

The University of New Mexico Faculty Senate

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

	AGENDA TOPICS	TYPE OF ITEMS/ PRESENTER(S)
3:00	1. Approval of Agenda	Action
	2. Acceptance of the February 25, 2014 Summarized Minutes	Action
3:05	3. Faculty Senate President's Report	Information: Richard Holder
3:15	4. Provost Report	Information: Chaouki Abdallah
	CONSENT AGENDA TOPICS	
3:30	5. Form C	Action: Pamela Pyle
	Undergrad Chinese Minor Undergrad Bilingual Education Minor Undergrad BS Health Education -School Health Education Concentration Undergrad School Health Education Minor Undergrad Split of ChNE dept Undergraduate Chemical and Biological Engineering Undergraduate Nuclear Engineering Undergraduate BA Chicana and Chicano Studies Undergraduate Minor in Sociology Undergraduate BA Sociology Undergraduate BA Criminology Undergraduate Interdisciplinary Studies Minor Graduate Master of Public Health Concentrations Graduate Master of Public Health Undergraduate Minor in Criminology Graduate Doctor of Nursing Practice: NEOL Concentration Undergraduate BA Interdisciplinary Liberal Arts Undergraduate BA Art Studio Undergraduate BFA Art Studio Undergraduate French, French 2nd major, French minor Undergraduate (NEW) National Security and Strategic Analysis Certificate Undergraduate Minor in Social Welfare	
	AGENDA TOPICS	
3:35	6. Form C Undergrad BA Nativ American Studies Core Course	Action: Tiffany Lee
3:40	7. Form C Chicana and Chicano Studies Core Course	Action: Irene Vasquez
3:45	8. Form C Africana Studies Core Course	Action: Alfred Mathewson
3:50	9. Form D Master's in Public Policy	Action: Melissa Binder
4:00	10. College of Population* Health	Action: Deborah Helitzer
	<small>* Accredited public health programs seeking a change in accreditation status may not refer to themselves as schools or colleges of public health until an application for accreditation as a school of public health has been submitted and approved by CEPH.</small>	
4:15	11. 10-Year Academic Calendars	Action: Alec Reber
4:30	12. Faculty Senate Council Structure Proposal	

Information:
Amy Neel

4:40 13. Human Resources Update

Information:
Elaine Phelps

4:50 14. New Business and Open Discussion

Discussion

5:00 15. 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 February 25, 2014

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

The Faculty Senate meeting for February 25 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: Betsy Vanleit, Director of HSC Interprofessional Education; Wynn Goering, Chief Executive Officer of UNM West; Kiran Katira, Assistant Professor, Molecular Genetics; Microbiology; Glenabah Martinez, Associate Professor, Language Literacy Sociocultural; Jackie Hood, Chairperson, Anderson School of Management Organizational Studies; Greg Cajete, Associate Professor, Language Literacy Sociocultural LL; Colt Balok, ASUNM; Charlie Steen, Chairperson, History Department; Jewel Washington, Vice President of Human Resources; Elaine Phelps, Director of Benefits

APPROVAL OF THE AGENDA

The agenda was approved as written.

1. Approval of summarized minutes for January 28, 2013 meeting

The minutes were approved as written with one abstention.

2. Faculty Senate President's Report

There is a Board of Regents Policy Manual, University Policy, Procedural Manual and the Faculty Handbook. The Board of Regents Policy Manual is the manual that governs the University of New Mexico (UNM-University) under state law and gives the framework and authority to run the University. The implementation of that authority is in the University Administrative Policy and Procedures Manual (Big Red) that is controlled by Human Resources. The Faculty Handbook is specific for faculty as opposed to faculty and staff. The Faculty Handbook is controlled by the Office of the University Secretary. The Academic, Freedom and Tenure Committee oversee section B of the Faculty Handbook that is in regards to tenure and promotion. The Faculty Senate through its committees; Faculty Senate Research Policy Committee and Faculty Senate Policy Committee oversee the remaining Faculty Handbook with the exception of the Faculty Constitution which is under purview of the Committee on Governance.

The policies that are currently under development or review are as listed: Campus Violence Policy 2210 that deals with the possibility of violence in the classroom and what faculty should do, Consensual Relations Policy that is under development, Study Abroad Health and Safety Policy 2710 after thorough review and comment by the faculty this policy has been sent back for review by the Faculty Senate Policy Committee. There is a Main Campus Code of Ethics being written by the Policy Office Director Pamina Deutsch and University Counsel who has been assigned an ethics oversight by President Frank. There are a number of revisions on Faculty Titles in section B of the Faculty Handbook that is being worked on. There is a Chemical and Laboratory Safety Committee that is writing a Chemical Safety Policy for the University.

The Faculty Senate Research Policy Committee is working on a number of policies that need to be revised or updated that include the Faculty Senate Research Policy, Centers and Institute Policy and others. There is a policy regarding Annual Reports that will minimize data that departments have to provide to central administration every day. There is a travel policy that applies both to faculty and staff. For faculty and Big Red policies there is a pre-review of all policies by people who are directly affected or who have knowledge on the policies being discussed then there is a 30 day review period given to all faculty. Faculty Senate President Richard Holder suggested that all faculty to take the review periods very serious. Faculty Senate

member Howard Snell suggested that the policies that are sent out for review be sent in a track change copy and a clean copy. A tracking system is being created by the Office of the University Secretary to track all policies that are up for revision or review.

3. President's Report

There will be two graduation ceremonies for spring 2014. The Graduate Commencement ceremony is scheduled Friday, May 16 at 6 p.m. in Popejoy Hall and the Undergraduate Commencement ceremony is scheduled Saturday, May 17 at 9:00 a.m. in the University Arena ("The Pit").

David Hovda is the Keynote Speaker for the Graduate Ceremony. Dr. Hovda is the Director of the UCLA Brain Injury Research Center. Dr. Hovda received his doctoral training at the University of New Mexico. His 1985 doctoral thesis described how amphetamine administration can restore binocular depth perception after damage to the visual cortex. Dr. Hovda completed his postdoctoral training at the Mental Retardation Research Center at UCLA conducting research on the topic of neuroplasticity and recovery after cerebral hemispherectomy. This work resulted in several discoveries addressing how the young brain can reorganize itself in order to enhance recovery of function after it has been damaged. In 1989, Dr. Hovda was recruited by the Division of Neurosurgery to direct its scientific efforts to understand the cellular pathophysiology of brain injury. In 1990, the UCLA Brain Injury Research Center was created under Dr. Hovda and Dr. Donald Becker's oversight incorporating teaching, research, patient care and service for the field of traumatic brain injury.

Lameck Humble Lukanga is the Keynote Speaker for the Undergraduate Ceremony. Humble was born in Uganda, East Africa, where he spent the first 11 years of his life enduring civil wars, genocide, and poverty. To escape those conditions, 11 year old Humble and his family were granted asylum, which allowed him to come to the United States to seek refuge, a blessing that has made all the difference in his life. Humble graduated from the University of New Mexico with a bachelor's degree in Business Management and a master's degree in Business Administration. He founded Life Line Financial Group, one of the top business management firms in the country that manages finances and business affairs for some of the biggest names in the professional sports and Entertainment industries. Humble has also been recognized by New Mexico Business Weekly as their "Top 40 under Forty" business leaders.

The University's goal is to compensate both faculty and staff as much as possible. The outcome of compensation will be announced in the next two or three weeks.

The University of New Mexico has been approached to create a Sino-Foreign University partnership in establishing a university in China. The University has been reviewing and discussing the partnership for 8 months. There are four other partnerships with China and prestigious universities such as New York University, Duke, Liverpool and Nottingham. The procedure is for the Chinese university to partner with a foreign university then the Chinese designate an investment zone where the partnership occurs. If the University would agree to this partnership they would partner with a 985 university or a 211 university. These are programs that designate the quality of the type of programs for example the 985 is a top 100 and is now a top 116 and the top 211 are science and technology universities. This would be a partnered university; the intent is that the Chinese have recognized that there is much demand for American education in China that they would prefer to keep their students in China but to be offered American education. This education that will be provided to these universities in China will be regulated by American faculty with American standards with the Chinese partner overseeing the core Chinese curriculum requirements. This is an 80/20 partnership. The Chinese will set the standards on how many students can enroll currently roughly 5,000 students can enroll at the undergraduate level with a ratio of 16/1. This university will be of undergraduate students only for the next four years and can move up to include graduate students. A faculty member at the Anderson School of Management met the private venture capitalist partner of the Chinese university Bola working with the Global Education Office to investigate this opportunity. UNM is responsible for providing faculty and teaching to the university with a revenue cost plus contract. All costs are covered and a share of the tuition will be paid to the University of New Mexico by the university of China. The majority of the faculty will be Chinese citizens that have received American education; some might be faculty from UNM that are interested in taking sabbatical to teach at the Chinese university. Topics that will be taught would be engineering, architecture and science technology. With UNM working with the Chinese to develop this university it achieves our

university's Global Education target, other partners that are involved are prestigious university's which makes our University at the same international level, it will bring students to our University, other international students and an increase in revenue. The Chinese university will be a private university that will be \$10,000 annually and a portion of that would be given to UNM.

4. Provost's Report

Last Thursday, February 18, 2014 a bill was sent to Governor Martinez for the current state budget. The Governor has 20 days to sign or veto the bill. As of today in terms of recommendations there is about \$6 million of I&G funds, 5.7% will go to main campus. Some of the I&G money will go towards "must" funds and the remaining (including tuition that is granted by the Board of Regents) will go toward compensation. In order for main campus to receive a 1% raise \$2.3 million is needed. 1% tuition increases equals \$1 million in revenue which would provide a 0.5% across the board on main campus. The legislature granted funds for the Education Retirement Board. With those granted funds, the employees of the University will get charged a 0.8% fee.

Every year main campus has a turnover of 30 to 50 faculty who retire and leave voluntarily. Of those faculty, approximately \$3 to \$5 million dollars is available but is used to replace them. Going forward, President Frank would like to handle the issues regarding inequities and compensation. The University cannot increase the faculty and their compensation. Provost Abdallah is working on a project to determine how to increase the compensation to match the University's peer institutions by 5 years. In order to meet peer institutions there may need to be a hold regarding hires campus wide. The compensation study will be presented to the Board of Regents. Assistant Professors are in the 34% of all doctoral institutions, Associate Professors are in the 24%, and Full Professors are in the 24%.

5. 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
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

Form C from the Curricula Committee

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

MSNAcuteCareNursePractitionerAdult/Gerontology
 UndergradMarketingMinor
 GraduateMSNFamilyNursePractitionerConcentration
 GraduateMasterofOccupationalTherapy
 GraduateMSPhysicianAssistantStudies
 GraduateDoctorofPhysicalTherapy-CompletionTrack
 GraduateMSClinicalLaboratoryScience
 UndergradTeachEngSpeakOtherLangMinor
 UndergradBachelorofLiberalArts
 UndergradBachelorofIntegrativeStudies
 UndergradBAEnglish-Philosophy
 UndergradBaccalaureateUSGlobalDiversInclusUGReq
 UndergradBachelorofMusicEd-VocalConcentration
 UndergradBAinMusic
 UndergradAIIA&SDegrees
 UndergradBachelorofMusicEd-InstrumentConcentration
 UndergradBachelorofMusic-Theory/CompositionConcentration
 UndergradMusicMinor

AGENDA TOPICS

6. **Form D - Proposal for the Occupational Therapy Doctorate (OTD) Degree**
Professor of Pediatrics Occupational Therapy Janet Poole reported on the proposal for the Occupational Therapy Doctorate Degree.

Professional Practice Doctoral Degree in Occupational Therapy (OTD)

- Occupational Therapists help people of all ages who have a wide variety of health conditions or disabilities engage successfully in “occupations” or participation in daily life activities, routines and roles.

- The Occupational Therapy Program currently offers an entry-level Master of Occupational Therapy degree (2 ½ year program) which will be continued.
- The Professional Practice Doctoral degree is for people who already have a degree in occupational therapy.

Need for OTD Degree Program

- The need and interest for an OTD degree has been expressed by students in the program and occupational therapists in New Mexico.
- There are no Occupational Therapy doctoral degree programs in New Mexico
- The professional practice doctorate degree is the advanced degree for other clinical health care professions (nursing, physical therapy, psychology).
- There is a shortage of faculty with doctoral degrees to educate future occupational therapists

Readiness for OTD

- The Occupational Therapy Graduate Program has a 20 year history in the UNM/SOM
- We have 8 FT faculty (6 with doctoral degrees), several PT faculty and numerous supportive community therapists
- Occupational Therapy Graduate Program budget is adequate with the tuition differential
- Over 300 alumni (72% reside in NM)

Curriculum for OTD Program

Courses*	Credits
Core courses (6 courses)	18
Electives	12
Integrated project /Professional Residency	18
Total	48

*5 additional course requirements for students with Bachelor degrees in OT

Additional Curriculum Information

- Full or part time options
- Student designed specialty tracts are available (12 elective credits)
- Blended delivery format
- Targeted start date Fall 2014

Outcomes

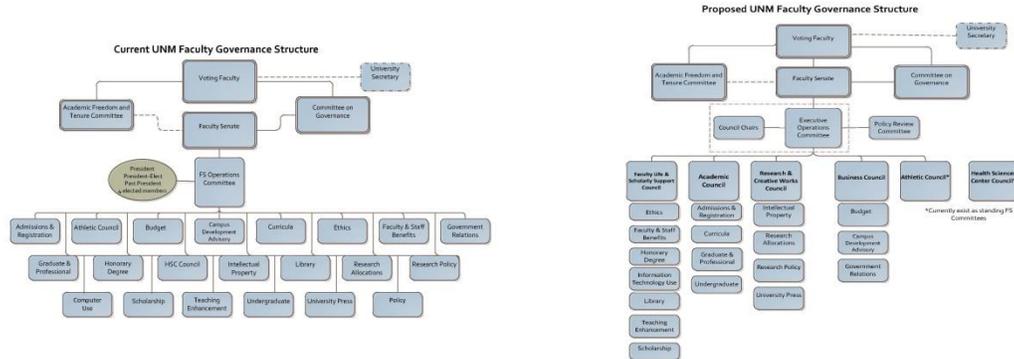
Doctoral prepared therapists can assume leadership roles as:

- innovators in traditional and emerging areas of practice;
- 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.

Form D, Proposal for the Occupational Therapy Doctorate (OTD) Degree was approved by unanimous voice vote of the Faculty Senate.

7. Faculty Senate Council Structure

Committee on Governance member Jackie Hood reported on the suggested Faculty Senate Council structure past to present. This was a two year project that started March 27, 2012 to test a reorganization of the Faculty Senate structure. The Faculty Senate must now decide whether to keep the new structure, modify it, or revert to the previous structure.



The issues that were brought up with the new structure was that the Faculty Senate President and the Operations Committee cannot keep up with 20 committees, would assist with information flow of Operations Committee, would assist faculty, staff and administrators in determining “where to go” with issues and would provide more flexibility and responsiveness. What changed over the two years was the structure starting out with Council Chairs meeting twice per month for coordination. In addition, they were to meet once a month with the Operations Committee for “communicating issues of importance.” After a period of time, the two meetings per month of the Council Chairs were eliminated. Council Chairs were still required to meet with the Operations Committee although the attendance was sporadic. To determine how well the new structure worked, a survey was sent out to 327 Faculty Senate and Council members concluding 50 responses. Results were confounded by HSC Council and Athletic Council (32% responses), unable to parse out HSC and Athletic Council responses from the others. The data at this point is insufficient to determine viability of the new structure. The next steps are to gather more data before voting on whether to continue the Council structure, modify it, or revert to the previous structure.

Faculty Senate President Richard Holder asked for feedback to be sent to him and he will discuss those issues with the Operations Committee and will have a proposal to the Faculty Senate at a future meeting for discussion.

8. UNM West

Chief Executive Officer Wynn Goering gave an update on UNM West.



UNM Faculty Senate
25 February 2014

UNM West Update

Strategic Premises (9/13)

- * Rio Rancho and MSA growth
 - * Community support
 - * Focus on education



UNM Faculty Senate
25 February 2014

UNM West Update

Strategic Premises (9/13)

The Chief Executive Officer for UNM West Wynn Goering said, "We're determined to have a solid curriculum of core classes and selected degree completion options in place by the end of the academic year."

UNM West Update

Operational Premises

PROGRAM,
first and foremost

Finance

Facilities

UNM West Update

Operational Premises

Program

- Focused core curriculum
- Degree completion options
 - * Faculty Appointments
- “Innovation” in technology and healthcare fields

Criminology
Sociology
Communications
Psychology
Management
Liberal Arts
Special Education
Public Administration (ITV)
EMT
Nursing

UNM West Update

Operational Premises

Finances

- Revenue: tuition and fees
- Growing enrollment
 - * Driven by and for program
 - * 3X or 3% - take your pick
- Primary expense: FT faculty

UNM West Update

Operational Premises

Facilities

- Building utilization
- Program needs
- Campus as destination



9. Human Resources Benefit Communication to Faculty

HSC Chair Tom Long welcomed Vice President for Human Resources Jewel Washington and Director for University Benefits Elaine Phelps to answer questions regarding Human Resources benefit communication to faculty. There was a Retiree Healthcare Task Force that made recommendations to the Board of Regents, one of the recommendations was the Voluntary Employee Beneficiary Association (VEBA). Once the Board of Regents approved VEBA it was turned over to Human Resources to implement. One of the recommendations was in regards to experience rating with pre-65 retirees as a separate pool so they would be paying premiums that reflect their claims cost since they increase by age. The pre-65 retirees became concerned because their premiums increased. The Board of Regents has not requested information within the last 60 days in regard to these issues. If the Board of Regents requested for the pre-65 be combined with the active pool, it would increase premiums. Human Resources offered to send out a survey but did not due to concerns by the Faculty Senate Benefits Committee. The Department of Justice has not approved the Lovelace Blue Cross Blue Shield purchase and until that purchase is made, all faculty and staff remain on the current Lovelace health plan. Lovelace's goal is to transition all clients by April 1, 2014. The University is in an active Healthcare Provider Request for Proposal (RFP) if the purchase of Lovelace would be approved, the University would recommend their clients be transferred to Blue Cross Blue Shield no earlier than July 1 since that is the beginning of the fiscal year. Every benefit holder at the University will have to re-enroll and that re-enrollment period will be extended to 3 weeks instead of 2 starting April 23 to May 15, 2014. Human Resources will hold small sessions once a day in the later afternoon and in the early morning on north campus at the Domenici Center. Elaine Phelps will keep the Operations Committee up to date on the status of these sessions.

10. New Business and Open Discussion

Meeting adjourned at 5:10 p.m.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C947**

Fields marked with * are required

Name of Initiator: Stephen Bishop **Email:*** sbishop@unm.edu **Date:*** 08-26-11
Phone Number:* 505 277-6344 Initiator's Title* Associate Professor: Foreign Languages & Literatur

Associated Forms exist?* Yes ▼

Faculty Contact* Stephen Bishop
Department* Foreign Languages & Literatures

Administrative Contact* Evelyn Harris
Admin Email* eharris@unm.edu

Branch

Admin Phone* 277-6165

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program* Chinese 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)

[Chinese Minor.doc](#)

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 is a rapidly increasing demand amongst students for Chinese courses and a degree in Chinese. This demand corresponds with national and international trends that see Chinese as a critical language in the world and as a language of study that is undergoing tremendous expansion. The College has recognized this fact and authorized two hires in Chinese. We want to use this expansion to meet student demands and allow UNM to match other national research institutions in having a Chinese minor while we work towards an eventual Chinese major in the future. REGISTRARS NOTE: EDIT EXISTING REFERENCE TO MAJOR/MINOR ON CHIN PAGE

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

[Chinese minor justification.doc](#)

Chinese Minor Requirements

Students complete eighteen hours of course work as described below:

- 1) Of these total eighteen hours, a minimum of twelve hours must come from Chinese courses (CHIN) at the 300 level or above.
- 2) Of these total eighteen hours, a minimum of three hours must come from History 381, 382, and 383, and Philosophy 336. Note that the following courses are also acceptable when content-appropriate: History 251 or 252 (not both) and 300, Philosophy/Religious Studies 431, and Comparative Literature 331 and 480.

The implementation of a Chinese minor is justified by two factors. First, Chinese is nationally recognized as a language and culture that is of increasingly critical importance for the United States. Second, student demand for Chinese courses is both growing (see next paragraph) and consistent (in that Chinese has the best continuation rate of the languages offered in FLL).

The impact on long-range planning is that a minor is the first step towards an eventual major. Students are actually demanding a *major* now, but such a step is currently outside of FLL's abilities to offer for budgetary and faculty load reasons. Currently, students' only options for concentrating in Chinese at any level is to pick it as one of their languages for the Languages major or minor (approximately 9 per year) or to choose China/Chinese as one of their areas of emphasis in the Asian Studies or International Studies majors or minors (approximately 11 per year). We would like to be able to eventually offer students the opportunity to specifically work in Chinese and have that specialization evident in their UNM degree. A minor is the first step in that growth.

The budgetary implication for the Chinese minor is moot. We recently hired two Chinese teachers (one Lecturer, one Assistant Professor) and have been committing one of FLL's TAs to Chinese for the past four years. Therefore no additional expenses are required or foreseen.

The faculty load implications are moot for the same reason. The Lecturer and Professor are, in fact, creating new courses in order to diversify the classes that are offered since there is more FTE power available.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1077**

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* Associate 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

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program* Bilingual Education 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)

[Bil Ed 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.
[Bilingual Education Minor.docx](#)

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

[Justification .docx](#)

Bilingual Education Minor

The *Bilingual Education Minor* is designed to help pre-service teachers earn their Bilingual endorsement while taking courses for their teaching licenses. They will gain an understanding of effective pedagogical theory and practice in teaching bilingual students. In New Mexico, there is an increasing need for properly prepared bilingual teachers. According to the 2010 census, New Mexico has one of the nation's highest rates of child bilingualism or potential bilingualism: 36% of children over age four speak another language. The majority of these children are native-born (only 9.7% of New Mexicans are foreign-born). However, bilingual competence in childhood is not equally distributed by race or ethnicity: 47% of Hispanic children, 44% of Native American children, 59% of Asian children, but only 4% of White children and 2% of African American children are reported to speak another language. Spanish is spoken by 79% of those who speak another language in the home, but New Mexico is also home to 92 languages other than English and Spanish.

This 18-credit minor will consist of currently standing LLSS courses taken as part of acquiring a Bilingual endorsement and include:

- LLSS 453 – Theoretical & Cultural Foundations of Bilingual Education
- LLSS 456 – First and Second Language Development
- LLSS 300 – Bilingual Teaching Methods, Materials and Techniques
- LLSS 482 – Teaching English as a Second Language
- LLSS 455 – Spanish for the Bilingual Classroom
- LLSS 479 – Teaching of Reading in the Bilingual Classroom (La Enseñanza de la Lectura)

The corequisites for the minor include:

- Ling. 101-Introduction Study of Language, Ling. 440-Introduction to Linguistics, or any other Linguistics course.
- Language: SPAN 301 – Topics in Hispanic Culture and Language
SPAN 302 – Developing Spanish Writing Skills
- Sociocultural/History/Arts (3 hours) – (See LLSS website under Bilingual Endorsement for a list of courses)

In addition to these courses student must also pass La Prueba de Español para la Certificación Bilingüe. (La Prueba de Español para la Certificación Bilingüe is an instrument designed to measure the Spanish language proficiency of prospective bilingual education teachers in New Mexico.) Depending on their circumstances students may also have to take courses in a modern, classical and native language. (Check the New Mexico Public Education Department website for details on the Bilingual Endorsement and for taking La Prueba.)

The Bilingual Education Minor will help LLSS account for pre-service students who are taking Bilingual 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 Bilingual Education 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 the Bilingual endorsement courses. The Bilingual Education Minor provides LLSS with an increased opportunity to market its Bilingual endorsement program to UNM students.

Supplement to Form C: Bilingual Education Minor

Catalog Text

The Bilingual Education Minor is designed to help pre-service teachers gain a Bilingual endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students will be able to have a Bilingual endorsement attached to their teaching license through the New Mexico Public Education Department. In addition to the courses listed below, students must also pass La Prueba de Español para la Certificación Bilingüe. (La Prueba de Español para la Certificación Bilingüe is an instrument designed to measure the Spanish language proficiency of prospective bilingual education teachers in New Mexico. Check the New Mexico Public Education Department website for details on taking La Prueba.) Depending on their language proficiency students may also have to take additional language courses. Students must complete and submit an application for the Bilingual Education minor, available on the LLSS website under Degree and Endorsement Programs, and have it be reviewed by the LLSS Bilingual/TESOL program faculty.

Corequisites: LING 101 – Introduction Study of Language, LING 440 – Introduction to Linguistics, or any other Linguistics course.

Language: SPAN 301 – Topics in Hispanic Culture and Language
SPAN 302 – Developing Spanish Writing Skills

Sociocultural/History/Arts (3 hours) – (See LLSS website under Bilingual Endorsement for a list of courses)

Core Courses (18 hours):

LLSS 453 – Theoretical & Cultural Foundations of Bilingual Education

LLSS 456 – First and Second Language Development

LLSS 300 – Bilingual Teaching Methods, Materials and Techniques

LLSS 482 – Teaching English as a Second Language

LLSS 455 – Spanish for the Bilingual Classroom

LLSS 479 – Teaching of Reading in the Bilingual Classroom (La Enseñanza de la Lectura)

Justification for the Bilingual Education Minor

As described in the Reason for Request document, there is a tremendous need in New Mexico for competent bilingual teachers. This minor would help encourage students to become endorsed in Bilingual Education. It provides LLSS with an increased opportunity to market its Bilingual endorsement program to UNM students. In addition, this Bilingual Education Minor will help LLSS account for pre-service students who are taking Bilingual 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 Bilingual Education 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 the Bilingual endorsement courses.

Impact on long-range planning

Because all of the courses in the proposed Bilingual Education 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 Bilingual Education 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 Bilingual Education 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.

CURRENT CATALOG DESCRIPTION

Health Education/School Health and Community Health Mission Statement

The Health Education program offers courses of study to prepare Health Education and Health Promotion specialists at the undergraduate and graduate levels. Students are prepared to assume Health Education positions in schools, community, and public health agencies, and in health care and worksite settings. The national guidelines delineating the Roles and Responsibilities of Health Education Specialists serve as the basis for the course of studies at the undergraduate and graduate levels. In addition, special attention is given to preparing students to work within multi-cultural, multi-ethnic communities in ways that respect and support the healthy development of families and individuals within those communities.

Major and Degree

Health Education: Bachelor of Science in Education (B.S.Ed.)

Undergraduate Program

Twenty-six hours of course work completed, 2.5 GPA.
Contact Advisement Center, Travelstead Hall 277-5121

Two concentrations are available to students majoring in Health Education; both lead to a Bachelor of Science in Education. The program prepares students to meet the competencies of the roles and responsibilities of the entry-level Health Educator. Concentration One, School Health Education, leads to eligibility to apply for teacher licensure and prepares the student to teach health in middle and secondary schools. Concentration Two, Community Health Education, is a non-teaching concentration which provides students with a broad-based introduction to community and public health and prepares them for professional practice in community health agencies, clinical settings and the work place. Both concentrations prepare students for graduate studies in Health Education at the University of New Mexico or any of the many schools of public health in the United States. In addition, a minor in School Health Education is available. Screening by Health Education faculty is a prerequisite to entering either concentration.

NOTE: Student's course work must include the University of New Mexico core requirements and at least 40 hours of upper division (300 –level and above) credits.

School Health Education–Concentration 1

New Mexico Public Education Department licensure regulations are subject to periodic change. Contact the College Advisement Center or program advisor for specific requirements for eligibility for licensure and/or endorsement. See preceding section on Licensure for application for a secondary license (7–12).

First Year

HED 164L	Standard First Aid	3
HED 171	Personal Health Management	3
ENGL 101	Composition I: Exposition	3
BIOL 123/124L	Biology for Health Related Sciences and Non-Majors/Lab	4
CHEM 111	Elements of General Chemistry	4
Social & Behavioral Sciences	select from UNM Core Curriculum	6
Fine Arts Elective	select from UNM Core Curriculum	6
ENGL 102	Composition II: Analysis and Argument	3
HIST 101	Western Civilization	3
-or-		
102	Western Civilization	3
		35

Second Year

HED 212	Fundamentals Human Sexuality	3
HED 209	Education for AIDS Prevention	1
HED 260	Foundations of Health Promotion	3
BIOL 237	Human Anatomy and Physiology I for the Health Sciences	3
BIOL 239L	Microbiology for Health Sciences and Non-Majors	4
NUTR 244	Human Nutrition	3
MATH 121	College Algebra	3
ENGL 219	Technical and Professional Writing	3
Second Language	select from UNM Core Curriculum	3
HIST 161	History of the United States to 1877	3
-or-		
HIST 162	History of the United States Since 1877	

ENGL	Any English Course	3
		32
Third Year		
HED 247	Consumer Health	1
HED 306	Conflict Mediation	1
HED 345	Health Promotion Program Planning	3
HED 333	Emotional Health and Interpersonal Relationships	3
HED 362	Introduction to Health Behavior Theory	3
HED 451	Secondary Teaching Methods and Curriculum Development for Health Education	3
EDPY 303	Human Growth and Development	3
EDPY 310	Learning and the Classroom	3
SPCD 303	Methods and Materials for Student with Mild Disabilities	3
HIST 260	History of New Mexico	3
-or-		
HIST 463	Hispanic Frontiers	
STAT 145	Introduction to Statistics	3
	General Education Elective	3
		32
Fourth Year		
HED 310	Injury Prevention	1
HED 321	Violence Prevention	1
HED 445	Strategies for Prevention of Substance Abuse	1
EDUC 438	Teaching Reading and Writing in the Content Field	3
HED 471	Community Health	3
HED 481	Pre-Student Teaching	3
HED 482	Introduction to Health Education and Multi-Cultural Health Beliefs	3
HED 489	Student Teaching in the Secondary Schools	8
	HED Electives	4
HIST	Any History Course	3
		30

PROPOSED CATALOG DESCRIPTION

Health Education Mission Statement

The Health Education program offers courses of study to prepare Health specialists at the undergraduate and graduate levels. Students are prepared to assume Health Education positions in schools, community, public health agencies, and in health care and worksite settings. The national guidelines delineating the Roles and Responsibilities of Health Education Specialists serve as the basis for the course of studies at the undergraduate and graduate levels. In addition, special attention is given to preparing students to work within multi-cultural, multi-ethnic communities in ways that respect and support the healthy development of families and individuals within those communities.

Major and Degree

Health Education: Bachelor of Science in Education (B.S.Ed.)

Undergraduate Program

Twenty-six hours of course work completed, 2.5 GPA.
Contact Advisement Center, Travelstead Hall 277-5121

A concentration in Community Health is available to students majoring in Health Education (HED). Community Health Education, is a non-teaching concentration which provides students with a broad-based introduction to community and public health and prepares them for professional practice in community health agencies, clinical settings and the work place. This concentration prepares students for graduate studies in Health Education at the University of New Mexico or any of the many schools of public health in the United States. In addition, an endorsement minor in School Health Education is available. Screening by Health Education faculty is a prerequisite to entering the program.

NOTE: For the Community Health concentration, student's course work must include the University of New Mexico core requirements and at least 40 hours of upper division (300 –level and above) credits. For the Endorsement Minor in School Health Education, student's course work must include 24 hours in Health Education with 12 of these hours being upper division.

