation needs

There are no accreditation or licensure requirements for the post professional OTD degree.

8. Assessment of operations and impact

The Associate Director of the OTD program will interface with the UNM HSC Registrar's Office and the Office of Graduate Studies to ensure that policies related to academic admissions, student progression and program delivery are maintained. The Associate Director will work with faculty advisors to monitor student progression and results of the Integrated Project. Graduation rates and time to graduation will be monitored beginning in the year when the first

cohort of students would be expected to graduate and then yearly thereafter. Alumni will be surveyed on a periodic basis (every 5 years) to track job changes, career advances, national and local presentations and publications and program development. We will also examine the effect of the OTD Program on faculty workloads related to the delivery of the courses and overseeing the Integrated Residency Projects on a yearly basis. The Occupational Therapy Graduate Program has been tracking faculty student publications and presentations since 1995 and will continue to track the publications and presentations that result from the residency projects.

Methods	Timetable
Formative course evaluations	Every semester
Summative course evaluations	Yearly
Student Progression	Yearly
Graduation Rates	At the time of the first graduate and then yearly
Faculty workloads	Yearly
Track faculty student publications & presentations	Yearly after the first student graduates
OTD Alumni survey	At the end of 1st 5 years of the program and very 5 years thereafter

9. Administrative responsibility for the program and institutional commitment

a. Program governance structure

The Occupational Therapy Graduate Program is a Division in the Department of Pediatrics in the School of Medicine (SOM). The Division Chief of Occupational Therapy is the primary person responsible for all the educational programs offered by the Division. The Associate Director of the OTD program will ensure that policies related to academic admissions, student progression and program delivery and evaluation are maintained. Senior faculty will have significant ongoing input into all aspects of the OTD program. The Division Chief reports to the Chair of Pediatrics who reports to the Executive Dean for the SOM. The Executive Dean reports to the Chancellor for the HSC, Dr. Paul Roth, who is committed to meeting the education and health needs of the state of New Mexico.

The Occupational Therapy Faculty are committed to offering the OTD degree as they are actively involved in the advancement of occupational therapy practice and research as evidenced by their participation in national and community endeavors. The HSC and SOM are also committed to providing excellent educational opportunities and pursuing new knowledge and excellence of practice to improve the health of all New Mexicans.

CATALOGUE

UNM Occupational Therapy Graduate Program
Proposal for a Professional Practice Doctoral Degree in Occupational Therapy (OTD)

Proposed Catalogue Listing

PROFESSIONAL PRACTICE DOCTORAL DEGREE IN OCCUPATIONAL THERAPY (OTD)

The OTD curriculum is designed for occupational therapists who desire a post professional practice doctoral degree in Occupational Therapy. The core courses are consistent with the goals of educating occupational therapists to be innovators in practice, evidence-based clinical decision makers, and leaders in practice, education, and public policy. The electives and residency allow students to pursue specialty areas of interest, expand services and develop new programs.

The goals of the proposed OTD program are to prepare occupational therapists to assume leadership roles as:

- innovators in traditional and emerging areas of occupational therapy practice to better meet the health care needs of *all* of the people of New Mexico;
- scholars who can create and analyze evidence for best practice;
- educators who can effectively train the next generation of therapists, and
- business, education, and policy leaders who help create systems that effectively serve the health needs of individuals and communities.

Application Deadlines

Applications will be accepted yearly for Fall admission. The priority deadline for Summer and Fall admissions will be April 1st and the deadline for Spring admissions will be October 15th of each year.

Admissions Requirements

The Admissions Requirements are listed below:

1. A baccalaureate or master's degree in Occupational Therapy from an ACOTE (Accreditation Council for Occupational Therapy Education) accredited or WFOT (World Federation of Occupational Therapy) approved program.
2. Completion of prerequisite courses with a 3.0 or above (see below) by applicants whose highest level of education is the bachelor's degree in OT.
3. A letter of intent. This is an opportunity for the applicant to communicate professional goals, personal accomplishments and academic motivation.

4. Three letters of recommendation from individuals who are knowledgeable of the applicant's academic and/or professional accomplishments.
5. Academic transcripts. A minimum grade point average of 3.0 is required for all applicants with master's degrees. Applicants with bachelor degrees in occupational therapy must have a 3.0 GPA in the last 50 credits for the bachelor degree in occupational therapy
6. Résumé which reflects the applicant's job experience, publications, community service and outstanding accomplishments.
7. Official transcripts from the institution from which the entry level occupational therapy degree was obtained
8. Proof of initial NBCOT certification for graduates from institutions in the United States
9. Proof of state licensure if resident of a state requiring licensure to practice
10. TOEFL scores for non-native English speakers
11. At least 1 year of professional practice as an occupational therapist (including 6 months of Fieldwork II experiences)
12. Interview

Perquisite course requirements for students with bachelor degrees in Occupational Therapy

Five additional prerequisite courses required for students whose highest level of education is the bachelor's degree in OT are listed below. Students can apply while still enrolled in these courses if all courses will be completed by the Fall Semester start date of classes.

- | | |
|---|-----------|
| • Graduate level writing or grant writing course | 3 credits |
| • Introduction to Evidence Based Practice (OCTH 534 EBP)
OR a comparable course approved by OT faculty | 3 credits |
| • 2 other graduate level courses (500 level classes or above) | 6 credits |
| • Basic statistics (past 5 years) | 3 credits |

Degree Requirements

General UNM requirements for doctoral degrees are stated earlier in the UNM catalogue. The OTD program ranges from 48 credits for occupational therapists who enter the program with masters degrees to 63 credits (48 + 15 additional credits) for occupational therapists whose highest level of education is the bachelor's degree in Occupational Therapy. All students in the OTD program must take 6 core courses, 12 credits of electives and complete 18 credits of a professional residency/integrated project. For the 12 elective credits, and with approval from an OTGP Academic Advisor, students can design their own specialty track from courses offered in the OTGP or from courses from other Programs and Colleges at UNM (e.g. hand therapy, pediatrics, geriatrics, community practice, public health, education, etc.). Students must also

pass a Doctoral Comprehensive Examination which is the oral defense of the written manuscript for the Professional residency/integrate project.

Scheduling

The OTD offers both full and part time study. Full time study consists of enrolling in 9 credit hours/ semester (6 credits summer) for 6 semesters. Part time study consists of enrolling in 3 credit hours/semester for 12 semesters. Options exist for part time students who wish to finish faster. OT courses are taught by hybrid delivery (combination of on-campus & and internet instruction). The Research/Design courses and electives may be only be offered in the traditional face to face format. Students will be required to come to campus at least once a semester for 2 days Fall and Spring semesters.

A minimum of 3 students must be registered for a course for the course to be offered. All courses will be offered at least every other year depending on program and student demand.

Curriculum for the Doctoral degree in Occupational Therapy (OTD)

Courses

<u>Required courses</u>		Credits
OCTH 615	Technology for Education, Service Delivery, and Supervision	3
OCTH 625	Complex Reasoning in Practice	3
OCTH 635	Scholarship of Practice	3
OCTH 645	Advanced Advocacy & Leadership	3
Research/Design	Research and Design courses (6 credits approved by Faculty Advisor)	6
<u>Electives</u>	(500 level courses or above)	12
OCTH 695	Professional residency / integrated project	18
Total Credits		48

Professional residency. The professional residency and integrated project provides students with scholarly opportunities to advanced specialty knowledge, expand existing services, develop new programs, and/or receive mentorship in practice from expert practitioners. In many instances, the residency will be used to address the needs of underserved populations and/or

communities in New Mexico. Students may engage in evidence-based practice/program development, program evaluation, systems change, and/or practice-based outcomes measurement.

Final Doctoral Project Defense

Students must also pass the Final Doctoral Project Defense which is the oral defense of the written manuscript for the Professional residency/integrate project.

Course Descriptions

Occupational Therapy (OCTH)

OCTH 615. Technology for Education, Service Delivery and Supervision. (3)

Technology allows occupational therapy practitioners overcome access barriers in delivery services, consult with experts, and provide supervision. This course introduces students to using technology for these purposes and consideration of legal and ethical practices.

OCTH 625. Complex Reasoning in Practice. (3)

Addresses complex process of reasoning in practice to solve occupational problems that influence health and well being. Case method explores the interplay of theory, evidence, context, and client perspective in defining problems and making practice decisions.

OCTH 635. Scholarship of Practice. (3)

This course introduces students to the professional literature surrounding outcome measures and the evidence supporting occupational therapy practice and education and the need for outcome studies.

OCTH 645. Advanced Advocacy and Leadership. (3)

Advanced occupational therapy practice includes being a change agent. Competencies include leadership skills and experience, knowledge and action abilities, advocate at multiple levels including public policy and high-level decision making and communication.

OCTH 655. Education in Occupational Therapy (Elective). (3)

This course introduces Occupational Therapy students to concepts of learning theory, applications to practice, assessments, educational ethics, curriculum development, and academic leadership within health professions.

OCH 695. Professional Residency/ Integrated Project. (3-18)

The professional residency offers the opportunity to use and apply knowledge of occupational therapy to transform practice. Students will identify the opportunities, limitations, requirements and need of a particular practice environment.

FORM B's

Course Descriptions

Occupational Therapy (OCTH)

OCTH 615. Technology for Education, Service Delivery and Supervision. (3)

Technology allows occupational therapy practitioners overcome access barriers in delivery services, consult with experts, and provide supervision. This course introduces students to using technology for these purposes and consideration of legal and ethical practices.

OCTH 625. Complex Reasoning in Practice. (3)

Addresses complex process of reasoning in practice to solve occupational problems that influence health and well being. Case method explores the interplay of theory, evidence, context, and client perspective in defining problems and making practice decisions.

OCTH 635. Scholarship of Practice. (3)

This course introduces students to the professional literature surrounding outcome measures and the evidence supporting occupational therapy practice and education and the need for outcome studies.

OCTH 645. Advanced Advocacy and Leadership. (3)

Advanced occupational therapy practice includes being a change agent. Competencies include leadership skills and experience, knowledge and action abilities, advocate at multiple levels including public policy and high-level decision making and communication.

OCTH 655. Education in Occupational Therapy (Elective). (3)

This course introduces Occupational Therapy students to concepts of learning theory, applications to practice, assessments, educational ethics, curriculum development, and academic leadership within health professions.

OCTH 695. Professional Residency/ Integrated Project. (18)

The professional residency offers the opportunity to use and apply knowledge of occupational therapy to transform practice. Students will identify the opportunities, limitations, requirements and need of a particular practice environment.

FORM B - NEW COURSE REQUEST

CIP CODE

Date: 8/13/13

Janet Poole

(Name of individual initiating curricular change form)

Professor 272-8276

(Title, position, telephone number)

jlpoole@unm.edu

(Email address)

Occupational Therapy

(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPPLICATE

Routing (All four copies)

1. College Curriculum Committee
2. College or School Faculty (if necessary)
3. College or School Dean/Dean of Instruction
4. Office of the Registrar—Catalog
5. Director of relevant Library
6. CIRT (if necessary)
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate

* Please allow at least six months to complete entire approval process.

(If Branch Course: Type 1 _____ Type 2 _____ Type 3 _____)

Attach a full, precise and complete listing of the proposed new course following the current format used in the UNM catalog. The description is to be no longer than 35 words. Listing must include course number, title, credit hours, description, and pre and/or corequisites. If for graduate credit, * must be included before the course number, if numbered 400-499.

Course Number 615 Course Title Technology for Education, Service Delivery Credit Hours 3

Provide suggested title abbreviation. Spaces and punctuation are included in the 20 spaces allowed.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

If the course is to be also offered as, indicate the other department(s) and obtain signature(s).