School Health Education Concentration 1

~~New Mexico Public Education Department licensure regulations are subject to periodic change. Contact the College Advisement Center or program advisor for specific requirements for eligibility for licensure and/or endorsement. See preceding section on Licensure for application for a secondary license (7–12).~~

First Year	-	-
HED 164L	Standard First Aid	3
HED 171	Personal Health Management	3
ENGL 101	Composition I: Exposition	3
BIOL 123/124L	Biology for Health Related Sciences and Non Majors/Lab	4
CHEM 111	Elements of General Chemistry	4
Social & Behavioral Sciences	select from UNM Core Curriculum	6
Fine Arts Elective	select from UNM Core Curriculum	6
ENGL 102	Composition II: Analysis and Argument	3
HIST 101	Western Civilization	3
-or-		
102	Western Civilization	
-	-	35
Second Year	-	-
HED 212	Fundamentals Human Sexuality	3
HED 209	Education for AIDS Prevention	1
HED 260	Foundations of Health Promotion	3
BIOL 237	Human Anatomy and Physiology I for the Health Sciences	3
BIOL 239L	Microbiology for Health Sciences and Non Majors	4
NUTR 244	Human Nutrition	3
MATH 121	College Algebra	3
ENGL 219	Technical and Professional Writing	3
Second Language	select from UNM Core Curriculum	3
HIST 161	History of the United States to 1877	3
-or-	-	-
HIST 162	History of the United States Since 1877	-
ENGL	Any English Course	3
-	-	32
Third Year	-	-
HED 247	Consumer Health	1
HED 306	Conflict Mediation	1
HED 345	Health Promotion Program Planning	3
HED 333	Emotional Health and Interpersonal Relationships	3
HED 362	Introduction to Health Behavior Theory	3

HED 451	Secondary Teaching Methods and Curriculum Development for Health Education	3
EDPY 303	Human Growth and Development	3
EDPY 310	Learning and the Classroom	3
SPCD 303	Methods and Materials for Student with Mild Disabilities	3
HIST 260	History of New Mexico	3
-or-		
HIST 463	Hispanic Frontiers	-
STAT 145	Introduction to Statistics	3
	General Education Elective	3
-	-	32
Fourth Year	-	-
HED 310	Injury Prevention	1
HED 321	Violence Prevention	1
HED 445	Strategies for Prevention of Substance Abuse	1
EDUC 438	Teaching Reading and Writing in the Content Field	3
HED 471	Community Health	3
HED 481	Pre-Student Teaching	3
HED 482	Introduction to Health Education and Multi-Cultural Health Beliefs	3
HED 489	Student Teaching in the Secondary Schools	8
	HED Electives	4
HIST	Any History Course	3
-	-	30

Justification for Budgetary Impacts – Deletion of the B.S. School Health Education Concentration

Due to low enrollment and loss of faculty resources the B.S. School Health Education concentration will no longer be offered. The current HED faculty are requesting that the concentration be deleted. Currently, there are no students being accepted into this concentration and prospective students are being advised to seek the School Health Education Endorsement Minor.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1136**

Fields marked with * are required

Name of Initiator: Christina Marie Perry **Email:*** cperry2@unm.edu **Date:*** 10-22-12

Phone Number:* 505 277-5151

Initiator's Title* Assistant Professor: Health Exercise & Sports
Scie

Associated Forms exist?* No ▼

Faculty Contact* 505-277-5151

Administrative Contact* Todd Seidler

Department* HESS

Admin Email* tseidler@unm.edu

Branch Main

Admin Phone* 505-277-5151

Proposed effective term:

Semester Spring ▼ Year 2013 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * School Health Education Minor

Select Category Minor ▼ Degree Type B.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)

[RevSHED Minor Catalog Description.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)

The revised minor is being proposed to reduce faculty loads in maintaining the original minor and to meet the current needs of preservice teachers desiring a second teaching endorsement option in health education.

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

[Justification For Budgetary Impacts.docx](#)

Justification For Budgetary Impacts

There are no budgetary impacts or faculty load implications for revising the current School Health Education minor. All the courses required for the Endorsement Minor in School Health Education are already being offered in the Community Health Education concentration.

Current Catalog Description

Minor Study Requirements

A minor in School Health Education consists of 26 of the following credit hours and must be approved with a faculty advisor in the School Health Education Program. Students seeking teaching certification must consult with an Academic Advisor.

The School Health Education Minor is as follows:

HED 164L	Standard First Aid	3
HED 171	Personal Health Management	3
HED 212	Fundamentals of Human Sexuality	3
HED 260	Foundations of Health Promotion	3
HED 333	Emotional Health and Interpersonal Relationships	3
HED 345	Health Promotion Program Planning	3
HED 362	Introduction to Health Behavior Theory	3
HED 445	Strategies for Prevention of Substance Use	1
HED 451	Secondary Teaching Methods and Curriculum Development for Health Education	2
HED 482	Health Promotion in Multicultural Setting	3

Proposed Catalog Description

School Health Education Minor

The curriculum leading to a minor in School Health Education is designed to prepare the student to teach health education in middle and/or junior and senior high schools (7-12). Students who are awarded the School Health Education minor may apply to New Mexico Public Education Department (NMPED) for a health endorsement *after* they obtain their initial teaching license and first area of endorsement.

Required Minor Coursework

All the courses listed for the School Health Education minor support specific content taught as a school health educator. A grade of C or better is required for each content course listed.

HED 171	Personal Health Management	3
HED 209	Education for AIDS Prevention	1
HED 212	Fundamentals of Human Sexuality	3
HED 247	Consumer Health	1
HED 306	Conflict Mediation	1
HED 310	Injury Prevention	1
HED 321	Violence Prevention	1
HED 333	Emotional Health and Interpersonal Relationships	3
HED 362	Health Behavior Theory	3
HED 445	Strategies for Prevention of Substance Abuse	1
HED 477	Stress Management	3
HED 473	Health Issues in Death and Dying	3
	Total Upper Division Hours:	16
	Total Hours:	24

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1242**

Fields marked with * are required

Name of Initiator: Charles Fleddermann **Email:*** cbf@unm.edu **Date:*** 06-17-13

Phone Number:* 505 277-5521

Initiator's Title* Associate Dean: School of Engineering

Associated Forms exist?* Yes ▼

Faculty Contact* C. Fleddermann

Administrative Contact* C. Fleddermann

Department* SoE

Admin Email* cbf@unm.edu

Branch

Admin Phone* 7-1423

Proposed effective term:

Semester Spring ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * Split of ChNE dept

Select Category Department ▼ 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)

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)

Proposal to split the Chemical and Nuclear Engineering Dept. into a Department of Chemical and Biological Engineering, and a Department of Nuclear Engineering

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

[ChNE Department Split Proposal-Rev6.pdf](#)

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1243**

Fields marked with * are required

Name of Initiator: Charles Fleddermann **Email:*** cbf@unm.edu **Date:*** 06-17-13

Phone Number:* 505 277-5521

Initiator's Title* Associate Dean: School of
Engineering

Associated Forms exist?* Yes ▼

Faculty Contact* C. Fleddermann

Administrative Contact* C. Fleddermann

Department* SoE

Admin Email* cbf@unm.edu

Branch

Admin Phone* 7-1423

Proposed effective term:

Semester Spring ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program* Chemical and Biological Engineering

Select Category Subject Code ▼ 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)

[Chemical and Biological Engineering Catalog Copy-1.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)

Create a new subject code: CHBE [REGISTRAR'S NOTE: THIS FORM PROPOSES BOTH A NEW DEPARTMENT OF CHEMICAL AND BIOLOGICAL ENGINEERING AND A NEW SUBJECT CODE OF CHEMICAL AND BIOLOGICAL ENGINEERING (CHBE.)

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

Chemical and Biological Engineering

Timothy L. Ward, Chairperson
Department of Chemical and Biological Engineering
Farris Engineering Center 209
MSC01 1120
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-5431

Professors

Plamen Atanassov, Ph.D., Bulgarian Academy of Science
C. Jeffrey Brinker, Ph.D., Rutgers University
Joseph L. Cecchi, Ph.D., Harvard University
Vittorio Cristini, Ph.D., Yale University
Abhaya K. Datye, Ph.D., University of Michigan
Gary Grest, Ph.D., Louisiana State University
Sang. M. Han, Ph.D., University of California-Santa Barbara
Andrew P. Shreve, Ph.D., Cornell University
Timothy L. Ward, Ph.D., University of Washington*
David Whitten, Ph.D., Johns Hopkins University

Associate Professors

Heather Canavan, Ph.D., George Washington University
Steven W. Graves, Ph.D., Pennsylvania State University
Jeremy S. Edwards, Ph.D., University of California, San Diego
Dimitar Petsev, Ph.D., University of Sofia

Assistant Professors

Eva Y. Chi, Ph.D., University of Colorado - Boulder
Elizabeth L. Dirk, Ph.D., Rice University
Sang Eon Han, Ph.D., University of Minnesota

Professor Emeriti

Harold M. Anderson, Ph.D., Wayne State University
David Kauffman, Ph.D., University of Colorado*
Richard W. Mead, Ph.D., University of Arizona*

Lecturer III

Jamie Gomez, Ph.D., Florida A&M University

The University of New Mexico National Laboratory Professors

Ronald E. Loehman, Ph.D., Purdue University
Peter Randall Schunk, Ph.D., University of Minnesota

Research Professors

Edward Arthur, Ph.D., University of Virginia
James P. Freyer, Ph.D., University of Rochester
Gabriel P. Lopez, Ph.D., University of Washington
Scott S. Sibbett, Ph.D., Oregon Health & Science University
Hongyou Fan, Ph.D., University of New Mexico

Research Associate Professor

Kateryna Artyushkova, Ph.D., Kent State University
Boris Kiefer, Ph.D., University of Michigan
Yixiang Xie, Ph.D., Missouri University of Science and Technology
Alexey Serov, Ph.D., University of Bern

Research Assistant Professors

Eric Carnes, Ph.D., University of New Mexico
Darren Dunphy, Ph.D., University of Arizona
Barr Halevi, Ph.D., University of Pennsylvania
Hien Pham, Ph.D., University of New Mexico
Siv Kumar Challa, Ph.D., University of Pittsburgh
Bryan Kaehr, Ph.D., University of Texas Austin
Eric Spoerke, Ph.D., Northwestern University

Affiliated Faculty

Christopher A Apblett, Ph.D., Rensselaer Polytechnic Institute
Frank van Swol, Ph.D., University of Amsterdam

* Registered Professional Engineer in New Mexico.

Overview

The Department of Chemical and Biological Engineering (CHBE) offers undergraduate and graduate degrees in Chemical Engineering. General department policy on admissions and grading are listed below, followed by detailed descriptions of the two degree programs.

Mission Statement

The Chemical Engineering B.S. program in the Department of Chemical and Biological Engineering will provide an outstanding education that prepares students to be productive and responsible members of society, with the skills and knowledge to be successful in their professional careers or post-graduate studies. This will be accomplished by engaging students in a variety of academic, research and service activities, and fostering a learning environment that is supportive for a body of students that is diverse in terms of age, gender, ethnicity, and prior educational background.

Admission to Baccalaureate Programs

To earn a baccalaureate degree in chemical engineering, a student must apply to and be admitted to the baccalaureate program in the Department of Chemical and Biological Engineering. For students who have entered the University of New Mexico as freshmen, application to the program is typically made in the sophomore year. In most cases, such students will have been admitted to the School of Engineering as pre-majors (see “Admission to the School of Engineering” in the School of Engineering section of this catalog). Transfer students may apply to the baccalaureate program as soon as they have met the program admission requirements discussed below. The department strongly encourages all students who are interested in entering the baccalaureate program in chemical engineering to apply to the department as soon as they are eligible, to ensure that they receive the proper advisement.

The criteria for admission to the Baccalaureate program in Chemical Engineering are specified in detail in the advisement brochure, which may be obtained from the department. There are 18 semester hours of Freshman year technical subjects required by the School of Engineering for admission, and a minimum grade point average of 2.50 in those courses is required for admission to undergraduate study in Chemical Engineering. A total of 26 semester hours applicable to a degree is required for admission with a grade point average of at least 2.20. All applicants must have completed English 101 or its equivalent before admission. All courses required for the Chemical Engineering Baccalaureate degree program must have grades of C- or better for satisfying both admission and graduation requirements.

Policy on D or D+ Grades

Students admitted or readmitted to the Chemical Engineering degree program may not apply a course toward the B.S. degree in Chemical Engineering if the highest grade earned in the course is a D+ or less, regardless of where that grade was earned.

[Back to Top](#)

[Keys and Symbols Reference](#)

Courses

[CHBE 101. Introduction to Chemical Engineering.](#) (1)

[CHBE 213. Laboratory Electronics for Chemical and Nuclear Engineers.](#) (3)

[CHBE 251. Chemical Process Calculations I.](#) (3)

[CHBE 253. Chemical Process Calculations II.](#) (3)

[CHBE 302. Chemical Engineering Thermodynamics.](#) (4)

[CHBE 311. Introduction to Transport Phenomena.](#) (4)

CHBE 312. Unit Operations. (3)

CHBE 317. Chemical and Nuclear Engineering Analysis. (3)

CHBE 318L. Chemical Engineering Laboratory I. (1)

CHBE 319L. Chemical Engineering Laboratory II. (1)

CHBE 321. Mass Transfer. (3)

CHBE 361. Biomolecular Engineering. (3)

CHBE 371. Introduction to Materials Engineering. (3)

CHBE 403 / 503. Heterogeneous Catalysis Seminar. (2 to a maximum of 20 Δ)

CHBE 404 / 504. Nanomaterials Seminar. (2 to a maximum of 20 Δ)

CHBE 406 / 506. Bioengineering Seminar. (2 to a maximum of 20 Δ)

[CHBE 418L. Chemical Engineering Laboratory III.](#) (1)

[CHBE 419L. Chemical Engineering Laboratory IV.](#) (2)

[CHBE 451. Senior Seminar.](#) (1, 1)

[CHBE 454. Process Dynamics and Control.](#) (3)

[CHBE **461. Chemical Reactor Engineering.](#) (3)

[CHBE 477 / 577. Electrochemical Engineering.](#) (3)

[CHBE 486 / 586. Statistical Design of Experiments for Semiconductor Manufacturing.](#) (3)

[CHBE 491 – 492. Undergraduate Problems.](#) (1-3 to a maximum of 6 Δ)

[CHBE 493L. Chemical Engineering Design.](#) (3)

[CHBE 494L. Advanced Chemical Engineering Design.](#) (3)

CHBE 495 – 496. Chemical Engineering Honors Problems I and II. (1-6, 1-6 to a maximum of 6 Δ)

CHBE 499. Selected Topics. (1-3, no limit Δ)

CHBE 501. Chemical and Nuclear Engineering Seminar. (1, no limit Δ)

CHBE 502. Chemical and Nuclear Engineering Research Methods Seminar. (1)

CHBE 503 - 403. Heterogeneous Catalysis Seminar. (2 to a maximum of 20 Δ)

CHBE 504 / 404. Nanomaterials Seminar. (2 to a maximum of 20 Δ)

CHBE 506 / 406. Bioengineering Seminar. (2 to a maximum of 20 Δ)

CHBE 507. Surface and Material Engineering. (2 to a maximum of 20 Δ)

CHBE 512. Characterization Methods for Nanostructures. (3)

CHBE 515. Special Topics. (1-3, no limit Δ)

[CHBE 518. Synthesis of Nanostructures.](#) (3)

[CHBE 521. Advanced Transport Phenomena I.](#) (3)

[CHBE 522L. Fundamentals of Nanofluidics.](#) (3)

[CHBE 525. Methods of Analysis in Chemical and Nuclear Engineering.](#) (3)

[CHBE 530. Surface and Interfacial Phenomena.](#) (3)

[CHBE 531. Nanoscale Quantum Structure Growth and Device Applications.](#) (3)

[CHBE 542. Advanced Chemical Engineering Thermodynamics.](#) (3)

[CHBE 550. Social and Ethical Issues in Nanotechnology.](#) (1-3, [3])

[CHBE 551 – 552. Problems.](#) (1-3, 1-3 each semester Δ)

[CHBE 561. Kinetics of Chemical Processes.](#) (3)

CHBE 575. Selected Topics in Material Science. (1-3, no limit Δ)

CHBE 576. Selected Topics in Aerosol Science. (3 to a maximum of 6 hours Δ)

CHBE 577 / 477. Electrochemical Engineering. (3)

CHBE 586 / 486. Statistical Design of Experiments for Semiconductor Manufacturing. (3)

CHBE 599. Master's Thesis. (1-6, no limit Δ)

CHBE 699. Dissertation. (3-12, no limit Δ)

Undergraduate Chemical Engineering

Chemical Engineering

Undergraduate Advisor

Abhaya K. Datye

Introduction

The principles and approaches that make up chemical engineering are rooted in the world of atoms, molecules and molecular transformations, and chemical engineers have been leaders in extending our ability to manipulate materials on the atomic scale. Chemical engineers are on the forefront of rapidly developing areas that include biotechnology and biomedicine, semiconductor manufacturing and data storage devices, and advanced materials with precisely-controlled nanostructures. Chemical engineering is a rapidly evolving discipline that offers the excitement of developing cutting-edge products and the satisfaction of making important contributions to technology that improves our lives. Chemical engineering has a rich history of contributions to the nation's technology base for production of chemicals and materials for consumer products and basic commodities. Chemical engineers have long played key roles in a diverse set of industries that include petroleum, food, pharmaceuticals, artificial fibers, petrochemicals, plastics and ceramics, to name a few. In these areas, chemical engineers design and develop the processes for large-scale manufacturing that result in affordable products that are essential to our way of life. Chemical engineers also work in the areas of environmental protection and remediation, process safety and hazardous waste management.

The diverse applications of chemical engineering, as well as the ability of chemical engineers to be on the leading edge of new fields, derive from the breadth of the chemical engineer's education. The chemical engineering curriculum at the University of New Mexico offers broad training in the fundamentals of mathematics, physics, chemistry and the engineering sciences. These are integrated with the chemical engineering "core" which includes: thermodynamics, heat, momentum and mass transport, chemical reaction engineering, design, and process control.

Students choose electives which are grouped into concentrations to provide expertise in specific areas. A concentration consists of three advanced chemistry courses and three technical electives. Concentrations include chemical process engineering, bioengineering, materials processing, semiconductor manufacturing, and environmental engineering.

Undergraduate chemical engineering students benefit greatly from the extensive research activities of our faculty in strategic areas of chemical engineering. The research activities are well integrated and supportive of our teaching mission and have enabled us to continually improve the quality of our laboratory courses. A significant number of undergraduates participate in one-on-one research projects with individual faculty, often focused on the student's area of concentration. The nearby national laboratories provide additional opportunities for student research. Learning is enhanced with such hands-on experience, and students are more competitive when they leave the University of New Mexico. Our research activities have allowed us to develop new courses and to alter the content of existing courses to incorporate state-of-the-art knowledge and practice.

The chemical engineering graduate will find many avenues of opportunity in chemical processing, food and consumer products, fibers and textiles, biotechnology, advanced materials, semiconductor manufacturing, environmental protection and remediation and other vital industries. Extensive opportunities also exist for students desiring to work towards advanced degrees in the field. And finally, a chemical engineering

undergraduate degree represents an excellent foundation for an advanced professional degree in medicine, business or law.

Graduates of the undergraduate program in Chemical Engineering will be successfully progressing in their careers or post-graduate endeavors in diverse chemical engineering areas, including chemical process engineering, biomedical engineering, materials processing, semiconductor manufacturing, and environmental engineering, by:

1. demonstrating technical competence,
2. solving technical problems efficiently, and
3. communicating effectively in both written and oral forms.

The most up-to-date version of the objectives is available at the web site (<http://www-chne.unm.edu/>).

Curriculum in Chemical Engineering

The Bachelor of Science Program in Chemical Engineering is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone (410) 347.7700.

Hours required for graduation: 132 (9)

First Year	First Semester	Hrs. Cr.
CHBE 101	Introduction to Chemical Engineering and Nuclear Engineering	1
MATH 162	Calculus I	4
CHEM 121	General Chemistry	3
CHEM 123L	General Chemistry Lab	1
ENGL 101	Composition I: Exposition	3
	Core Humanities Elective (3)	3
		15
	Second Semester	
MATH 163	Calculus II	4
CHEM 122	General Chemistry II	3
CHEM 124L	General Chemistry II Lab	1
CS 151L	Computer Programming Fundamentals for Non-Majors/Lab	3
ENGL 102	Composition II: Analysis and Argument	3
PHYC 160	General Physics	3
		17
Second Year	First Semester	
CHBE 251	Chemical Process Calculations I	3
MATH 264	Calculus III	4
CHEM **301	Organic Chemistry	3
CHEM 303L	Organic Chemistry/Laboratory	1

PHYC 161	General Physics	3
ECON 105	Introductory Macroeconomics ⁽⁴⁾	3
		17
	Second Semester	
CHBE 253	Chemical Process Calculations II	3
CHBE 302	Chem Engr Thermodynamics	4
MATH 316	Applied Ordinary Differential Equations	3
	Basic Science for Concentration (5)	3
	Adv Chem for Concentration (6)	3
		16
Third Year	First Semester	
CHBE 311	Introduction to Transport Phenomena	4
CHBE 317	Chemical and Nuclear Engineering Analysis	3
CHBE 318L	Chemical Engr Lab I	1
CHBE 361	Biomolecular Engr	3
ENGL 219	Technical and Professional Writing (4)	3
	Adv Chem for Concentration (6)	3
		17
	Second Semester	
CHBE 312	Unit Operations	3
CHBE 321	Mass Transfer	3
CHBE 319L	Chemical Engineering Lab II	1
CHBE 371	Intro Materials Engr	3
	Basic Engineering Elective (7)	3
	Adv Chem for Concentration ⁽⁶⁾	3
		16
Fourth Year	First Semester	
CHBE 418L	Chemical Engineering Lab III	1
CHBE 451	Senior Seminar	1
CHBE **461	Chemical Reactor Engineering	3
CHBE 493L	Chemical Engineering Design	3
	Technical Elective (8)	3
	Core Humanities Elective ⁽³⁾	3
	Core Social/Behavior Science Elective ⁽³⁾	3
		17
	Second Semester	
CHBE 419L	Chemical Engineering Lab IV	2
CHBE 454	Process Dynamics and Control	3
CHBE 494L	Advanced Chemical Engr Design	3
	Technical Elective (8)	3
	Core Fine Arts Elective (3)	3

Footnotes:

1. Only courses with grades of C- or better may be applied toward the bachelor of science degree in chemical engineering.
2. Students must file an application for the B.S. degree prior to the completion of 95 semester hours of applicable courses.
3. Students should consult with advisors to obtain a list of acceptable core humanities, social/behavioral science, fine arts and second language electives. These courses may be taken whenever convenient. Grade must be C- or better.
4. ECON 105 and ENGL 219 may be taken in either the sophomore or junior year.
5. PHYC 262 or BIOL 201L, depending on the student's area of concentration.
6. A minimum of 9 credit hours of advanced chemistry, selected from among CHEM 302, 311, 312, 421, 431, or BIOC 423, depending upon the student's area of concentration. For illustrative purposes, the Spring semester Sophomore Year curriculum is shown assuming CHEM 302 as the course for the advanced chemistry concentration. Other advanced chemistry courses may be substituted. One semester of Physical Chemistry is required for all concentrations. Up to four hours of other natural science courses may be substituted for advanced chemistry. Such advanced natural science courses must build on basic science prerequisites and may include physics, life sciences, and material science. The courses chosen must represent a logical sequence of courses for the concentration and must be approved by the academic advisor.
7. Recommended course CHBE 213. Alternatives are CE 202, CE/ME 304 or ECE 203. Students in the semiconductor processing concentration may wish to take ECE 203.
8. Technical electives are chosen from approved upper-division courses in engineering, mathematics and science. The department requires that these courses be part of an approved concentration. The chairperson may allow up to 6 hours of technical electives for students taking required ROTC courses in aerospace or naval science.
9. Students are encouraged to take the Fundamentals of Engineering (FE) Examination during their senior year. This is the first formal step toward professional registration.

Persons having special needs and requiring auxiliary aid or service should contact the Department of Chemical and Nuclear Engineering (ADA and Rehabilitation Act of 1973).

Chemical Engineering Concentrations

Future chemical engineers will conceive and solve problems on a range of scales (nano, micro and macro). They will bring new tools and insights from research and practice in other disciplines: molecular biology, chemistry, solid-state physics, materials science, and electrical engineering. They will also make increasing use of computers, artificial intelligence and expert systems in problem solving, in product and process design, and in manufacturing. Chemical engineering can be viewed as the engineering discipline with the strongest tie to the molecular sciences and therefore is an integral part of multidisciplinary research efforts. To allow students an opportunity to gain in-depth knowledge in specialized areas and to prepare them for diverse career opportunities, we provide five concentrations:

1. Chemical Process Engineering
2. Bioengineering
3. Materials Processing

4. Semiconductor Manufacturing
5. Environmental Engineering

Students choose a basic engineering elective, a basic science elective, 3 advanced chemistry courses and two technical electives. In addition to these courses, the projects in the last design course (CHBE 494L) and the last laboratory course (CHBE 419L) provide opportunities to gain experience in the chosen concentration.

Basic Engineering Elective

The recommended course is CHBE 213. Alternatives are CE 202 or ECE 203. Students in the semiconductor processing concentration may wish to take ECE 203.

Basic Science Elective

Students in Bioengineering or Environmental Engineering concentrations will take BIOL 201L, all others take PHYC 262 during the second semester of the sophomore year. BIOL 201L is also an option for students in the Materials Processing Concentration interested in organic, polymeric or biomedical materials.

Advanced Chemistry and Sciences Electives

A minimum of 9 credit hours of advanced chemistry, selected from among CHEM **302, 304L, **311, **312, 421, *431, or BIOC **423, depending upon the student's area of concentration. One semester of Physical Chemistry is required for all concentrations. Up to four hours of other natural science courses may be substituted for advanced chemistry. Such advanced natural science courses must build on basic science prerequisites and may include physics, life sciences, and material science. The courses chosen must represent a logical sequence of courses for the concentration and must be approved by the academic advisor.

Technical Electives

Students have the opportunity to take 6 credit hours of technical electives. Three hours must be engineering courses within the department or the school. The other three hours may be taken outside of the school but must be a logical part of the concentration.

Chemical Process Engineering Concentration

The Chemical Process Engineering concentration is designed to provide maximum flexibility for students to pursue career opportunities in a wide range of industries as a process engineer. Historically, many chemical process engineers have found employment in the petroleum or chemical industries, and many still do. However, chemical engineers with a strong process engineering foundation are in increasing demand in many other technology areas, including pharmaceuticals, semiconductors and electronic materials, and environmental or "green" engineering. This concentration builds on the traditional process engineering emphasis, allowing the technical electives to be chosen by the student in consultation with his adviser to fit the interests or professional goals of the student.

	Basic Science Elective	
PHYC 262	General Physics	3
	Advanced Chemistry and Science Electives	
CHEM **302	Organic II	3
CHEM **311	Physical Chemistry I	3
CHEM **312	Physical Chemistry II	3
	Technical Electives	
	Technical Elective	3

Bioengineering Concentration

Since biological and medical systems involve complex chemical and physical processes, chemical engineering is a natural professional background for bioengineering applications. Bioengineering is an interdisciplinary field that combines the tools and methods of engineering to address challenges in the health sciences and in basic research. Bioengineers strive to understand biological systems, from molecules to whole organisms, from a quantitative and analytical perspective. Because of this in-depth study, bioengineers are uniquely qualified to work at the interface between living and non-living systems, enhancing our ability to measure, image, repair, or replace physiological substances or processes. Training in bioengineering prepares students for graduate school or industry, and is an excellent preparation for professional programs (medicine, dentistry, nursing, pharmacy). Career opportunities for bioengineers at the B.S. level include the biosensor, pharmaceutical and medical device industries as well as positions in hospitals, federal labs, and environmental agencies.

Basic Science Elective

BIOL 201L	Cell Biology	4
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Advanced Chemistry and Science Electives

CHEM **302	Organic II	3
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CHEM **312	Physical Chemistry	3
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	Advanced Biology*	3
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Technical Electives

	Technical Elective	3
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	Technical Elective (Engr)	3
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*Typical choices for the advanced biology courses would be BIOL 202L, 237, 238, 239L, BIOC **423 or CHEM 421.

Materials Processing Concentration

The Materials Processing concentration is designed to add additional emphasis in inorganic materials, polymeric, or biological materials, depending on the students interest. Students who are interested in working in the realm of high technology materials, biomedical materials, or nanotechnology should choose this concentration. These rapidly developing fields are expected to provide many job opportunities in the next decade. New materials are currently being developed whose properties depend strongly on their microstructure, nanostructure and processing history. Materials included in this category are advanced ceramics, polymers, composites, photonics, superconductors, semiconductors, and recording media. This concentration provides flexibility for students interested in inorganic or organic materials technology.

Basic Science Elective

PHYC 262	General Physics or	
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BIOL 201L	Cell Biology	3
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Advanced Chemistry and Science Electives

CHEM **311	Physical Chemistry I	3
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CHEM **312	Physical Chemistry II	3
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CHEM *431	Adv Inorganic Chem	3
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Technical Electives

Technical Elective	3
Technical Elective (Engr)	3

Semiconductor Manufacturing Concentration

There is an increasing demand for chemical engineers in high technology oriented semiconductor manufacturing companies like Intel, Motorola, IBM, etc. This concentration is designed to prepare the student in the fundamental unit operations used in semiconductor manufacturing (oxidation, diffusion, lithography, plasma etch, CVD, ion implant and metalization) and statistical methods used extensively in the industry to optimize the performance of these unit operations. The continuing revolution occurring in computer technology virtually insures there will be a strong future demand for engineers with the background needed for semiconductor manufacturing. The goal of this concentration is to introduce students to the specific chemical engineering tools used in micro-chip fabrication.

Basic Science Elective

PHYC 262	General Physics	3
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Advanced Chemistry and Science Electives

CHEM **311	Physical Chemistry I	3
CHEM **312	Physical Chemistry II	3
CHEM *431	Adv Inorganic Chem	3

Technical Electives

ECE 371	Materials and Devices	4
	Technical Elective	3

Environmental Engineering Concentration

The chemical engineer with a concentration in waste management will be prepared to enter a field of growing importance. This field deals with treatment of waste to reduce its volume, to recover recyclable resources and to prepare appropriately for long-term disposal. Interesting applications exist in atmospheric discharge control and clean-up, bio-treatable water decontamination, soil remediation, and nuclear byproduct handling. Increasingly, chemical engineers will be required to develop new processes to minimize byproduct and waste generation, and achieve higher energy efficiencies.

Basic Science Elective

BIOL 201L	Cell Biology	4
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Advanced Chemistry and Science Electives

CHEM **302	Organic II	3
CHEM **312	Physical Chemistry	3
BIOC **423	Introductory Biochemistry or Advanced Biology*	3

Technical Electives

	Technical Elective	3
	Technical Elective(Engr)	3

*Typical choices for advanced biology would be BIOL 202L, 237, 238, 204 & 204L, 239L, 423, or CHEM 421

Chemical Engineering Laboratory

The chemical engineering laboratory is equipped with pilot plant equipment for the study of heat and mass and momentum transfer including the unit operations: liquid-liquid extraction, multitube heat exchangers, evaporation, distillation and absorption. Experiments also exist for the engineering sciences: thermodynamics, chemical kinetics, fluid mechanics and process control. Automated engineering workstations for data acquisition and control are an integral part of the laboratory. For juniors and seniors, opportunities exist for research projects in the following areas: catalysis, semiconductor manufacturing, fuel cells, biosensors, aerosol synthesis of materials, chemical vapor deposition and plasma etching. Students undertaking individual research projects gain exposure to state of the art analytical equipment such as ellipsometry, scanning and transmission electron microscopy, Auger spectroscopy, x-ray photoelectron spectroscopy, IR and UV spectroscopy, and x-ray scattering.

Computer Facilities

Computers provide the basic computational tool for today's modern engineer. The department maintains a computer pod equipped with state-of-the-art computers. Additional computers are available in the many University of New Mexico computer pods maintained by the University of New Mexico's Computer and Information Resources and Technology division. Freshman engineering students are introduced to the many computer facilities and to programming. Numerical analysis is an important part of each year's instruction in chemical engineering, and by the senior year students make extensive use of sophisticated process simulation codes, and learn to write digital process control programs. Students interested in working in the semiconductor industry or advanced materials can gain extensive experience with software tools for statistical design of experiments. In addition to these technical software packages, students also gain experience with mathematical packages such as spreadsheets and symbolic manipulation software.

Honors Program

Eligible freshmen and upperclassmen in the Department of Chemical and Biological Engineering are urged to enroll in the Honors Program. Chemical engineering students may graduate with General Honors (honors in general studies), with Departmental Honors or both. Information is available from departmental advisors and the University Honors Center.

Cooperative Education

Chemical engineering students may participate in the cooperative education program or in summer industrial internship programs. Excellent opportunities exist throughout the southwest for undergraduate chemical engineering students. For further information, refer to Section III: Cooperative Education Program in this catalog, or contact the Director of Career Services.

Graduate Chemical Engineering

Graduate Program

Graduate Advisors

Sang Han, Chemical Engineering

Application Deadlines

Fall semester: July 15

Spring semester: November 10

Summer session: April 29

NOTE: Deadlines for international applicants are given elsewhere in this catalog.

Degrees Offered

M.S. in Chemical Engineering

Ph.D. in Engineering

Concentration in Chemical Engineering

The Department of Chemical and Biological Engineering offers programs in chemical engineering leading to the Master of Science and the Doctor of Philosophy degrees. A grade point average of 3.0 in the last two years of undergraduate study, and/or in previous engineering graduate study, is normally required for admission. In addition, the GRE is required of all Chemical Engineering applicants.

The Master of Science degree is offered under both Plan I and Plan II. Under Plan I (thesis), 30 hours are required with 24 hours of course work and 6 hours of thesis. Of the 24 hours of course work, 9 hours are required at the 500 level with a maximum of 3 credit hours in problems courses. Plan II requires 33 hours of course work including a maximum of 6 hours of credit for problems courses and a minimum of 12 hours in 500 level courses.

A program that allows the Plan II to be completed in one calendar year is also offered. This program should be requested at the time of application and should begin in the summer or fall semester. The program will typically include a course load of 14 hours in the fall semester (two core courses, two electives and graduate seminar), 13 hours in the spring semester (two core courses, two electives and graduate seminar) and 6 hours in the summer semester (elective courses and/or individual problems).

All candidates for the M.S. degree must satisfactorily pass a final examination which emphasizes the fundamental principles and applications in chemical engineering. This examination is normally the thesis defense for Plan I students, and is normally based on a short term project for Plan II students, including

those in the one year program. The examination is conducted by a committee of at least three faculty members. This committee is formed in consultation with the student's research advisor or project advisor and is approved by the Department Chairperson.

Specific requirements pertaining to the chemical engineering program is described below.

Nanoscience & Microsystems (NSMS) M.S. & Ph.D. Degree Program

This department participates in the interdisciplinary NSMS program; for more information, see the Graduate Interdisciplinary Studies section of this catalog.

Master of Engineering in Manufacturing Engineering

The department is also a participating home department in the Mechanical Engineering program in Manufacturing Engineering. Details on that program are provided in the Mechanical Engineering Department section of the catalog.

Biomedical Engineering M.S. and Ph.D. Degree Program

This department participates in the Biomedical Engineering graduate program; for more information, see the Biomedical Engineering section of this catalog

Chemical Engineering

Students with an undergraduate degree in chemical engineering may directly enter the graduate chemical engineering program. Students from other engineering/science fields are also encouraged to apply. However, certain undergraduate background courses, as determined by the graduate advisor on an individual basis, must be completed as prerequisites to graduate study.

Students in the chemical engineering M.S. and Ph.D. programs are required to take CHBE 521–*Advanced Transport Phenomena I*, CHBE 525–*Chemical and Nuclear Engineering Analysis*, CHBE 561–*Kinetics of Chemical Processes*, CHBE 542–*Advanced Chemical Engineering Thermodynamics* and CHNE 501-502–*Graduate Seminar*. Equivalent courses taken at another institution may be used to satisfy this requirement, but they must be approved by the graduate committee. A maximum of 3 credit hours of Graduate Seminar can be applied toward the minimum degree requirement for the M.S. and a maximum of 6 can be applied to the Ph.D. Additional course work is chosen in consultation with the research advisor or Graduate Advisor.

General requirements for the Ph.D. degree are set by the School of Engineering and the Office of Graduate Studies, and are stated on other pages of this catalog. Required core courses are mentioned above. Students who wish to be admitted to a doctoral program in chemical engineering must pass a program qualifying examination. The qualifying examination consists primarily of an oral examination based on a short research proposal developed by the student. Written exams in core subject areas may also be required depending on performance in the core courses. The qualifying exam should be completed as soon as possible after entering the program and completing the core courses. Advancement to candidacy for the Ph.D. degree in Chemical Engineering requires the student to demonstrate potential for independent study and research. A comprehensive examination based on the student's written research proposal for their dissertation research is used to determine if the student should be advanced to candidacy status.

The Department has a variety of established research programs in chemical, biological and materials engineering. These include nano- and biomaterials synthesis, ceramics, bioanalytical micro- and nanosystems, tissue engineering, catalysis, fuel cells, optoelectronic materials, and interfacial and transport phenomena. In many cases, research is done in conjunction with industry and national laboratories. Research is being conducted in a variety of areas, including etching and thin films deposition for microelectronics, fuel cell technology, sol-gel synthesis, CVD thin films, ceramic composites, surface science, catalysis, coal utilization, solar energy, radioactive waste management, ceramics, inorganic membranes, advanced thermal insulation, separation processes and biomedical research.

The principal characterization facilities in the chemical engineering research laboratories provide equipment for: particle size analysis based on sedimentation as well as light scattering, surface area and density measurement of powders, surface analysis via x-ray photoelectron spectroscopy, scanning and transmission electron microscopy, confocal microscopy with hyperspectral imaging, fluorescence and UV-Vis spectroscopy, in-situ IR spectroscopy, thermogravimetric analysis and differential thermal analysis with mass spectrometry, fluid rheology and surface tension measurements and a small angle x-ray scattering facility based on a rotating anode generator and pinhole and Bonse-Hart optics. Additional facilities are available in the Center for Biomedical Engineering (CBME), Center for Emerging Energy Technologies (CEET), Center for Microengineered Materials (CMEM) and the Center for High Technology Materials (CHTM). These include aerosol and catalytic reactors, fuel cell test stations, tissue culture and microbiology laboratories, MOCVD and MBE crystal growth facilities, sol-gel synthesis and optoelectronic materials fabrication and testing.

Ph.D. in Engineering – Chemical Engineering Concentration

Course Requirements:

In addition to the general University doctoral degree requirements listed in the Graduate Program section of the UNM Catalog, students pursuing a Ph.D. in Engineering with a concentration in Chemical Engineering must meet the following criteria:

1. A maximum of 6 hours of problems courses (CHBE 551/552) are allowed beyond the master's degree.
2. All students are required to enroll in CHBE 501 every semester up to a maximum of eight semesters beyond the B.S., or 4 semesters beyond the Masters degree. Up to 3 credits of CHBE 501 earned after an M.S. degree, or 6 credits total beyond a Bachelors degree, may be applied toward the 48 credit coursework requirement for the Ph.D. Students at remote locations who are unable to attend departmental seminars must make special arrangements with the seminar instructor to satisfy the seminar requirements.
3. Students must complete CHBE 502, Research Methods Seminar, preferably in their first semester in the program. This course is a prerequisite to taking the oral portion of the Ph.D. Qualifying Exam.
4. Students admitted to the chemical engineering doctoral program are required to complete the chemical engineering core courses listed below. Otherwise no specific courses are required for doctoral students. Courses are selected by the student in consultation with the research advisor and Committee on Studies.

Core Courses

The following core courses are required of all chemical engineering Ph.D. students.

- CHBE 521 Advanced Transport Phenomena
- CHBE 525 Methods of Analysis in CHNE
- CHBE 542 Advanced Chemical Engineering Thermodynamics

Equivalent graduate-level courses taken at another institution may be used to satisfy this requirement, but this must be decided on a case-by-case basis by the Graduate Advisor or Graduate Committee in the CHNE department.

Qualifying Examination

The Qualifying Examination must be passed before applying for Candidacy or proceeding to the Comprehensive Exam.

Comprehensive Exam/Admission to Candidacy

Students are admitted to candidacy for the doctoral degree by the University following approval of their application for candidacy by the program faculty and Dean of Graduate Studies and successfully passing a Doctoral Comprehensive Examination.

Defense of Dissertation

All candidates must pass a Final examination (Defense of Dissertation). The Dissertation Committee conducts the defense of the dissertation.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1244**

Fields marked with * are required

Name of Initiator: Charles Fleddermann **Email:*** cbf@unm.edu **Date:*** 06-17-13

Phone Number:* 505 277-5521

Initiator's Title* Associate Dean: School of Engineering

Associated Forms exist?* Yes ▼

Faculty Contact* C. Fleddermann

Administrative Contact* C. Fleddermann

Department* SoE

Admin Email* cbf@unm.edu

Branch

Admin Phone* 7-1423

Proposed effective term:

Semester Spring ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * Nuclear Engineering

Select Category Department ▼ 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)

[Nuclear Engineering Catalog Copy 2013.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)

Creating new subject code: NE [REGISTRAR'S NOTE: THIS FORM PROPOSES A NEW DEPARTMENT OF NUCLEAR ENGINEERING, A NEW SUBJECT CODE OF NUCLEAR ENGINEERING (NE), AND REVISIONS TO THE PhD ENGINEERING W/ NUCLEAR ENGINEERING CONCENTRATION.]

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

Nuclear Engineering

Anil K. Prinja, Chairperson
Department of Nuclear Engineering
Farris Engineering Center 209
MSC01 1120
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-5431

Professors

Cassiano de Oliveira, Ph.D., University of London
Mohamed S. El-Genk, Ph.D., University of New Mexico
Philip Heintz, Ph.D., University of Washington
Anil K. Prinja, Ph.D., University of London

Associate Professors

Gary W. Cooper, Ph.D., University of Illinois

Assistant Professors

Edward D. Blandford, Ph.D., University of California – Berkeley
Adam Hecht, Ph.D., Yale University

Professor Emeriti

Norman F. Roderick, Ph.D., University of Michigan

Lecturer III

Robert D. Busch, Ph.D., University of New Mexico*

Research Professors

Edward Arthur, Ph.D., University of Virginia
James Tegnella, Ph.D., Catholic University of America

Research Associate Professor

Research Assistant Professors

Affiliated Faculty

Forrest B. Brown, Ph.D., University of Michigan
Richard C. Martineau, Ph.D., University of Idaho
Patrick J. McDaniel, Ph.D., Purdue University
James S. Warsa, Ph.D., University of New Mexico

* Registered Professional Engineer in New Mexico.

Overview

The Department of Nuclear Engineering (NE) offers undergraduate and graduate degrees in nuclear engineering. General department policy on admissions and grading are listed below, followed by a detailed description of the degree program.

Mission Statement

The B.S. program in the Department of Nuclear Engineering will provide an outstanding education that prepares students to be productive and responsible members of society, with the skills and knowledge to be successful in their professional careers or post-graduate studies. This will be accomplished by engaging students in a variety of academic, research and service activities, and fostering a learning environment supportive for a body of students that is diverse in terms of age, gender, ethnicity, and prior educational background.

Admission to Baccalaureate Programs

To earn a baccalaureate degree in nuclear engineering, a student must apply to and be admitted to the baccalaureate program in the Department of Nuclear Engineering. For students who have entered the University of New Mexico as freshmen, application to the program is typically made in the sophomore year. In most cases, such students will have been admitted to the School of Engineering as pre-majors (see “Admission to the School of Engineering” in the School of Engineering section of this catalog). Transfer students may apply to the program as soon as they have met the program admission requirements discussed below. To ensure that they receive the proper advisement, the department strongly encourages all students who are interested in entering the baccalaureate program in nuclear engineering to apply to the department as soon as they are eligible.

The criteria for admission to the Baccalaureate Program in Nuclear Engineering are specified in detail in the advisement brochure, which may be obtained from the department. There are 18 semester hours of Freshman year technical subjects required by the School of Engineering for admission, and a minimum grade point average of 2.50 in those courses is required for admission to undergraduate study in Nuclear Engineering. A total of 26 semester hours applicable to a degree is required for admission with a grade point average of at least 2.20. All applicants must have completed English 101 or its equivalent before admission. All courses required in a Nuclear Engineering Baccalaureate degree program must have grades of C- or better for satisfying both admission and graduation requirements.

Policy on D or D+ Grades

Students admitted or readmitted to the Nuclear Engineering degree program may not apply a course toward the B.S. degree in Nuclear Engineering if the highest grade earned in the course is a D+ or less, regardless of where that grade was earned.

[Back to Top](#)

[Keys and Symbols Reference](#)

Courses

[NE 101. Introduction to Nuclear Engineering.](#) (1)

[NE 213. Laboratory Electronics for Chemical and Nuclear Engineers.](#) (3)

[NE 230. Principles of Radiation Protection.](#) (3)

[NE 231. Principles of Nuclear Engineering.](#) (3)

[NE 310. Neutron Diffusion Theory.](#) (3)

[NE 311. Introduction to Transport Phenomena.](#) (4)

[NE 312. Unit Operations.](#) (3)

[NE 313L. Introduction to Laboratory Techniques for Nuclear Engineering.](#) (3)

[NE 314. Thermodynamics and Nuclear Systems.](#) (3)

[NE 317. Chemical and Nuclear Engineering Analysis.](#) (3)

[NE **323L. Radiation Detection and Measurement.](#) (3)

[NE *330. Nuclear Engineering Science.](#) (2)

[NE 372. Nuclear Materials Engineering.](#) (2)

[NE *410. Nuclear Reactor Theory I.](#) (3)

[NE *413L. Nuclear Engineering Laboratory.](#) (3)

[NE 432. Introduction to Medical Physics.](#) (3)

[NE 439 / 539. Radioactive Waste Management.](#) (3)

[NE 449 . Seminar in Hazardous Waste Management.](#) (1, no limit Δ)

[NE 452. Senior Seminar.](#) (1, 1)

[NE 462. Monte Carlo Techniques for Nuclear Systems.](#) (3)

[NE 464 / 564. Thermal-Hydraulics of Nuclear Systems.](#) (3)

[NE *466. Nuclear Environmental Safety Analysis.](#) (3)

[NE 468 / 568 . Introduction to Space Nuclear Power.](#) (3)

[NE 470. Nuclear Fuel Cycle and Materials.](#) (3)

[NE *485. Fusion Technology.](#) (3)

[NE 491 – 492. Undergraduate Problems.](#) (1-3 to a maximum of 6 Δ)

[NE 495 – 496. Chemical and Nuclear Engineering Honors Problems I and II.](#) (1-6, 1-6 to a maximum of 6 Δ)

[NE *497L. Introduction to Nuclear Engineering Design.](#) (3)

[NE 498L. Nuclear Engineering Design.](#) (4)

[NE 499. Selected Topics.](#) (1-3, no limit Δ)

[NE 501. Nuclear Engineering Seminar.](#) (1, no limit Δ)

NE 508 . Nuclear Engineering Seminar. (2 to a maximum of 20 Δ)

NE 511. Nuclear Reactor Theory II. (3)

NE 513L. Nuclear Engineering Laboratory II. (1 to a maximum of 4 Δ)

NE 515. Special Topics. (1-3, no limit Δ)

NE 516. Medical Imaging I-X-ray Physics. (3)

NE 519. Medical Imaging II - MR, Ultrasound and Nuclear Medicine Physics. (3)

NE 519L. Medical Imaging Laboratory II - MR, Ultrasound and Nuclear Imaging Physics. (1)

NE 520. Radiation Interactions and Transport. (3)

NE 523L. Environmental Measurements Laboratory. (1 to a maximum of 4 Δ)

NE 524. Interaction of Radiation with Matter. (3)

[NE 525. Methods of Analysis in Chemical and Nuclear Engineering. \(3\)](#)

[NE 527. Radiation Biology for Engineers and Scientists. \(3\)](#)

[NE 528. External Radiation Dosimetry. \(3\)](#)

[NE 529. Internal Radiation Dosimetry. \(3\)](#)

[NE 539 / 439. Radioactive Waste Management. \(3\)](#)

[NE 540. Radiation Oncology Physics. \(3\)](#)

[NE 541L. Radiation Oncology Physics Laboratory. \(3\)](#)

[NE 551 – 552. Problems. \(1-3, 1-3 each semester Δ\)](#)

[NE 560. Nuclear Reactor Kinetics and Control. \(3\)](#)

[NE 563. Advanced Radiation Shielding. \(3\)](#)

[NE 564 / 464. Thermal-Hydraulics of Nuclear Systems.](#) (3)

[NE 568 / 468. Introduction to Space Nuclear Power.](#) (3)

[NE 582. Inertial Confinement Fusion.](#) (3)

[NE 591. Practicum.](#) (6)

[NE 599. Master's Thesis.](#) (1-6, no limit Δ)

[NE 610. Advanced Nuclear Reactor Theory.](#) (3)

[NE 699. Dissertation.](#) (3-12, no limit Δ)

Undergraduate Nuclear Engineering

Nuclear Engineering

Undergraduate Advisor

Robert D. Busch

Mission Statement

The B.S. program in the Department of Nuclear Engineering will provide an outstanding education that prepares students to be productive and responsible members of society, with the skills and knowledge to be successful in their professional careers or post-graduate studies. This will be accomplished by engaging students in a variety of academic, research and service activities, and fostering a learning environment supportive for a body of students that is diverse in terms of age, gender, ethnicity, and prior educational background.

Introduction

Nuclear engineering is an exciting, rapidly-evolving field that requires engineers with an understanding of physical processes of nuclear energy and an ability to apply concepts in new and creative ways. Nuclear engineers are primarily concerned with the control, monitoring and use of energy released in nuclear processes. Some nuclear engineers work on the design and safety aspects of environmentally sound, passively safe, proliferation resistant nuclear fission reactors. Still others are looking to future energy solutions through development and implementation of nuclear fusion systems. Others are helping in the exploration and utilization of outer space by developing long term, reliable nuclear energy sources. With the renewed concern in environmental science, nuclear engineers are working on safe disposal concepts for radioactive waste and on methods for reduction of radiation releases from industrial facilities. They also work in developing a wide variety of applications for radioisotopes such as the treatment and diagnosis of diseases; food preservation, manufacturing development, processing and quality control; and biological and mechanical process tracers. For each of these fields there are numerous opportunities for nuclear engineers in basic research, applications, operations and training. Moreover, nuclear engineers with advanced computational skills are in strong demand in the national security, medical physics and radiation processing fields.

The mission of nuclear engineering education is to give the student an excellent understanding of nuclear processes and fundamentals and provide the physical and engineering principles that lead to applications of the basic processes. The goal of our program is to provide rigorous Nuclear Engineering education and training at the Bachelor of Science level. Our undergraduate program is built on an academically strong, research-oriented faculty and a sound graduate program in Nuclear Engineering. This strong foundation is enhanced by the nearby presence of three national laboratories dealing in Nuclear Engineering research (Los Alamos National Laboratory, Sandia National Laboratories and Air Force Research Laboratory).

Graduates of the undergraduate program in Nuclear Engineering will be successfully progressing in their careers by:

1. demonstrating technical competence in their nuclear engineering-related professional or post-baccalaureate educational endeavors,
2. solving problems efficiently in diverse areas of nuclear engineering and other related professions and

3. communicating effectively in both written and oral media.

The most up-to-date version of the educational objectives is available at the web site (<http://www-chne.unm.edu/>).

Our program emphasizes the broad knowledge and intellectual values of a liberal arts education and the fundamentals of engineering science at the lower levels and engineering design and computational tools at the upper levels. The course of study in nuclear engineering gives the student broad training in the fundamentals of mathematics, physics, chemistry and engineering, followed by professional specialty course work involving radiation interaction with matter, radiation transport, radiation detection and protection, nuclear reactor theory, reactor safety, thermal hydraulics and nuclear systems design. Students also select technical electives that allow them to explore in-depth areas of interest in nuclear engineering. The graduate nuclear engineer will find a wide variety of career opportunities or will be well prepared to pursue advanced graduate studies.

Our goal is to produce highly motivated nuclear engineers who have strong verbal and written communication skills and excellent engineering training and knowledge. Graduates will have an ability to design, conduct and analyze experiments and experimental data. They will have an understanding of professional and ethical responsibility and a broad education to understand societal impact and risks/benefits of engineering solutions. Our program provides an academic experience focusing on technically current material, with opportunities for interested undergraduate students to participate in nuclear engineering research projects.

We seek to graduate students capable of making decisions, analyzing alternatives and creating integrated designs that are solutions to engineering problems with economic and political constraints. To help achieve this, we have integrated design into our courses, from the sophomore through senior year. Our philosophy for design is to expose the student to a variety of design topics representative of the types of assignments they may expect in an industrial setting. We feel they should be given exposure to modern computational and design tools and that they should have experience working in groups as well as individually.

Nuclear Engineering students begin their program design experience during their sophomore year with an introduction to open-ended problems and design concepts. This experience continues throughout the program with open-ended work a part of each semester. As students move through the program, the breadth and depth of the design experience increases from a few examples in the introductory courses to a wide variety of projects associated with hardware, systems, and experiments. In their junior year, students are exposed to experimental design and participate in a series of design problems applied to nuclear and radiological systems. Economic issues of design are identified early in the sequence and are integrated throughout our upper level courses. During the senior year, students are exposed to more detailed facets of the design process and design integration. This work culminates with a capstone nuclear design course taken during the second semester of the senior year. This course involves a complete system design, integrating technical, economic, safety and environmental issues at senior year depth. Here, teamwork and careful analysis of trade-offs are essential components for a successful design.

Curriculum in Nuclear Engineering

The Bachelor of Science Program in Nuclear Engineering is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone (410) 347-7700.

Hours required for graduation: 133 (6)

First Year	First Semester	Cr. Hrs. Lect/Lab
NE 101	Introduction to Chemical Engineering and Nuclear Engineering	1
CHEM 121	General Chemistry	3
CHEM 123L	General Chemistry Lab	1
ENGL 101	Composition I: Exposition	3
MATH 162	Calculus I	4
	Core Humanities Elective (1)	3
		15
	Second Semester	
PHYC 160	General Physics	3
CHEM 122	General Chemistry II	3
CHEM 124L	General Chemistry II Lab	1
MATH 163	Calculus II	4
ENGL 102	Composition II: Analysis and Argument	3
CS 151L	Computer Programming Fundamentals for Non-Majors	3
		17
Second Year	First Semester	
NE 230	Principles of Radiation Protection	3
PHYC 161	General Physics	3
MATH 264	Calculus III	4
ENGL 219	Technical Writing	3
ECON 105	Introductory Macroeconomics	3
		16
	Second Semester	
NE 213	Lab Electronics for CHNEs	3
NE 231	Principles of Nuclear Engineering	3
NE 314	Thermo & Nucl Sys	3
NE 372	Nucl Engr Material Science	2
PHYC 262	General Physics	3
MATH 316	Applied Ordinary Differential Equations	3
		17
Third Year	First Semester	
NE 311	Introduction to Transport Phenomena	4
NE 317	Chemical and Nuclear Engineering Analysis	3
NE 323L	Radiation Detection and Measurement	3
CE 202	Engineering Statics	3
	Core Social/Behavioral Elective ⁽¹⁾	3
		16
	Second Semester	
NE 310	Neutron Diffusion	3

NE 312	Unit Operations	3
NE 313L	Introduction to Laboratory Techniques for Nuclear Engineering	3
NE 330	Nuclear Engineering Science	2
	Technical Elective (2)	3
	Core Second Language Elective (1)	3
		17
Fourth Year (3,4) First Semester		
NE 410	Nuclear Reactor Theory I	3
NE 462	Monte Carlo Tech	3
NE 464	Thermal-Hydraulics of Nuclear Systems	3
NE 497L	Introduction to Nuclear Engineering Design	3
	Core Humanities Elective (1)	3
	Tech Elective ⁽²⁾	3
		18
Second Semester		
NE 413L	Nuclear Engineering Laboratory	3
NE 452	Senior Seminar	1
NE 470	Nucl Fuel Cycle and Materials	3
NE 498L	Nuclear Engineering Design	4
	Nuclear Engineering Tech Elective (5)	3
	Core Fine Arts Elective ⁽¹⁾	3
		17

Footnotes:

1. Students should consult an advisor to obtain a list of acceptable courses to fulfill the Core Curriculum. These courses may be taken whenever convenient.
2. Technical electives are chosen from approved upper-division courses in engineering, mathematics and science. The department requires that these courses be part of an approved concentration. The chairperson may allow up to 6 hours of technical electives for students taking required ROTC courses in aerospace or naval science.
3. Students must file an application for the B.S. degree prior to the completion of 95 semester hours of applicable courses.
4. Students are encouraged to take the Fundamentals of Engineering (FE) Examination during their senior year. This is the first formal step toward professional registration.
5. The NE Technical Elective is chosen from a list of approved upper-division nuclear engineering courses with the approval of the student's advisor.
6. To count towards graduation credit hours, each course must be completed with a grade of C- or better. Courses used to fulfill the University of New Mexico Core Curriculum require a grade of C or better.

Nuclear Engineering Laboratories

The nuclear engineering laboratories are equipped with an AGN-201M nuclear training reactor; a hot-cell facility with remote manipulators; a graphite pile; several solid state detectors for alpha, beta and gamma radiation; computer based data acquisition, analysis and control systems; and supporting radiation

measurements systems. In addition to the well-equipped laboratories on campus, the advanced reactors and radiation equipment of Sandia National Laboratories, Lovelace Respiratory Research Institute, Los Alamos National Laboratory and the Air Force Research Laboratory are utilized for instruction and research.

Computer Facilities

Computers provide the basic computational tool for today's modern engineer. The department maintains a computer pod equipped with PC computers. Additional computers are available in the many University of New Mexico computer pods maintained by the University of New Mexico's Information Technology Services. Freshman engineering students are introduced to the many computer facilities and programming. Numerical analysis is an important part of each year's instruction in engineering, and by the senior year students make extensive use of sophisticated neutron transport and thermal hydraulics production codes. In addition to these technical software packages, students also gain experience with mathematical packages such as spreadsheets and symbolic manipulation software.

Honors Program

Eligible freshmen and upperclassmen in the Department of Nuclear Engineering are urged to enroll in the Honors Program. Nuclear engineering students may graduate with General Honors (honors in general studies), with Departmental Honors or both. Information is available from departmental advisors and the University Honors Center.

Cooperative Education

Nuclear engineering students may participate in the cooperative education program. Excellent opportunities exist throughout the country for undergraduate students. For further information, refer to Section III: Cooperative Education Program in this catalog, or contact the Director of Career Services.

Graduate Nuclear Engineering

Nuclear Engineering

Graduate Advisor

Cassiano de Oliveira, Nuclear Engineering

Application Deadlines

Fall semester:	July 15
Spring semester:	November 10
Summer session:	April 29

NOTE: Deadlines for international applicants are given elsewhere in this catalog.

Degrees Offered

M.S. in Nuclear Engineering

Concentrations: Medical Physics, Radiation Protection Engineering

Ph.D. in Engineering

Concentration in Nuclear Engineering

The Department of Nuclear Engineering offers programs in nuclear engineering leading to the Master of Science and the Doctor of Philosophy degrees. A grade point average of 3.0 in the last two years of undergraduate study, and/or in previous engineering graduate study, is normally required for admission. In addition, the GRE is required of all Nuclear Engineering applicants.

The Master of Science degree is offered under both Plan I and Plan II. Under Plan I (thesis), 30 hours are required with 24 hours of course work and 6 hours of thesis. Of the 24 hours of course work, a minimum of 9 hours are required at the 500-level with a maximum of 3 credit hours in problems courses. Plan II requires 33 hours of course work including a maximum of 6 credit hours for problems courses and a minimum of 12 credit hours in 500-level courses.

A program that allows the Plan II to be completed in one calendar year is also offered. This program should be requested at the time of application and should begin in the summer or fall semester. The program typically includes a course load of 14 credit hours in the fall semester (two core courses, two electives and graduate seminar), 13 credit hours in the spring semester (two core courses, two electives and graduate seminar) and 6 credit hours in the summer semester (elective courses and/or individual problems).

All candidates for the M.S. degree must satisfactorily pass a final examination which emphasizes the fundamental principles and applications in either chemical or nuclear engineering. This examination is normally the thesis defense for Plan I students, and is normally based on a short term project for Plan II students, including those in the one year program. The examination is conducted by a committee of at least

three faculty members. This committee is formed in consultation with the student's research advisor or project advisor and is approved by the Department Chairperson.

Specific requirements pertaining to the nuclear engineering program is described below.

Nuclear Engineering

The Department of Nuclear Engineering offers an M.S. Nuclear Engineering and a Ph.D. in Engineering with a concentration in Nuclear Engineering. The Master's degree is a "traditional" nuclear engineering program. Graduates in engineering or science from any recognized college or university may apply for admission to graduate study in nuclear engineering. Students planning to do graduate work in nuclear engineering should concentrate on physics, mathematics and nuclear engineering in their undergraduate course work in addition to acquiring competence in one of the branches of engineering or science. Undergraduate course work in the following is recommended: atomic and nuclear physics, advanced applied mathematics, computer programming, thermodynamics and heat transfer, fluid mechanics, principles of circuits, materials science, nuclear measurements, reactor physics and instrumentation. Students in this program are required to take NE 525 Methods of Analysis in Chemical and Nuclear Engineering and NE 501 Chemical and Nuclear Engineering Seminar. A maximum of 3 credit hours of Graduate Seminar can be applied toward the 30 credit hours degree requirement. Those students who do not have a background in nuclear reactor theory are also required to take NE 410 Nuclear Reactor Theory. Additional course work is chosen with the approval of the Graduate Advisor according to student interest in fusion, fission, or waste management areas. Students with undergraduate degree fields other than nuclear engineering may be required to take certain undergraduate background courses determined by the graduate advisor.

The nuclear engineering research graduate programs at the University of New Mexico include nuclear criticality safety, radiation transport, reactor theory, single and two-phase flow in microgravity, space nuclear power, thermal-hydraulics, fusion energy, accelerator physics and engineering, occupational and environmental radiation protection, plasma physics, nuclear activation diagnostics, high energy density physics, reactor and shielding design, nuclear fuel irradiation behavior, theoretical and numerical methods in neutral and stochastic transport theory, charged particle transport, model-reference adaptive control of nuclear power plants, heat pipes for space application, computational methods for heat transfer and fluid flows, single phase laminar and combined flows, two-phase flows and probabilistic risk assessment.

In addition to the traditional master's program, the department also offers a master's-level concentration in Radiation Protection Engineering (RPE). This concentration is intended to train people to work in the area of occupational and environmental health physics and leads to a terminal, professional master's degree. The admissions requirements for this concentration differ from those of the traditional program. The prerequisites are: a Bachelor's degree in engineering from an ABET-accredited program OR a Bachelor's degree including a minimum of one year of general college chemistry with laboratory, one year of general college physics with laboratory, one year of differential and integral calculus, a semester of differential equations, and 32 total credit hours of mathematics (calculus-level or above) and science.

Students concentrating in the RPE program are required to take five core courses in health physics. These are NE 524 Interaction of Radiation with Matter, NE 528 External Radiation Dosimetry, MPH/NE 522 Radiation Biology for Engineers and Scientists, NE 529 Internal Radiation Dosimetry and NE 523L Environmental Radiation Measurements Laboratory.

Another 12 credit hours of electives are required to complete the RPE course work. These electives are chosen from areas of interest such as waste management, nuclear power or calculational methods. In addition to the 30 credit hours of courses, students must take 6 credit hours of NE 591 Practicum. The

practicum involves a semester long project in the area of health physics usually under the supervision of a certified health physicist. (The RPE concentration is a Plan II program and does not have a thesis option.) After completing the course work and practicum, the student is awarded a master's degree in Nuclear Engineering with a radiation protection engineering (health physics) concentration. Graduates of the RPE concentration do not qualify for automatic admission to the Ph.D. program. They must fulfill all prerequisite requirements for the Ph.D. program before they will be admitted.