Course Number _____ to be also offered as _____ (Dept. and Course Number)

Also Offered As, i.e. course exists and credit allowed in either department.

Agreed to by _____ (Department Chair) _____ (Department Chair)

1. a. Have you checked the current UNM catalog to determine possible duplication of other content? If so, which department(s)? _____
b. If there is possible duplication with any other course available at UNM, have the offering departments discussed the issues involved? _____ Do all parties agree that the new course is necessary? _____
If yes, attach a statement signed by all parties or complete section 6 with signatures (reverse side).
c. Is this course an elective, or a required course for degree program? (If required, a Form C must also be submitted.) _____
2. Has this course been offered as a topics/workshop? Yes _____ No _____. If yes, when & average enrollment? _____
Can it be repeated for credit? Yes _____ No _____. If yes, up to how many credit hours? _____
3. Will this course be a substitute for a deleted course? Yes _____ No _____. If yes, what course? _____
(If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?) _____
4. Is this course to be graded on a GR/NC basis exclusively? Yes _____ No _____. (Complete #7 on reverse side.)
5. When will the course be offered for the first time? _____ Semester _____ Year _____

Required Signatures:

Department Chairperson		Date	9/11/13
College Curriculum Committee		Date	
College or School Faculty (if necessary)		Date	
College or School Dean/Dean of Instruction		Date	9/11/13
Office of the Registrar—Catalog		Date	8/19/13
Director of relevant Library		Date	9-5-13
CIRT (if necessary)		Date	
FS Graduate Committee (graduate courses)		Date	11/8/13
FS Undergraduate Committee (undergraduate courses)		Date	
FS Curriculum Committee		Date	12/6/13
Assoc. Provost for Academic Affairs		Date	12/30/14
Faculty Senate		Date	

After all recommendations and approvals have been secured, send to the Scheduling Office which retains the original and returns copies to the offering department and college office.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY: (After approval by Faculty Senate Curriculum Committee)

NEW COURSE REQUEST
FORM B
Form Number: B1142

Name of Initiator: Janet Poole Email: * jlpoole@unm.edu Date: * 01-25-13

Phone Number: * 505 272-8276

Initiator's Title* Professor: Occupational Therapy,
Pediatrics

Associated Forms exist?*

No ▼

Faculty Contact* Betsy VanLeit

Administrative Contact* Janet Werner

Department* Occupational Therapy, Pediatrics

Admin Email* werner@salud.unm.edu

Branch

Admin Phone* 272-6967

Course Subject code OOTH (Occupational Therapy) ▼

Course Number 615

Credit Hours

	Fixed	Variable Credit		
	Credit	Low	Or/To	High
Credit Hours	3		▼	
Lecture Hours	3		▼	
Lab Hours	0		▼	

Long Course Title Technology for Education, Service Delivery and Supervision

Short course title: Education, Service, Practice (Spaces are included in the 30 characters maximum)

College ME (School of Medicine) ▼

Department: Please Select ▼

If the course will be Also Offered As, indicate the courses

Give a full, precise and complete description of the proposed new course. The description is to be no longer than 35 words.

Words Used: 0

Technology allows occupational therapy practitioners overcome access barriers in delivery services, consult with experts, and provide supervision. This course introduces students to using technology for these purposes and consideration of legal and ethical practices.

Course Level (select one) ☐ UG ☒ GR ☐ GR/UG ☐ Law ☐ PharmD ☐ MedD

If Both GR/UG is selected, complete the Justification for Graduate Credit Field.

Schedule Type UNM Schedule Type Glossary

Current Schedule Actions and Types

Action
Adding Schedule Type Seminar

Co-requisites to this course: If none, write "None" in the box.

None

Restrictions: List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.
Student must be enrolled in the Occupational Therapy Program.

Pre-requisites for course: If the course has pre-requisites, list all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If none, write "None" in the box.

Check the current UNM catalog to determine possible duplication of other course content. Provide correspondence and documentation from all departments you contacted.

Is this course an elective, or a required course for degree program?

Required ▼

(If required, a Form C must also be submitted.)

Technical Course (branches only) ☐ Yes ☒ No

If yes, when

Please Select ▼

2000 ▼

and average enrollment

9. May the course be repeated for credit? ☐ Yes ☒ No

If yes, how many times can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

OR

If yes, for how many hours can the course be repeated?

10. Will this course be a substitute for a deleted course?

No ▼

If yes, which course:

20.a If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?

11. Grade Options: Is this course to be graded on a CR/NC basis exclusively?

No ▼

21.a If yes, provide a justification below

21.b Will the course be graded using a grade scale that is different from the standard grade scale?

Please Select ▼

If yes, justify and contact the Registrar's Office.

12. Proposed first term of offering. Term:

Fall ▼

Year

2014 ▼

13. Upload course content syllabus.

Click [HERE](#) for sample syllabus and guidelines.

[OCTH 615 Technology Syllabus.docx](#)

14. Justification for graduate credit (If numbered below 500).

Click [HERE](#) for OGS Resources for Curriculum Forms Submission (then click 'Tips for Form B').

Budgetary and faculty load implications (Each new course has such implications unless it is replacing a deleted course--Form A).

Upload a document that includes justification for the course, impact on long-range planning, detailed budget analysis and faculty workload implications.

[Budgetary and Faculty Load Implications.docx](#)

16. Does this new course have any special course fees or lab fees? If yes, what are they for and how much are they?

(Please complete *Special Course Fees Approval Form*, available from the Provost's Office)

University of New Mexico
Occupational Therapy Graduate Program

OCTH 615 (Technology for Education, Service Delivery and Supervision)

Instructor(s): Carla Wilhite, OTD, OTR/L Email: cwilhite@salud.unm.edu
Janet L. Poole, PhD., OTR/L jpoole@salud.unm.edu

Office Hours: By appointment

Class times: TBA

Classroom(s): TBA

Term/semester: Spring

Credits: 3

Method of Delivery: This course will be offered in a hybrid format with face-to-face meeting for the final presentations.

COURSE DESCRIPTION:

Technology provides a method for occupational therapy practitioners to overcome access barriers in delivery services, consult with experts, and provide supervision. This course introduces Occupational Therapy doctoral students to using technology for these purposes and consideration of legal and ethical practices.

COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

- 1) Discuss benefits to technology in education, service delivery and supervision
- 2) Discuss the challenges for reimbursement and licensure portability.
- 3) Identify legal and ethical considerations in using technology
- 4) Demonstrate basic skills in designing education program using technology
- 5) Demonstrate skills in accessing and utilizing technology to enhance practice and education in healthcare

REQUIRED READINGS:

American Occupational Therapy Association (2010). Telerehabilitation position paper. American Journal of Occupational Therapy, 64, S106-111.

Cason, J. (2011). Telerehabilitation: An adjunct service delivery model for early intervention services. International Journal of Telerehabilitation, 3, 19-28.

Cason, J. & Brannon, J. (2011). Telehealth regulatory and legal considerations: Frequently asked questions. International Journal of Telerehabilitation, 3, 15-18.

Cohn, E.R., Brannon, J.A., & Cason J. (2011). Resolving barriers to licensure portability for telerehabilitation professionals. *International Journal of Telerehabilitation*, 3, 31-33.

Griffiths, P.C., et al. (2010). Using telehealth technology to support family caregivers: Description of a pilot intervention and preliminary results. *Physical and Occupational Therapy in Geriatrics*, 28, 307-320.

Miller, T., Miller, J., et al. (2003). Telehealth: A model for clinical supervision in allied health. *Internet Journal of Allied Health Services and Practice*, 1, 1-8.

Watzlaf, V., Moeini S., & Firouzan, P. (2010). VoIP for telerehabilitation: A risk analysis for privacy, security and HIPAA compliance, Part I. *International Journal of Telerehabilitation*, 2, 3-14.

Watzlaf, V., Moeini S., Matusow, L., & Firouzan, P. (2011). VoIP for telerehabilitation: A risk analysis for privacy, security and HIPAA compliance, Part II. *International Journal of Telerehabilitation*, 3, 3-10.

Additional readings will be identified on the LEARN portion of this course. Other readings may be added to the course by the course Instructor.

WEB ENHANCEMENT

Class discussions will take place weekly on LEARN. This site will be used to monitor course announcements, participate in class discussions, submit assignments, review study materials and assignment examples, access key documents and required reading materials and complete course evaluations. The calendar will inform students about assignment and project due dates and any other pertinent information.

SPECIAL ACCOMMODATIONS/ADA

If you have a disability or other life situation that may affect your performance on assignments or participation in class, please discuss these concerns with the course instructor within the first week of class so accommodations may be considered. For additional information contact Accessibility Resource Center at 277-3506 or Dr. Cheri Koinis at 272-3898.

ADDITIONS AND/OR ALTERATIONS TO THE COURSE SYLLABUS.

Although an effort was made to finalize the content presented in this syllabus prior to the first day of class, the Instructor may alter this syllabus at any time in order to maximize student learning. You will be notified of any such changes via online or in class methods.

COURSE EVALUATION GUIDELINES

Students will be required to complete a Midterm and Final course evaluation assessment. The Instructor will provide students with links to this assessment at Midterm and Final evaluation time via the LEARN site. No Final grade can be released until the student has completed and submitted the Midterm and Final Course evaluations.

ATTENDANCE AND PROFESSIONALISM POLICIES

Professionalism is a vital element in the UNM OTD program which prepares students for success in professional practice. Students are expected to prepare for class, complete required readings and discussions if any, actively engage in class discussions and activities, work as part of an effective team process if Group work is assigned, and use each class opportunity to enhance their own learning and that of fellow classmates. Attendance is expected as it would be in places of employment. Your instructor should be notified as soon as possible of impending absences. Students are expected to turn in written work even in situations of missed content or class per instructor's instructions. Other specific make-up methods will be determined by the course instructor in collaboration with the student. No final course grade will be given if there are missing assignments on the date of the last class meeting. Problems with attendance can adversely affect a student's final course grade.

ACADEMIC HONESTY:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The Occupational Therapy Graduate Program reserves the right to take disciplinary action up to and including dismissal against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments claiming credit for work not done or done by others, interfering the academic work of other students, plagiarism misrepresenting academic or professional qualifications, and nondisclosure or misrepresentation in filling out applications or other University records.

LEARNING METHODS

This course was developed using participatory learning strategies in preparation for class discussions through required readings, interactive lectures, participation in in-class and online discussions, small group work, and individual papers and projects. At times students will work in small groups which are randomly assigned and may change in composition to encourage greater intra-class student collaboration. At all times, students are expected to contribute to an optimal learning atmosphere for themselves as well as other students and demonstrate respect and professionalism in interactions both with the Instructor and fellow classmates.

<u>ASSIGNMENTS</u>	<u>COURSE WEIGHT</u>	<u>DUE</u>
Participation	10%	
Assignment #1	20%	Week 5
Assignment #2	35%	Week 11
Assignment #3	35%	Weeks 15 & 16

ASSIGNMENTS

Participation: In most class meetings, students will be given reading and short written or oral assignments to prepare for the next class meeting. Students are expected to always come to class prepared to share their findings and reactions to these assignments. Graduate-level discussion is expected through raising questions, critiquing, clarifying, and linking discussion topics to other materials and resources within and outside of the class. Timely completion of all assignments and course evaluations is required. Behavior that is attentive and respectful to all is mandatory at all times.

Assignment #1: Telehealth or eHealth Proposal

Description of Assignment: Students will review selected grantor requests for proposal for funding telehealth projects or eHealth promotion and write a short proposal incorporating strong and convincing writing principles.

Assignments #2 Health Care Reform

Description of Assignment: Online presentation by student teams of two on a health care reform topic, legislation, or ethical dilemma affecting the delivery, reimbursement, and/or access to occupational therapy services with evidenced strategies demonstrating advocacy in legislative, corporate, or agency policy-making bodies.