In addition to the traditional master's program and the concentration in Radiation Protection Engineering, the department also offers a Commission on Accreditation of Medical Physics Education Program (CAMPEP) accredited masters-level concentration in Medical Physics. This concentration is intended to train people to work in the areas of medical imaging, nuclear medicine, and radiation therapy. The prerequisites, in addition to a technical bachelor's degree, are: One year of general college physics with laboratory (purely descriptive courses are insufficient; calculus based courses are desired), one year of general college chemistry with laboratory, one year of differential and integral calculus, a semester of differential equations, 32 total semester hours of mathematics (calculus level or above) and science, and a survey course in general biology, human biology or mammalian physiology.

There are 40 graduate credit hours required for the Masters in Nuclear Engineering in the Medical Physics concentration. There are no electives in this curriculum. (The Medical Physics concentration is a Plan II program and does not have a thesis option).

The required courses are:

RADS *480	Human Cross Sectional Anatomy
NE 516/MPHY 516	Medical Imaging I X-ray Physics
MPHY 517L	Medical Imaging I Laboratory X-ray Physics
NE 519/MPHY 518	Medical Imaging II MR, Ultrasound and Nuclear Medicine Physics
NE 519L/MPHY 519L	Medical Imaging II Laboratory MR, Ultrasound and Nuclear Imaging Physics
NE 527/MPHY 527	Radiation Biology for Engineers and Scientists
NE 523L	Environmental Measurements Lab
NE 524	Interaction of Radiation with Matter
NE 528	External Radiation Dosimetry
NE 540/MPHY 540	Radiation Oncology Physics
NE 541L/MPHY 541L	Radiation Oncology Physics Laboratory
CS 590	Special Topics in Graduate Mathematical Techniques for Medical Physics

In addition to the 34 credit hours of courses, students must take 6 credit hours of NE 591 Practicum.

The department's nuclear engineering Ph.D. program has the research topics as described above.

The nuclear engineering laboratories are equipped with an AGN-201M nuclear training reactor; a hot cell facility with remote manipulators; a graphite pile; several solid state detectors for alpha, beta and gamma radiation; computer based data acquisition, analysis and control systems; and supporting radiation measurements systems. In addition to the well-equipped laboratories on campus, the advanced reactors and radiation equipment of Sandia National Laboratories, Los Alamos National Laboratory, Lovelace Respiratory Research Institute, and the Air Force Research Laboratory are utilized for instruction and research. The laboratories provide not only experimental facilities but access to high performance super computers for carrying on advanced computational physics.

The department maintains a computer pod for student use, equipped with PCs with a wide selection of software.

Additional information on programs and facilities may be obtained by contacting either the graduate advisor or the department chairperson.

Ph.D. in Engineering - Nuclear Engineering Concentration

Course Requirements:

In addition to the general University doctoral degree requirements listed in the Graduate Program section of the UNM Catalog, students pursuing a Ph.D. in Engineering with a concentration in Nuclear Engineering must meet the following criteria:

1. The coursework applied to the degree must include a minimum of 18 credit hours of 500-level or higher courses.
2. A maximum of 6 credit hours of problems courses (NE 551/552) are allowed beyond the Master's degree.
3. All students are required to enroll in NE 501 every semester up to a maximum of eight semesters beyond the B.S., or 4 semesters beyond the Master's degree.
4. Up to 3 credit hours of NE 501 (not previously applied to the M.S.), or 6 credit hours total beyond the Bachelors degree, may be applied toward the 48 credit hour coursework requirement for the Ph.D.
5. Students are required to complete the nuclear engineering core courses listed below. Otherwise no specific courses are required for doctoral students. Courses are selected by the student in consultation with the research advisor and Committee on Studies.

Nuclear Engineering Core Courses:

The following core courses are required of all nuclear engineering Ph.D. students.

NE 410 Nuclear Reactor Theory I

NE 525 Methods of Analysis in Chemical and Nuclear Engineering

Equivalent graduate-level courses taken at another institution may be used to satisfy this requirement, but this must be decided on a case-by-case basis by the Graduate Advisor or Graduate Committee in the NE department.

Comprehensive Examination

The Comprehensive examination must be administered and passed in the same semester the Candidacy form is approved by the program faculty and the Dean of Graduate Studies.

Defense of Dissertation

All candidates must pass a Final examination (Defense of Dissertation). The Dissertation Committee conducts the defense of the dissertation.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1257**

Fields marked with * are required

Name of Initiator: Irene Vasquez **Email:*** ivasquez@unm.edu **Date:*** 08-24-13
Phone Number:* 505 277-0998 Initiator's Title* Director, CHMS
Associated Forms exist?* Yes
Faculty Contact* Irene Vasquez Administrative Contact* Antoinette Rael
Department* Chicana and Chicano Studies Admin Email* arael64@unm.edu
Branch Admin Phone* 505-277-6414

Proposed effective term:
Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program * BA Chicana and Chicano Studies
Select Category Degree Type
Select Action

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)

[Fall 2013 Revision to Major.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)
CCS seeks to add a new course (CCS 486 Writers in the Community) as an option to fulfill the community based learning requirement in the major. CCS currently requires that students participate in one community based learning class. Presently, CCS 384 (Community Based Learning in Chicana and Chicano Studies) is offered once a year. CCS can not accommodate majors and minors with the one course that is currently offered. CCS is requesting a regular number for the Writers in the Community course and that it be included as an option to meet the Community Based learning requirement. Because the Writers in the Community is offered every semester, the addition of CCS 486 (Writers in the Community) will provide students with more opportunities to complete the major and minor. Therefore, the addition of this course may facilitate timelier graduation rates of minors and majors in the program.

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

[Justification for CCS 486 PDF.pdf](#)

Major– Chicana and Chicano Studies
College of Arts and Sciences
36 Hours Minimum Requirement

Statement of Academic Purpose

The Chicana and Chicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano and Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate major, minor, and two certificate programs as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana and Chicano cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism and Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

Students may take any of the Chicana and Chicano Studies courses as electives, or they may enroll in the Chicana and Chicano Studies Minor or certificate programs through the College of Arts and Sciences Advisement Center. Additionally, students in the Bachelor of University Studies or American Studies may design a special focus in Chicana and Chicano Studies for their major.

Major Study Requirements

A minimum of 36 hours, including the following:

- CCS 102 Introduction to Comparative Global and Ethnic Societies
- CCS 201 Introduction to Chicana and Chicano Studies
- SPAN 202 Intermediate Spanish, or above, or an equivalent course taught in Spanish in another department. Must be taken in residence at The University of New Mexico.
- CCS 332 Introduction to Chicana Studies
- CCS 365 Chicana/o Cultural Studies
- CCS 384 Community Based Learning in Chicana and Chicano Studies or CCS 486 Writers in the Community
- CCS 480 New Approaches in Chicana and Chicano Studies
- CCS 490 Advanced Seminar in Chicana and Chicano Studies
- Twelve hours chosen from one area of the three following concentrations: Cultural Studies, Intersectional Politics and Social Movements, or Transnational Perspectives. May include up to three hours of Independent Study or other courses having

Major in Chicana and Chicano Studies

June 30, 2012

relevant subject matter, with the approval of the Chicana and Chicano Studies Director.

Concentration1 – Cultural Studies

CCS 342, CCS 351, CCS 384, CCS 486, CCS 393, CCS 493, AMST 186, 360*, 363, ANTH 238, 337, 340, ENGL 265, 365, 465, HIST 260, SPAN 301*, 370, 371, 375, 479

Concentration2 – Intersectional Politics and Social Movements

CCS 360, CCS 362, CCS 364, 393, CCS 384, CCS 486, CCS 393, CCS 493, AMST 185, CRP 486, HIST 363, POLS 301, 307, 308, 400, SOC 326, 331, 420, 428/528, PSY 374, WMST 200

Concentration 3- Transnational Perspectives

CCS 310, CCS *460, CCS 331, CCS 384, CCS 486, CCS 393, CCS 493, AMST 309, ANTH 340, ECON 239, HIST 300, HIST 463, 464, HIST 465, SPAN 101, 301, SPAN 307

**Chicana and Chicano Studies
Writers in the Community 486
August 22, 2013**

Form B Reasoning

A. Justification for the course

After a yearlong process of academic program planning, the Chicana and Chicano Studies faculty members approved including the Writers in the Community course as part of the program core and concentrations for the minor and major. This course has previously been offered as a Special Topics course. This course strengthens the mission and curriculum of Chicana and Chicano Studies. Given the academic and programmatic value of the course, it is timely and appropriate that the course be given regular permanent status.

B. Impact on long-range planning

The inclusion of the Writers in the Community course will strengthen core requirements in the major and provide additional options for student in the minor and concentration areas of the major. Currently, students are required to take one community based learning course in the major. Community engagement is a high impact practice and nurtures relationships between UNM and the surrounding communities. The introduction of this course increases the number of regular course offerings that students may choose from to complete the minor and major requirements. Given the new financial incentives for students to take 15 units, the addition of regular permanent courses in Chicana and Chicano Studies benefits those seeking to add units and graduate in a timelier manner. Moreover, students will benefit academically because their transcripts will reflect a smaller number of Special Topics courses that are included in their B.A. degree transcript. Moreover, the transition of courses from Special Topics status to regular permanent status reflects a more systematized and coherent CCS curriculum.

C. Budget impact

In the past, CCS offered a schedule that contained more Special Topics courses than regular courses at a ratio of 2:1. This ratio has changed significantly over the past year. The Writers in the Community course has consistently been offered as a Special Topics course for the past two years. It is now time to change the status of the course to a regular course. The change in status carries a neutral impact on the CCS budget. CCS will use the Graduate Teaching Funds, EWDP, or PTI funds to pay for the instruction of the course as a regular course in lieu of paying for the course as a Special Topics. Therefore, no additional funds will be required.

D. Faculty workload implications

Because the course has been offered regularly as a Special Topics in CCS, there will be no additional faculty workload implications.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1274**

Fields marked with * are required

Name of Initiator: Kaitlin Coalson
Phone Number: * 505 277-2501

Email: * kcoalson@unm.edu **Date:** * 09-20-13
Initiator's Title * Academic Advisor:
Sociology

Associated Forms exist? * Yes

Faculty Contact * Wayne Santoro
Department * Sociology

Administrative Contact * Kaitlin Coalson
Admin Email * kcoalson@unm.edu
Admin Phone * 277-2501

Branch

Proposed effective term:

Semester Year

Course Information

Select Appropriate Program

Name of New or Existing Program * Minor in Sociology

Select Category Degree Type Sociology

Select Action

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)

[Minor in Sociology.doc](#)

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)

Updating required core courses to be more consistent with our peer sociology institutions; increase time to completion; to provide students with more courses taught by faculty; better reflect the needs of our students; offering courses that better reflect the specialties of our faculty.

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

[Minor in Sociology- Justification.docx](#)

[Minor in Sociology- Long Term Plan.docx](#)

Minor in Sociology

The sociology minor requires 21 hours (seven courses). The core courses are 101, 380 and 371. The 12 elective hours (four courses) are drawn from all sociology courses not specifically required above but must include at least 6 hours (two courses) from the upper-division elective courses, available from the department.

Criminology majors may **not** minor in sociology **without** a specially approved degree plan constructed in consultation with the undergraduate advisor.

The department proposes the following course requirements for the minor in sociology:

Core requirements for the sociology minor, 9 hours (3 courses):

- 101 (Introduction to Sociology)
- 380 (Sociological Methods)
- 371 (renamed “Sociological Theory”)

Elective Requirements:

- 12 hours (4 courses) but must include at least 6 hours (two courses) from the upper-division elective courses, available from the department.

Justifications

Changes of Theory and Methods Requirements

SOC 471 (Contemporary Theory) will no longer be required. SOC 471 will be removed from the curriculum and SOC 371 will be renamed “Sociological Theory.” No problem will arise for faculty in concentrating both “classical” and “contemporary” theory into one course.

SOC 471 will be removed as a core course for two reasons:

(A) In reviewing what sociology departments at our peer institutions require, by far the most typical pattern is to offer only one theory course. Reducing core requirements thus matches the mainstream approach to sociology curriculum.

(B) Core courses that cover material central to understanding of the discipline should be taught by faculty. Fewer core courses allows for a higher percentage of courses to be taught by faculty.

SOC 280 will be made an upper division course (SOC 380) because of the advanced, highly technical nature of the material.

Upper-division Elective Courses

The department recommends a specified list of upper-division elective courses, which will be taught exclusively by Sociology faculty. The expansion of the possible courses to fulfill requirements for the major represents a wider range of specialty areas in the discipline of sociology than what we previously provided. Students will thus be exposed to an enlarged sense of the field and the particular expertise of the department faculty.

Minimum Grade Changes

The department proposes to raise the minimum grade for completion of its majors and

minors from a C- to a C. It is to be noted that all other A&S departments do not allow a C- to count for their required major and minor courses. This increase in the department's curriculum standards may initially impact the pass/failure ratio in some courses; however, as students adjust to the catalog requirements this ratio will come back into balance.

Student/Faculty Contact Ratio

In addition, the change will increase the student/faculty contact ratio. This situation arises because a high ratio of sociology courses are taught by adjunct faculty, reducing the number of required courses taught by faculty. The table below demonstrates this for AY 2012-2013.

Required Core Courses offered Fall/Spring 2012-2013	Total number of sections offered	Total number of sections taught by sociology faculty	Percent of sections offered by sociology faculty
SOC 101 (introduction)	16	0	0.0%
SOC 280 (methods)	12	1	8.3%
SOC 371 (theory I)	8	1	12.5%
SOC 381 (statistics I)	6	0	0.0%
SOC 471 (theory II)	7	1	14.3%
SOC 481L (statistics II)	5	4*	80.0%
total	54	7	12.9%

Data Source: Sociology webpage

* 2 of these 4 courses taught by a faculty member no longer in department.

There will be no impact on long-range planning, budget, or faculty workload in the department. The changes proposed are a realignment of existing resources and do not require additional budgetary resources or additional faculty or reductions in resources and faculty.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1275**

Fields marked with * are required

Name of Initiator: Kaitlin Coalson **Email:*** kcoalson@unm.edu **Date:*** 09-20-13
Phone Number:* 505 277-2501 Initiator's Title* Academic Advisor:

Sociology

Associated Forms exist?* Yes ▼

Faculty Contact* Wayne Santoro

Department* Sociology

Branch

Administrative Contact* Kaitlin Coalson

Admin Email* kcoalson@unm.edu

Admin Phone* 277-2501

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * Major in Sociology

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)

[Major in Sociology.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)

Updating required core courses to be more consistent with our peer sociology institutions; to offer courses that better reflect courses in areas of speciality of our faculty; increase time to completion; to provide students with more courses taught by faculty; better reflect the needs of our students.

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

[Major in Sociology- Justification.docx](#)

[Major in Sociology- Long Term Plan.docx](#)

Major in Sociology

The sociology major requires 34 hours of course work, including the following 13 hours of required courses: 101, 380, 371, 381L. Students must choose 12 hours (4 courses) from the list of upper-division elective courses, available from the department, and select 9 hours (3 courses) drawn from all sociology courses not specifically requires.

The student may select from a number of designated courses that provide a concentration in one of the following subfields of sociology:

1. **Pre-Law.** Provides background for careers or further training in police, correctional or legal institutions.
2. **Human Services and Social Policy.** Appropriate for future work in public and private agencies, as preparation for law school or for graduate study in social work, public administration and business administration.

Concentration in Pre-Law

The concentration in Pre-Law is designed for students interested in law school or other careers in the legal field, and highlights those aspects of law that overlap with crime and criminal justice. The concentration provides students with an introduction to the causes of crime and deviance as well as social and institutional responses to this behavior. Students can choose from courses focusing on the personal and social forces that give rise to crime, as well as courses that examine the role of the legal and criminal justice systems in dealing with criminals and reducing crime rates. To complete this concentration, students must complete 12 hours from the following list (Note: 9 of these hours must be selected from the 300/400 level courses listed below.):

SOC 205	Crime, Public Policy and the Criminal Justice System	Con cent ratio n in Hu man Serv ices and
SOC 211	Social Problems	
SOC 213	Deviance	
SOC 312	Causes of Crime and Delinquency	
SOC 412	Sociology of Police and Social Control	
SOC 414	Sociology of Corrections	
SOC 416	Sociology of Law	
SOC 423	Gender and Crime	
SOC 424	Race, Class, and Crime	
SOC 425	From Youthful Misbehavior to Adult Crime	
SOC 426	Drugs, Crime, and Social Control	
SOC 488	Field Observation and Experience	
SOC 491	Directed Study in Criminology	

Social Policy

The concentration is designed for students interested in pursuing a graduate degree or a career in human services, social work, social policy, health care, mental health, or education (K-12 and post-secondary). The concentration aims to provide broad thematic coverage of these fields by drawing upon elective courses that address topics critical to understanding the context within which welfare, health, mental health, and educational institutions operate, including social problems, race/ethnic relations, and socio-economic inequality. Students must complete 12 hours from the courses listed below. (Note: 9 of these hours must be selected from the 300/400 level courses listed below.)

SOC 200	Foundations of Social Welfare
SOC 211	Social Problems
SOC 216	Dynamics of Prejudice

SOC 225	Marriage, Family, and Their Alternatives
SOC 300	Social Welfare: Programs and Policies
SOC 303	Sociology of Political Behavior
SOC 308	Sociology of Gender
SOC 310	Sociology of Aging and the Aged
SOC 340	Sociology of Medical Practice
SOC 342	Social Epidemiology
SOC 345	Youth and Society
SOC 400	The Welfare State
SOC 415	Social Stratification
SOC 420	Race and Cultural Relations
SOC 421	Sociology of Education
SOC 427	Sociology of Madness
SOC 441	Complex Organizations
SOC 445	Sociology of Work
SOC 488	Field Observance and Experience
SOC 490	Directed Study (limited to topics approved for the concentration)

Further details are available on each concentration from the Department of Sociology and undergraduate advisors in the Department.

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

Currently, students must take 37 credit hours in order to complete the major in Sociology. We propose to reduce the total to 34 credit hours.

Following is the plan of specific courses we propose for a student to obtain a B.A. in Sociology:

Core requirements for the sociology major, 13 hours (4 courses):

- 101 (Introduction to Sociology)
- 380 (Sociological Methods)
- 371 (renamed "Sociological Theory")
- 381L (Sociological Data Analysis – now including a lab).

Elective Requirements:

- 12 hours (4 courses) from the list of required 300-400 level courses
- 9 hours (3 courses) drawn from all sociology courses not specifically required.

Justifications

Changes of Theory and Methods Requirements

SOC 471 (Contemporary Theory) and 481L (Research Method in Sociology) will no longer be required. SOC 471 will be removed from the curriculum and SOC 371 will be renamed "Sociological Theory." Instructors will easily incorporate both "classical" and "contemporary" theory into one course.

SOC 481 will become a general sociology elective and the lab will be removed.

SOC 471 and 481L will be removed as core courses for the following reasons:

(A) Core courses that, by definition, cover material central to understanding of the discipline should be taught by faculty. Fewer core courses allows for a higher percentage of courses to be taught by faculty.

(B) In reviewing what sociology departments at our peer institutions require, by far the most typical pattern is to offer only one statistics course and one theory course. Reducing core requirements thus matches the mainstream approach to the sociology curriculum.

(C) There is a mismatch between our requirements and our students. Few student careers benefit from having to take two statistics courses and few of our students go on to graduate school in sociology where six hours of theory would be helpful.

(D) Having to take few core courses will statistically reduce the time to completion for students to graduate.

SOC 280 will be made an upper division course (SOC 380) because of the advanced, highly technical nature of the material.

Upper-division Elective Courses

The department recommends a specified list of upper-division elective courses, which will be taught exclusively by Sociology faculty. The expansion of the possible courses to fulfill requirements for the major represents a wider range of specialty areas in the discipline of sociology than what we previously provided. Students will thus be exposed to an enlarged sense of the field and the particular expertise of the department faculty.

Minimum Grade Changes

The department proposes to raise the minimum grade for completion of its majors and minors from a C- to a C. It is to be noted that all other A&S departments do not allow a C- to count for their required major and minor courses. This increase in the department's curriculum standards may initially impact the pass/failure ratio in some courses; however, as students adjust to the catalog requirements this ratio will come back into balance.

Student/Faculty Contact Ratio

In addition, the change will increase the student/faculty contact ratio. This situation arises because a high ratio of sociology courses are taught by adjunct faculty, reducing the number of required courses taught by faculty. The table below demonstrates this for AY 2012-2013.

Required Core Courses offered Fall/Spring 2012-2013	Total number of sections offered	Total number of sections taught by sociology faculty	Percent of sections offered by sociology faculty
SOC 101 (introduction)	16	0	0.0%
SOC 280 (methods)	12	1	8.3%
SOC 371 (theory I)	8	1	12.5%
SOC 381 (statistics I)	6	0	0.0%
SOC 471 (theory II)	7	1	14.3%
SOC 481L (statistics II)	5	4*	80.0%
total	54	7	12.9%

Data Source: Sociology webpage

* 2 of these 4 courses taught by a faculty member no longer in department.

There will be no impact on long-range planning, budget, or faculty workload in the department. The changes proposed are a realignment of existing resources and do not require additional budgetary resources or additional faculty.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1276**

Fields marked with * are required

Name of Initiator: Kaitlin Coalson
Phone Number: * 505 277-2501

Email: * kcoalson@unm.edu **Date:** * 09-20-13
Initiator's Title * Academic Advisor:
Sociology

Associated Forms exist? * Yes

Faculty Contact * Wayne Santoro
Department * Sociology

Administrative Contact * Kaitlin Coalson
Admin Email * kcoalson@unm.edu
Admin Phone * 277-2501

Branch

Proposed effective term:

Semester Year

Course Information

Select Appropriate Program

Name of New or Existing Program * BA Criminology

Select Category Degree Type BA

Select Action

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)

[Major in Criminology.doc](#)

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)

Updating required core courses to be more consistent with our peer sociology institutions; to offer courses that better reflect courses in areas of speciality of our faculty; increase time to completion; to provide students with more courses taught by faculty; better reflect the needs of our students.

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

[Major in Criminology- Justification.docx](#)

[Major in Criminology- Long Term Plan.docx](#)

Major in Criminology

In order to be admitted to the criminology major, students must complete SOC 101 and either SOC 205 or SOC 213.

The Sociology Department offers a specialized program in criminology, designed to give students a comprehensive introduction to the field. Courses focus on the characteristics and causes of crime and deviance and on the origins, nature and consequences of societal reactions to crime and deviance, giving particular attention to the criminal justice system. Basic instruction is also given in sociological theory and research methods.

A cumulative grade point average of 2.25 or better in all courses completed is required for regular admission to the criminology major.

The program is particularly appropriate for students wishing to pursue one of the following career options:

- graduate work in the social sciences with a special emphasis on criminology or criminal justice
- a career in criminal justice (e.g., law enforcement, corrections, crime prevention), especially in agencies or departments involved in planning and evaluation
- a career in law, social work or counseling

Students must complete 34 hours of course work in criminology– 28 hours core and 6 hours of pertinent electives as advised.

Core courses: 101; 205; 213; 380; 312; 371; 381L; two of 412, 414, 416, 423, 424, 425, and 426. Generally, students should follow core courses in sequence, beginning with 100-level requirements, proceeding to 200-level requirements,

and so on. Electives: students must choose 6 hours (two courses) of electives from the approved list available from the Department of Sociology or any upper-division Sociology course. Students may not count the same course as both a core course and an elective. Some upper-division electives require other courses as prerequisites.

The department proposes the following course requirements for the B.A. in Criminology:

Core requirements for the criminology major, 22 hours (seven courses):

- 101 (Introduction to Sociology)
- 205 (Crime, Public Policy & the Criminal Justice System)
- 213 (Deviance)
- 312 (Causes of Crime and Delinquency)
- 380 (Sociological Methods)
- 371 (renamed “Sociological Theory”)
- 381L (Sociological Data Analysis – now including a lab).

Elective Guidelines, 12 hours (four courses):

- 6 hours (2 courses) from the list of approved 400 level courses (i.e., SOC 412, 414, 416, 423, 424, 425, 426).
- 6 hours (2 courses) drawn from all 300-400 level sociology courses not specifically required and/or the list of approved non-sociology electives.

Justifications

Changes in the Theory and Methods Requirements

Eliminate the sociological theory option (currently students must take either SOC 371 or 471) and require specifically SOC 371. Remove SOC 481L as a core requirement and add a lab to SOC 371. The rationales for these changes are as follows:

(A) College courses should be taught by college professors, especially for core courses that, by definition, will cover material central to understanding the discipline of sociology. Requiring 37 credit hours makes, as currently obtains, makes it impossible for faculty to teach a significant share of them. Fewer courses allows for a higher percentage of core courses to be taught by faculty, and the logical choice of which courses to drop/move were the second theory course and the second statistics course.

(C) In reviewing what sociology departments at our peer institutions require, by far the most typical pattern is to offer only one statistics course. Reducing core requirements thus matches the mainstream approach to sociology curriculum.

(D) There is a mismatch between our requirements and our students. Few student careers benefit from having to take two statistics courses and few of our students go on to graduate school in sociology.

(E) Having to take few core courses will decrease the time to completion for students to graduate.

(F) The benefit of adding a lab to SOC 381 is to afford a mixture of what is currently taught in 381 and 481L.

The basic material of social methods that is generally presented in SOC 280 should be retained because of the advanced, highly technical nature of the material in 381.

Changes of Other Core Courses

Eliminate SOC 313 (Social Control) as a requirement. The Criminology Task Force believes that this course is redundant with SOC 213 (Deviance) and other courses.

Eliminate SOC 211 (Social Problems) as a requirement. Currently students must take either SOC 211 or 213 (Deviance) and the former course is not taught by criminology faculty.

There will be no impact on long-range planning, budget, or faculty workload in the department. The changes proposed are a realignment of existing resources and do not require additional budgetary resources or additional faculty.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1287**

Fields marked with * are required

Name of Initiator: Catherine Krause **Email:*** kkrause@unm.edu **Date:*** 10-03-13

Phone Number:* 505 277-3429

Initiator's Title* Dean, Honors
College

Associated Forms exist?* No ▼

Faculty Contact* Ursula Shepherd

Administrative Contact* Lee Clark

Department* Honors

Admin Email* laclark@unm.edu

Branch

Admin Phone* 277-4211

Proposed effective term:

Semester Spring ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * Interdisciplinary Studies Minor

Select Category Minor ▼ 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)

[Honors Minor Add 4xx class.doc](#)

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)

Original Minor creation unintentionally omitted the required 400 level class. This revision adds the requirement that 3 credit hours be at the 400 level. This will cause no impact on the program, budget or faculty workload.

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

Honors College Interdisciplinary Studies Minor

The Honors College Interdisciplinary Studies Minor is intended to complement, broaden and enhance a student's educational choices while at UNM. Academic standards for the minor are rigorous. Students who complete a Minor in Honors Interdisciplinary Studies will be expected to produce original work that integrates ideas and methods from different disciplines, to analyze and evaluate foundational and primary works, to gain knowledge of diverse cultures and to acquire civic knowledge and apply ethical reasoning. These expectations form the minor's learning outcomes and will be the basis for program assessment.

Requirements

Admission to the Honors College.

Maintenance of a 3.20 GPA.

Successful completion of 24 credit hours:

3 hours of UHON 121 or 122;

3 or more hours of UHON taken from the following:

201, 202, 203, 204, 205, 207, 221, 222, 299;

12 or more credit hours of UHON courses taken at or above the 300-level.

[3 or more credit hours of UHON courses taken at the 400 level.](#)

6 or more hours of Honors College experiential interdisciplinary seminars taken from UHON:

324 and 324L, 492, 493, 495, 496, 498.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1299**

Fields marked with * are required

Name of Initiator: Pamela Becker-Koch **Email:*** pbecker@unm.edu **Date:*** 10-18-13
Phone Number:* 505 272-9363 Initiator's Title* SR PROGRAM MANAGER: FCM Masters in Public Health

Associated Forms exist?* Yes

Faculty Contact* Kristine Tollestrup
Department* F&CM
Branch Main

Administrative Contact* Kristine Tollestrup
Admin Email* vbecker@salud.unm.edu
Admin Phone* 272-9363

Proposed effective term:

Semester Year

Course Information

Select Appropriate Program

Name of New or Existing Program * Mater of Public Health Concentrations

Select Category Degree Type MPH

Select Action

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)

[CHC Current Copy to be changed.pdf](#)
[10 31 13 Form C IE Updated 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)

We have reformatted our catalog copy to include the core Public Health courses within each concentration, thereby standardizing the hours within each concentration. We have simplified copy, eliminated admissions information and sequenced numbering on tables for concentrations. CHC concentration added PH 533, Public Health Research Methods to required courses.

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

[CHC Budgetary and Faculty Load Form C.pdf](#)

Public Health

Director

Kristine Tollestrup, Ph.D., M.P.H., University of California, Berkeley

Associate Director

Celia Iriart, Ph.D., University of Campinas, Sao Paulo, Brazil

Professors

Robert Rhyne, M.D., University of New Mexico

Betty Skipper, Ph.D., Case Western Reserve

Nina B. Wallerstein, Dr.P.H., M.P.H., University of California, Berkeley

Associate Professors

James E. Cheek, M.D., M.P.H., University of New Mexico; M.P.H., Johns Hopkins

Jonathan Eldredge, Ph.D., M.L.S., University of New Mexico

Celia Iriart, Ph.D., University of Campinas, Sao Paulo, Brazil

Andrew Rowland, Ph.D., University of North Carolina, Chapel Hill

Francisco G. Soto Mas, M.D., University of Granada, Spain; Ph.D., University of New Mexico

Kristine Tollestrup, Ph.D., University of California, Berkeley; M.P.H., University of Washington

Assistant Professors

Lisa Cacari-Stone, Ph.D., Brandeis University

Floyd Frost, Ph.D., University of Washington

Alexis Handel, Ph.D., University of Michigan

Lauren Hund, Ph.D., Harvard University

Victoria Sanchez, Dr. P.H., M.P.H., University of North Carolina, Chapel Hill

Elizabeth Yakes, Ph.D., R.D., University of California, Davis

Research Assistant Professors

William Athas, Ph.D., Johns Hopkins School of Public Health

Professors Emeriti

David Bennahum, M.D., University of Geneva, Professor of Law, University of New Mexico

Lily Velarde, Ph.D., University of New Mexico

William H. Wiese, M.D., M.P.H., Harvard Medical School

Other Faculty

Craig Kippels, M.B.A., M.H.A., University of Michigan

Sarah Lathrop, C.V.M, University of Minnesota; Ph.D., The Ohio State University

Laura Nervi, Ph.D., M.P.H., University of Buenos Aires, Argentina

Frankie Perry, M.A., R.N., University of Michigan

Corinne Shefner-Rogers, Ph.D., Johns Hopkins

Introduction

Mission Statement

The mission of the Public Health Program at the University of New Mexico is to provide leadership in graduate and community-based education and research grounded in social justice to improve the health of the diverse populations in New Mexico and the Southwest.

Program Offerings

The program offers a Master of Public Health degree and a graduate Public Health minor. The M.P.H. degree prepares learners to improve the health of populations with a primary focus on New Mexico, the Southwest, the United States/Mexico border region and south of the border. Graduates leave the program prepared to work in partnership with New Mexico's diverse communities, tribes and the public and private sectors.

Two dual degrees are offered, an M.D./M.P.H. and an M.A.L.A.S./M.P.H..

Master of Public Health

The Master of Public Health (M.P.H.) degree prepares learners to improve the health of populations with a primary focus on New Mexico, the Southwest, the United States/Mexico border region and south of the border. Graduates leave the program prepared to work in partnership with New Mexico's diverse communities, tribes and the public and private sectors.

Degree Requirements for the Master of Public Health

- 1. The following four core courses must be taken:** - -
- PH-501 Principles of Public Health 3 F
- PH-502 Epidemiologic Methods I 3 F
- PH-506 Environmental/Occupational Health 3 Sp
- PH-538 Biostatistical Methods 3 F
- 2. - Choice of one of two health systems courses:** - -
- PH-507 Health Care Systems 3 Sp
- PH-510 Public Health and Health Care Management 3 Sp
- 3. - Choice of one of these two courses:**

PH-505 Social and Cultural Theories and Models: Community Interventions	3	F
PH-552 Public Health Program Planning	3	F
4. - Additional required courses:	-	-
PH-508 Theory and Practice (Mandatory in 1st semester, CR/NC.)	2	F
PH-511 Writing for Public Health Professionals (CR/NC)	1-2	F
PH-513 Public Health Seminar	1	F, Sp
PH-598 Public Health Practicum	2	-
5. - Choice of one of three culminating experience options:	-	-
- PH-596 Professional Paper	3	-
- or		
- PH-597 Public Health Integrative Experience	3	-
- or		
- PH-599 Master's Thesis	6	-
-		

M.P.H. Admissions Requirements

The program will consider applicants who satisfy all admission requirements as follows:

1. ~~B.S., B.A. or equivalent from an accredited U.S. institution or a recognized foreign institution.~~
2. ~~G.P.A. of at least 3.0 is preferred, or 9 credit hours with G.P.A of 3.0 or better in public health-related graduate courses.~~
3. ~~Undergraduate basic statistics course or graduate-level basic statistics course with a 3.0 or higher. M.D. and Ph.D. students who have received their accredited degrees from U.S. institutions are exempt from this requirement. All students must have recent (within five years) GRE scores with preferred verbal, quantitative and analytical writing scores around the 50th percentile, or MCAT with preferred total score of 22 and N in writing, or GMAT with preferred score of 500 and above. M.D. and Ph.D. applicants who received their degrees from a U.S. university are exempt from submitting the above test scores. Foreign medical graduates must be licensed to practice in the U.S. or must have received their degrees from an accredited U.S.~~

~~institution to be exempt from the test scores requirement. Foreign applicants must take the TOEFL examination and score at least 550.~~

~~4.—Foreign applicants must submit one of the following English proficiency tests:~~

	Paper Test	Computer Test	IBT
Graduate TOEFL	550	213	79-80
Graduate IELTS	7.0	7.0	7.0

~~The Cambridge test may also be accepted with a satisfactory score of "C" or better for graduate students.~~

~~Preference is given to students who have public health experience. Their experience may be in public health practice in a health department, community development, research, health education, health science, health promotion, or other health-related work. Experience may be paid or voluntary.~~

~~Students may transfer up to 17 credit hours with "B" or better to the program from other institutions or other non-degree or graduate programs within UNM. However, those hours cannot have been used to meet the requirements of another degree program.~~

~~For Office of Graduate Studies admissions requirements, refer to [OGS Web site](#).~~

Master of Public Health Concentrations

Community Health Concentration

The mission of the Community Health Concentration is to prepare students for leadership roles in population-based disease prevention and health promotion in public and private settings. The philosophical foundation of the concentration relies on a community capacity building, empowerment approach to promote social justice and equity in health. The concentration is designed for students with prior experience, education or interest in community-focused public health practice or research that values diversity, self-reflection and critical analysis of evidence-based practice and practice-based public health approaches.

~~Guided by the social-ecological approach, the Community Health Concentration emphasizes training in the basic core principles and skills of community needs and assets assessment, program planning, implementation and evaluation, and policy development and their application to a broad array of health and social issues in population and community-based public health disease prevention and health promotion. The purpose of this concentration is to provide students~~

with the multi-disciplinary knowledge and skills necessary to plan, implement, and evaluate public health programs at multiple levels of the social-ecologic framework.

^ Requirements

		Total Credit Hrs. 12
-	Community Health Concentration Required Curriculum	
	PH-505 Social and Cultural Theories and Models: Community Interventions	3
	PH-510 Public Health and Health Care Management	3
	PH-552 Public Health Program Planning	3
	PH-555 Public Health Evaluation Methods	3
-	Community Health Concentration Selected Electives	
-	Choose one course:	
	PH-554 Public Health Policy, Politics and Social Equity	3
	PH-564 Public Health & Health Care Communication	3
	CJ-550 Health Communication	3
-	One other elective with community health intervention skills. The following are recommended. Other options require guidance from your advisor.	(minimum 2 credits)
-	Two courses among the following:	
	PH-504 Rural Health	3
	PH-507 Health Care Systems	3
	PH-568 Popular and Empowerment Education	2
	PH-577 Public Health Leadership in Policy and Advocacy (2-cr hours required for CHC students.)	2
	PH-580 Community Assessment	3

Epidemiology Concentration

The Epidemiology Concentration will provide students with the knowledge and skills necessary to collect, analyze and interpret epidemiologic data for the solution of public health problems. The concentration will prepare students for employment as a master's level epidemiologist or research scientist in various settings such as the New Mexico State Department of Health, The University of New Mexico School of Medicine, and other public health research and service organizations.

Insert new Epi Requirements

~~In addition to the core curriculum the Epidemiology concentration requires:~~

- ~~1.—Completion of **15 credits** in graduate-level courses in epidemiology and biostatistics as outlined below and~~
- ~~2.—Completion of a field experience (PH-598—Public Health Practicum) emphasizing epidemiologic practice in an applied public health setting;~~
- ~~3.—Demonstration of competencies in epidemiology through the culminating experience.~~

~~For students concentrating in epidemiology, the chair of their culminating experience committee should be a core epidemiology faculty member, or an epidemiologist or biostatistician agreed upon by the Epidemiology Curriculum Committee.~~

Insert new table for Epi

Epidemiology Concentration Required Curriculum		Total Credit Hrs. 15
PH-520	Epidemiologic Methods II	3
PH-534	Epidemiology Data Analysis	3
PH-539	Biostatistical Methods II	3
-	Epidemiology Concentration Selected Electives (6 credits)	-
	Likely to be offered at least once every two years.	-
PH-527	Chronic Disease Epidemiology	2
PH-528	Infectious Disease Epidemiology	2
PH-531	Perinatal Epidemiology	2

Health Systems, Services, and Policy Concentration

The concentration in Health Systems, Services, and Policy will provide students with the knowledge and skills necessary to analyze health systems, public health and health care services and programs, and related governmental and non-governmental policies. Students will develop the capacity to analyze and develop interventions and health policies at local, national, and global levels. The goal of the concentration is to prepare students to work in health organizations and policy arenas to improve population health and decrease health inequities.

Insert new Requirements for HSSP Requirements

~~In addition to the M.P.H. core curriculum the Health Systems, Services, and Policy Concentration requires:~~

- ~~• The completion of 21 credits in graduate-level courses in health policy, health care systems, community health, or epidemiology as outlined below;~~
- ~~• Completion of a practical field experience (PH-598 Public Health Practicum) in policy, public health or health care service settings; and~~
- ~~• Demonstration of competencies in integrating system, service, and policy perspectives through the culminating experience.~~

~~In addition, for students in this concentration, the chair of their culminating experience committee must be a core faculty member of the concentration.~~

Insert new table for HSSP

	Required Courses	15 Credit Hrs.
PH-507	Health Care Systems	3
PH-554	Health Policy, Politics, and Social Equity	3
PH-520	Epidemiologic Methods II	3
PH-539	Biostatistical Methods II	3

PH-552	Public Health Program Planning	3
	Electives	6 Credit Hrs.
PH-510	Public Health and Health Care Management	3
PADM-500	Public Management and Policy	3
PH-583	Advanced Topics on Health Sector and Globalization	3
PH-579	New Mexico Border Health	3
PH-560	Social Epidemiology	3
PH-534	Epidemiologic Data Analysis	3
PH-577	Public Health Leadership in Policy and Advocacy	3
PH-564	Public Health and Health Care Communications	3
CJ-550	Health Communications	3
PH-505	Cultural and Social Theory and Health	3
PH-575	Public Health Leadership on Facilitation	1-2
PH-555	Public Health Evaluation Methods	3
PH-559	History of Public Health	3
PH-565	Public Health: Law, Policy, and Ethics	3
PH-588	Tuberculosis, HIV and Malaria: Local and Global	3
PADM-521	Institutional Development and Behavior	3
PADM-525	Human Resources Management in the Public Sector	3
PADM-544	Public Budgeting and Finance	3
	Total Credit Hrs. 21	

Public Health Minor (15 credit hours)

The Public Health minor ~~provides~~ will provide a basic understanding of the core principles, sciences, and skills behind the discipline of public health. The two core classes in the minor include the basic behavioral and social sciences and the science of disease causation and distribution. One other course is required from a menu of M.P.H. core courses. Two ~~additional~~ other M.P.H. electives can be of student choosing ~~to further his/her own research or professional project. All courses must be completed with a "B" or better.~~

~~Required Core Classes (6 credit hours)~~

PH 501 ~~Principles of Public Health (fall course)~~

PH 502 ~~Epidemiology Methods I (fall course)~~

~~One other Course from M.P.H. Core Courses (3 credit hours)~~

PH 505 ~~Social and Cultural Theories and Models:
Community Interventions~~

PH 506 ~~Environmental/Occupational Health~~

PH 507 ~~Health Care Systems~~

PH 510 ~~Public Health and Health Care Management~~

PH 552 ~~PH Program Planning~~

~~Selected Electives (6 credit hours)~~

~~Choose from other M.P.H. courses.~~

Dual Degrees

~~**M.P.H./M.S.N.~~

~~** In moratorium, and not currently accepting new students.~~

~~The student completes the core requirements in each discipline. The prototype is designed for the Master of Public Health and M.S.N./Community Health Nursing.~~

~~The non-thesis option requires the professional paper to be completed while enrolling in a course designed to facilitate this activity in M.P.H. This paper will also serve to meet the requirements~~

~~of the Master's Comprehensive Examination in Nursing under the non-thesis option, and is expected to reflect a combination of perspectives in the dual degree plan.~~

~~The thesis option requires the thesis to be completed while enrolling in thesis work under the Nursing number; again, the expectation is that the research will combine the perspectives of both degree plans. Contact M.P.H. program advisor for more information on M.P.H./M.S.N. dual degree.~~

M.D./M.P.H.

The dual status M.D./M.P.H. requires five years of integrated learning. This integrated learning enhances opportunities for medical students to acquire public health knowledge and skills with the goals of 1) reducing disparities in health status within New Mexican populations 2) strengthening physician advocacy and leadership skills in health policy development 3) fostering evidence-based interventions and 4) using assessment skills to better determine population needs and interventions. Each M.D./M.P.H. student would be able to successfully complete both degrees in an integrated fashion.

Students will be admitted to each program separately, yet once they are admitted to both programs, they qualify as dual status students. For more information on the M.D./M.P.H. dual status, contact the M.P.H. program.

M.A.L.A.S./M.P.H.

The Master of Arts in Latin American Studies and Master of Public Health dual degree program is intended to prepare graduates to improve the health of Latin American populations and Latino populations in the United States, with a primary focus on New Mexico, the Southwest, the United States/Mexico border region, and regions south of the border. It supplements the M.P.H. program with in-depth study of languages, cultures, and societies that will help prepare graduates to work effectively either in Latin America, or with Latin American immigrant populations within the United States.

Courses in Public Health (PH) are categorized in content areas. The category for each course appears in parenthesis at the end of the course description according to the following legend:

Core (C); Community Health (CH); Epidemiology (E); General Electives (G).

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1313**

Fields marked with * are required

Name of Initiator: Pamela Becker-Koch **Email:*** pbecker@unm.edu **Date:*** 10-25-13
Phone Number:* 505 272-9363 Initiator's Title* SR PROGRAM MANAGER: FCM Masters in Public Health

Associated Forms exist?* Yes ▼

Faculty Contact* Kristine Tollestrup
Department* Family & Community Medicine
Branch Main

Administrative Contact* Veronika Becker
Admin Email* vbecker@salud.unm.edu
Admin Phone* 272-9363

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼

Name of New or Existing Program * Master of Public Health

Select Category Major ▼ Degree Type MPH

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 Copy to be changed.docx](#)
[10 31 13 Form C IE Updated 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)

PH Integrative Experience (3 cr hrs) was reworked by faculty into two courses, Intro to Integrative Experience (1 cr hr) and Integrative Experience (2 cr hrs). These two courses will take the place of the original Integrative experience Course. PH 505 Social and Cultural Theory has been dropped from the Core Requirements for all concentrations.

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

[Form C Concentrations Int Ex and Social Cultural.docx](#)

Department of Family and Community Medicine

Public Health Program

Director

Kristine Tollestrup, Ph.D., M.P.H., University of California, Berkeley; University of Washington

Associate Director

Celia Iriart, Ph.D., University of Campinas, Sao Paulo, Brazil

Professors

Robert Rhyne, M.D., University of New Mexico

Betty Skipper, Ph.D., Case Western Reserve

Nina B. Wallerstein, Dr.P.H., M.P.H., University of California, Berkeley

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Lauren Hund, Ph.D., Harvard University

Victoria Sanchez, Dr.P.H., M.P.H., University of North Carolina, Chapel Hill

Elizabeth A. Yakes, Ph.D., R.D., University of California, Davis

Research Assistant Professors

William Athas, Ph.D., Johns Hopkins University

Professors Emeriti

David Bennahum, M.D., University of Geneva; Professor of Law, University of New Mexico

Lily Velarde, Ph.D., University of New Mexico

William H. Wiese, M.D., M.P.H., Harvard Medical School

Other Faculty

Craig Kippels, M.B.A., M.H.A., University of Michigan
Sarah Lathrop, D.V.M, Ph.D., University of Minnesota; The Ohio State University
Laura Nervi, Ph.D., M.P.H., University of Buenos Aires, Argentina
Frankie Perry, M.A., R.N., University of Michigan, Nazareth College
Scott Sanders, Ph.D., University of Colorado
Corinne Shefner-Rogers, Ph.D., Johns Hopkins University

Community Health Concentration

The mission of the Community Health Concentration is to prepare students for leadership roles in population-based disease prevention and health promotion in public and private settings. The philosophical foundation of the concentration relies on a community capacity building, empowerment approach to promote social justice and equity in health. The concentration is designed for students with prior experience, education, or interest in community-focused public health practice or research that values diversity, self-reflection and critical analysis of evidence-based practice and practice-based public health approaches. The purpose of this concentration is to provide students with the multi-disciplinary knowledge and skills necessary to plan, implement, and evaluate public health programs at multiple levels of the social-ecologic framework.

Requirements:

The Community Health Concentration requires:

- Completion of 19 credits of MPH core courses and at least 18 credits in graduate-level course in public and community health as outlined below;
- Completion of 2 credits of a practical field experience (PH 598 - Public Health Practicum) in a community public health setting; and
- Completion of at least 3 credits demonstrating competencies in integrating community health perspectives through one of the culminating experience options (Professional Paper, Intro to Integrative Experience and Integrative Experience, or Thesis, and the Oral Master’s Examination).
- The chair of the culminating experience committee must be a core faculty member of the concentration.

Required MPH Core Courses	Total Units 19
PH 501 Principles of Public Health	3
PH 502 Epidemiologic Methods I	3
PH 506 Environmental/Occupational Health	3
PH 508 Theory & Practice Seminar (Mandatory in second semester)	2
PH 511 Writing for the Public Health Professional (CR/NC)	1
PH 513 Public Health Seminar (CR/NC)	1

PH 552 Public Health Program Planning	3
PH 538 Public Health Biostatistical Methods I	3
Required Practicum Experience	Total Units 2
PH 598 Public Health Practicum (CR/NC)	2
Required one of three culminating experience options	Total Units 3-6
PH 595 Introduction to Public Health Integrative Experience	1
PH 596 Professional Paper	3
PH 597 Public Health Integrative Experience	2
PH 599 Thesis	6
Required Courses for the CHC	Total Units 6
PH 510 Public Health and Health Care Management	3
PH 533 Public Health Research Methods OR PH 555 Public Health Evaluation Methods	3
Electives	Total Units 12
1. Choose two of the following Community Health Concentration electives	Total Units 5-6
PH 507 Health Care Systems	3
PH 533 PH Research Methods	3
PH 554 Health Policy, Politics and Social Equity	3
PH 564 Public Health & Healthcare Communication	3
PH 565 Community-based Participatory Research	1-3
PH 568 Popular and Empowerment Education	2
PH 575 PH Leadership and Facilitation	2
PH 577 PH Leadership in Policy and Advocacy	3
PH 580 Community Assessment / Research Field Methods	1-3
2. Choose two or more electives from other courses offered by the Public Health Program and/or UNM colleges or departments.	Total Units 5-6
These other electives must be approved by her/his academic advisor	

Epidemiology Concentration

The concentration in epidemiology will provide students with the knowledge and skills necessary to collect, analyze, and interpret epidemiologic data for the solution of public health problems. The concentration will prepare students for employment as a master's level epidemiologist or research scientist in various settings such as the New Mexico Department of Health, the

University of New Mexico School of Medicine, and other public health research and service organizations.

Requirements:

- Completion of 19 credits of MPH core courses and 18 credits of required and elective graduate-level courses in the concentration as outlined below.
- Completion of 2 credits of a practical field experience (PH 598 – Public Health Practicum) in an epidemiologic setting; and
- Completion of at least 3 credits demonstrating competencies in epidemiology through one of the culminating experience options (Professional Paper, Integrative Experience, or Thesis and the Oral Master’s Examination).
- The chair of the culminating experience committee must be a core faculty member of the Epidemiology Concentration.

Required MPH Core Courses	Total Units 19
PH 501 Principles of Public Health	3
PH 502 Epidemiologic Methods I	3
PH 506 Environmental/Occupational Health	3
PH 508 Theory & Practice Seminar (Mandatory in second semester)	2
PH 511 Writing for the Public Health Professional (CR/NC)	1
PH 513 Public Health Seminar (CR/NC)	1
PH 552 Public Health Program Planning	3
PH 538 Public Health Biostatistical Methods I	3
Required Practicum Experience	Total Units 2
PH 598 Public Health Practicum (CR/NC)	2
Required one of three culminating experience options	Total Units 3-6
PH 595 Introduction to Public Health Integrative Experience	1
PH 596 Professional Paper	3
PH 597 Public Health Integrative Experience	2
PH 599 Thesis	6
Required Courses for Epi Concentration	Total Units 12
PH 507 Health Care Systems OR PH 510 Public Health & Health Care Management	3
PH 520 Epidemiologic Methods II	3
PH 534 Epidemiologic Data Analysis	3
PH 539 Public Health Biostatistical Methods II	3
Elective Courses for EPI Concentration	Choose a Total of

	6 Units
PH 524 Social Epidemiology	2
PH 528 Infectious Disease Epi & Surveillance	2
PH 529 Nutritional Epidemiology	2
PH 531 Perinatal Epidemiology	2
PH 532 Cancer Epidemiology	2
PH 533 Public Health Research Methods	2-3
Stat 574 Survival Analysis and Logistic Regression	3
Other electives can be selected by student from Public Health Program and other UNM colleges and departments and be approved by her/his academic advisor	

Health Systems, Services, and Policy Concentration

The concentration in Health Systems, Services, and Policy will provide students with the knowledge and skills necessary to analyze health systems, public health and health care services and programs, and related governmental and non-governmental policies. Students will develop the capacity to analyze and develop interventions and health policies at local, national and global levels. The goal of the concentration is to prepare students to work in health organizations and policy arenas to improve population health and decrease health inequities.

Requirements

The Health Systems, Services and Policy Concentration requires:

- Completion of 19 credits of MPH core courses and of 18 credits in graduate-level courses as outlined here;
- Completion of 2 credits of a practical field experience (PH 598 – Public Health Practicum) in policy, public health or health care service settings; and,
- Completion of at least 3 credits demonstrating competencies in integrating health systems, services, and policy perspectives through one of the culminating experience options (Professional Paper, Integrative Experience, or Thesis, and the Oral Master’s Examination).
- The chair of their culminating experience committee must be a core faculty member of the concentration.

Required Courses	Total Units 19
PH 501 Principles of Public Health	3
PH 502 Epidemiologic Methods I	3
PH 506 Environmental/Occupational Health	3
PH 508 Theory & Practice Seminar	2

PH 511 Writing for the Public Health (CR/NC)	1
PH 513 Public Health Seminar (CR/NC)	1
PH 538 Public Health Biostatistical Methods I	3
PH 552 Public Health Program Planning	3
Required Practicum Experience	Total Units 2
PH 598 Public Health Practicum (CR/NC)	2
Required one of three culminating experience options	Total Units 3-6
PH 595 Introduction to Public Health Integrative Experience	1
PH 596 Professional Paper	3
PH 597 Public Health Integrative Experience	2
PH 599 Thesis	6
Required Courses for HSSPC	Total Units 12
PH 507 Health Care Systems	3
PH 554 Health Policy, Politics, and Social Equity	
PH 520 Epidemiologic Methods II	3
PH 539 Biostatistics Methods II	3
Electives	Total Units 6
PH 510 PH and HC Management	3
PH 534 Epi Data Analysis	3
PH 555 Public Health Evaluation Methods	3
PH 559 History of Public Health	3
PH 560 Social Epidemiology	3
PH 564 Public Health and Health Care Communications	3
PH 565 Public Health: Law, Policy, And Ethics	3
PH 575 Public Health Leadership on Facilitation	1-2
PH 577 Public Health Leadership in Policy and Advocacy	3
PH 579 New Mexico Border Health	3
PH 583 Adv Topics on Health Sector and Globalization	3
PH 588 Tuberculosis, HIV and Malaria: Local and Global	3
CJ 550 Health Communications	3
PADM 500 Public Management and Policy	3

PADM 521 Institutional Development and Behavior	3
PADM 525 Human Resources Management In the Public Sector	3
PADM 544 Public Budgeting and Finance	3
Other electives selected by students from PHP and other UNM colleges and departments must be approved by her/his Academic advisor.	

Public Health Minor (15 credit hours)

The public health minor will provide a basic understanding of the core principles, sciences, and skills behind the discipline of public health. The two core classes in the minor include the basic behavioral and social sciences and the science of disease causation and distribution. One other course is required from a menu of M.P.H. core courses. Two other M.P.H. electives can be of student choosing.

Required Core Classes	6 credit hours
PH 501 Principles of Public Health	3
PH 502 Epidemiology Methods I	3
One Other Course from PHP Core Courses	3 credit hours
PH 506 Environmental/Occupational Health	3
PH 507 Health Care Systems	3
PH 510 Public Health and Health Care Mgmt	3
PH 552 Public Health Program Planning	3
PH Minor Selected Electives	6 credit hours
Students may choose other Public Health Program courses constituting a minimum of 6 credit hours. It is expected that these courses will further the student's own research or professional project. All courses must be completed with a "B" or better.	

Dual Degrees

M.D./M.P.H.

The dual status M.D./M.P.H. degree requires five years of integrated learning. This integrated learning enhances opportunities for medical students to acquire public health knowledge and

skills with the goals of 1) reducing disparities in health status within New Mexican populations 2) strengthening physician advocacy and leadership skills in health policy development 3) fostering evidence-based interventions and 4) using assessment skills to better determine population needs and interventions. Each M.D./M.P.H. student will be able to successfully complete both degrees in an integrated fashion.

Student applies simultaneously to both the M.D. and the M.P.H. programs and indicates on the two applications that they are applying for dual status. Students must meet the requirements of both programs and be accepted into both programs in order to be considered dual status.

Students will be admitted to each program separately. Once they are admitted to both programs, they qualify as dual status students. For more information on the M.D./M.P.H. dual status degree, contact the Public Health Program.

M.A.L.A.S./M.P.H.

The Master of Arts in Latin American Studies and Masters of Public Health dual degree program is intended to prepare graduates to improve the health of Latin American populations and Latino populations in the United States, with a primary focus on New Mexico, the Southwest, the United States/Mexico border region, and regions south of the border. It supplements the MPH program with in-depth study of languages, cultures, and societies that will help prepare graduates to work effectively either in Latin America, or with Latin American immigrant populations within the United States.

Courses in Public Health (PH) are categorized in content areas. The category for each course appears in parenthesis at the end of the course description according to the following legend:

Health Systems, Services and Policy (HSSP); Community Health (CH); Epidemiology (E); General Electives (G).

Public Health

Director

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Laura Nervi, Ph.D., M.P.H., University of Buenos Aires, Argentina

Frankie Perry, M.A., R.N., University of Michigan

Corinne Shefner-Rogers, Ph.D., Johns Hopkins

Introduction

Mission Statement

The mission of the Public Health Program at the University of New Mexico is to provide leadership in graduate and community based education and research grounded in social justice to improve the health of the diverse populations in New Mexico and the Southwest.

Program Offerings

The program offers a Master of Public Health degree and a graduate Public Health minor. The M.P.H. degree prepares learners to improve the health of populations with a primary focus on New Mexico, the Southwest, the United States/Mexico border region and south of the border. Graduates leave the program prepared to work in partnership with New Mexico's diverse communities, tribes and the public and private sectors.

Two dual degrees are offered, an M.D./M.P.H. and an M.A.L.A.S./M.P.H.

Master of Public Health

The Master of Public Health (M.P.H.) degree prepares learners to improve the health of populations with a primary focus on New Mexico, the Southwest, the United States/Mexico border region and south of the border. Graduates leave the program prepared to work in partnership with New Mexico's diverse communities, tribes and the public and private sectors.

Degree Requirements for the Master of Public Health

1. The following four core courses must be taken:

- PH-501 Principles of Public Health	3	F
- PH-502 Epidemiologic Methods-I	3	F
- PH-506 Environmental/Occupational Health	3	Sp
- PH-538 Biostatistical Methods	3	F

2. Choice of one of two health systems courses:

- PH-507 Health Care Systems	3	Sp
- PH-510 Public Health and Health Care Management	3	Sp

3. Choice of one of these two courses:

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PH 506	Social and Cultural Theories and Models: Community Interventions	3	F
PH 552	Public Health Program Planning	3	F
4.	Additional required courses:	-	-
PH 508	Theory and Practice (Mandatory in 1st semester, CR/NC.)	2	F
PH 511	Writing for Public Health Professionals (CR/NC)	1-2	F
PH 513	Public Health Seminar	1	F, Sp
PH 598	Public Health Practicum	2	-
5.	Choice of one of three culminating experience options:	-	-
-	PH 596 Professional Paper	3	-
-	PH 596	-	-
-	PH 597 Public Health Integrative Experience	3	-
-	PH 597	-	-
-	PH 599 Master's Thesis	6	-
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M.P.H. Admissions Requirements

The program will consider applicants who satisfy all admission requirements as follows:

1. B.S., B.A. or equivalent from an accredited U.S. institution or a recognized foreign institution.
2. G.P.A. of at least 3.0 is preferred, ~~or~~ 9 credit hours with G.P.A. of 3.0 or better in public health-related graduate courses.
3. Undergraduate basic statistics course or graduate level basic statistics course with a 3.0 or higher. M.D. and Ph.D. students who have received their accredited degrees from U.S. institutions are exempt from this requirement. All students must have recent (within five years) GRE scores with preferred verbal, quantitative and analytical writing scores around the 50th percentile, ~~or~~ MCAT with preferred total score of 22 and N in writing, ~~or~~ GMAT with preferred score of 500 and above. M.D. and Ph.D. applicants who received their degrees from a U.S. university are exempt from submitting the above test scores. Foreign medical graduates must be licensed to practice in the U.S. or must have received their degrees from an accredited U.S.

institution to be exempt from the test scores requirement. Foreign applicants must take the TOEFL examination and score at least 550.

4. Foreign applicants must submit one of the following English proficiency tests:-

	Paper Test	Computer Test	IBT
Graduate TOEFL	550	213	79-80
Graduate IELTS	7.0	7.0	7.0

The Cambridge test may also be accepted with a satisfactory score of "C" or better for graduate students.

Preference is given to students who have public health experience. Their experience may be in public health practice in a health department, community development, research, health education, health science, health promotion, or other health-related work. Experience may be paid or voluntary.

Students may transfer up to 17 credit hours with "B" or better to the program from other institutions or other non-degree or graduate programs within UNM. However, those hours cannot have been used to meet the requirements of another degree program.

For Office of Graduate Studies admissions requirements, refer to [OGS Web site](#).

Master of Public Health Concentrations

Community Health Concentration

The mission of the Community Health Concentration is to prepare students for leadership roles in population-based disease prevention and health promotion in public and private settings. The philosophical foundation of the concentration relies on a community capacity building, empowerment approach to promote social justice and equity in health. The concentration is designed for students with prior experience, education or interest in community-focused public health practice or research that values diversity, self-reflection and critical analysis of evidence-based practice and practice-based public health approaches.

~~Guided by the social ecological approach, the Community Health Concentration emphasizes training in the basic core principles and skills of community needs and assets assessment, program planning, implementation and evaluation, and policy development and their application to a broad array of health and social issues in population and community based public health disease prevention and health promotion.~~ The purpose of this concentration is to provide students

with the multi-disciplinary knowledge and skills necessary to plan, implement, and evaluate public health programs at multiple levels of the social-ecologic framework.

[^ Requirements](#)

		Total Credit Hrs. 12
Community Health Concentration Required Curriculum		
PH 505	Social and Cultural Theories and Models—Community Interventions	3
PH 510	Public Health and Health Care Management	3
PH 552	Public Health Program Planning	3
PH 555	Public Health Evaluation Methods	3
Community Health Concentration Selected Electives		
Choose one course:		
PH 554	Public Health Policy, Politics and Social Equity	3
PH 564	Public Health & Health Care Communication	3
CJ 550	Health Communication	3
One other elective with community health intervention skills. The following are recommended. Other options require guidance from your advisor.—		(minimum 2 credits)
Two courses among the following:		
PH 504	Rural Health	3
PH 507	Health Care Systems	3
PH 568	Popular and Empowerment Education	2
PH 577	Public Health Leadership in Policy and Advocacy (2-cr hours required for CHC students.)	2
PH 580	Community Assessment	3

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Epidemiology Concentration

The Epidemiology Concentration will provide students with the knowledge and skills necessary to collect, analyze and interpret epidemiologic data for the solution of public health problems. The concentration will prepare students for employment as a master's level epidemiologist or research scientist in various settings such as the New Mexico State Department of Health, The University of New Mexico School of Medicine, and other public health research and service organizations.

Insert new Epi Requirements

~~In addition to the core curriculum the Epidemiology concentration requires:~~

- ~~1. Completion of **15 credits** in graduate-level courses in epidemiology and biostatistics as outlined below and~~
- ~~2. Completion of a field experience (PH 598—Public Health Practicum) emphasizing epidemiologic practice in an applied public health setting;~~
- ~~3. Demonstration of competencies in epidemiology through the culminating experience.~~

~~For students concentrating in epidemiology, the chair of their culminating experience committee should be a core epidemiology faculty member, or an epidemiologist or biostatistician agreed upon by the Epidemiology Curriculum Committee.~~

Insert new table for Epi

	Epidemiology Concentration Required Curriculum	Total Credit Hrs. 15
PH 520	Epidemiologic Methods II	3
PH 534	Epidemiology Data Analysis	3
PH 539	Biostatistical Methods II	3
-	Epidemiology Concentration Selected Electives (6 credits)	-
	Likely to be offered at least once every two years.	-
PH 527	Chronic Disease Epidemiology	2
PH 528	Infectious Disease Epidemiology	2
PH 531	Perinatal Epidemiology	2

PH 532 Cancer Epidemiology 2

STAT 574 Biostatistical Methods: Survival Analysis and Logistic Regression 3

Health Systems, Services, and Policy Concentration

The concentration in Health Systems, Services, and Policy will provide students with the knowledge and skills necessary to analyze health systems, public health and health care services and programs, and related governmental and non-governmental policies. Students will develop the capacity to analyze and develop interventions and health policies at local, national, and global levels. The goal of the concentration is to prepare students to work in health organizations and policy arenas to improve population health and decrease health inequities.

Insert new Requirements for HSSP Requirements

In addition to the M.P.H. core curriculum the Health Systems, Services, and Policy Concentration requires:

- The completion of 21 credits in graduate-level courses in health policy, health care systems, community health, or epidemiology as outlined below;
- Completion of a practical field experience (PH 598 Public Health Practicum) in policy, public health or health care service settings; and
- Demonstration of competencies in integrating system, service, and policy perspectives through the culminating experience.

In addition, for students in this concentration, the chair of their culminating experience committee must be a core faculty member of the concentration.