Assignment # 3

Description of Assignment: Online group presentation for telehealth, eHealth promotion, service delivery, or professional advocacy utilizing technologies of learning effectively, persuasively, and outcome measures. Must demonstrate basic technology competence in using or embedding video, media, or other technology.

Course Schedule

- Week 1:** Introduction, Course Content and Instructor Expectations.
- Week 2:** Introduction to telehealth, telerehabilitation and ehealth and funding streams
- Week 3:** Using telehealth in clinical practice – AOTA's position paper
- Week 4:** Consultation using telehealth
- Week 5:** Developing Education material using telehealth and ehealth promotion strategies
- Week 6:** The Vision of a Prepared Health Professional: Teaching strategies of preparing students to face today's healthcare challenges.
- Week 7:** Recommendations for Teaching Healthcare Reform concepts to Current and Future
- Week 8:** **Midterm Week**
- Week 9:** Legal and ethical considerations
- Week 10:** Funding and reimbursement.
- Week 11:** **Developing learning goals, objectives, activities and outcome measures for educational content.**
- Week 12:** Overview of design and creation of educational content using Web 2.0, Social Media, and Virtuality
- Week 13:** Implementing educational content and technology for diverse learning styles, accessibility, and accommodation
- Week 14:** Cutting edge and future of technology for supervision with implications for service delivery
- Week 15:** Group Presentation Preparation
- Week 16:** Final Week of Class: Group Presentations

Budgetary and Faculty Load Implications

There are no expenses other than those outlined in the OTD Proposal submitted with the Form D. Faculty load implications are also outlined in the OTD Proposal.

FORM B - NEW COURSE REQUEST

Date: 8/13/13

CIP CODE _____

Janet Poole

(Name of Individual Initiating curricular change form)

Professor 272-8276

(Title, position, telephone number)

jlpoole@unm.edu

(Email address)

Occupational Therapy

(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPPLICATE

Routing (All four copies)

1. College Curriculum Committee
2. College or School Faculty (if necessary)
3. College or School Dean/Dean of Instruction
4. Office of the Registrar—Catalog
5. Director of relevant Library
6. CIRT (if necessary)
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate

* Please allow at least six months to complete entire approval process.

(If Branch Course: Type 1 _____ Type 2 _____ Type 3 _____)

Attach a full, precise and complete listing of the proposed new course following the current format used in the UNM catalog. The description is to be no longer than 35 words. Listing must include course number, title, credit hours, description, and pre and/or corequisites. If for graduate credit, * must be included before the course number, if numbered 400-499.

Course Number 625 Course Title Complex Reasoning in Practice Credit Hours 3

Provide suggested title abbreviation. Spaces and punctuation are included in the 20 spaces allowed.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

If the course is to be also offered as, indicate the other department(s) and obtain signature(s).

Course Number _____ to be also offered as _____
(Dept. and Course Number)

Also Offered As, i.e. course exists and credit allowed in either department.

Agreed to by _____
(Department Chair) _____
(Department Chair)

1. a. Have you checked the current UNM catalog to determine possible duplication of other content? If so, which department(s)? _____
b. If there is possible duplication with any other course available at UNM, have the offering departments discussed the issues involved? _____ Do all parties agree that the new course is necessary? _____
If yes, attach a statement signed by all parties or complete section 6 with signatures (reverse side).
c. Is this course an elective, or a required course for degree program? (If required, a Form C must also be submitted.) _____
2. Has this course been offered as a topics/workshop? Yes _____ No _____. If yes, when & average enrollment? _____
Can it be repeated for credit? Yes _____ No _____. If yes, up to how many credit hours? _____
3. Will this course be a substitute for a deleted course? Yes _____ No _____. If yes, what course? _____
(If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?) _____
4. Is this course to be graded on a CR/NC basis exclusively? Yes _____ No _____. (Complete #7 on reverse side.)
5. When will the course be offered for the first time? _____, _____
Semester Year

Required Signatures:

Department Chairperson _____	Date <u>9/11/13</u>
College Curriculum Committee _____	Date _____
College or School Faculty (if necessary) _____	Date _____
College or School Dean/Dean of Instruction <u>JH mWit</u>	Date <u>9/11/13</u>
Office of the Registrar—Catalog _____	Date _____
Director of relevant Library <u>Holly Shipp Buchanan</u>	Date <u>9-5-13</u>
CIRT (if necessary) _____	Date _____
FS Graduate Committee (graduate courses) _____	Date _____
FS Undergraduate Committee (undergraduate courses) _____	Date _____
FS Curriculum Committee _____	Date _____
Assoc. Provost for Academic Affairs _____	Date _____
Faculty Senate _____	Date _____

After all recommendations and approvals have been secured, send to the Scheduling Office which retains the original and returns copies to the offering department and college office.

Received _____ Entered (Mainframe) _____ Entered (Catalog) _____ Mailed _____

For Scheduling Office ONLY: (After approval by Faculty Senate Curriculum Committee)

**NEW COURSE REQUEST
FORM B
Form Number: B1141**

Name of Initiator: Janet Poole Email:* jlpoole@unm.edu Date:* 01-24-13

Phone Number:* 505 272-8276

Initiator's Title* Professor; Occupational
Therapy/Pediatrics

Associated Forms exist?*

No ▼

Faculty Contact* Betsy VanLeit

Administrative Contact* Janet Werner

Department* Occupational Therapy/Pediatrics

Admin Email* werner@salud.unm.edu

Branch

Admin Phone* 2-6967

Course Subject code OGTH (Occupational Therapy) ▼

Course Number 625

Credit Hours

	Fixed	Variable Credit		
	Credit	Low	Or/To	High
Credit Hours	3		▼	
Lecture Hours	3		▼	
Lab Hours	0		▼	

Long Course Title Complex Reasoning in Practice

Short course title: Complex Reasoning in Practice (Spaces are included in the 30 characters maximum)

College ME (School of Medicine) ▼

Department: Please Select ▼

If the course will be Also Offered As, indicate the courses

Give a full, precise and complete description of the proposed new course. The description is to be no longer than 35 words.

Words Used: 0

Addresses complex process of reasoning in practice to solve occupational problems that influence health and well being. Case method explores the interplay of theory, evidence, context, and client perspective in defining problems and making practice decisions.

0. Course Level (select one) ☐ UG ☒ GR ☐ GR/UG ☐ Law ☐ PharmD ☐ MedD

If Both GR/UG is selected, complete the Justification for Graduate Credit Field.

1. Schedule Type UNM Schedule Type Glossary

Current Schedule Actions and Types

Action
Adding Schedule Type Seminar

2. Co-requisites to this course: If none, write "None" in the box.

None

3. Restrictions: List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box. Student must be enrolled in the Occupational Therapy Program.

4. Pre-requisites for course: If the course has pre-requisites, list all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If none, write "None" in the box.

None

5. Check the current UNM catalog to determine possible duplication of other course content. Provide correspondence and documentation from all departments you contacted.

6. Is this course an elective, or a required course for degree program?

(If required, a Form C must also be submitted.)

Required ▼

8. Has this course been offered as topics?
 If yes, when 2000

May the course be repeated for credit? ☐ Yes ☒ No
 If yes, how many times can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.
 OR
 If yes, for how many hours can the course be repeated?

10. Will this course be a substitute for a deleted course?
 If yes, which course:

20.a If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?

11. Grade Options: Is this course to be graded on a CR/NC basis exclusively?
 21.a If yes, provide a justification below

21.b Will the course be graded using a grade scale that is different from the standard grade scale?
 If yes, justify and contact the Registrar's Office.

12. Proposed first term of offering. Term: Year

13. Upload course content syllabus.
 Click [HERE](#) for sample syllabus and guidelines.

[625 Complex reasoning in practice.doc](#)

Justification for graduate credit (If numbered below 500).

Click [HERE](#) for OGS Resources for Curriculum Forms Submission (then click 'Tips for Form B').

15. Budgetary and faculty load implications (Each new course has such implications unless it is replacing a deleted course--Form A).
 Upload a document that includes justification for the course, impact on long-range planning, detailed budget analysis and faculty workload implications.

[Budgetary and Faculty Load Implications.docx](#)

16. Does this new course have any special course fees or lab fees? If yes, what are they for and how much are they?
 (Please complete *Special Course Fees Approval Form*, available from the Provost's Office)

University of New Mexico
Occupational Therapy Graduate Program

OCTH 625 - Complex Reasoning in Practice
(3 credits)

Instructor(s): Diane Parham, PhD, OTR/L
E-mail: DiParham@salud.unm.edu
Office hours: By appointment

Classroom: TBA
Semester: Spring
Credits: 3

COURSE DESCRIPTION:

This course addresses the complex process of reasoning in practice to solve occupational problems as they influence health and well being. Case method is used to explore the interplay of theory, evidence, context, and client perspective in defining problems and making practice decisions.

COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

1. Describe how various conceptual frameworks and theories of occupation influence the ways that clinical problems are identified and addressed in practice.
2. Discuss how complexity at micro and macro levels influences practice decisions.
3. Demonstrate how interventions are informed by theory, evidence, and specific context, particularly when high levels of evidence are limited or nonexistent.
4. Apply complex clinical reasoning to design an occupational therapy intervention approach that can be tailored for a particular community or population.

REQUIRED READINGS:

Crist, P.A., Royeen, C. B., & Schkade, J.K (Eds.), (2000). *Infusing occupation into practice* (2nd ed.). Rockville, MD: American Occupational Therapy Association.

George, A.L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. Cambridge, MA: Belfer Center for Science and International Affairs.

Jaccard, J., & Jaccoby, J. (2010). *Theory construction and model-building skills: A practical guide for social scientists* NY: The Guilford Press.

Mattingly, C. (1998). *Healing dramas and clinical plots: The narrative structure of experience*. Cambridge, UK: Cambridge University Press.

Additional readings may be assigned throughout the semester to further explore issues that emerge in class discussions.

ADA:

If you have a disability that will interfere with your ability to learn or participate in class, please discuss these concerns with the instructor(s) within the first week so accommodations may be considered. Contact Accessibility Resource Center at 277-3506 or Dr. Cheri Koinis at 272-3898 for additional information.

ADDITIONS AND/OR ALTERATIONS TO THE COURSE SYLLABUS:

Although every effort was made to finalize the course content presented in this syllabus, the instructor reserves the right to alter this syllabus if necessary. You will be notified of any change via e-mail or during class.

COURSE EVALUATION GUIDELINES:

Students are expected to use WebCT/Blackboard to complete the mid-term and the final course evaluations during the weeks assigned for them in the course schedule. Failure to complete the evaluations will impact the student's points for participation. After these dates, the evaluation will no longer be available.

ATTENDANCE AND PROFESSIONALISM:

Professionalism is a vital element in the UNM OTD Program. Students are expected to prepare for class, complete required readings, actively engage in class discussions and activities, work as part of effective teams, and use each class meeting as an opportunity to enhance their own learning and that of peers.

Attendance is expected like a place of employment. Your instructor should be notified as soon as possible of impending absences. If you miss a class contact the instructor as if you were contacting an employer with arrangements for coverage (make-up) being your responsibility. In general, all work needs to be submitted by class time on due date. If you turn in assignments late, 5% of the total points will be deducted each day the assignment is late.

Students are required to routinely check email, as the instructor will often communicate messages for the entire class as well as for individual students electronically.

ACADEMIC HONESTY:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The Occupational Therapy Graduate Program reserves the right to take disciplinary action, including dismissal, against any student who is found guilty of academic dishonesty or

otherwise fails to meet program standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications; and nondisclosure or misrepresentation in filling out applications or other University records.