Insert new table for HSSP

	Required Courses	15 Credit Hrs.
PH 507	Health Care Systems	3
PH 554	Health Policy, Politics, and Social Equity	3
PH 520	Epidemiologic Methods II	3
PH 539	Biostatistical Methods II	3

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PH 552	Public Health Program Planning	3
	Electives	6 Credit Hrs.
PH 510	Public Health and Health Care Management	3
PADM 500	Public Management and Policy	3
PH 583	Advanced Topics on Health Sector and Globalization	3
PH 579	New Mexico Border Health	3
PH 560	Social Epidemiology	3
PH 534	Epidemiologic Data Analysis	3
PH 577	Public Health Leadership in Policy and Advocacy	3
PH 564	Public Health and Health Care Communications	3
CJ 550	Health Communications	3
PH 505	Cultural and Social Theory and Health	3
PH 575	Public Health Leadership on Facilitation	1-2
PH 555	Public Health Evaluation Methods	3
PH 559	History of Public Health	3
PH 565	Public Health: Law, Policy, and Ethics	3
PH 588	Tuberculosis, HIV and Malaria: Local and Global	3
PADM 521	Institutional Development and Behavior	3
PADM 525	Human Resources Management in the Public Sector	3
PADM 544	Public Budgeting and Finance	3
	Total Credit Hrs. 21	

Public Health Minor (15 credit hours)

The Public Health minor ~~provides~~ will provide a basic understanding of the core principles, sciences, and skills behind the discipline of public health. The two core classes in the minor include the basic behavioral and social sciences and the science of disease causation and distribution. One other course is required from a menu of M.P.H. core courses. Two additional other M.P.H. electives can be of student choosing to further his/her own research or professional project. ~~All courses must be completed with a "B" or better.~~

~~Required Core Classes (6 credit hours)~~

PH 501 ~~Principles of Public Health (fall course)~~

PH 502 ~~Epidemiology Methods I (fall course)~~

~~One other Course from M.P.H. Core Courses (3 credit hours)~~

PH 505 ~~Social and Cultural Theories and Models:
Community Interventions~~

PH 506 ~~Environmental/Occupational Health~~

PH 507 ~~Health Care Systems~~

PH 510 ~~Public Health and Health Care Management~~

PH 552 ~~PH Program Planning~~

~~Selected Electives (6 credit hours)~~

~~Choose from other M.P.H. courses.~~

Dual Degrees

~~**M.P.H./M.S.N.~~

~~** In moratorium, and not currently accepting new students.~~

~~The student completes the core requirements in each discipline. The prototype is designed for the Master of Public Health and M.S.N./Community Health Nursing.~~

~~The non-thesis option requires the professional paper to be completed while enrolling in a course designed to facilitate this activity in M.P.H. This paper will also serve to meet the requirements~~

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~~of the Master's Comprehensive Examination in Nursing under the non-thesis option, and is expected to reflect a combination of perspectives in the dual degree plan.~~

~~The thesis option requires the thesis to be completed while enrolling in thesis work under the Nursing number; again, the expectation is that the research will combine the perspectives of both degree plans. Contact M.P.H. program advisor for more information on M.P.H./M.S.N. dual degree.~~

M.D./M.P.H.

The dual status M.D./M.P.H. requires five years of integrated learning. This integrated learning enhances opportunities for medical students to acquire public health knowledge and skills with the goals of 1) reducing disparities in health status within New Mexican populations 2) strengthening physician advocacy and leadership skills in health policy development 3) fostering evidence-based interventions and 4) using assessment skills to better determine population needs and interventions. Each M.D./M.P.H. student would be able to successfully complete both degrees in an integrated fashion.

Students will be admitted to each program separately, yet once they are admitted to both programs, they qualify as dual status students. For more information on the M.D./M.P.H. dual status, contact the M.P.H. program.

M.A.L.A.S./M.P.H.

The Master of Arts in Latin American Studies and Master of Public Health dual degree program is intended to prepare graduates to improve the health of Latin American populations and Latino populations in the United States, with a primary focus on New Mexico, the Southwest, the United States/Mexico border region, and regions south of the border. It supplements the M.P.H. program with in-depth study of languages, cultures, and societies that will help prepare graduates to work effectively either in Latin America, or with Latin American immigrant populations within the United States.

Courses in Public Health (PH) are categorized in content areas. The category for each course appears in parenthesis at the end of the course description according to the following legend:

Core (C); Community Health (CH); Epidemiology (E); General Electives (G).

Form C: Concentrations Revision: Integrative Experience

Reason for Request:

1. **The Public Health Integrative Experience** (3 credit hours) was reworked by faculty into two courses, Intro to Integrative Experience for 1 cr. Hr. and Integrative Experience for 2 credit hours. These two courses will take the place of the original Integrative Experience course and will allow more contact time for students taking the Integrative Experience and in addition will give students access to more diverse faculty from within the program.
2. PH 505 Social and Cultural Theory was dropped for all three concentrations.

Budgetary and Faculty Load Implications and Long-range planning:

1. There is no budgetary impact for this revision, since the course has been taught for the past 10 years by existing faculty. The course has been divided into two courses and will be taught by existing faculty.

This revision will aid students with access to revolving faculty from all concentrations. Long-range planning to assist in better rounded students with broader range of public health knowledge and skills upon graduation.

2. There is no budgetary impact for dropping a course out of our requirements. There is no faculty load implications and no long-range planning since alternative courses have been designated in the place of PH 505.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1314**

Fields marked with * are required

Name of Initiator: Kaitlin Coalson **Email:*** kcoalson@unm.edu **Date:*** 10-25-13

Phone Number:* 505 277-2501

Initiator's Title* Academic Advisor:
Sociology

Associated Forms exist?* Yes ▼

Faculty Contact* Wayne Santoro

Department* Sociology

Branch

Administrative Contact* Kaitlin Coalson

Admin Email* kcoalson@unm.edu

Admin Phone* 7-2501

Proposed effective term:

Semester Please Select ▼ Year 2005 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * Minor in Criminology

Select Category Minor ▼ 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)

[Minor in Criminology1.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)

Updating required core courses to be more consistent with our peer sociology institutions; increase time to completion; to provide students with more courses taught by faculty; better reflect the needs of our students; offering courses that better reflect the specialties of our faculty.

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

[Minor in Criminology- Justification.docx](#)

[Minor in Criminology- Long Term Plan.docx](#)

Minor in Criminology

The criminology minor requires a total of 21 hours (seven courses). The core courses are 101; one of 205, 213; 312; and two of 412, 414, 416, 423, 424, 425 or 426 (two of these are required, but additional courses from the set may be used as electives). The 21 hours must also include 6 hours from the approved list available from the Department of Sociology or any upper-division Sociology course. Students may not count the same course as both a core criminology course and an elective.

The department proposes the following course requirements for the minor in Criminology:

Core requirements for the criminology minor, 9 hours (three courses):

- 101 (Introduction to Sociology)
- 205 (Crime, Public Policy & the Criminal Justice System) or 213 (Deviance)
- 312 (Causes of Crime and Delinquency)

Elective Guidelines, 12 hours (four courses):

- 6 hours (2 courses) from the list of approved 400 level courses (i.e., SOC 412, 414, 416, 423, 424, 425, 426).
- 6 hours (2 courses) drawn from all 300-400 level sociology courses not specifically required.

Justifications

Eliminate the sociological theory option (currently students must take either SOC 371 or 471).

College courses should be taught by college professors, especially for core courses that, by definition, will cover material central to understanding the discipline of sociology. Fewer courses allows for a higher percentage of core courses to be taught by faculty, and the logical choice of which course to drop/move was the second theory course option.

Eliminate SOC 211 (Social Problems) as a requirement. Currently students must take either SOC 211 or 213 (Deviance) and the former course is not taught by criminology faculty.

The department would like to increase SOC 280 to an upper division credit (SOC 380). SOC 280 will be made an upper division course (SOC 380) because of the advanced, highly technical nature of the material. However the basic material of social methods that is generally presented in SOC 280 should be retained because of the advanced, highly technical nature of the material in 381.

Currently students are only able to take selected sociology courses to count as an elective. This will be changed so that students may take any upper-division sociology course as an elective, which will allow students to take a greater diversity of sociology courses.

Eliminate SOC 313 (Social Control) as a requirement. The Criminology Task Force believes that this course is redundant with SOC 213 (Deviance) and other courses.

There will be no impact on long-range planning, budget, or faculty workload in the department. The changes proposed are a realignment of existing resources and do not require additional budgetary resources or additional faculty or reductions in resources and faculty.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1322**

Fields marked with * are required

Name of Initiator: Kim Norgren **Email:*** knorgren@unm.edu **Date:*** 10-28-13

Phone Number:* 505 272-8327

Initiator's Title* **Data Manager: College of Nursing**

Associated Forms exist?* Yes ▼

Faculty Contact* **PJ Woods**

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** ▼

Course Information

Select Appropriate Program **Graduate Degree Program** ▼

Name of New or Existing Program * **Doctor of Nursing Practice: NEOL Concentration**

Select Category **Concentration** ▼ Degree Type **D.N.P.**

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)

[NEOL POS catalog changes.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 request reflects changed title to two courses (NURS 705, form A2829; NURS 795, form A2834), a change in credit values for NURS 795 for this concentration (3 fixed instead of 1-3 variable) and the consequent increase in total credits of 2 clinical hours. (Note: There are additional forms A for this concentration, changing the distribution of didactic and clinical credits, but since the total credit hours are unchanged, they do not affect the Program of Studies.)

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

[ImpactNEOL.txt](#)

ImpactNEOL[1].txt

There is no impact on long-range planning, budget, or faculty workload; this is essentially fine-tuning the D.N.P. NEOL concentration to be better aligned with AACN competencies.

Nursing Executive Organizational Leadership Concentration (NEOL)

The Doctor of Nursing Practice (DNP) doctoral degree is designed for individuals in senior leadership roles who seek to lead complex clinical systems. The Nurse Executive Organizational Leadership (NEOL) concentration provides a curriculum that leads to a DNP for students who enter the program with a BSN and a Master's Degree in a related field (MBA, MPH, PHA, MSA) or an MSN. Graduates of the NEOL concentration will be experts in designing, implementing, managing, and evaluating clinical care and health care delivery systems and will be prepared to lead at the highest clinical executive ranks.

The NEOL concentration has the following requirements:

NURS 620	Advanced Health Care Statistics I	3
NURS 702	Applied Epidemiology in Advanced Nursing Practice	3
NURS 703	Applied Clinical Research in Advanced Nursing Practice	3
NURS 705	Financial Economics and the Business of Advanced Nursing Practice The Business and Policy of Practice & Their Influence on the U.S. Health Care System	3
NURS 706	Organizational Systems and Quality Management for Advanced Nursing Practice	3
NURS 725	Principles of Advanced Nursing Management	3
NURS 726	Leading Organizational Change	3
NURS 727	Health Care Innovations and Informatics	3
NURS 795	D.N.P. Residency Advanced Nursing Practice Residency	1-3 3
NURS 796	D.N.P. Capstone Seminar	1
NURS 797	D.N.P. Capstone Project	5-6
	Elective	3
	Total Credits for NEOL Concentration	36-37
	350-500 Clinical/Practice Hours*	
	550-700 Clinical/Practice Hours*	

~~* hours dependent on prior Master's clinical/practice hours.~~

* This reflects clinical hours earned in D.N.P. program; student's total clinical hours dependent on prior Master's clinical/practice hours.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1334**

Fields marked with * are required

Name of Initiator: Catherine Krause **Email:*** kkrause@unm.edu **Date:*** 10-30-13

Phone Number:* 505 277-3429

Initiator's Title* Dean, Honors College

Associated Forms exist?* No

Faculty Contact* Kate Krause

Administrative Contact* Bernadette Tafoya

Department* Honors

Admin Email* mbtafoya@unm.edu

Branch

Admin Phone* 277-9302

Proposed effective term:

Semester Spring **Year** 2014

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program * BA Interdisciplinary Liberal Arts

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)

[HonorsBA Nov21.doc](#)

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)

Our primary reason is to change the total credit hours for a degree from 128 to 120 to conform to a university-wide initiative. We are also fixing inconsistencies in the title and clarifying courses that must be UHON courses. The original degree language called the degree variously a BA in Honors: Interdisciplinary Liberal Arts and Interdisciplinary Honors. The correct full title is "Interdisciplinary Liberal Arts". It is a BA conferred by the Honors College, but those modifiers are not proper parts of the degree title. This will have no effect on our long-range planning, budget, or workload.

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

Honors College Bachelor of Arts Degree:

~~in Honors:~~ Interdisciplinary Liberal Arts

Introduction

The faculty of the University of New Mexico offers ~~one~~ the Bachelor of Arts degree to high achieving students in the Honors College, of Interdisciplinary Bachelor of Liberal Arts to high achieving students in the Honors College. This baccalaureate degree program provides the opportunity for students in the Honors College to develop a broad-based and flexible interdisciplinary liberal arts education similar to what many small liberal arts colleges offer. ~~The~~ The BA in Honors: Interdisciplinary Liberal Arts degree will provide students with a foundation in social and behavioral studies, physical and natural sciences, humanities, communications, mathematics, and fine arts and allow students to focus on a specific area of interdisciplinary study.

Students majoring in Interdisciplinary Liberal Arts the Honors College will have the opportunity to discover connections among disciplines and analyze and evaluate primary and complex texts across diverse genres and styles and from different historical periods. They will do research and produce original work that integrates ideas and methods from different disciplines and learn to adapt to new environments and developing technologies. Students will be expected to have intercultural knowledge and competence and develop personal and social responsibility, including civic knowledge and engagement—local and global.

Requirements

All candidates for the Interdisciplinary Liberal Arts majors for the Bachelor of Interdisciplinary Honors degree must be admitted to the Honors College and maintain a 3.5 cumulative GPA. The students will develop a program of study approved by the Honors College Degree Committee. The following are required:

1. A minimum of ~~120~~ 128 hours is required in all curricula. Of these, at least 36 hours must be completed in courses with a UHON designation.
2. The ability to communicate in a language other than English is becoming imperative to participate and lead in today's global marketplace. Interdisciplinary Liberal Arts majors HC majors must complete 12 CH of a single non-English language or provide an equivalent proficiency document. Information about non-English language programs can be found at www.unm.edu/~fill or www.unm.edu/~spanport
3. Completion of UNM core requirements, some of which can be completed through Honors.
4. A student must choose a minor or a second major from a field of study that complements or enhances a student's area of research interest. This must be approved by the Honors College Degree Committee.
5. Students must complete the following in the Honors College:
 - 3 credit hours of UHON 121 or 122;

- A minimum of 3 credit hours of 200 level [UHON](#) courses;
- A minimum of 6 credit hours of 300 level [UHON](#) courses; and
- A minimum of 3 credit hours of 400 level [UHON](#) courses in addition to UHON 498, UHON 490 or UHON 491 needed to satisfy the honors thesis/project requirement.
- A minimum of 6 credit hours of experiential seminars as approved by the Honors College Degree Committee. International experiential programs and courses are preferred but not required.
- 6-9 credit hours of an interdisciplinary honors thesis/project ([UHON](#) 498, 490 & 491).
- 9-12 credit hour integrative honors block to be taken concurrently in one semester. The honors block must be approved by the Honors College Degree Committee and may be structured as one of the following:
 - Designated Honors College International Programs
 - Theme-based courses or modules
 - Research and experiential tracks

The integrative honors block must include an integrative synthesis seminar.

6. 18 credit hours of upper division courses (300-400 levels), approved by the Associate Dean of Honors, in courses that will enrich a student's knowledge in the following:
 - New environments and developing technologies;
 - Intercultural knowledge and competence;
 - Personal and social responsibility, including civic knowledge and engagement;
 - Research fundamentals and methodology.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1337**

Fields marked with * are required

Name of Initiator: Ellen Peabody **Email:*** epeabody@unm.edu **Date:*** 10-31-13

Phone Number:* 277-5863

Initiator's Title* Administrative
Coordinator

Associated Forms exist?* No ▼

Faculty Contact* Mary Tsiongas Administrative Contact* Ellen Trus

Department* Art and Art History Admin Email* epeabody@unm.edu

Branch Main Admin Phone* 277-5863

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program* BA Art Studio

Select Category Major ▼ Degree Type BA Art Studio

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)

[ARTS 125-126 Form C.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 was approved by the Art and Art History Advisory Committee to ensure our students take these two courses prior to declaring their major for BFA and BA Art Studio. This will give our pre-majors the foundation in Studio Art (theory and practice) needed to succeed in more advanced course work.

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

Undergraduate Program

Major Study Requirements

The majors in Art Studio and Art History offered by the College of Fine Arts are described below.

Most of the requirements in these majors are set forth below. Note that in all programs you must also satisfy general college and University requirements for graduation.

Pre-professional Curriculum. The pre-professional curriculum leading to the Bachelor of Fine Arts is designed for students who anticipate further study at the graduate level. If you enroll in this program, you should read carefully the paragraph on Scholastic Standards for the College of Fine Arts which permits the faculty to exclude from the program any student whose grade point average in his or her major field of study falls below 3.20. Art Studio courses and Art History courses are both part of the major field of study.

For all BFA and BA Art Studio students, completion of ARTS 125, Art Practices I, and ARTS 126, Art Practices II, with grades of C or better, are required prior to their admission/readmission to the College of Fine Arts as a declared major.

If you wish to take Art Studio courses without the concentration and commitment that is implicit in this curriculum, you are advised to follow a program of study leading to the degree of Bachelor of Arts with an Art Studio major (see below). Also, you may take a number of Art Studio courses as part of the art education curriculum. The Department of Art and Art History advisor will help you select the program that best suits your needs.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1338**

Fields marked with * are required

Name of Initiator: Ellen Peabody **Email:*** epeabody@unm.edu **Date:*** 10-31-13

Phone Number:* 277-5863

Initiator's Title* Administrative
Coordinator

Associated Forms exist?* Yes ▼

Faculty Contact* Mary Tsiongas Administrative Contact* Ellen Trus

Department* Art and Art History Admin Email* epeabody@unm.edu

Branch Main

Admin Phone* 277-5863

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program* BFA Art Studio

Select Category Major ▼ Degree Type BFA Art Studio

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)

[ARTS 125-126 Form C.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 was approved by the Art and Art History Advisory Committee to ensure our students take these two courses prior to declaring their major for BFA and BA Art Studio. This will give our pre-majors the foundation in Studio Art (theory and practice) needed to succeed in more advanced course work.

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

Undergraduate Program

Major Study Requirements

The majors in Art Studio and Art History offered by the College of Fine Arts are described below.

Most of the requirements in these majors are set forth below. Note that in all programs you must also satisfy general college and University requirements for graduation.

Pre-professional Curriculum. The pre-professional curriculum leading to the Bachelor of Fine Arts is designed for students who anticipate further study at the graduate level. If you enroll in this program, you should read carefully the paragraph on Scholastic Standards for the College of Fine Arts which permits the faculty to exclude from the program any student whose grade point average in his or her major field of study falls below 3.20. Art Studio courses and Art History courses are both part of the major field of study.

For all BFA and BA Art Studio students, completion of ARTS 125, Art Practices I, and ARTS 126, Art Practices II, with grades of C or better, are required prior to their admission/readmission to the College of Fine Arts as a declared major.

If you wish to take Art Studio courses without the concentration and commitment that is implicit in this curriculum, you are advised to follow a program of study leading to the degree of Bachelor of Arts with an Art Studio major (see below). Also, you may take a number of Art Studio courses as part of the art education curriculum. The Department of Art and Art History advisor will help you select the program that best suits your needs.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1350**

Fields marked with * are required

Name of Initiator: Stephen Bishop **Email:*** sbishop@unm.edu **Date:*** 11-01-13
Phone Number:* 505 277-6344 Initiator's Title* Associate Professor: Foreign Languages & Literatur

Associated Forms exist?* Yes
Faculty Contact* Stephen Bishop Administrative Contact* Elvine Bologna
Department* For. Langs. & Lits. Admin Email* ebologa@unm.edu
Branch Admin Phone* 277-4771

Proposed effective term:

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program * BA French, French 2nd major, French minor
Select Category Degree Type
Select Action

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)

[French majmin.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)

French has been dealing with a problematic "bridge issue" for a number of years, namely overflowing French classes at the 301, 302, and 305 level, but average enrollments at higher levels. French faculty have determined that the reason for this problem is that the jump from the lower 300's to the higher ones is too great in terms of both language abilities and analytical and compositional skills. We have therefore recalibrated and streamlined several of the 300 and 400 level courses with an eye towards making the pedagogical curve less steep while still maintaining the standards for majors, second majors, and minors.

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

[justification.docx](#)

French has been dealing with a problematic "bridge issue" for a number of years, namely overflowing French classes at the 301, 302, and 305 level, but only average enrollments at higher levels. French faculty have determined that the reason for this problem is that the jump from the lower 300's to the higher ones is too great in terms of both language abilities and analytical and compositional skills. We have therefore recalibrated and streamlined several of the 300 and 400 level courses with an eye towards making the pedagogical curve less steep while still maintaining the standards for majors, second majors, and minors. We have also eliminated the second language requirement for French majors as it has proven to be an especially burdensome obstacle to timely graduation and represents, in any case, a relic of a practice that almost no French programs in the US have maintained.

The changes to the majors and minor affect long-term planning by making it more feasible for students to graduate in a timely manner, for more students to advance in the discipline at a smooth, consistent rate, and to ensure students graduate with the skill sets expected of someone in the field. A consequent additional long-term goal is to attract more students to the majors and minor.

The changes to the major, second major, and minor do not require the hiring of additional faculty or the neglect of currently taught courses in The Department of Foreign Languages and Literatures. It is part of a restructuring of the French program that will eliminate some classes and add new ones so as to maintain the overall number of courses taught, but with a more gradual pedagogical slope from the 200 to the 400 level. It will therefore have no budgetary or faculty load implications.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1358**

Fields marked with * are required

Name of Initiator: Matthew Baca **Email:*** baca@unm.edu **Date:*** 11-06-13
Phone Number:* 505 277-2549 Initiator's Title* **Mgr,Transportation IS Resrch: SOSI
Research**

Associated Forms exist? * ▼

Faculty Contact* **Frank Gilfeather**
Department* **NSSP/OSA**

Administrative Contact* **Candace Shirley**
Admin Email* **shirleyc@unm.edu**

Branch

Admin Phone* **277-3223**

Proposed effective term:

Semester ▼ Year ▼

Course Information

Select Appropriate Program ▼

Name of New or Existing Program * **(NEW) National Security and Strategic Analysis Certificate**

Select Category ▼ Degree Type **UG**

Select Action ▼

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)

[Amended 1-21-2014 NSSA Undergraduate Certificate Catalog Description.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 upload

[NSSA Undergraduate Certificate Office of Provost Pre-approval.pdf](#)

[2nd Addendum to NSSA Undergraduate Certificate Proposal attachment 8f.pdf](#)

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

[Amended 2-1-14 NSSA Undergraduate Certificate Proposal.docx](#)

[Amended 1-21-14 NSSA Undergraduate Certificate Proposal.docx](#)

National Security and Strategic Analysis (NSSA) Undergraduate Certificate
University College, UNM

Catalog Description

The Undergraduate Certificate in National Security and Strategic Analysis (NSSA) may be earned by successful completion of a prescribed program of study as described below for students earning an undergraduate degree. The certificate is designed to provide specific knowledge and competencies to enhance the student's undergraduate degree, and, to provide exposure to a range of topics in the interdisciplinary field of national security and strategic analysis. The capstone is a demonstration of competency by the student through a coherent and critical analysis activity and academic paper based on their individual educational path and diverse range of classes. **A student's program of studies must satisfy the following requirements and be pre-approved by the NSSA Faculty Coordinating Committee one year prior to graduation.** An approval form is available in the University College Office.

To earn the NSSA Undergraduate Certificate the student must:

1. Complete or have completed a baccalaureate degree.
2. Take a 3 credit hour course, Introduction to National Security and Strategic Analysis. This course describes federal agencies offering strategic and national security analysis to the government, and studies their analytic methods and resulting products. A discussion of multifaceted strategic analysis and the attending influences of a variety of non-governmental organizations (NGOs) involved in national security is a key component of the course. This includes, but is not limited to, think tanks, business analysis groups, and NGOs created specifically to further policies advantageous to selected nations. Included is a study of representative analytic products and methods, including trend projections and forecasting employed by the organizations.
3. Take 9 credit hours of classes in groups A and B below with at least 3 credit hours from each group.
Group A - Political/Social Analysis
Group B - Quantitative Analysis
See additional discussion below under **Courses in Group A and B.**
4. Complete a field analysis or research analysis project related to national security, strategic analysis or intelligence analysis as at least a 2 credit hour independent study course. Complete either a. or b. below as part of this requirement.
 - a. An analysis paper based on work in an approved internship or
 - b. An analysis paper based on an independent and faculty-directed research project.
5. Take at least 3 semesters of a foreign language or demonstrate equivalent competency in a foreign language; or three additional courses in group B.

Shared Credit Hours between Undergraduate Certificates and Degrees

As long as courses taken for an undergraduate certificate fall within the prescribed time limits for an undergraduate degree, the University allows shared course work between undergraduate certificates and a baccalaureate degree. If the student completes the certificate in conjunction with an undergraduate degree program, the student may use 100% of the certificate course work toward an undergraduate degree as long as it is approved as part of the degree.

Courses in Group A and B

Courses are not offered each year and some courses are topics or seminar courses. For topics and seminar courses, approval of specific topic is required by the NSSA Faculty Committee. Other courses can substitute for these courses upon approval of the student's program by the NSSA Faculty Committee. To encourage a multidisciplinary approach, at most 3 credit hours per department are allowed in each of Group A and B. Only one course can be taken at the 100-200 level. **Students need to be aware that many courses require one or more prerequisites which may or may not count towards the certificate, thus effectively increasing the credit hours needed to earn the certificate.**

A list is available in the University College Office of currently offered courses in various departments that satisfy requirements in Groups A and B. Students are encouraged to suggest additional courses to substitute for those in Groups A and B. The decision to approve a substitution will be made within two weeks by the NSSA Faculty Committee.

National Security and Strategic Analysis (NSSA) Undergraduate Certificate
University College, UNM
November 6, 2013, amended Feb 1, 2014¹

Executive Summary

The undergraduate certificate in National Security and Strategic Analysis (NSSA) is an interdisciplinary certificate designed to prepare students for careers in national security within organizations such as the intelligence community (IC) and other governmental agencies, national and international business companies, policy think tanks and non-governmental organizations worldwide. This is an interdisciplinary effort integrating knowledge of national and international political movements, social and demographic trends, climate and environmental stresses, and knowledge of weapons of mass destruction (WMD) and nonproliferation issues. There is a strong and growing demand for such an interdisciplinary perspective, which this certificate will provide. Primary focus is on understanding methods of analysis and information collection, and their use by governmental and non-governmental organizations for strategic planning, policy setting and decision making. This should also assist students in gaining entrance to graduate programs in areas such as international affairs, business, law and political science. It may also help students secure their career choices in the US military. A companion certificate is also sought for graduate students at UNM.

The Undergraduate Certificate program is open to undergraduate students who are interested in the area of national security and strategic analysis.

The University of New Mexico (UNM) National Security Studies Program (NSSP) was developed to fulfill the requirements of the Intelligence Community Center of Academic Excellence (IC-CAE) grant awarded to UNM in 2009. Since then the IC-CAE NSSP has become a recognized and valued program at UNM with over 100 participating students. NSSP students represent the ethnic diversity of the university and are the clear strength of the program. Many UNM faculty actively engage in the program, representing diverse disciplines. The NSSP has sponsored several new courses at UNM in the areas of critical analysis, critical languages, and multicultural studies. UNM NSSP scholars have gained employment in national security related areas or gone on to graduate schools with programs offering opportunities such as those the UNM certificate would provide. The NSSP grant period continues through 2014, at which time UNM will apply to extend the current grant and the NSSP for an additional five years. A certificate or degree program is a key requirement for extending the IC-CAE at UNM past 2014.

¹ Sections 5c, 6a2 and 6b were modified with changes in italics.

National Security and Strategic Analysis (NSSA) Undergraduate Certificate
University College, UNM

Program Proposal

The following program proposal is structured and formatted as described in the Office of the Provost's New Baccalaureate Degree Preliminary Review and Proposal Outline.

1. Program Description

a. What is the program and why should we offer it? Include the program's major goals.

The major goal of the NSSA Certificate program is to provide undergraduate students recognition for academic work in national security and strategic analysis areas. The capstone activity and major goal is to demonstrate understanding of strategic analysis through completion of a field analysis or research analysis project related to national security, strategic analysis or intelligence analysis. Such analysis and the recognition of this effort combined with a baccalaureate degree will provide broader career opportunities for the student.

b. How does the program fit within the unit's future plans?

UNM University College is being encouraged to offer such interdisciplinary opportunities for UNM graduate/professional students.

c. How does the program fit within the UNM mission and strategic plan?

This is part of the mission determined for the UNM University College. The NSSA Certificate directly supports efforts of UNM to provide good and current career opportunities for students upon graduation. The NSSA Certificate program also supports the UNM goal to work more closely with the National Nuclear Security Administration (NNSA) national laboratories (Sandia and Los Alamos) and the several Department of Defense (DOD) facilities in New Mexico. It will provide UNM students with a competitive advantage for many good career positions in New Mexico and around the world.

d. How does the program fit with related offerings at UNM?

This will complement other offerings in University College and support departments such as Political Science, the International Studies Institute and interdisciplinary programs. It is complementary to degrees in Engineering, Business, and traditional discipline areas such as Arts and Sciences.

e. Assuming timely approval, what is the program development and implementation timeline?

Intent is to have it operational starting Fall Semester 2014 as it is expected to be a key component for the UNM IC-CAE continuation proposal.

2. Evidence of Need

a. Provide evidence of student demand.

Similar programs are developing at many other institutions. As noted UNM is an Intelligence Community - Centers of Academic Excellence (IC-CAE) institution under a

grant from the Defense Intelligence Agency (DIA). UNM is one of about 15 universities with such programs. UNM created the [National Security Studies Program \(NSSP\)](#) to implement this award. NSSP has over 100 students involved in its IC-CAE program with about 90% of them undergraduate students. UNM NSSP graduates have taken jobs in national security areas and many have gone on to graduate schools with programs offering opportunities such as the UNM certificate would provide.

b. Indicate how you plan to recruit students.

The NSSP currently successfully recruits UNM students into the program through seminars, symposiums and other events. While students seek out the program, NSSP recruitment ensures that membership reflects UNM demographics. The NSSP hosts scholars' meetings, video events, seminars, and trainings that serve to expand the horizons of current scholars, and which attract new students into the scholars' program. One of the best ways the NSSP program has grown is through word of mouth. As more students participate in internships or obtain interesting positions, more students seek out the program. The same methods of recruitment would be employed for the undergraduate NSSA certificate program. The NSSP would also expect undergraduate interest in the certificate will grow considerably as students with NSSA Certificates obtain careers in related fields.

c. How does the program fit with similar and related offerings in the state and region?

New Mexico State University (NMSU) offers a graduate minor in [Security and Intelligence Studies](#), an undergraduate minor in [Communication Studies & National Security](#), and an undergraduate business minor in [Intelligence Studies](#). The University of Texas El Paso (UTEP), Arizona State University (ASU), and the University of Arizona also have national security and intelligence studies programs. The NSSP notes the uniqueness of the capstone requirement in the UNM certificate. SNL, LANL and Kirtland, AFB and others in NM offer in house training in this area as well. The program would cooperate with all and any of these programs and expect students from them to enroll in any relevant UNM course.

d. Provide evidence of demand for program undergraduates.

UNM has a number of students seeking degrees and securing employment at SNL, LANL and from Kirtland AFB and other DOD facilities in Albuquerque. These students would consider this certificate of value in their continuing employment and careers at these federal laboratories. These laboratories in turn would benefit considerably from UNM offering the NSSA certificate. UNM may even develop courses which could supplant current in house training at these institutions.

3. Program Content and Quality

a. Describe the curriculum. Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments.