COURSE REQUIREMENTS

Participation & class assignments: In most class meetings, students will be given reading and short written or oral assignments to prepare for the next class meeting. Students are expected to always come to class prepared to share their findings and reactions to these assignments. Graduate-level discussion is expected through raising questions, critiquing, clarifying, and linking discussion topics to other materials and resources within and outside of the class. Timely completion of all assignments and course evaluations is required. Behavior that is attentive and respectful to all is mandatory at all times.

Case presentation: Each student will meet individually with the instructor to plan a case presentation drawn from the student's practice experience. The presentation will integrate theory, practice evidence, and micro as well as macro contextual factors that are case-specific. The case will be presented to the class, followed by discussion. It will include a multi-factorial interpretation of the presenting problem, and a proposed occupational therapy intervention plan that is directly linked to the analysis.

Case analysis paper: This will be a formal academic paper based on the case presentation, and informed by class discussion of the case.

Intervention paper: This final paper will involve conceptualization of an intervention approach or frame of reference suitable for guiding program development to address the health needs of a particular community or clinical population. The intervention description must explicitly build on theory, address key contextual factors, and be informed by research evidence.

<u>Course requirements</u>	<u>Weight in course grade</u>	<u>Due Date</u>
Participation	10%	
Case Presentation	20%	Weeks 6-8
Case analysis paper	35%	Week 12
Frame of reference paper	35%	Week 16

CLASS SCHEDULE:

<u>Week</u>	<u>Topic</u>
1	Introduction & overview of course
2	Survey of conceptual models and theories of occupation
3	Discussion of how specific theories & models of occupation influence clinical problem definition & intervention planning; identifying evidence that is relevant to various theoretical approaches
4	Making practice decisions moment-by-moment: the role of narrative in interpreting clinical events
5	The power of context: micro and macro factors
6	Case presentations & discussion
7	Case presentations & discussion
8	Case presentations & discussion
9	Using multiple sources of evidence to analyze micro and macro contextual influences on clinical problems
10	When research evidence is not adequate: practice decisions in the face of uncertainty or conflict
11	Revisiting narrative: exploration of how narrative gives coherence to disparate sources of information
12	Case analysis paper due; introduction to theory and model construction for practice problems
13	Theory and model construction for practice problems
14	Creating a frame of reference for intervention: integration of theory, context, and evidence to guide practice decisions
15	Translating an intervention frame of reference into program planning: The importance of foregrounding context
16	Frame of reference paper due; papers will be informally discussed in class

Budgetary and Faculty Load Implications

There are no expenses other than those outlined in the OTD Proposal submitted with the Form D. Faculty load implications are also outlined in the OTD Proposal.

FORM B - NEW COURSE REQUEST

Date: 8/13/13

CIP CODE

Janet Poole

(Name of individual initiating curricular change form)

Professor 272-8276

(Title, position, telephone number)

jlpoole@unm.edu

(Email address)

Occupational Therapy

(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPLICATE

Routing (All four copies)

1. College Curriculum Committee
2. College or School Faculty (if necessary)
3. College or School Dean/Dean of Instruction
4. Office of the Registrar—Catalog
5. Director of relevant Library
6. CIRT (if necessary)
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate

* Please allow at least six months to complete entire approval process.

(If Branch Course: Type 1 _____ Type 2 _____ Type 3 _____)

Attach a full, precise and complete listing of the proposed new course following the current format used in the UNM catalog. The description is to be no longer than 35 words. Listing must include course number, title, credit hours, description, and pre and/or corequisites. If for graduate credit, * must be included before the course number, if numbered 400-499.

Course Number 635 Course Title Scholarship of Practice Credit Hours 3

Provide suggested title abbreviation. Spaces and punctuation are included in the 20 spaces allowed.

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If the course is to be also offered as, indicate the other department(s) and obtain signature(s).

Course Number _____ to be also offered as _____
(Dept. and Course Number)

Also Offered As, i.e. course exists and credit allowed in either department.

Agreed to by _____
(Department Chair)

(Department Chair)

1. a. Have you checked the current UNM catalog to determine possible duplication of other content? If so, which department(s)? _____
b. If there is possible duplication with any other course available at UNM, have the offering departments discussed the issues involved? _____ Do all parties agree that the new course is necessary? _____
If yes, attach a statement signed by all parties or complete section 6 with signatures (reverse side).
c. Is this course an elective, or a required course for degree program? (If required, a Form C must also be submitted.) _____
2. Has this course been offered as a topics/workshop? Yes _____ No _____. If yes, when & average enrollment? _____
Can it be repeated for credit? Yes _____ No _____. If yes, up to how many credit hours? _____
3. Will this course be a substitute for a deleted course? Yes _____ No _____. If yes, what course? _____
(If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?) _____
4. Is this course to be graded on a CR/NC basis exclusively? Yes _____ No _____. (Complete #7 on reverse side.)
5. When will the course be offered for the first time? _____ Semester _____ Year _____

Required Signatures:

Department Chairperson	<u>[Signature]</u>	Date	<u>9/11/13</u>
College Curriculum Committee		Date	
College or School Faculty (if necessary)		Date	
College or School Dean/Dean of Instruction	<u>[Signature]</u>	Date	<u>9/11/13</u>
Office of the Registrar—Catalog	<u>[Signature]</u>	Date	<u>9/19/13</u>
Director of relevant Library	<u>[Signature]</u>	Date	<u>9-5-13</u>
CIRT (if necessary)		Date	
FS Graduate Committee (graduate courses)	<u>[Signature]</u>	Date	<u>11/8/13</u>
FS Undergraduate Committee (undergraduate courses)		Date	
FS Curriculum Committee	<u>[Signature]</u>	Date	<u>12/16/13</u>
Assoc. Provost for Academic Affairs	<u>[Signature]</u>	Date	<u>12/30/14</u>
Faculty Senate		Date	

After all recommendations and approvals have been secured, send to the Scheduling Office which retains the original and returns copies to the offering department and college office.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY: (After approval by Faculty Senate Curriculum Committee)

NEW COURSE REQUEST
FORM B
Form Number: B1143

Name of Initiator: Janet Poole Email: * jlpoole@unm.edu Date: * 01-25-13

Phone Number: * 505 272-8276

Initiator's Title * Professor: Occupational
Therapy, Pediatrics

Associated Forms exist? *

Yes ▼

Faculty Contact * Betsy VanLeit

Administrative Contact * Janet Werner

Department * Occupational Therapy Pediatrics

Admin Email * werner@salud.unm.edu

Branch

Admin Phone * 26957

Course Subject code

OCTH (Occupational Therapy) ▼

Course Number 635

Credit Hours

	Fixed	Variable Credit		
	Credit	Low	Or/To	High
Credit Hours	3		▼	
Lecture Hours	3		▼	
Lab Hours			▼	

Long Course Title Scholarship of Practice

Short course title: Scholarship of Practice (Spaces are included in the 30 characters maximum)

College ME (School of Medicine) ▼

Department: Please Select ▼

If the course will be Also Offered As, indicate the courses

Give a full, precise and complete description of the proposed new course. The description is to be no longer than 35 words.

Words Used: 0

This course introduces students to the professional literature surrounding outcome measures and the evidence supporting occupational therapy practice and education and the need for outcome studies.

Course Level (select one) ☐ UG ☒ GR ☐ GR/UG ☐ Law ☐ PharmD ☐ MedD

If Both GR/UG is selected, complete the Justification for Graduate Credit Field.

Schedule Type UNM Schedule Type Glossary

Current Schedule Actions and Types

Action

Adding

Schedule Type

Seminar

Co-requisites to this course: If none, write "None" in the box.

Restrictions: List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

Student must be enrolled in the Occupational Therapy Program.

Pre-requisites for course: If the course has pre-requisites, list all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If none, write "None" in the box.

Check the current UNM catalog to determine possible duplication of other course content. Provide correspondence and documentation from all departments you contacted.

Is this course an elective, or a required course for degree program?

(If required, a Form C must also be submitted.)

Required ▼

Technical Course (branches only) ☐ Yes ☒ No

If yes, when

Please Select ▼

2000 ▼

and average enrollment

9. May the course be repeated for credit? ☐ Yes ☒ No

If yes, how many **times** can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

OR

If yes, for how many **hours** can the course be repeated?

10. Will this course be a substitute for a deleted course?

No ▼

If yes, which course:

20.a If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?

11. Grade Options: Is this course to be graded on a CR/NC basis exclusively?

No ▼

21.a If yes, provide a justification below

21.b Will the course be graded using a grade scale that is different from the standard grade scale?

No ▼

If yes, justify and contact the Registrar's Office.

12. Proposed first term of offering. Term:

Fall ▼

Year

2014 ▼

13. Upload course content syllabus.

Click [HERE](#) for sample syllabus and guidelines.

[635practice of scholarship.doc](#)

14. Justification for graduate credit (If numbered below 500).

Click [HERE](#) for OGS Resources for Curriculum Forms Submission (then click 'Tips for Form B').

Budgetary and faculty load implications (Each new course has such implications unless it is replacing a deleted course--Form A).

Upload a document that includes justification for the course, impact on long-range planning, detailed budget analysis and faculty workload implications.

[Budgetary and Faculty Load Implications.docx](#)

16. Does this new course have any special course fees or lab fees? If yes, what are they for and how much are they?

(Please complete *Special Course Fees Approval Form*, available from the Provost's Office)

OCTH 635 (Scholarship of Practice)

Method of Delivery: This course will be offered in a hybrid format with face-to-face meeting for the final presentations.

COURSE DESCRIPTION:

This course introduces students to the professional literature surrounding outcome measures and the evidence supporting occupational therapy practice and education and the need for outcome studies.

COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

1. Identify outcome measures used in occupational therapy practice and research
2. Evaluate the quality of outcomes measures used in occupational therapy and research
3. Discuss the relationships among theory, research, and practice and articulate the importance and necessity of research for evidence-based practice and professional development.
4. Employ logical thinking, critical analysis, problem-solving, and creativity.
5. Use professional literature, including a variety of national and international informational resources, to make informed, evidence-based practice decisions.
6. Demonstrate ability to design and implement an outcomes study.

REQUIRED TEXTBOOKS AND READINGS:

- Crist, P. (2008). Outcomes measurement: A scholarship of practice. In S. Coppola, SJ Elliot & PE Toto (eds). *Strategies to advance gerontology excellence: Promoting best practice in occupational therapy*. AOTA Press: Bethesda, MD.
- Crist, P., Muñoz, J., Hansen, A.M.W., Benson, J., & Provident, I. (2007). The practice-scholar program: An academic-practice partnership to promote the scholarship of practice. *Occupational Therapy in Health Care*, 19, 71-93.
- Holm, M.B. (2000). Our mandate for the new millennium: Evidence-based practice. *American Journal of Occupational Therapy*, 54, 575-585.
- Law, M. (2002). *Evidence-based rehabilitation: A guide to practice*. Thorofare, NM: SLACK, Inc.
- Rogers, J.C., & Holm, M.B. (1994). Accepting the challenge of outcome research: Examining the effectiveness of occupational therapy practice. *American Journal of Occupational Therapy*, 48, 871-876.
- Tickle-Degnen, L. (2000). Gathering current research evidence to enhance clinical reasoning. *American Journal of Occupational Therapy*, 54, 102-105.

Additional readings will be identifies on LEARN. Reading assignments are made in conjunction with the topics scheduled for the class session. You are expected to read the assigned material before class and be prepared to engage in class discussion.

ADA

If you have a disability that will interfere with your ability to learn content or participate in class, please discuss these concerns with the instructor(s) within the first week so accommodations may be considered. Contact Accessibility Resource Center at 277-3506 or Dr. Cheri Koinis at 272-3898 for additional information.