The National Security and Strategic Analysis (NSSA) Undergraduate Certificate Requirements Undergraduate Certificate Program

Undergraduate NSSA certificates may be earned by successful completion of a prescribed program of study as described below for students also earning an undergraduate degree at UNM. The certificate is designed to provide specific knowledge and competencies to complement and extend the student's

undergraduate degree and to provide exposure to a range of topics in the interdisciplinary field of national security and strategic analysis. The capstone is a demonstration of competency by the student through a coherent and critical analysis activity and academic paper based on their individual academic path and diverse range of classes. **A student's program of studies must satisfy the following requirements and be pre-approved by the NSSA Faculty Coordinating Committee one year prior to graduation.** An approval form will be available in the University College Office.

To earn the NSSA Undergraduate Certificate the student must:

1. Complete or have completed a baccalaureate degree at UNM.
2. Take a 3 credit course, Introduction to National Security and Strategic Analysis. Course offering begins starting in 2014-15 AY as UNIV 391: Topics in Leadership Development or as a pending course LAIS 309: Topics in Integrative Studies. Once determined it can be cross-listed in several other departments. This course will describe federal agencies offering strategic and national security analysis to the government, and study their analytic methods and resulting products. A discussion of non-government strategic analysis organizations will include non-governmental organizations (NGOs), think tanks and business analysis organizations, and their influences. Included will be a study of representative analytic products and methods, including trend and forecasting employed by the organizations.
3. Take 9 credit hours of classes in groups A and B below with at least 3 credits from each group.
 - Group A - Political/Social Analysis
 - Group B - Quantitative AnalysisSee additional discussion below in **Courses in Group A and B**
4. Complete a field analysis or research analysis project related to national security, strategic analysis or intelligence analysis as at least a 2 credit independent study course. Complete either a or b below as part of this requirement.
 - a. An analysis paper based on work in an approved internship or
 - b. An analysis paper based on an independent and faculty directed research project.
5. Take at least 3 semesters of a foreign language or demonstrate equivalent competency in a foreign language; or three additional courses in group B.

Shared Credit Hours between Undergraduate Certificates and Degrees

As long as courses taken for an undergraduate certificate fall within the prescribed time limits for an undergraduate degree, the University allows shared course work between undergraduate certificates and a baccalaureate degree. If the student completes the certificate in conjunction with an undergraduate degree program, the student may use 100% of the certificate course work toward an undergraduate degree as long as it is approved as part of the degree.

Courses in Group A and B

Courses are not offered each year and some courses are topics or seminar courses. For topics and seminar courses, approval of specific topic is required by the NSSA Faculty Committee. Other courses can substitute for these courses upon approval of the student's program by the NSSA Faculty Committee. To encourage a multidisciplinary approach, at most 3 credits per department is allowed in each of Group A and B. Only one course can be taken at the 100-200 level. **Students need to be aware that many courses require one or more prerequisites which may or may not count towards the certificate, thus effectively increasing the credit hours needed to earn the certificate.**

Group A:

AMST American Studies

309 T: Globalization and Social Movements

BIOL Biology

419 T: Global Change Biology

CE Civil Engineering
491 ST: Sustainability Engineering

EPS Earth and Planetary Science
436 Climate Dynamics

GEOG Geography
352 Global Climate Change
461 Environmental Management
466 The City as Human Environment (Also offered as EPS 352)

ECON Economics
421 Latin American Economics
423 Topics in Latin American Development
424 International Trade
429 International Finance

ANTH Anthropology
339 Human Rights
340 T: Conservation, Environment & Indigenous People

AFST Africana Studies
397 T: Global Health Policy
397 T: Philosophy of Islamic Law

HIST History
428 Women, War and Revolution
473 Indigenous Peoples of Latin America
350 Modern U.S. Military History, 1900 to Present

CJ Communication and Journalism
314 Intercultural Communications
317 International Cultural Conflict and Community Building
334 Political Communication

SOC Sociology
461 Social Dynamic of Global Change

MGMT Business/Management
328 International Management
420 Management in Latin America
421 International Entrepreneurship
422 Mexican Economy Markets
474 International Financial Mgmt

ME Mechanical Engineering
217 Energy, Environment and Society

POLS Political Science
240 International Politics
340 Topics in International Politics.
341 International Conflict and Cooperation.
342 American Foreign Policy
346 International Political Economy
355 Central American Politics
356 Political Development in Latin America
357 Russian and Eurasian Government and Politics
329 Introduction to African Politics
340 Topics: International Organizations
340 Topics: Insurgency
342 American Foreign Policy
442 International Peacekeeping and Conflict Resolution
443 International Politics of Climate Change
496 Seminar: International Relations

NVSC Naval ROTC

331 Evolution of Warfare

MLSL Army ROTC

402 Leadership in a Complex World

AFAS Air Force ROTC

400 National Security Affairs/Preparation for Active Duty

Group B:

ECON Economics

408 Economic Forecasting Methods: A Time Series Approach

ANTH Anthropology

372 Analytic Methods in Anthropology

GEOG Geography

381L Introduction to Geographic Information Systems

480L Quantitative Methods in Geography

483L Remote Sensing Fundamentals.

482L Positioning Systems.

485L Internet Mapping

486L Applications of GIS

487L Spatial Analysis and Modeling.

488L GIS Concepts and Techniques

STAT Statistics

All

CS Computer Science

All

MGMT Business/Management

329 Data Management

CE Civil Engineering

352 Computer Applications in Civil Engineering

354 Probability and Statistics in Civil Engineering

491/492 Special Topics in Civil Engineering

493 Special Topics – Honors

CHNE Chemical and Nuclear Engineering

451/452 Senior Seminar

491/492 Undergraduate Problems

499 Selected Topics

ECE Electrical and Computer Engineering

491 Undergraduate Problems

493 Honors Seminar

495 Special Topics

ME Mechanical Engineering

461/462 Special Topics

463 Undergraduate Honors Thesis

b. What are the expected student learning outcomes for the program?

Students will gain fundamental knowledge of information gathering and analysis as used by agencies and business for issue analysis, decision making and policy setting.

Fundamentals of analysis such as critical thinking, analytic writing and effective briefing will be emphasized as essential skills needed for professionals in government, NGOs and business analysis careers. Students, through their capstone project, will demonstrate the ability to complete a coherent and critical analysis piece based on their individual

academic training using a diverse range of classes.

c. What instructional model(s) will be used in delivering the program?

Most learning will be via UNM undergraduate courses. Students will take courses which develop specific analysis skills. In addition, seminars and symposia will be offered targeting NSSA Certificate students. A field experience as either an intern or as part of an undergraduate research analysis project will be required to allow for practice of knowledge and analytic skills. This project, including the critical analysis paper, is seen as the capstone activity for the Undergraduate National Security and Strategic Analysis Certificate.

d. If applicable, describe any accreditation issues, including the following:

Will accreditation be sought for the program?

No accreditation options currently exist.

How does the program affect any existing accreditation and licensure requirements?

It has no affect on any existing accreditation and licensure.

4. Evaluation and Assessment

a. What is the governance structure of the program?

Currently the NSSP has a Faculty Advisory Committee consisting of over 10 faculty from various colleges, including Business, Engineering, Arts and Science, Law and Medicine. This committee will also be constituted as the Undergraduate NSSA Faculty Certificate Committee under the University College auspices and will administer the certificate program. Membership will be determined by the Dean of the UNM University College.

b. How will the program's learning outcomes be measured?

Since the courses are current courses or special topics courses they currently are evaluated within the existing departments. Overall programmatic evaluation will be done by the NSSA Faculty Committee under the University College and the Dean of UNM University College. The capstone project will be the primary Undergraduate NSSA outcome measure. The capstone critical analysis paper will be measured as a critical analysis product one would expect at an honors undergraduate level. Quality of the analysis includes: the development of the research issue; the documented facts and information; the ability to draw correct inferences and conclusions; and finally development of a critical overall analysis free of bias and improper assumptions.

c. What other measures to evaluate program effectiveness are contemplated?

As with any certificate, the value will be determined through use of the option and the success of its alumni. Also critical is the continued interest by faculty in offering courses and supporting students with NSSA career goals and the collateral support from NM institutions, such as the federal laboratories and agencies.

d. A plan for learning outcomes assessment at the course and program level will be required for the full proposal.

Learning outcomes at the course level will be based on evaluation forms currently used within departments to assess the value of the various courses. Program outcomes assessment will be based primarily on performance in the capstone critical analysis activity and paper. The NSSA Faculty Committee will review selective capstone papers

to assure their quality and thus help assess the program. High quality analysis papers which result in publication and/or presentation at appropriate student conferences and workshops will indicate a high degree of mastery of critical and strategic analysis. Also key assessment indicators will be career placement of undergraduates.

5. Required Resources

- a. How many faculty are necessary for program delivery and what are their qualifications?
Current faculty are expected to teach currently listed courses. The number is approximately 40 courses per year in various departments which are already offered by those departments to a range of UNM students. In addition part time instructors (PTI) or Research Faculty would teach any specialized courses or some topics courses offered based on program interest and need. Initially it is anticipated at least one such non regular faculty could be engaged. Specifically this faculty could teach the Introduction to National Security and Strategic Analysis course which is required of all students seeking the undergraduate certificate. This course would also be available to all UNM students. Faculty qualified to teach this type of course are generally retired from a national laboratory and highly experienced. It is anticipated that this will be a 300 level University College course and crosslisted in several additional departments.
- b. How will this program affect the workload of current faculty and support staff?
It is not expected to affect workload of regular faculty, except for any faculty involved in mentoring or supporting the certificate. As noted, over ten faculty currently provide such occasional support to the NSSP. With the capstone requirement this will add a requirement in departments to offer individual study sections to meet this objective. This is currently done in most departments.
- c. Will additional faculty or staff be required? What is the cost?
Several specialized courses are expected over time with the number to grow based on demand. *These currently are taught as topics courses and are taught by regular faculty and by three Research Professors and a PTI supported through NSSP. The NSSP expects to be re-funded next year for an additional five years, during which these costs would be covered. Should this not happen, at most a 0.25FTE faculty would provide instruction needed to carry the program by teaching the National Security and Strategic Analysis course (to be listed as a UNIV391 or pending LAIS 309 and crosslisted with other departments). In case an acceptable instructor is not obtained and/or supported, then the program committee will substitute an existing course for this course requirement, such as a currently annually offered National Security and Defense Planning a POLS 400 course.*
- d. What faculty and staff development services will be needed?
The national Intelligence Community, the NM national laboratories and other agencies offer occasional workshops supporting such programs which UNM faculty have attended. The NSSP would encourage workshop and conference attendance of faculty and students. Costs are often covered by the workshop organizations and additional cost should be minimal.
- e. What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?
None expected.

f. Are there any needs for additional or renovated space?

None expected.

g. What student support services are likely to be needed and to what extent (CAPS, library, ITS, advising, etc.)? What is the estimated cost?

No new services.

h. What student support will be needed (Undergraduate Assistant & Teaching Assistant positions, scholarships, internships, etc.)?

None from UNM, though external sources will be sought to support internships, etc.

This will come from Sandia and Los Alamos National Laboratories, other federal agencies, NGOs and businesses. As part of any UNM cooperative programs with the DOE national laboratories in New Mexico such support for a national security focused academic program would be natural. Scholarships and internships are especially critical for undergraduate students and would be a basis for their capstone analysis project.

i. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

A field analysis or undergraduate research analysis project (requirement 4) is part of the certificate and depending on the student, there may be a cost to travel and do the research on location, or to participate in an external internship. However, most students should gain an internship with some partial support during which they will conduct their field experience. The undergraduate research analysis project should not incur any additional non-academic costs to the student.

6. Projected Enrollment and Costs

a. Provide a three-year projection of enrollments and program costs.

1. Enrollment

Program Year	ONE	TWO	THREE
New Students	20-30	20-30	20-30
Continuing Students		20	40
Credit Hours @ average of 6 per student	150	270	390
Certificates Awarded			20

2. Program budget

Yearly budget consists of at most one 0.25 PTI instructor to teach the Introduction to National Security and Strategic Analysis course. If the Nssp grant is not renewed and this PTI cost not supported then this could be taught by a regular faculty or a substitute course set by the certificate committee. Administration efforts are absorbed by a committee to administer the certificate. For the first three years this will be managed by Professor Frank Gilfeather as part of his effort.

b. If applicable, describe anticipated sources of new revenue required for the program.

As noted above, administration and instructional costs will be assumed by current faculty and a committee. If the Nssp award is extended as expected that program will manage any additional costs and course development should the certificate enrollment warrant. Other sources of funding include the NM federal national security laboratories.

7. Additional Information

- a. Provide any additional information to support the request for the proposed certificate.

A National Security and Strategic Analysis (NSSA) Undergraduate Certificate, when combined with a BA/BS degree in a discipline or a BLA or BIS in University College, will open additional career opportunities for UNM students. There are several natural student populations interested in such an undergraduate certificate in National Security and Strategic Analysis. First, there are a number of students graduating from UNM who will continue their education at UNM with a career goal involving security and analysis relating to government, business or many other non-governmental organizations (NGOs) and international organizations. Sandia National Laboratories (SNL), Los Alamos National Laboratory, Kirtland Air force Base and other federal installations in or near Albuquerque are national security focused organizations and a NSSA certificate will be beneficial in securing a position at these institutions. Employees with the NSSA certificate skill set will be a real benefit to these institutions. Students in ROTC would benefit in their military careers and post military careers through obtaining this certificate.

Attachment (8a)

Department of Labor – Not Applicable

Attachment (8b)

Formal Needs Assessment- Not Applicable

Attachment (8c)

Similar Programs

Regionally, the University of Texas at El Paso offers an undergraduate certificate in Intelligence and National Security Studies. Outlined below is an undergraduate certificate program in National Security Studies at California State University San Bernardino and more locally, a graduate minor in Security and Intelligence Studies at New Mexico State University.

1. Below is a program for an Undergraduate Level Certificate in [National Security Studies at California State University San Bernardino](#) (also an IC-CAE institution).

Intelligence Certificate - California State University, San Bernardino

Certificates may be earned by regularly matriculated or extended learning students and denote successful completion of a prescribed program of study designed to (a) impart specified professional/vocational/career competencies; or (b) produce mastery of the content of a sub-field of an academic major (discipline); or (c) provide exposure to the range of materials in a traditional or emerging interdisciplinary field. Please contact the Certificate advisor, Dr. William C. Green, with any questions or requests for further information.

Prerequisite: Undergraduate Standing

Requirements: 25 units, distributed as follows

1. PSCI 571 Organization of U.S. Intelligence (1)
2. PSCI 621 Strategic Intelligence (4)
3. Introductory GIS course:
 - GEOG 202 Introduction to GIS and Mapping (4) or
 - GEOG 306 Remote Sensing (4) or equivalent (4)
4. Intermediate GIS course
 - GEOG 401 Advanced GIS(4) or
 - GEOG 406 Digital Image Processing (4) or
 - GEOG 605 Spatial Data Presentation (4) or equivalent (4)
5. A minimum of twelve units not previously taken, chosen from:
 - GEOG 406 Digital Image Processing (4)
 - GEOG 605 Spatial Data Presentation (4)
 - GEOG 609 Geography of the former and Post-Soviet Union (4)
 - PSCI 605D American Foreign Policy (4)
 - PSCI 484 National Security Studies (4)
 - PSCI 590E Seminar in International Relations: Political Intelligence (4)
 - PSCI 604 Seminar in International Law (4)
 - PSCI 622 Arms Control (4)
 - SOC 606 Sociology of Terrorism (4)
6. SSCI 695 Directed Undergraduate Study (Research or Internship project; credit to be arranged for 2 to 4 units, up to eight units total credit)

2. NMSU offers a [Graduate Minor in Security and Intelligence Studies](#). This program is outlined below:

New Mexico State University

New Undergraduate Minor in Security and Intelligence Studies

Security is one of the fastest-growing professional careers worldwide. A career in the security field offers a multitude of exciting and rewarding opportunities. To prepare yourself for this career path, consider the new Undergraduate Minor in Security and Intelligence Studies at NMSU. This minor is open to undergraduate students from all departments.

Course Requirements: 9 semester hours of undergraduate course work from the following courses:

- GOVT 464 National Security Policy
- GOVT 461 International Political Economy
- GOVT 467 Terrorism
- GOVT 466 American Foreign Policy
- GOVT 468 Fundamentals of Intelligence Studies
- GOVT 549 Ethics in Government
- GOVT 560 International Relations Theory
- GOVT 562 Advanced Issues in Security and Intelligence
- GOVT 568 Advanced Intelligence Studies
- GOVT 569 Globalization
- GOVT 574 Contemporary Comparative Studies
- GOVT 596 International Law

Additional relevant courses may be approved upon request.

Attachment (8d)

Potential Employers

Potential employers include most national laboratories, such as Sandia National Laboratories and Los Alamos National Laboratory; Department of Defense facilities, such as Air Force Research Laboratory and White Sands Missile Range; Lockheed Martin, Northrup Grumman, SAIC, and other defense contractors; Kirtland Air Force Base and all units at Kirtland including the Defense Threat Reduction Agency (DTRA). Federal, state and local government entities are also potential employers.

Other Federal entities include Intelligence Community agencies, which are the Department of State, Department of Defense, Central Intelligence Agency, Federal Bureau of Investigation, Defense Intelligence Agency, National Security Agency, Geospatial Intelligence Agency, Office of the Director of National Intelligence, Department of Energy, Drug Enforcement Administration, Department of Justice, Department of the Treasury, Homeland Security, National Reconnaissance Office and branches of the military including Navy, Marine Corp, Air Force and Army with staffed offices around the world and in all 50 states.

Attachment (8e)

NSSP Advisory Committee (to also serve as initial Undergraduate and Graduate NSSA Advisory Committees)

NSSP Advisory Committee

Tione Buranda, Associate Professor, Department of Pathology, UNM School of Medicine, 505- 272-1259, tburanda@salud.unm.edu

Ken Carpenter, Associate Director, International Programs & Studies, 505-277-4032, carpenk@unm.edu

Cassiano de Oliveira, Professor of Chemical and Nuclear Engineering, 505-277-5661 cassiano@unm.edu

Tim E. Gutierrez, Associate Vice President, Student Services, 505-277-0963, tgutierr@unm.edu

Suleiman Kassiech, Distinguished Professor of Finance, International, Technology and Entrepreneurship (FITE) Anderson School of Management, 505-277-8881, sul@unm.edu

Troy Lovata, Associate Professor, University Honors Program, 505-277-3663, lovata@unm.edu

Commander Willam Mackin, Naval ROTC, 505-277-3744, wmackin@unm.edu

Manuel-Julian R. Montoya, Assistant Professor, International Management, Global Structures, Anderson School of Management, 505-277-1182, mrmonto@unm.edu

Stephen Nussbaum, Director, Global Education, 505-277-1900, snussbaum@unm.edu

Andrew Ross, Professor of Political Science, Director, Center for Science, Technology, and Policy (CSTP), 505- 277-3129, aross@unm.edu

Timothy Ross, Professor of Civil Engineering, Regents' Lecturer, 505-277-3459, ross@unm.edu

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Alex Seazzu, Lecturer & Director of Information Systems , Director of CIARE , Center for Information Assurance Research and Education, Anderson School of Management, 505-277-6471, alex@mgt.unm.edu

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Susan Tiano, Professor of Sociology & Director of Latin American Institute, 505-277-5931,
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Senior NSSP Advisers

Alexander S. Cochran, Research Professor of History and former Historical Advisor to Army Chief of Staff,
alexander.s.cochran@gmail.com

Emile Nakhleh, Research Professor of Political Science and former Director of the CIA's Political Islam
Strategic Analysis Program and a member of the Council on Foreign Relations, abucr@msn.com

James Tegnelia, Research Professor of Chemical and Nuclear Engineering and former Director Defense
Threat Reduction Agency, jategnelia@aol.com

Attachment (8f)

Letters of support from external partners or stakeholders

1. Letter from Patti Bolton

Patti Bolton has been an intelligence analyst and manager of analysts at the CIA for over 25 years, where she has worked on Soviet and Middle Eastern issues during her career. She has also served as the Associate Dean at the Sherman Kent School for Intelligence Analysis where she was responsible for developing the next generation of CIA's intelligence analysts. She recently started a new assignment at the National Counterproliferation Center (NCPC) in the Office of the Director of National Intelligence. A graduate of UNM, Patti holds a Bachelor of Arts degree and a Masters of Business Administration.

2. Letter from Navy Captain Steve Shepard

Navy Capt. Steve Shepard: CAPT Steven Shepard was until recently Director of the Joint Military Intelligence Training Center (JMITC) at the Defense Intelligence Agency (DIA). The JMITC oversees intelligence analysis training in the Defense Department and included the oversight of the IC-CAE program of which UNM is one of about 15 universities in that program. Capt Shepard is a graduate of NMMI in Roswell and has he notes has visited the NSSP at UNM.

Drs. Nakhleh and Tegnalia are retired from years of senior government service and currently they serve as external advisors to NSSP. Their roles include helping organize an annual symposium and offering lectures for several UNM classes.

3. Letter from Dr.Emile Nakhleh

Dr. Emile Nakhleh is a former Senior Intelligence Service Officer and Former Director of the Political Islam Strategic Analysis Program at the Central Intelligence Agency, CIA. There he advised senior governmental leaders including all recent U.S. Presidents on Middle East affairs. He is the author of numerous books and articles including A Necessary Engagement: Reinventing America's Relations with the Muslim World and "Intelligence Sharing and Cooperation: Opportunities and Pitfalls,"

4. Letter from Dr. James Tegnalia

Dr. James Tegnalia is the Former Director of the Defense Threat Reduction Agency (DTRA). DTRA is a defense agency with a \$2.8B budget and offices in 35 countries. Its mission addresses countering weapons of mass destruction. He was also Vice President for Defense Programs for Sandia National Laboratories, and was responsible for Sandia

work performed for federal departments other than the Department of Energy. Also Dr. Tegnalia served as President of Lockheed Martin Advanced Environmental Systems Company and Executive Vice President and Deputy Director of Sandia National Laboratories.

Dr. Frank Gilfeather
Director, Office of Strategic Studies
Office of Student Affairs
University of New Mexico

8 November 2013

Dear Frank,

I am writing to express my support for your initiative to establish undergraduate and graduate certificates in National Security and Strategic Analysis. As a graduate of UNM, a career Intelligence Community officer, and a long-time adviser to your National Security Studies Program, I have been impressed with the consistent, strong growth in this program that seeks to attract diverse applicants to careers in our national security agencies. Students in the NSSP are increasingly competing for—and winning—jobs in the Intelligence Community.

The addition of the certificate programs will further strengthen the competitiveness of UNM students for national security careers. This will also benefit our national security agencies by helping to ensure we attract applicants with excellent critical thinking and analytic skills who represent the best of our country's diverse population.

Sincerely,



Patti Bolton

Bachelor of Arts 1980; Masters of Business Administration 1983

December 2, 2013

To Whom It May Concern,

I most strongly endorse the University of New Mexico's undergraduate and graduate certificate in National Security and Strategic Analysis. UNM offers a unique and tailored program which provides critical analytic and writing skills needed in today's government and military security institutions. A certificate program would further enable students in developing a global perspective and understanding of political and cultural issues which challenge world stability and security. While not all students may go into federal or military service, all will become better citizens resulting in a positive impact on the national, state and local level.

The interdisciplinary program would expand students' academic opportunities and add to students' knowledge and potential career opportunities. UNM's role as a minority servicing institution will benefit the certificate program by producing students that create a more diverse workforce in both the government and military.

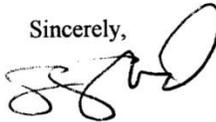
The Capstone Project allows students to demonstrate their analytic and research skills, while contributing to the understanding of key geopolitical issues. The potential exists that the project will assist government and military entities, through collaboration and working with subject matter experts, on issues facing national security. Additionally, due to the many military and government institutions in New Mexico, the program will attract military and government students who will enhance the program and further its reputation.

During my 23 year plus career in intelligence, I have produced intelligence at strategic, operational and tactical levels of war, as well as in peacekeeping, humanitarian,

and combat operations. I have also provided intelligence to White House and National Security Council policymakers. Most recently, I have served as the Director of the Joint Military Intelligence Training Center (JMITC), which is the flagship intelligence training institution of the Department of Defense for civilian and military analysts. UNM is among an elite group of Intelligence Community-Centers for Academic Excellence (IC-CAE). During my time as the Director of JMITC, which oversaw IC-CAE, UNM was one of our premier institutions. UNM was regularly referred to in our leadership discussions as a school which was making a difference and exceeding the goals as a CAE participant. I personally visited UNM NSSP faculty and students in April 2013 and was awed by the program and its participants. As a result of my visit, I could clearly see that UNM set the standards for other CAE institutions in both programs and student research.

Based on my personal knowledge and observations, I believe the University of New Mexico's program provides the critical academic foundation for success for those who wish to enter today's national security institutions. The certificate program will further the opportunities and prestige of the UNM NSSP program and create an even stronger reputation as a CAE institution.

Sincerely,



Steven B. Shepard
Captain, U.S. Navy

Dr. Frank Gilfeather

Director, National Security Studies Program
University of New Mexico

October 25, 2013

Dear Frank,

I strongly support your proposal to establish undergraduate and graduate certificates in National Security and Strategic Analysis. Having served in senior analytic and managerial positions at the Central Intelligence Agency and having worked closely with your scholars and other students in the National Security Studies Program at UNM, I fully endorse the idea of expanding and deepening the expertise of UNM students in substance and tradecraft relating to national security. Critical thinking, which underpins the proposed certificates, is key to first-rate analysis in the Intelligence Community.

The course structure in the two certificate proposals is balanced and offers prospective students significant depth and breadth, substantively and in the tradecraft of analysis. There is also a logical sequencing in the organization of the program and the balance and flow of course offerings for undergraduate and graduate students. Upon completing the program, holders of these certificates should be in a strong position to seek and obtain employment in the Intelligence Community and other related government departments and agencies. If they excel in the program, their chances of obtaining such employment would be enhanced markedly.

To expand racial and ethnic diversity within the US Government, the Intelligence Community has recruited heavily in colleges and universities with significant numbers of minority students. UNM with its large Hispanic body of students is an ideal place for recruiting potential government employees. Furthermore, the Office of the Director of National Intelligence has recognized UNM's value by establishing an Intelligence Community Center for Academic Excellence on the campus. Thanks to the support of senior management and faculty, the university's National Security Studies Program has been very successful, especially in terms of its scholars, courses, number of government internships, and research papers. The proposed undergraduate and graduate certificate programs would deepen the expertise of UNM students and prepare them well for a career in government. I have been privileged to act as Senior Advisor to the NSSP and was elated to discover the existence of the program upon moving from the Washington, DC, area to Albuquerque.

The interdisciplinary nature of the proposal certificate program is one of its remarkable features. It would introduce students to the interconnectedness of the process of learning and analysis and would provide the faculty from different departments the opportunity to work together. This collaborative and coordinated effort would also set an excellent example for students to work collaboratively, which is an analytic requirement in the IC. The hallmark of a recognized analytic product in the IC is a process of coordination among analysts from different disciplines—anthropology, culture, economics, history, leadership, and political science.

In light of the above, I strongly endorse the proposed undergraduate and graduate program in National Security and Strategic Analysis. If I could be of help, please hesitate to call on me.

Sincerely,

Emile

Emile A. Nakhleh, Ph.D.

Research Professor, University of New Mexico
Retired Senior Intelligence Service Officer
Member, Council on Foreign Relations

DBE CONSULTING LLC

**11039 Bridgepointe NE
Albuquerque, NM 87111**

30 October 2013

Dr Frank Gilfeather
Director, National Security Studies Program
University of New Mexico
Albuquerque, NM

Dear Frank,

I would like to add my support for the proposed National Security certificate program at the University of New Mexico. Given the large national security establishment in the state of New Mexico, such a program is an excellent addition to the curriculum of the university. Such a program would provide needed competency to the Military Services in New Mexico as well as the two Department of Energy National Laboratories. In addition, the National Security Studies Program has demonstrated that students from the university who participated are qualified for employment nationally. Undergraduates from the program are also well prepared to undertake graduate studies at nationally recognized universities in national security academic specialties. A certificate program will continue to grow the university's credentials in this nationally important field.

The multi-disciplined nature of this proposed program will enhance the educational experience of the students and the value of the students to future employers. The merger of the disciplines of political science, the natural sciences, engineering, economics, culture and language will broaden the academic experience for university students and prepare them for careers in the national security field. The national security career field is similarly multidimensional and thus students so educated will be well prepared to begin careers in this critical field.

The independent and team effort resulting in comprehensive papers on current national security problems which would be part of the certificate program will prepare and exercise student analytic skills and rehearse their ability to work in team environments. The ability to prepare and publish extended papers on selected current national security topics prepares students for defense policy and intelligence community analysis positions.

Phone: 505-856-2618 • Fax: 505-856-5860 • Email: jategnelia@aol.com

I wholeheartedly endorse the certificate programs that will well prepare students for positions in Defense, Energy, State and the Intelligence Community. It is a necessary addition to the university curriculum in a state so dedicated to national security.

A handwritten signature in blue ink, appearing to read 'J. A. Tegnalia', with a long horizontal flourish extending to the right.

James A Tegnalia
Research Professor, The University of New Mexico
Member, The Defense Science Board
Past Executive Vice President and Deputy Director, Sandia National Laboratories
Past Acting Director and Deputy Director, Advanced Research Projects Agency
Past Director, Defense Threat Reduction Agency

National Security and Strategic Analysis (NSSA) Undergraduate Certificate
University College, UNM

Library Impact Statement

University Libraries provide ongoing support for the research and teaching needs of the University College. Because the curriculum for the certificate program for the most part already exists, an Undergraduate Certificate in National Security Studies and Strategic Analysis would have minimal impact. As most courses are already in place, these courses are already satisfied with library holdings. The library has a "Purchase on Request" policy allowing faculty members to request specific purchases to support faculty or student needs. Students and staff may also request materials to be added to the permanent collection. Any additional needs can be met through this program.



THE UNIVERSITY *of*
NEW MEXICO

Office of the Vice Provost for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

Date: October 18, 2013

To: Frank Gilfeather, Director, Office of Strategic Initiatives

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: Pre-Approval for Graduate and Undergraduate Certificates in National Security and Strategic Analysis (NSSA)

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs
Nancy Middlebrook, University Accreditation Director
Kathleen Keating, Chair, Faculty Senate Curriculum Committee
Elizabeth Barton, Associate Registrar

Thank you for submitting the preliminary review outline for the graduate and undergraduate certificates in National Security and Strategic Analysis. In my judgment, the proposed certificate programs have been sufficiently well developed to warrant submission to the Faculty Senate Curricula Committee. Please feel free to proceed.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1360**

Fields marked with * are required

Name of Initiator: Kaitlin Coalson **Email:*** kcoalson@unm.edu **Date:*** 11-08-13

Phone Number:* 505 277-2501

Initiator's Title* Academic Advisor:
Sociology

Associated Forms exist?* No ▼

Faculty Contact* Wayne Santoro

Administrative Contact* Kaitlin Coalson

Department* Sociology

Admin Email* kcoalson@unm.edu

Branch

Admin Phone* 7-2501

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * Minor in Social Welfare

Select Category Minor ▼ Degree Type

Select Action Deletion ▼

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 Department of Sociology no longer has faculty to teach in this area.

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

[Minor in Social Welfare Justification.docx](#)

Social Welfare Minor Justifications

The department will continue to offer SOC 200, 300 and 400. There are currently only 45 students enrolled in the social welfare minor. The department will work with these students to ensure their completion of the minor. For example, if the department is unable to offer SOC 200, 300, 400 due to under enrollment or lack of available instructors students can substitute from the following list. This list was selected because these courses currently count as designated electives for the social welfare minor.

SOC 211 (Social Problems)
SOC 216 (Dynamics of Prejudice)
SOC 308 (Sociology of Gender)
SOC 310 (Sociology of Aging and the Aged)
SOC 340 (Sociology of Medical Practice)
SOC 342 (Sociology of Epidemiology)
SOC 345 (Youth and Society)
SOC 415 (Social Stratification)
SOC 420 (Race and Cultural Relations)
SOC 441 (Complex Organizations)
SOC 488 (Field Observation and Experience)
SOC 490 (Directed Study)

The department will notify the students currently enrolled in the social welfare minor about these pending changes.