ADDITIONS AND/OR ALTERATIONS TO THE COURSE SYLLABUS:

Although every effort was made to finalize the course content presented in this syllabus, the instructor(s) reserve the right to alter this syllabus if necessary. You will be notified of any change via e-mail or during class.

COURSE EVALUATION GUIDELINES:

Students are expected to use LEARN to complete the mid-term and the final course evaluations during the weeks assigned for them in the course schedule. Failure to complete the evaluations will impact the student's points for participation. After these dates, the evaluation will no longer be available.

ATTENDANCE AND PROFESSIONALISM:

Professionalism is a vital element in the UNM OTD Program which prepares students for success in professional practice. Students are expected to prepare for class, complete required readings, actively engage in class discussions and activities, work as part of effective teams and use each class opportunity to enhance their own learning and that of their peers.

Attendance is taken and expected like a place of employment. Your instructor should be notified as soon as possible of impending absences. If you miss a class contact the instructor as if you were contacting an employer with arrangements for coverage (make-up) being your responsibility. In general, all work needs to be submitted by class time on due date. If you turn in assignments late, 5% of the total points will be deducted each day the assignment is late.

Students are required to routinely check the class email conference address and their individual email addresses. Faculty will often communicate course and individual messages electronically.

ACADEMIC HONESTY:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The Occupational Therapy Graduate Program reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; plagiarism misrepresenting academic or professional qualifications; and nondisclosure or misrepresentation in filling out applications or other University records.

COURSE REQUIREMENTS

- 1. Outcome critique paper/presentation** – students will chose an outcome measure of their choice and prepare a written critique and oral presentation of the psychometric properties of the outcome measure
- 2. Systemic Review of Outcomes Paper** – this paper will consist of an evaluation of the psychometric properties of the outcomes from studies described in a published systematic review and how the outcomes relate to the OTPF or ICF categories.
- 3. Proposal for an outcomes study and presentation** – students will determine a need for an outcome study in their area of practice and prepare a written proposal and oral presentation that describes the need for the study, the study deign, outcomes, analyses and significance.

<u>ASSIGNMENTS</u>	<u>COURSE WEIGHT</u>	<u>DUE</u>
Outcome critique paper/ presentation	20 %	Week 6
Systematic review of outcomes	40%	Week 10
Proposal for outcome study	40%	Week 15

TOPICS

<u>Week</u>	<u>Topic</u>
1 and 2	What are outcome measures Outcome measures used in occupational therapy
3	Selecting outcome measures How outcome measures relate to the Occupational Therapy Practice Framework and International Classification of Functioning
4	Review of psychometrics of outcome measures
5	Data based searches
6	Presentation of outcome critiques
7	Hierarchies of strength of evidence of outcome measures Evaluating outcomes used in research studies
8	Time to work on Systematic Review Paper
9	Relationships among theory, research, and practice
10 -12	Purposes of outcome studies- research, clinical, program evaluation, quality assessment, individuals
13	Negotiating Institutional Review Boards
14 and 15	Discussion of findings from systematic reviews
16	Outcome study presentations

Budgetary and Faculty Load Implications

There are no expenses other than those outlined in the OTD Proposal submitted with the Form D. Faculty load implications are also outlined in the OTD Proposal.

FORM B - NEW COURSE REQUEST

CIP CODE

Date: 8/13/13

Janet Poole

(Name of individual initiating curricular change form)

Professor 272-8276

(Title, position, telephone number)

jlpoole@unm.edu

(Email address)

Occupational Therapy

(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPPLICATE

Routing (All four copies)

1. College Curriculum Committee
2. College or School Faculty (if necessary)
3. College or School Dean/Dean of Instruction
4. Office of the Registrar—Catalog
5. Director of relevant Library
6. CIRT (if necessary)
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate

* Please allow at least six months to complete entire approval process.

(If Branch Course: Type 1 _____ Type 2 _____ Type 3 _____)

Attach a full, precise and complete listing of the proposed new course following the current format used in the UNM catalog. The description is to be no longer than 35 words. Listing must include course number, title, credit hours, description, and pre and/or corequisites. If for graduate credit, * must be included before the course number, if numbered 400-499.

Course Number 645 Course Title Advanced Leadership and Advocacy Credit Hours 3

Provide suggested title abbreviation. Spaces and punctuation are included in the 20 spaces allowed.

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If the course is to be also offered as, indicate the other department(s) and obtain signature(s).

Course Number _____ to be also offered as _____
(Dept. and Course Number)

Also Offered As, i.e. course exists and credit allowed in either department.

Agreed to by _____
(Department Chair) (Department Chair)

1. a. Have you checked the current UNM catalog to determine possible duplication of other content? If so, which department(s)? _____
b. If there is possible duplication with any other course available at UNM, have the offering departments discussed the issues involved? _____ Do all parties agree that the new course is necessary? _____
If yes, attach a statement signed by all parties or complete section 6 with signatures (reverse side).
c. Is this course an elective, or a required course for degree program? (If required, a Form C must also be submitted.) _____
2. Has this course been offered as a topics/workshop? Yes _____ No _____. If yes, when & average enrollment? _____
Can it be repeated for credit? Yes _____ No _____. If yes, up to how many credit hours? _____
3. Will this course be a substitute for a deleted course? Yes _____ No _____. If yes, what course? _____
(If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?) _____
4. Is this course to be graded on a CR/NC basis exclusively? Yes _____ No _____. (Complete #7 on reverse side.)
5. When will the course be offered for the first time? _____ Semester _____ Year _____

Required Signatures:

Department Chairperson	<u>[Signature]</u>	Date	<u>9/11/13</u>
College Curriculum Committee		Date	
College or School Faculty (if necessary)		Date	
College or School Dean/Dean of Instruction	<u>[Signature]</u>	Date	<u>9/11/13</u>
Office of the Registrar—Catalog	<u>[Signature]</u>	Date	<u>8/19/13</u>
Director of relevant Library	<u>[Signature]</u>	Date	<u>9-5-13</u>
CIRT (if necessary)		Date	
FS Graduate Committee (graduate courses)	<u>[Signature]</u>	Date	<u>11/8/13</u>
FS Undergraduate Committee (undergraduate courses)		Date	
FS Curriculum Committee	<u>[Signature]</u>	Date	<u>12/6/13</u>
Assoc. Provost for Academic Affairs	<u>[Signature]</u>	Date	<u>12/30/14</u>
Faculty Senate		Date	

After all recommendations and approvals have been secured, send to the Scheduling Office which retains the original and returns copies to the offering department and college office.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY: (After approval by Faculty Senate Curriculum Committee)

**NEW COURSE REQUEST
FORM B
Form Number: B1144**

Date:* 01-25-13

Initiator's Title* Professor: Occupational Therapy
Pediatrics

Yes ▼

Administrative Contact* Janet Werner

Admin Email* werner@salud.unm.edu

Admin Phone* 2-6967

Course Number 645

Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or/To	High
Credit Hours	3		▼	
Lecture Hours	3		▼	
Lab Hours			▼	

Short course title: **Advanced Leadership and Advocacy** (Spaces are included in the 30 characters maximum)

Department: Please Select ▼

1. Give a full, precise and complete description of the proposed new course. The description is to be no longer than 35 words.

Advanced occupational therapy practice includes being a change agent. Competencies include leadership skills and experience, knowledge and action abilities, advocate at multiple levels including public policy and high-level decision making and communication.

If Both GR/UG is selected, complete the Justification for Graduate Credit Field.

Current Schedule Actions and Types

2. Co-requisites to this course: If none, write "None" in the box.

3. Restrictions: List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.
Student must be enrolled in the Occupational Therapy Program.

5. Check the current UNM catalog to determine possible duplication of other course content. Provide correspondence and documentation from all departments you contacted.

Required ▼

7. Technical Course (branches only) ☐ Yes ☒ No

If yes, when

Please Select ▼

2000 ▼

and average enrollment

9. May the course be repeated for credit? ☐ Yes ☒ No

If yes, how many times can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

OR

If yes, for how many hours can the course be repeated?

10. Will this course be a substitute for a deleted course?

No ▼

If yes, which course:

20.a If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?

11. Grade Options: Is this course to be graded on a CR/NC basis exclusively?

No ▼

21.a If yes, provide a justification below

21.b Will the course be graded using a grade scale that is different from the standard grade scale?

Please Select ▼

If yes, justify and contact the Registrar's Office.

12. Proposed first term of offering. Term:

Fall ▼

Year

2014 ▼

13. Upload course content syllabus.

Click [HERE](#) for sample syllabus and guidelines.

[645 Advocacy and Leadership.doc](#)

14. Justification for graduate credit (If numbered below 500).

Click [HERE](#) for OGS Resources for Curriculum Forms Submission (then click 'Tips for Form B').

Budgetary and faculty load implications (Each new course has such implications unless it is replacing a deleted course--Form A). Upload a document that includes justification for the course, impact on long-range planning, detailed budget analysis and faculty workload implications.

[Budgetary and Faculty Load Implications.docx](#)

16. Does this new course have any special course fees or lab fees? If yes, what are they for and how much are they?

(Please complete *Special Course Fees Approval Form*, available from the Provost's Office)

**University of New Mexico
Occupational Therapy Graduate Program**

OCTH 645 (Advanced Leadership and Advocacy)

Instructor: Terry K. Crowe, Ph.D., OTR/L **Email:** tcrowe@salud.unm.edu
Office Hours: By appointment **Class times:** TBA
Classroom(s): TBA
Term/semester: Fall
Credits: 3

Method of Delivery: This course will be offered in a seminar format meeting once a week for 3 hours. The sessions will be streamed to other locations depending upon where students reside. Some learning activities will be implemented in the community as developed on Individualized Leadership and Advocacy Plans.

COURSE DESCRIPTION:

Advanced occupational therapy practice includes being a change agent to move our profession forward. Competencies needed include leadership skills and experience, knowledge and action abilities advocate at multiple levels including public policy and high-level decision making and communication abilities.

COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

1. Demonstrate knowledge of current trends and issues in healthcare service and education service delivery in relationship to occupational therapy.
2. Demonstrate how social determinants of health influence health and wellness of people living in the United States with particular application to New Mexico residents.
3. Understand the current social, economic, political, geographic, and demographic factors that promote policy development and the provision of occupational therapy services.
4. Participate in the New Mexico legislature including shadowing a legislator or lobbyist for one day in Santa Fe.
5. Develop advocacy skills including writing fact sheets, participating in press releases, and public testimony to implement at the consumer, institution, local government, state government and national government levels.
6. Examine the theory and practice of Leadership.
7. Identify strengths and areas for growth in personal leadership style.
8. Develop an Individualized Leadership Plan and successfully complete identified leadership objectives for the semester.

REQUIRED TEXTBOOKS AND READINGS:

Northouse, P.G. (2007). Leadership: Theory and practice. Sage Publications.

Kouzes, J. M. & Posner, B. Z. (2007). The leadership challenge (4th ed.). John Wiley @ Sons, Inc.

Additional readings will be identified on WEBCT/Blackboard. Reading assignments are made in conjunction with the topics scheduled for the class session. You are expected to read the assigned material before class and be prepared to engage in class discussion.

ADA:

If you have a disability that will interfere with your ability to learn content or participate in class, please discuss these concerns with the instructor(s) within the first week so accommodations may be considered. Contact Accessibility Resource Center at 277-3506 or Dr. Cheri Koinis at 272-3898 for additional information.

ADDITIONS AND/OR ALTERATIONS TO THE COURSE SYLLABUS:

Although every effort was made to finalize the course content presented in this syllabus, the instructor(s) reserve the right to alter this syllabus if necessary. You will be notified of any change via e-mail or during class.

COURSE EVALUATION GUIDELINES:

Students are expected to use WebCT/Blackboard to complete the mid-term and the final course evaluations during the weeks assigned for them in the course schedule. Failure to complete the evaluations will impact the student's points for participation. After these dates, the evaluation will no longer be available.

ATTENDANCE AND PROFESSIONALISM:

Professionalism is a vital element in the UNM OTD Program which prepares students for success in professional practice. Students are expected to prepare for class, complete required readings, actively engage in class discussions and activities, work as part of effective teams and use each class opportunity to enhance their own learning and that of their peers.

Attendance is taken and expected like a place of employment. Your instructor should be notified as soon as possible of impending absences. If you miss a class contact the instructor as if you were contacting an employer with arrangements for coverage (make-up) being your responsibility. In general, all work needs to be submitted by class time on due date. If you turn in assignments late, 5% of the total points will be deducted each day the assignment is late.

Students are required to routinely check the class email conference address and their individual email addresses. Faculty will often communicate course and individual messages electronically.

ACADEMIC HONESTY:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The Occupational Therapy Graduate Program reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; plagiarism misrepresenting academic or professional qualifications; and nondisclosure or misrepresentation in filling out applications or other University records.

<u>ASSIGNMENTS</u>	<u>COURSE WEIGHT</u>	<u>DUE</u>
Participation	10%	
Leadership Individual Development Plan and Accountability Report/Presentation	35%	Week 16
Advocacy Individual Development Plan and Accountability Report/Presentation	35%	Week 16
Leadership of Discussion Topics	20%	

ASSIGNMENTS

Participation: This includes making graduate-level contributions to class discussions, discussing the readings, contributing to presentations, asking questions, class attendance, completing course evaluations and lack of distracting behavior during class.

Advocacy Individual Development Plan/Presentation: The Advocacy IDP will name and frame your advocacy objectives for this semester. Objectives will be written in SMART format. For each objective a description of the tasks, time estimate, projected start date, defined date of completion will be recorded. The individualized leadership objectives will be implemented outside of class. Activities which require at least 25 hours of time across the semester are needed.

Leadership Individual Development Plan/Presentation: The Leadership IDP will name and frame your leadership objectives for this semester. Objectives will be written in SMART format. For each objective a description of the tasks,

time estimate, projected start date, defined date of completion will be recorded. The individualized leadership objectives will implemented outside of class. Activities which require at least 25 hours of time across the semester are needed.

TOPICS:

<u>Week</u>	<u>Topic</u>
1	Review of Syllabus, Course Assignments and Instructor Expectations Social Disparities and the Impact on Occupational Therapy
2	Challenges and Solutions: Current Healthcare and Educational Systems
3	Overview of Public Policy Process and How to Influence Policy
4	Making Changes in New Mexico
5	No Class – Time to shadow during the New Mexico State Legislative Session
6	Open Topic on Advocacy to be decided by class
7	No class Time for implementation of advocacy objectives
8	Midterm Course Evaluation Overview of Characteristics of Leadership
9	The 5 Practices of Exemplary Leadership: Model the way, inspire a shared vision, challenge the process, enable others to act, encourage the heart
10	Assessment of Personal Leadership Style
11	Development and Sharing of Individual Leadership Plan Discussions of strategies to strengthen leadership
12	Leadership with Integrity: Hearing from the Experiences of OT Leaders
13	No class Time for implementation of leadership objectives
14	Effective Teams and Community Partnerships
15	Open Topic on Leadership to be decided by class
16	Presentations on Reflections of Completing Final Individualized Development Plans focused on Leadership and Advocacy PATH for the future Course Evaluation

FORM B - NEW COURSE REQUEST

CIP CODE

Date: 8/13/13

Janet Poole

(Name of individual initiating curricular change form)

Professor 272-8276

(Title, position, telephone number)

jlpoole@unm.edu

(Email address)

Occupational Therapy

(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPPLICATE

Routing (All four copies)

1. College Curriculum Committee
2. College or School Faculty (if necessary)
3. College or School Dean/Dean of Instruction
4. Office of the Registrar—Catalog
5. Director of relevant Library
6. CIRT (if necessary)
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate

* Please allow at least six months to complete entire approval process.

(If Branch Course: Type 1 _____ Type 2 _____ Type 3 _____)

Attach a full, precise and complete listing of the proposed new course following the current format used in the UNM catalog. The description is to be no longer than 35 words. Listing must include course number, title, credit hours, description, and pre and/or corequisites. If for graduate credit, * must be included before the course number, if numbered 400-499.

Course Number 655 Course Title Education in Occupational Therapy Credit Hours 3

Provide suggested title abbreviation. Spaces and punctuation are included in the 20 spaces allowed.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

If the course is to be also offered as, indicate the other department(s) and obtain signature(s).

Course Number _____ to be also offered as _____
(Dept. and Course Number)

Also Offered As, i.e. course exists and credit allowed in either department.

Agreed to by _____
(Department Chair) (Department Chair)

1. a. Have you checked the current UNM catalog to determine possible duplication of other content? If so, which department(s)? _____
b. If there is possible duplication with any other course available at UNM, have the offering departments discussed the issues involved? _____ Do all parties agree that the new course is necessary? _____
If yes, attach a statement signed by all parties or complete section 6 with signatures (reverse side).
c. Is this course an elective, or a required course for degree program? (If required, a Form C must also be submitted.) _____
2. Has this course been offered as a topics/workshop? Yes _____ No _____. If yes, when & average enrollment? _____
Can it be repeated for credit? Yes _____ No _____. If yes, up to how many credit hours? _____
3. Will this course be a substitute for a deleted course? Yes _____ No _____. If yes, what course? _____
(If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?) _____
4. Is this course to be graded on a CR/NC basis exclusively? Yes _____ No _____. (Complete #7 on reverse side.)
5. When will the course be offered for the first time? _____ Semester _____ Year _____

Required Signatures:

Department Chairperson	<i>Janet Poole</i>	Date	8/13/13
College Curriculum Committee		Date	
College or School Faculty (if necessary)		Date	
College or School Dean/Dean of Instruction	<i>John M. With</i>	Date	5/1/13
Office of the Registrar—Catalog	<i>John M. With</i>	Date	8/19/13
Director of relevant Library	<i>Shelly Shipp Buchanan</i>	Date	9-5-13
CIRT (if necessary)		Date	
FS Graduate Committee (graduate courses)	<i>Michael Evans</i>	Date	11/8/13
FS Undergraduate Committee (undergraduate courses)		Date	
FS Curriculum Committee	<i>H. Waller</i>	Date	12/6/13
Assoc. Provost for Academic Affairs	<i>Angela H.</i>	Date	12/30/14
Faculty Senate		Date	

After all recommendations and approvals have been secured, send to the Scheduling Office which retains the original and returns copies to the offering department and college office.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY: (After approval by Faculty Senate Curriculum Committee)

Budgetary and Faculty Load Implications

There are no expenses other than those outlined in the OTD Proposal submitted with the Form D.
Faculty load implications are also outlined in the OTD Proposal.

FORM B - NEW COURSE REQUEST

CIP CODE

Date: 8/13/13

Janet Poole

(Name of individual initiating curricular change form)

Professor 272-8276

(Title, position, telephone number)

jlpoole@unm.edu

(Email address)

Occupational Therapy

(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPPLICATE

Routing (All four copies)

1. College Curriculum Committee
2. College or School Faculty (if necessary)
3. College or School Dean/Dean of Instruction
4. Office of the Registrar—Catalog
5. Director of relevant Library
6. CIRT (if necessary)
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate

* Please allow at least six months to complete entire approval process.

(If Branch Course: Type 1 _____ Type 2 _____ Type 3 _____)

Attach a full, precise and complete listing of the proposed new course following the current format used in the UNM catalog. The description is to be no longer than 35 words. Listing must include course number, title, credit hours, description, and pre and/or corequisites. If for graduate credit, * must be included before the course number, if numbered 400-499.

Course Number 655 Course Title Education in Occupational Therapy Credit Hours 3

Provide suggested title abbreviation. Spaces and punctuation are included in the 20 spaces allowed.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

If the course is to be also offered as, indicate the other department(s) and obtain signature(s).

Course Number _____ to be also offered as _____
(Dept. and Course Number)

Also Offered As, i.e. course exists and credit allowed in either department.

Agreed to by _____
(Department Chair) (Department Chair)

1. a. Have you checked the current UNM catalog to determine possible duplication of other content? If so, which department(s)? _____
b. If there is possible duplication with any other course available at UNM, have the offering departments discussed the issues involved? _____ Do all parties agree that the new course is necessary? _____
If yes, attach a statement signed by all parties or complete section 6 with signatures (reverse side).
c. Is this course an elective, or a required course for degree program? (If required, a Form C must also be submitted.) _____
2. Has this course been offered as a topics/workshop? Yes _____ No _____. If yes, when & average enrollment? _____
Can it be repeated for credit? Yes _____ No _____. If yes, up to how many credit hours? _____
3. Will this course be a substitute for a deleted course? Yes _____ No _____. If yes, what course? _____
(If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?) _____
4. Is this course to be graded on a CR/NC basis exclusively? Yes _____ No _____. (Complete #7 on reverse side.)
5. When will the course be offered for the first time? _____ Semester _____ Year _____

Required Signatures:

Department Chairperson <u>[Signature]</u>	Date <u>8/11/13</u>
College Curriculum Committee _____	Date _____
College or School Faculty (if necessary) _____	Date _____
College or School Dean/Dean of Instruction <u>[Signature]</u>	Date <u>8/13/13</u>
Office of the Registrar—Catalog <u>[Signature]</u>	Date <u>8/19/13</u>
Director of relevant Library <u>[Signature]</u>	Date <u>9-5-13</u>
CIRT (if necessary) _____	Date _____
FS Graduate Committee (graduate courses) <u>[Signature]</u>	Date <u>11/8/13</u>
FS Undergraduate Committee (undergraduate courses) <u>[Signature]</u>	Date _____
FS Curriculum Committee <u>[Signature]</u>	Date <u>12/6/13</u>
Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date <u>12/30/14</u>
Faculty Senate _____	Date _____

After all recommendations and approvals have been secured, send to the Scheduling Office which retains the original and returns copies to the offering department and college office.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY: (After approval by Faculty Senate Curriculum Committee)

**NEW COURSE REQUEST
FORM B
Form Number: B1145**

Name of Initiator: Janet Poole Email: * ilpoole@unm.edu Date: * 01-25-13

Phone Number: * 505 272-8276

Initiator's Title * Professor; Occupational Therapy
Pediatrics

Associated Forms exist? *

Yes ▼

Faculty Contact * Betsy VanLeit

Administrative Contact * Janet Werner

Department * Occupational Therapy Pediatrics

Admin Email * werner@salud.unm.edu

Branch

Admin Phone * 272-6967

Course Subject code OTH (Occupational Therapy) ▼

Course Number 655

Credit Hours				
	Fixed	Variable Credit		
	Credit	Low	Or/To	High
Credit Hours	3		▼	
Lecture Hours	3		▼	
Lab Hours			▼	

Long Course Title Education in Occupational Therapy

Short course title: Occupational Therapy Education (Spaces are included in the 30 characters maximum)

College ME (School of Medicine) ▼

Department: Please Select ▼

If the course will be Also Offered As, indicate the courses

Give a full, precise and complete description of the proposed new course. The description is to be no longer than 35 words.

Words Used: 0

This course introduces Occupational Therapy students to concepts of learning theory, applications to practice, assessments, educational ethics, curriculum development, and academic leadership within health professions.

Course Level (select one) ☐ UG ☒ GR ☐ GR/UG ☐ Law ☐ PharmD ☐ MedD

If Both GR/UG is selected, complete the Justification for Graduate Credit Field.

Schedule Type UNM Schedule Type Glossary

Current Schedule Actions and Types

Action	Schedule Type	Seminar
Adding		

Co-requisites to this course: If none, write "None" in the box.

None

Restrictions: List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.
Student must be enrolled in the Occupational Therapy Program.

Pre-requisites for course: If the course has pre-requisites, list all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If none, write "None" in the box.

Check the current UNM catalog to determine possible duplication of other course content. Provide correspondence and documentation from all departments you contacted.

Is this course an elective, or a required course for degree program?

(If required, a Form C must also be submitted.)

Elective ▼

Technical Course (branches only) ☐ Yes ☒ No

If yes, when

Please Select ▼

2000 ▼

and average enrollment

9. May the course be repeated for credit? ☐ Yes ☒ No

If yes, how many **times** can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

OR

If yes, for how many **hours** can the course be repeated?

10. Will this course be a substitute for a deleted course?

No ▼

If yes, which course:

20.a If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?

11. Grade Options: Is this course to be graded on a CR/NC basis exclusively?

No ▼

21.a If yes, provide a justification below

21.b Will the course be graded using a grade scale that is different from the standard grade scale?

Please Select ▼

If yes, justify and contact the Registrar's Office.

12. Proposed first term of offering. Term:

Fall ▼

Year

2014 ▼

13. Upload course content syllabus.

Click [HERE](#) for sample syllabus and guidelines.

[OCTH 655 EducationOTSyllabus.docx](#)

14. Justification for graduate credit (If numbered below 500).

Click [HERE](#) for OGS Resources for Curriculum Forms Submission (then click 'Tips for Form B').

Budgetary and faculty load implications (Each new course has such implications unless it is replacing a deleted course--Form A).
Upload a document that includes justification for the course, impact on long-range planning, detailed budget analysis and faculty workload implications.

[Budgetary and Faculty Load Implications.docx](#)

16. Does this new course have any special course fees or lab fees? If yes, what are they for and how much are they?
(Please complete *Special Course Fees Approval Form*, available from the Provost's Office)

University of New Mexico
Occupational Therapy Graduate Program

OCTH 655 (Education in Occupational Therapy)

Instructor(s): Sue Chrisman, MA, OTR/L Email: schrisman@salud.unm.edu
Janet L. Poole, PhD, OTR/L ipoole@salud.unm.edu

Office Hours: By appointment

Class times: TBA

Classroom(s): TBA

Term/semester: As needed

Credits: 3

Method of Delivery: This course will be offered in a hybrid format with face-to-face meeting for the presentations.

COURSE DESCRIPTION:

This course introduces Occupational Therapy students to concepts of learning theory, applications to practice, assessments, educational ethics, curriculum development, and academic leadership within health professions.

COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

- 1) Discuss and explore the relationships between theory and research in the education of health professionals
- 2) Apply evidence based teaching research to planning educational experiences in the academic and practice environment.
- 3) Identify ethical considerations in educating health professionals
- 4) Demonstrate basic skills in designing curricula for the education of health professionals and for clinical teaching
- 5) Identify organizational structures and leadership principles associated with the education of health professionals.
- 6) Demonstrate skills in the creation and delivery of formal presentations
- 7) Demonstrate skills in accessing and utilizing technology for academic and clinical education
- 8) Discuss principles and techniques for assessing learner outcomes

REQUIRED READINGS:

Committee on the Health Professions Education Summit. "Front Matter." *Health Professions Education: A Bridge to Quality*. Washington, DC: The National Academies Press, 2003.

Graffam, B. (2007). Active learning in medical education: Strategies for beginning implementation, *Medical Teacher*, 29: 38–42.

Staverdes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. San Francisco, CA: Jossey-Bass.

Sviniki, M. & McKeachie, W.J. (2011). *McKeachie's teaching tips: Strategies, research, and theory college and university teachers*, 13th edition. Belmont, CA: Wadsworth, Cengage Learning.

Tanner, K.D. (2010). Order matters: Using the 5E Model to align teaching with how people learn. *CBE—Life Sciences Education*. 9, 159–164.

WEB ENHANCEMENT

Class discussions will take place weekly on LEARN. This site will be used to monitor course announcements, participate in class discussions, submit assignments, review study materials and assignment examples, access key documents and required reading materials and complete course evaluations. The calendar will inform students about assignment and project due dates and any other pertinent information.

SPECIAL ACCOMMODATIONS/ADA

If you have a disability or other life situation that may affect your performance on assignments or participation in class, please discuss these concerns with the course instructor within the first week of class so accommodations may be considered. For additional information contact Accessibility Resource Center at 277-3506 or Dr. Cheri Koinis at 272-3898.

ADDITIONS AND/OR ALTERATIONS TO THE COURSE SYLLABUS.

Although an effort was made to finalize the content presented in this syllabus prior to the first day of class, the Instructor may alter this syllabus at any time in order to maximize student learning. You will be notified of any such changes via online or in class methods.

COURSE EVALUATION GUIDELINES

Students will be required to complete a Midterm and Final course evaluation assessment. The Instructor will provide students with links to this assessment at Midterm and Final evaluation time via the LEARN site. No Final grade can be released until the student has completed and submitted the Midterm and Final Course evaluations.

ATTENDANCE AND PROFESSIONALISM POLICIES

Professionalism is a vital element in the UNM OTD program which prepares students for success in professional practice. Students are expected to prepare for class, complete required readings and discussions if any, actively engage in class discussions and activities, work as part of an effective team process if Group work is assigned, **and** use each class opportunity to enhance their own learning and that of fellow classmates. Attendance is expected as it would be in places of employment. Your instructor should be notified as soon as possible of impending absences. Students are expected to turn in written work even in situations of missed content or class per instructor's instructions. Other specific make-up methods will be determined by the course instructor in collaboration with the student. No final course grade will be given if there are missing assignments on the date of the last class meeting. Problems with attendance can adversely affect a student's final course grade.

ACADEMIC HONESTY:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The Occupational Therapy Graduate Program reserves the right to take disciplinary action up to and including dismissal against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments claiming credit for work not done or done by others, interfering the academic work of other students, plagiarism misrepresenting academic or professional qualifications, and nondisclosure or misrepresentation in filling out applications or other University records.

LEARNING METHODS

This course was developed using participatory learning strategies in preparation for class discussions through required readings, interactive lectures, participation in in-class and online discussions, small group work, and individual papers and projects. At times students will work in small groups which are randomly assigned and may change in composition to encourage greater intra-class student collaboration. At all times, students are expected to contribute to an optimal learning atmosphere for themselves as well as other students and demonstrate respect and professionalism in interactions both with the Instructor and fellow classmates. Issues with professionalism may be taken to the faculty of the UNMOTGP OTD program to seek resolution if needed.

COURSE REQUIREMENTS

Participation.: Students are expected to always come to be prepared to share their findings and reactions to readings and online assignments. Graduate-level discussion is expected through raising questions, critiquing, clarifying, and linking discussion topics to other materials and resources within and outside of the class. Timely completion of all assignments and course evaluations is required.

Assignment #1: In Class delivery of a mini-lesson: Students will prepare a 20 minute teaching session (15 minutes teaching, 5 minutes discussion) on a topic of their choice. Students will develop 1-2 objectives, content and discussion questions.

Assignment #2: Distance technology teaching session: Class presentation using distance technology. Prepare an online teaching session. Students will develop 1-2 objectives, content and an assessment piece.

Assignments #3: Evidence Based Paper: Decide on a teaching method used in occupational therapy education such as PBL, on-line, face-to-face, hybrid, etc. In the paper, discuss the evidence available for or against this teaching method. Although your paper should focus on the literature in occupational therapy, evidence from other health professional literature is also acceptable. Paper should use APA format

Assignment #4 Instructional design of teaching session. This is a professional preparation for a college course or workshop – minimum of 3 hours in length that will be delivered outside of class. You need to develop a title, learning objectives, content and learning activities and how learning will be assessed. Being a facilitator for PBL and developing a case will also fulfill this assignment.

Assignment #5: Presentation/summary of teaching session experience. Share experiences, feedback from teaching session, changes needed, etc.

<u>Course requirements</u>	<u>Weight in course grade</u>	<u>Due Date</u>
Participation	10%	
Mini-teaching session	10%	Week 4
Distance technology teaching session	10%	Week 7
Evidence based paper on Teaching method	30%	Week 8
Instructional design of teaching session	30%	Week 14
Presentation/summary of teaching session experience	10%	Week 16

Course Schedule

- Week 1:** Introduction, Course Content and Instructor Expectations.
Educational theory – how do people learn?
- Week 2:** Teaching methods in occupational therapy: problem based learning, online, face to face, clinical, simulation-based, etc
- Week 3:** Developing learning objectives
- Week 4:** Deliver Mini-session
- Week 5:** Assessment of learning
- Week 6:** Time to work on distance technology teaching session
- Week 7:** Distance technology teaching session
- Week 8: Midterm Week**
Discussion of similarities/differences in academic , continuing, fieldwork and clinical teaching
- Week 9:** The Vision of a Prepared Health Professional: Teaching strategies of preparing students to face today's healthcare challenges.
- Week 10:** Curriculum development – academic and clinical
- Week 11:** Discussion of educational evidence and outcomes measurement
- Week 12:** The Core Competencies Needed for the education of Health Care Professionals
- Week 13:** Introduction to the Characteristics of Academic Leadership and Organizational Theory within academic settings and its relationship to the education of health professionals
- Week 14:** Educational Principles of Organizational Development and Leadership in including training healthcare professionals as leaders in Academic settings.
- Week 15:** Presentation Preparation
- Week 16:** Presentations

Budgetary and Faculty Load Implications

There are no expenses other than those outlined in the OTD Proposal submitted with the Form D. Faculty load implications are also outlined in the OTD Proposal.

FORM B - NEW COURSE REQUEST

CIP CODE

Date: 8/13/13

Janet Poole

(Name of individual initiating curricular change form)

Professor 272-8276

(Title, position, telephone number)

jlpole@unm.edu

(Email address)

Occupational Therapy

(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPPLICATE

Routing (All four copies)

1. College Curriculum Committee
2. College or School Faculty (if necessary)
3. College or School Dean/Dean of Instruction
4. Office of the Registrar—Catalog
5. Director of relevant Library
6. CIRT (if necessary)
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate

* Please allow at least six months to complete entire approval process.

(If Branch Course: Type 1 _____ Type 2 _____ Type 3 _____)

Attach a full, precise and complete listing of the proposed new course following the current format used in the UNM catalog. The description is to be no longer than 35 words. Listing must include course number, title, credit hours, description, and pre and/or corequisites. If for graduate credit, * must be included before the course number, if numbered 400-499.

Course Number 695 Course Title Professional Residency Credit Hours 3 - 18

Provide suggested title abbreviation. Spaces and punctuation are included in the 20 spaces allowed.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

If the course is to be also offered as, indicate the other department(s) and obtain signature(s).

Course Number _____ to be also offered as _____ (Dept. and Course Number)

Also Offered As, i.e. course exists and credit allowed in either department.

Agreed to by _____ (Department Chair) _____ (Department Chair)

1. a. Have you checked the current UNM catalog to determine possible duplication of other content? If so, which department(s)? _____
- b. If there is possible duplication with any other course available at UNM, have the offering departments discussed the issues involved? _____ Do all parties agree that the new course is necessary? _____
If yes, attach a statement signed by all parties or complete section 6 with signatures (reverse side).
- c. Is this course an elective, or a required course for degree program? (If required, a Form C must also be submitted.) _____
2. Has this course been offered as a topics/workshop? Yes _____ No _____. If yes, when & average enrollment? _____
Can it be repeated for credit? Yes _____ No _____. If yes, up to how many credit hours? _____
3. Will this course be a substitute for a deleted course? Yes _____ No _____. If yes, what course? _____
(If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?) _____
4. Is this course to be graded on a CR/NC basis exclusively? Yes _____ No _____. (Complete #7 on reverse side.)
5. When will the course be offered for the first time? _____ Semester _____ Year _____

Required Signatures:

Department Chairperson		Date	9/11/13
College Curriculum Committee		Date	
College or School Faculty (if necessary)		Date	
College or School Dean/Dean of Instruction		Date	9/11/13
Office of the Registrar—Catalog		Date	8/19/13
Director of relevant Library		Date	9-5-13
CIRT (if necessary)		Date	
FS Graduate Committee (graduate courses)		Date	11/8/13
FS Undergraduate Committee (undergraduate courses)		Date	
FS Curriculum Committee		Date	12/6/13
Assoc. Provost for Academic Affairs		Date	12/30/14
Faculty Senate		Date	

After all recommendations and approvals have been secured, send to the Scheduling Office which retains the original and returns copies to the offering department and college office.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY: (After approval by Faculty Senate Curriculum Committee)

**NEW COURSE REQUEST
FORM B
Form Number: B1146**

Name of Initiator: Janet Poole Email: * jlpoole@unm.edu Date: * 01-25-13

Phone Number: * 505 272-8276

Initiator's Title* Professor: Occupational Therapy
Pediatrics

Associated Forms exist?*

Yes ▼

Faculty Contact* Betsy VanLeit

Administrative Contact* Janet Werner

Department* Occupational Therapy Pediatrics

Admin Email* werner@salud.unm.edu

Branch

Admin Phone* 2-2967

Course Subject code

OCTH (Occupational Therapy) ▼

Course Number

695

Credit Hours

	Fixed	Variable Credit		
	Credit	Low	Or/To	High
Credit Hours		3	To ▼	18
Lecture Hours			▼	
Lab Hours			▼	

1. Long Course Title Professional Residency

2. Short course title: Professional Residency (Spaces are included in the 30 characters maximum)

College

ME (School of Medicine) ▼

Department:

Please Select ▼

3. If the course will be Also Offered As, indicate the courses

4. Give a full, precise and complete description of the proposed new course. The description is to be no longer than 35 words.

Words Used: 0

The professional residency offers the opportunity to use and apply knowledge of occupational therapy to transform practice. Students will identify the opportunities, limitations, requirements and need of a particular practice environment.

5. Course Level (select one) ☐ UG ☒ GR ☐ GR/UG ☐ Law ☐ PharmD ☐ MedD

If Both GR/UG is selected, complete the Justification for Graduate Credit Field.

6. Schedule Type UNM Schedule Type Glossary

Current Schedule Actions and Types

Action

Adding

Schedule Type Professional paper

7. Co-requisites to this course: If none, write "None" in the box.

8. Restrictions: List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.
Student must be enrolled in the Occupational Therapy Program.

9. Pre-requisites for course: If the course has pre-requisites, list all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If none, write "None" in the box.

10. Check the current UNM catalog to determine possible duplication of other course content. Provide correspondence and documentation from all departments you contacted.

11. Is this course an elective, or a required course for degree program?

Elective ▼

(If required, a Form C must also be submitted.)

12. Technical Course (branches only) ☐ Yes ☒ No

If yes, when

Please Select ▼

2000 ▼

and average enrollment

9. May the course be repeated for credit? ☒ Yes ☐ No

If yes, how many times can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

OR

If yes, for how many hours can the course be repeated?

18

10. Will this course be a substitute for a deleted course?

No ▼

If yes, which course:

20.a If course to be deleted is a 100/200 level course, how will deletion affect branch campus(es) programs?

11. Grade Options: Is this course to be graded on a CR/NC basis exclusively?

Yes ▼

21.a If yes, provide a justification below

CR/NC is the appropriate grade option for a course that involves a professional residency project and paper.

21.b Will the course be graded using a grade scale that is different from the standard grade scale?

Please Select ▼

If yes, justify and contact the Registrar's Office.

12. Proposed first term of offering. Term:

Fall ▼

Year:

2014 ▼

13. Upload course content syllabus.

Click [HERE](#) for sample syllabus and guidelines.

[695residency.doc](#)

14. Justification for graduate credit (If numbered below 500).

Click [HERE](#) for OGS Resources for Curriculum Forms Submission (then click 'Tips for Form B').

Budgetary and faculty load implications (Each new course has such implications unless it is replacing a deleted course--Form A).

Upload a document that includes justification for the course, impact on long-range planning, detailed budget analysis and faculty workload implications.

[Budgetary and Faculty Load Implications.docx](#)

16. Does this new course have any special course fees or lab fees? If yes, what are they for and how much are they?

(Please complete *Special Course Fees Approval Form*, available from the Provost's Office)

**University of New Mexico
Occupational Therapy Graduate Program**

OCTH 695 (Professional Residency/Integrated Project)

Credits: 3-18 (total Of 18)

Offered on a CR/NC basis only

COURSE DESCRIPTION:

The professional residency offers students the opportunity to use and apply their knowledge of occupational therapy to transform practice. The professional residency and integrated project provides students with scholarly opportunities to advanced specialty knowledge, expand existing services, develop new programs, and/or receive mentorship in practice from expert practitioners. In many instances, the residency will be used to address the needs of underserved populations and/or communities in New Mexico. Students may engage in evidence-based practice/program development, program evaluation, systems change, and/or practice-based outcomes measurement.

COURSE OBJECTIVES:

At the completion of this course, the student will:

1. Develop, with a faculty mentor, personal goals and objectives for the residency experience.
2. Address one or more of the following objectives during a residency.
 - Develop and/or evaluate a project or program in an interest area such as administration, supervisory skills, consultation, program development/evaluation or entrepreneurship. This could also include assuming leadership role/s at the local, state, national, and international level in occupational therapy and in the health professions and evaluate the effectiveness of the program.
 - Develop and/or evaluate a project or program to serve the needs of underserved populations showing sensitivity to culture and ethnic backgrounds.
 - Develop and/or evaluate a project or program in an interest area such as a specific new or advanced practice areas.
 - Identify research questions around occupation, generate evidence around that question and/or develop practice materials based on evidence and incorporate into clinical practice.

3. Contribute to the scholarly development of occupational therapy through written and oral communication.
4. Students will identify methods to accomplish their goals and objectives

SUGGESTED READINGS:

ASSIGNMENTS

In order to receive credit for this course, students must:

1. Complete a Portfolio or manuscript on the Residency project or program
2. Presentation to peers and faculty on the Residency project or program
3. Complete the Evaluation of site for the Residency project or program
4. The site must have completed the Evaluation of student

Budgetary and Faculty Load Implications

There are no expenses other than those outlined in the OTD Proposal submitted with the Form D.
Faculty load implications are also outlined in the OTD Proposal.

LETTERS



WESTERN
NEW MEXICO UNIVERSITY

Feb. 19, 2013

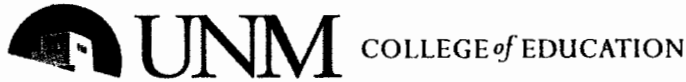
Betsy Van Leit, Ph.D., OTR/L
Occupational Therapy Program Director
University of New Mexico

Dear Betsy

We are delighted to hear of your plans to institute an OTD degree program at UNM. As you know the occupational therapy graduate program here at Western New Mexico University has consistently tried to promote professional achievement in the field of occupational therapy. Our program serves both the associates degree level for occupational therapy assistants and also a "bridge" program to assist COTAs to become MOT practitioners. We are supportive of your OTD program as we believe it will serve the needs of occupational therapists in New Mexico and the borderlands who really are seeking to advance both knowledge and skills. We also see this as an opportunity to promote wellness in our State and region, as we have been chronically short of well-trained and credentialed occupational therapists for many years. We applaud your effort and look forward to working with you. Please let us know how we can support your program as we feel that it advances our practice and resources here in the southwest corner of the State as well.

A handwritten signature in black ink that reads "Elaine Jean Struthers".

Elaine Jean Struthers, Ph.D., OTR/L
Director, Graduate Program in Occupational Therapy
Western New Mexico University
Silver City, NM



UNM College of Education
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001

February 20, 2013

Betsy VanLeit, PhD
Program Director
UNM Occupational Therapy Graduate Program

Dear Dr. VanLeit:

Students enrolled in your prospective OTD program here at UNM will be permitted, if approved, to enroll in graduate-level courses in the College of Education that will serve as electives in their OTD program of studies. As you know, the college has six departments and 9 majors for doctoral level work.

In order to enroll in elective Education courses, students would need to contact the appropriate faculty member and then meet with that person to ensure that the course(s) fit their needs and interests. The only time students might not be allowed to enroll would be if they have not met a particular course pre-requisite, if the course is restricted to majors only, or if the Education faculty member deems the course inappropriate for the students' needs. Pre-requisites vary depending on the program and the course. That is something that possibly could be negotiated with the individual faculty member.

There are no College-wide special procedures that non-majors would need to follow in order to enroll as an elective. As I indicated above, some courses may be restricted to majors only but at the doctoral level that is rare. There is no limit number of courses they may take in Education.

Sincerely,

Deborah Riftenbary
Associate Dean for Academic Affairs and Faculty Development
College of Education



January 30, 2013

Betsy VanLeit, PhD, OTR/L, FAOTA
Program Director
UNM Occupational Therapy Graduate Program
MSC09 5240 – 1 University of New Mexico
Albuquerque, New Mexico 87131-0001


Dear Dr. VanLeit,

I am writing to affirm that graduate students in your proposed Doctor of Occupational Therapy (OTD) program may be permitted to enroll in some graduate courses in the School of Public Administration, to serve as electives in the OTD program of studies.

Our Public Management and Policy course as well as several other courses in Program Evaluation and Organizational Behavior may be well suited for your students. Other courses may also be available, provided that the OTD submit a non-degree petition, which I would need to review and formally approve before the student could enroll.

We look forward to collaborating with your program and your students!

Sincerely,



Gene V. Henley, MBA, MPA
Associate Director
School of Public Administration
President-elect Staff Council



The University of New Mexico • Health Sciences Center

School Of Medicine

Department of Family and Community Medicine

MSC 09-5040

1 University of New Mexico

Albuquerque, New Mexico 87131-0001

Phone (505) 272-2165 Fax (505) 272-8045

January 24, 2012

Betsy VanLeit, PhD, OTR/L, FAOTA

Director and Associate Professor.

Occupational Therapy Graduate Program

MSC09 5240

1 University of New Mexico

Albuquerque, NM 87131-0001

Dear Dr. VanLeit:

The Public Health Program is an accredited graduate program that offers three concentrations in Community Health, Epidemiology, and Health Services, Systems, and Policy. We currently offer 58 graduate level public health courses to both MPH and a variety of other graduate students, medical students, residents and fellows. Our courses are open to students in other graduate level programs, but we usually require instructor approval in order to ensure that the students have the needed pre-requisites for the courses. We regularly have graduate students from anthropology, health education, pharmaco-economics, statistics, clinical psychology, and communications and journalism. We have also taught students training to be physician assistants, nurses, and physicians.

We are very excited to work with you to identify appropriate electives for your proposed OTD. Most of our courses could be treated as individual elective courses for your degree as long as the students have the needed pre-requisites.

We look forward to working on this important new collaboration between two professional programs. This will be an innovative opportunity to provide occupational therapists with a public health perspective to solving the health problems in our state.

Sincerely,

Kristine Tollestrup, PhD, MPH

Associate Professor and Director

Public Health Program