Proposal to add NATV 150: Introduction to Native American Studies to the Core Humanities Curriculum

Form C Reasoning

A. Justification for the course

The Native American Studies (NAS) Program proposes to add the NATV 150 (Introduction to Native American Studies (3 – credit hours) to the UNM Core Curriculum in the Humanities requirement. The purpose and reason for this proposal is to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. NAS is a unique, interdisciplinary field, which is growing into its own disciplinary academic base and attracts students of many backgrounds who want to learn about Indigenous people and issues in New Mexico, the southwest, the United States and the world. NATV 150 can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Humanities as many of our students come from New Mexico's Native communities.

New Mexico's Indigenous populations and communities are an essential component to New Mexican culture and economic and political history. Beyond New Mexico, Indigenous people and communities in the United States have made significant contributions to the United States. The history and contemporary issues addressed in NATV 150 are integral to understanding the foundation and development of the United States. NATV 150 addresses the present day impact of this history and serves to provide critical awareness of these issues for students who attend UNM. Adding NATV 150 to the Core Curriculum opens this learning opportunity to a broader spectrum of UNM students who are not in University College, who otherwise may not be aware of NAS, or who have not had the chance to take an NAS course because of degree requirements in other colleges. Adding NATV 150 to the Core Curriculum also supports many of UNM Branch Campus students to fulfill their Core requirements as this course is taught at the Branch campuses now. Former NATV 150 students say they have taken the course to improve their understanding of a history and people that has not been provided or not addressed in depth in their past schooling experiences. The consistent enrollment in this course demonstrates UNM student interest in the course over time (we have taught 49 sections of the course since Spring 2005 and enrolled 952 students). As UNM moves toward the new tuition and credit plan, students will need more courses to fulfill their Core requirements. NATV 150 offers UNM students another option.

B. Impact on long-range planning

NAS aims to grow our department by increasing the number of majors and minors, and by increasing the number of students who take NAS courses in general. NATV 150 is the first course in the curriculum and the basis for understanding issues in NAS in more depth. Adding NATV 150 to the Core will help us to meet these goals for increasing our enrollment and growing our department. We teach the course every semester, and with the addition to the Core Requirements options, we anticipate adding another section and

increasing the cap of students who enroll in each section. NAS has 2 full-line tenured/tenure-track professors, 3 joint tenured professor, 1 full-line lecturer, and 1 part-time instructor who can teach the course (4 faculty regularly teach the course each year). With the addition of the course to the Core, NAS faculty will continue to teach the course as part of their course load. We also believe NATV 150 meets the competencies in the Humanities Core and students who take this course should receive credit in the Core curriculum as well as in their minor or major in NAS. We believe the impact to other Core courses and departments will be minimal given the number of UNM students who take Core Courses. NATV 150 will provide another option for all students to fulfill one Core requirement.

C. Budget/Faculty Load statement

o Budget impact statement

NAS expects student interest and enrollment in NATV 150 will increase if the course is approved as an addition to the Core. We will add a section each semester and increase the enrollment cap per section to accommodate these students. The impact to our budget will be adjusted based on the number of student credit hours generated. Our budget already accommodates 1 to 2 sections of NATV 150 each semester. NAS will assign faculty to teach the extra section of NATV 150 in place of other courses and thus, the impact to our budget will be minimal. We believe adding NATV 150 to the Core will assist with the implementation of UNM's new tuition and credit plan as more students will take more Core courses and desire more options each semester in this new plan.

o Resources (faculty/facilities) that the department has for teaching the course □

NAS currently has 2 full line faculty members, 3 jointly appointed faculty members, 1 lecturer, and 1 adjunct instructor. 4 instructors currently teach NATV 150 on a regular basis. We have a pool of adjunct instructors who are also capable of teaching NATV 150. We believe our current faculty and our pool of adjuncts provide us with the resources needed to teach another section of NATV 150. Our program also has a classroom space that can be utilized if the UNM classrooms are fully scheduled. We also can teach the course online.

o Memo from Dean or College Curriculum Committee regarding financial support for 5 to 10 years

See attached memo

D. Faculty workload implications.

The faculty has agreed to add a section each semester and to increase the cap in the number of students who can enroll in NATV 150. Student credit hours will increase, and

faculty have agreed to assume the change in their workload as part of their regular course load. NAS may also hire another adjunct instructor to teach the course when needed. NAS faculty has taught this course online in the past offering another option for students to fulfill a Core Requirement through UNM's online programs.



Office of the Dean

MEMO

TO: Faculty Senate Undergraduate Committee, Faculty Senate Curriculum Committee

FROM: Kate Krause, Dean, University College

A handwritten signature in black ink, appearing to read "Kate Krause", with a horizontal line extending to the right.

RE: Request that NATV 150, Introduction to Native American Studies, be included in the Core Curriculum, Area V: Humanities

Date: August 20, 2013

The faculty of the Native American Studies Program are asking that NATV 150, Introduction to Native American Studies, be included as a course in Area V of the Core Curriculum. This course has been offered regularly by the Native American Studies Program since 2005 and is required for a degree in Native American Studies.

Native American Studies typically offers one or two sections of NATV 150 each semester, serving up to fifty students per semester. If the course were to fulfill a Humanities Core requirement, one additional section may need to be added to meet increased demand. Native American Studies could readily add that section with its current faculty and current budget. Barring unusual budgetary circumstances, University College anticipates supporting Native American Studies at levels adequate to support this proposed addition to Core indefinitely.

Including NATV 150 in the Core would advance UNM's core mission of serving its diverse student body, will accommodate the students at the branch campuses where this course is currently offered and would expose more UNM students to New Mexico's cultural traditions and current issues. Including NATV 150 in the Core will produce multiple benefits at little to no additional financial cost. The College fully supports this proposal.

Proposal to add Native American Studies 150 (Introduction to Native American Studies) to the UNM Core Curriculum – Area V: Humanities

Form C Reasoning

Overview

The Native American Studies (NAS) Program proposes to add the NATV 150 (Introduction to Native American Studies (3 – credit hours) to the UNM Core Curriculum in the Humanities requirement. The purpose and reason for this proposal is to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. NAS is a unique, interdisciplinary field, which is growing into its own disciplinary academic base and attracts students of many backgrounds who want to learn about Indigenous people and issues in New Mexico, the southwest, the United States and the world. NATV 150 can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Humanities as many of our students come from New Mexico's Native communities.

Rationale

The NATV 150 (Introduction to Native American Studies) surveys the historical and contemporary issues of significance in Native American Studies through an inter-disciplinary approach. It surveys pertinent issues across four major academic areas: Leadership and Self-determination, Education and Language, Arts and Media, and Culture and Environment. The faculty believes this course will enhance the options in the Core Humanities area for these reasons:

1. How will this course benefit UNM students; Why does it belong in the UNM Core Curriculum

New Mexico's Indigenous populations and communities are an essential component to New Mexican cultural, economic, and political history. Beyond New Mexico, Indigenous people and communities in the United States have made significant contributions to the United States. The history and contemporary issues addressed in NATV 150 are integral to understanding the foundation and development of the United States. NATV 150 addresses the present day impact of this history and serves to provide critical awareness of these issues for students who attend UNM. Adding NATV 150 to the Core Curriculum opens this learning opportunity to a broader spectrum of UNM students who are not in University College, who otherwise may not be aware of NAS, or who have not had the chance to take an NAS course because of degree requirements in other colleges. Adding NATV 150 to the Core Curriculum also supports many of UNM Branch Campus students fulfill their Core requirements as this course is taught at several Branch campuses now. Former NATV 150 students say they have taken the course to improve their understanding of a history and people that has not been provided or not addressed in depth in their past schooling experiences. The consistent enrollment in this course demonstrates UNM student interest in the course over time. As UNM moves toward the new tuition and credit plan, students will need more courses to fulfill their Core requirements. NATV 150 offers UNM students another option.

2. Impact statement on the effect this addition may have upon other departments/courses currently in the Core

We expect the addition of NATV 150 to have minimal impact on other departments/courses currently in the Core. Given the number of UNM students and the number of sections we plan to teach (2 per semester of 30-50 students), the addition of NATV 150 will minimally compete with

other courses and will provide another option for students to fulfill their Core requirements. For many students who do not plan to major or minor in NAS but are interested in taking our courses, adding NATV 150 to the Core provides an easier way for students to take the course while also fulfilling a Core requirement.

3. Current and predicted enrollments for the next three years

Currently, NAS offers 1 to 2 sections of NATV 150 every semester. It is our most popular course attracting students from many ethnicities, ages, and colleges. It is also popular among UNM's Native student population. We presently enroll about 25-30 students per section per semester. With the addition of the course to the Core, we expect to offer another section per semester and increase the number of students per section to 30-50.

Student learning outcomes and proposed techniques to assess those outcomes.

- see table below and attached "Plan for Assessment"

NATV 150 is a required course for students majoring or minoring in NAS. Being a core course for the NAS major and minor degree, it is aligned well with the competencies outlined in the Humanities area. The table below demonstrates the cross alignment between the Humanities requirement and the course objectives and pedagogical tools of NATV 150.

Documentation of UNM and HED Core Competencies addressed

Humanities Competencies and Student Learning Outcomes Assessment Introduction to Native American Studies (NATV 150)		
Humanities Competencies	NATV 150 Course Outcomes/Skills	Assessment Tool/Assignments*
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theater and film).	*Students will analyze each of the concentration areas within the context of history, politics, law, and philosophy -Students will identify, characterize, and evaluate concepts, ideas, and issues of written, visual, and orally presented works in the areas of leadership, self-determination, community-building, and learning communities in Indigenous contexts. -Students will examine issues of race, ethnicity, class, culture, gender, and language in relation to the concentration areas of the NAS department - Students will create analogies to their own experiences and elaborate on their opinion	Reading assignments and responses Book Talk Quizzes/Exams on the reading
2. Students will compare art forms, modes of art and expression and processes across a range of historical periods and/or structures such as political, geographic, economic, social, cultural religious and intellectual.	-Students will examine Native American perspectives and use Native people's experiences to inform their understanding of multiple and complex issues that affect Native people.	Reflection writing exercises Critical reviews
3. Students will recognize and articulate the diversity of human experience across a range of historical perspectives and/or cultural perspectives.	-Students will be able to identify current events that are connected to the course topics. -Students will learn from interviews to make connections between the issues and themes discussed in class.	Interview/Current event presentation
4. Students will draw on historical and/or cultural perspective to evaluate any or all of the following: contemporary problems/issues, contemporary	*Students will be able to connect community issues in Native and Non-Native America to concepts taught in Native American Studies.	Exams and quizzes Reflection writing exercises Critical reviews

modes of expression, and contemporary thought.		
5. Students will identify, analyze, and apply criteria for making aesthetic judgments in at least one field of the fine arts and in at least one field of the Humanities. □	-Students share their thoughts, questions and perception related to the context of history, politics, law and philosophy.	Individual participation Book Talk Group work and discussions
6. Students should possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.	*Students will develop their critical thinking and writing skills by analyzing literature, films, and presentations. They will identify complex issues affecting Native people and communities, and refine their perspectives on the issues including but not limited to health, education, language, government and environment.	Critical reviews Book Talk Reflection writing exercises

* Course goals; - Course Outcomes

Documentation explaining the assignments is attached in the Form C packet.

Course Syllabus

NATV 150

University of New Mexico

Introduction to Native American Studies

Course Description

By the end of this course, you should be able to articulate the purpose of Native American Studies; describe many historical and current issues relevant to Native communities; formulate a critically informed opinion related to these issues, which can include incorporation of your own experiences; and hopefully, become motivated to contribute to or participate in Native American communities, organizations, or other related efforts on behalf of Native people.

Course Objectives.

1. To engage in intellectual activity within a community of learners
2. To analyze each of the four concentration areas within the context of history, politics, law, and philosophy
3. To examine issues of race, ethnicity, class, culture, gender, and language in relation to the four concentration areas of the NAS department
4. To develop an inquiry project as part of self and social transformation
5. To develop and refine research skills and academic writing skills
6. Students will develop a general understanding of the various concentration areas in Native American Studies throughout the United States.
7. Students will identify the contributions of various academic disciplines to Native American Studies.
8. Students will understand the intricacies and intersections of Indigenous scholarship in Native American Studies.

9. Students will articulate the importance of Native American Studies as a stand-alone discipline in academia.
10. Students will be able to connect community issues in both Native and Non-Native America to concepts taught in Native American Studies.

Required Texts

The book will be available at the UNM Bookstore and will also be on two-hour reserve at the Reserve Desk in Zimmerman Library.

Lobo, Susan & Talbot, Steve (2001) **Native American Voices: A Reader**. NJ: Prentice Hall

Cook-Lynn, Elizabeth (2007) *New Indians, Old Wars*. IL: University of Illinois Press

Additional Course Materials

All reading will be required for this course. Supplemental reading will be on electronic reserve. Go to elibrary.unm.edu/Zimmerman and click on the link for “electronic course reserve.” EReserves Password: lobo150.

Requirements/Evaluation

Each requirement will be multiplied by the percentage it’s worth in the overall grade. Requirements are usually worth 100 points each.

Course Requirements

Your score for each requirement will be multiplied by the percentage it’s worth in the overall grade. Requirements are usually worth 100 points each.

- 2 Exams (15% each) 30%
- Reflection Writing Exercises or Critical Reviews 30%
- Book Talk 10%
- Interview/Current Event Presentation 15%
- Individual Participation 15%

% breakdown for grades							
A+	98-100%	B+	88-89%	C+	78-79%	C-	70-72%
A	93-97%	B	83-87%	C	73-77%	D	60-69%
A-	90-92%	B-	80-82%				

2 Exams

The exams will each require short answer responses. They will ask you about your comprehension of the assigned readings and significant concepts for a specific section in the syllabus. You will also be asked to formulate conclusions and opinions based on the ideas in the readings and class discussions.

3 Personal Reflection writing exercises

Each paper length is 3 FULL pages (no less than 3, no longer than 4 pages), double spaced, 12 point font, 1.25 inch margins, Times New Roman font type, no cover page, type name, class, and date at top of paper as a header (approximately 900 - 1000 words)

A key goal of this course is to develop your critical thinking skills. NAS provides Native perspectives and uses Native people’s experiences to inform our understanding of the multiple and complex issues that

affect us all (i.e., health, environment, government, education...). In order to assess your comprehension and utilization of critical thinking skills, you will write 3 personal reflection papers where you will discuss the issues, ideas, concepts, and problems we read about and discuss in class from your own personal perspective and experience. You can write in first person. Organize your paper to answer three questions:

- *What?* Summary of the concepts, ideas or issues you choose to discuss
- *So What?* What is your opinion, perspective about these issues
- *Now What?* What is important about them for the future, what are the implications for Native people

OR also assigned as

Critical Reviews:

You will be required to write four reviews on various themes discussed in the lectures and from the readings. The format follows: Title page, doubled-space, 12-point font, 3-page requirement.

Interview or Current Event

In order to stimulate your learning, we incorporate experiential and unique learning opportunities in our courses at NAS. **Select one** –

1. you can conduct an interview with a person who does work associated with the topics we discussed in class OR
2. you can present your research on a current event related to an NAS topic we covered in class

Interview

For this activity, you need to conduct an interview with a person or people who work for a Native organization, tribal government, school, or other community group. Before you conduct the interview, you must be thoughtful about the issues we address in our course and prepare a list of interview questions that you would like to learn about from the perspective of the person you interview. You should plan for about a 20 minute interview. The objective of the interview is for you to make the connections between the issues and themes we discuss in the course and the experience of the representative you interview. You will then prepare a 5 minute presentation on your interview for the class (present 5 minutes, plus 2 -3 minutes for question/answer).

Current event

For this activity, you need to locate a news article or story within the last three years that is related to one or more of the topics we discussed in class. Be thoughtful about the issues we addressed in our course and be able to identify several ways this current event is connected to the course topics. The objective of the current event presentation is for you to make the connections between the issues and themes we discuss in the course and the news story. You will then prepare a 5 minute presentation on your current event for the class – summarize the event, then tell us how its connected to NAS (present 5 minutes, plus 2 -3 minutes for question/answer).

Book Talk

You will be assigned a section of reading or a chapter from a book with which you will use to facilitate a small group discussion. The discussion should be planned for 15-20 minutes so it is important you prepare well.

You will:

- 1) Summarize the reading material,
- 2) Share your opinion on the important points, concepts, or topics addressed in the

section,

3) Prepare at least 4 questions or an activity for your group to discuss the section and lead the class in discussion. For #3, think of questions that require your classmates to respond with stories from their own experiences, or to elaborate on their opinion. Creating analogies to your own experiences is helpful, too. You can also plan an activity of some sort to stimulate discussion, such as free-writing for a few minutes and having everyone share their writing with the class, or stimulating a debate on a particular topic raised in the section.

Book Talk Outline: turn in an outline of your summary and list at least 4 discussion questions you will use during your discussion.

Reading Responses

To help with comprehending the readings, you should try to answer the following questions for each assignment:

- What are the author's main points or arguments?
- Where did the author peak my interest in this reading?
- What insights have I gained from this reading?
- Where do I agree or disagree with their conclusions?

Paper Formats

All writing assignments should be presented in hard copy in APA format double spaced with 1-inch margins and times new roman 12-point font at the beginning of class the day they are due. Assignments not turned in on time will lose four points for each day they are late. It is your responsibility to ensure that you have received all information distributed in class that details the specific requirements of each assignment.

Courtesy, Cell Phones, and Other Electronic Devices

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. **THIS INCLUDES REFRAINING FROM TEXTING AND SOCIAL NETWORKING ON YOUR COMPUTERS.** Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. ***Failure to adhere to this policy will result in the deduction of participation points.***

Attendance Policy

You are allowed 4 absences (excused or unexcused) – this equals 2 weeks of class. Each day missed after 2 absences reduces your individual participation points. You will be dropped on the 5th absence. Excessive late arrivals (more than 3) will reduce your individual participation points. Arriving 20 minutes after class has begun is considered an absence. If you know you need to be absent on a particular during the semester, plan for it so you do not exceed 4 absences. Communicate with me about dire circumstances or religious obligations.

Academic Integrity

You are expected at all times to follow University policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action including dismissal against any student who is found responsible for academic dishonesty or who otherwise fails to meet the standards. Any student who has been 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 done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or throughout the University; and nondisclosure or misrepresentation in filling out applications or other University records. I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hours.

Special Accommodations:

Please notify me as soon as possible if you experience any personal circumstances that might affect your participation in this course: medical conditions, physical limitations, learning disabilities, academic problems, emotional crises, family difficulties, or religious obligations. I will be happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality.

Course Schedule

What is Native American Studies (NAS)?

Week 1/T Introductions
Review syllabi and assignments

Week 1/TH Intellectual background of NAS
Reading¹:
Kidwell/Velie & Cook-Lynn (Ereserves)
Lobo/Talbot/Morris – Peoples and Nations: following in footsteps (pp 2-10);
Mohawk - Directions in People's Movements (p. 463-468)
Film (in class): *Educating Ourselves* by Beverly Singer

Week 2/T Who are Indigenous peoples
Reading:
ALAN census facts 2012 (Ereserves)²;
Talbot – First Nations Indigenous Peoples of Canada (pp 36-40);
Edmunds – Native Peoples of Mexico (pp 42-45);
Native American Demographics-US, 2008 (pp 45-47)

Book Talk assignments

Week 2/TH Indigenous knowledge and scholarship
A. Wilson – Reclaiming our humanity (Ereserves);
T. Alfred – Warrior Scholarship (Ereserves)
Waziyatwin and Yellow Bird – Beginning Decolonization (Ereserves); *Yellow Bird* – Tribal
Critical Thinking Centers (Ereserves)

Week 3/T Reading: *United Nations* - Declaration of Rights of Indigenous Peoples (p. 468-);
NCAI – Resolution in Support of the UN Declaration (p. 475);
Barreiro – Visions in Geneva (p. 476-);
Defenders of the land website: 'Who we are' and 'Basis of Unity' -
www.defendersoftheland.org/about (located on this website page)

Leadership and Self-Determination – Personal, Communal, and Policy Levels

Week 3/TH Reading: *Luna-Firebaugh* – The border crossed us (p 128-)
WithOut Reservation (WOR) – Was he a fool? (pp. 95-96);
Toypurina: A leader of her people (p. 144)
Film (in class): *When your hands are tied* or *We Shall Remain – Trail of Tears*

¹ The reading assigned for any particular day will be discussed that day in class. Therefore, you should complete the reading before coming to class that day.

² All reading assignments can be found in the Native American Voices book, unless marked as *Ereserves* such as the assignment here. Ereserves are located online through the UNM libraries' website.

- Week 4/T Reading:
Newcomb – Five hundred years of injustice;
Wilkins – A history of federal Indian policy
- Week 4/TH Reading: *Davis and Feustel* – Indian Gaming in the states;
Hill - Haudenosaunee Statement on High Stakes Gambling (Ereserves)
Reflection Paper #1 Due
- Week 5/T Reading: *Weaver* – Indigenous identity: What is it and who really has it?; *Yellow Bird* –
 Decolonizing Tribal Enrollment (Ereserves);
- Week 5/TH Reading: *Lee* – Reclaiming Indigenous intellectual, political, and geographic space
 (Ereserves);
Navajo Hopi Observer - NM Governor signs State - Tribal Collaboration Act (EReserves);
New Mexican – Pueblo Returns to Traditional Name (EReserves)
- Week 6/T **Book Talk 1 – See schedule for reading assignment**

Indigenous learning communities - Education and Language – from Miseducation to Community Control

- Week 6/TH Reading: *Pewewardy* – Ideology, Power, and the Miseducation of Indigenous Peoples in the
 United States (Ereserves);
NIEA – Native Education 101 (Ereserves)
 Film (in class): Unseen Tears: The impact of Native American residential boarding schools
 in Western New York
- Week 7/T Reading: *Devens* – “If we get the girls, we get the race” Missionary education of Native
 American girls;
Giago –Reservation schools fail to assimilate all students (p. 291);
Press Release - Mass Graves of Residential Schools (Ereserves)
- Week 7/TH Reading: *Krauss* - The condition of Native North American languages (EReserves);
Hinton – Hawaiian Language Schools
- Week 8/T Reading: *McCarty & Watahomigie* – Indigenous Community-based Language Education
 (EReserves);
Littlebear – Just speak your language (p.90)
- Week 8/TH **Mid-Term Exam**
- Week 9/T Spring Break
- Week 10/T **Book Talk 2 – See schedule for reading assignment**

Indigenous Arts and Media – Issues in Appropriation

- Week 10/TH Reading: *Morris* – But is it American Indian art?;

Abeita – CIAC Senate Testimony (Ereserves)

Reflection Paper #2 due

- Week 11/T Reading: *Green* – The Pocahontas Perplex; Reading:
Trask – Lovely Hula Hands
Film (in class): *Reel Injun: On the trail of the Hollywood Indian* (start) or *In Whose Honor*
- Week 11/TH Reading: *Singer* – Wiping the warpaint off the lens
Film (in class): *Reel Injun: On the trail of the Hollywood Indian* (finish) or *Weaving Worlds*
- Week 12/T Reading: *Deloria* – Indian Humor (Ereserves);
Lincoln – Indi'n Humor – Preamble (pp 3-9) (Ereserves);
Dryflower – Koshari art (Ereserves);
Cate – Without Reservations (excerpts) (Ereserves)
- Week 12/TH **Book Talk 3 – See schedule for reading assignment**

Indigenous knowledge systems - Culture and Environment - Wellbeing

- Week 13/T Reading: *Joe* – American Indian and Alaska Native health;
May – The Epidemiology of Alcohol Abuse among American Indians: The Mythical and Real Properties
- Week 13/TH Reading: *LaDuke* – Indigenous environmental perspectives: A North American primer
Film (in class): *In Light of Reverance*
- Week 14/T Reading: *Murillo* – Perspectives on traditional health practices;
Shipek – Delfina Cuero: Her Autobiography (p. 274);
Secatero – Well-being Model in Higher Education (Ereserves)
- Week 14/TH Interview/Current Event Presentations
Reflection Paper #3 Due
- Week 15/T Interview/Current Event Presentations
- Week 15/TH Interview/Current Event Presentations
- Week 16/T Independent study time – prepare for exam
- Week 16/TH **Final Exam**

Mid-Term Exam - Study Guide (Option 1)

Eight of the following questions will be on your exam. To study, prepare to answer ALL of the questions below so on Exam day, you won't be taking any chances. Remember to answer every sub-question embedded in each question. For your reference, the author of the reading or film pertaining to the question is listed in bold before the question. Thoroughly answer each one. Your exam will be short answer with about a half a page length of space to complete your response. Each question on the exam is worth 12.5 points totaling at 100 points. Some of the questions are much easier to answer than others; the exam will also have a mix of easy and more difficult questions. The exam is closed book/no notes, but also no surprises.

What is Native American Studies?

Native American Demographics (pp45-47; AIAN Census Facts 2012) – List and describe five demographic characteristics of US Native people that most interested you.

UNDRIP (p. 468) – Describe one article from UNDRIP and explain its significance to Indigenous peoples in your perspective.

Leadership and Self-Determination

Film: When your hands are tied – How did the youth in the film demonstrate their self-determination? Describe one specific example.

Wilkins – Summarize the policy periods described by Wilkins. Describe one period by summarizing the political relationship with tribes and describe a major policy of the period.

Newcomb – What is the *Doctrine of Discovery*? What is the importance of the 1823 *Johnson v. McIntosh* Supreme Court decision to the Doctrine of Discovery and federal Indian policy?

Davis and Feustel – What are some benefits and problems generated as a result of Indian gaming? Why is it regulated by the Indian Gaming Regulatory Act?

Weaver; Yellow Bird – What is the difference between blood quantum methods of enrollment and “tribal citizenship”? What is your perspective on methods of enrollment tribes should utilize to prevent statistical genocide?

Education and Language

Pewewardy- What is colonial Indian education? How did the cultural deficit theory justify policies during this time?

Devens – Why was it important to “get the girls” in order to “get the race?” What were conditions like at boarding schools that made it difficult for students?

Krauss - Describe Krauss's class system for assessing languages (list and describe each of the 4 levels). What are 3 “honor roll” languages and explain why they are classified as “honor roll”?

McCarty & Watahomogie - What is community based language education? Describe one example of a program/school that uses it and explain how it is community-based.

Mid-Term Exam (Option 1)

NAME: _____

Answer each of the eight questions below. Be sure to answer each sub-question or each part of the question. Each question is worth 12.5% so try not to leave any blank. Be as thorough as possible.

1. **Native American Demographics (pp45-47;AIAN Census Facts 2012)** – List and describe five demographic characteristics of US Native people that most interested you.
2. **Film: When your hands are tied** - How did the youth in the film demonstrate their self-determination? Describe one specific example.
3. **Wilkins** – Summarize the policy periods described by Wilkins. Describe one period by summarizing the political relationship with tribes and describe a major policy of the period.
4. **Newcomb** – What is the *Doctrine of Discovery*? What is the importance of the 1823 *Johnson v. McIntosh* Supreme Court decision to the Doctrine of Discovery and federal Indian policy?
5. **Weaver; Yellow Bird** – What is the difference between blood quantum methods of enrollment and “tribal citizenship”? What is your perspective on the methods of enrollment tribes should utilize to prevent statistical genocide?
6. **Pewewardy**- What is colonial Indian education? How did the cultural deficit theory justify policies during this time?
7. **Krauss** - Describe Krauss’s class system for assessing languages (list and describe each of the 4 levels). What are 3 “honor roll” languages and explain why they are classified as “honor roll”?
8. **McCarty & Watahomogie** - What is community based language education? Describe one example of a program/school that uses it and explain how it is community-based.

Final Exam - Study Guide (Option 1)

Eight of the following questions will be on your exam. To study, prepare to answer ALL of the questions below. Remember to answer every sub-question embedded in each question. For your reference, the author of the reading or film pertaining to the question is listed in bold before the question. If you have not seen the film, you can find it at the Fine Arts Library or on Netflix (or similar online entity). Please return it to the library asap so others can view it as well. Thoroughly answer each question. Your exam will be short answer with about a paragraph length of space to complete your response. Each question on the exam is worth 12.5 points. (There will be no opportunity for re-writing answers with this exam.)

Morris; Abeita– What is the distinction between authentic Native American art and Indian art that is part of the art/culture system? Why is it important to recognize this distinction?

Green – How have Pocahontas and the Squaw been used (appropriated) to describe and justify America’s occupation and settlement on Native lands?

Trask - Describe 2 specific examples of the exploitation of Hawaii through the marketing and corporate tourism that occurs to attract tourists. How is this related to what Trask calls the “prostitution of Hawaiian culture.”

Reel Injun (film); Singer – What was the difference in representation of American Indians over time highlighted by the film, Reel Injun? Why is it important for Native people to tell their own stories through film, despite whether or not those stories are “conventional” and marketable to Hollywood?

Deloria; Lincoln; Dryflower; Cate – Based on what you have read from these authors (and your own experience), how would you characterize Indian humor? How does humor help people to relate to one another?

Joe – Explain the federal role in healthcare of American Indian and Alaska Native people. How has providing healthcare become complicated by the large numbers of Native people moving to urban communities?

May- What are three of the misperceptions about Native Americans and Alcoholism (related to genetics, metabolism, prevalence...) that most surprised or interested you? How does the uncritical use of statistics perpetuate the drunken Indian stereotype?

LaDuke – What have been the environmental consequences of uranium mining for Native peoples of the United States and Canada? Respond generally, then describe one specific example from the reading.

In Light of Reverence – Describe one of the struggles to protect their sacred site as portrayed in the film. How can people learn about the value of these sites?

Secatero – What are the 8 pillars of the Well-Being model? Describe one and apply it to yourself – how do you maintain this pillar for yourself while in college?

Final Exam (Option 1)

NAME: _____

Answer each question below. Be sure to answer each sub-question as well. Your responses are worth 12.5 points each.

1. **Morris; Abeita**– What is the distinction between authentic Native American art and Indian art that is part of the art/culture system? Why is it important to recognize this distinction?
2. **Trask** - Describe 2 specific examples of the exploitation of Hawaii through the marketing and corporate tourism that occurs to attract tourists. How is this related to what Trask calls the “prostitution of Hawaiian culture.”
3. **Reel Injun (film); Singer** – What was the difference in representation of American Indians over time highlighted by the film, Reel Injun? Why is it important for Native people to tell their own stories through film, despite whether or not those stories are “conventional” and marketable to Hollywood?
4. **Deloria; Lincoln; Dryflower; Cate** – Based on what you have read from these authors (and your own experience), how would you characterize Indian humor? How does humor help people to relate to one another?
5. **Joe** – Explain the federal role in healthcare of American Indian and Alaska Native people. How has providing healthcare become complicated by the large numbers of Native people moving to urban communities?
6. **May**- What are three of the misperceptions about Native Americans and Alcoholism (related to genetics, metabolism, prevalence...) that most surprised or interested you? How does the uncritical use of statistics perpetuate the drunken Indian stereotype?
7. **In Light of Reverence** – Describe one of the struggles to protect their sacred site as portrayed in the film. How can people learn about the value of these sites?
8. **Secatero** – What are the 8 pillars of the Well-Being model? Describe one and apply it to your self – how do you maintain this pillar for yourself while in college?

Personal Reflection writing exercise assignment guide

Each paper length is 3 FULL pages (no less than 3, no longer than 4 pages), double spaced, 12 point font, 1.25 inch margins, Times New Roman font type, no cover page, type name, class, and date at top of paper as a header (approximately 900 - 1000 words). Submit 3 reflection writing exercise (10% each) = 30%.

A key goal of this course is to develop your critical thinking skills. NAS provides Native perspectives and uses Native people's experiences to inform our understanding of the multiple and complex issues that affect us all (i.e., health, environment, government, education...). In order to assess your comprehension and utilization of critical thinking skills, you will write 3 personal reflection papers where you will discuss the issues, ideas, concepts, and problems we read about and discuss in class from your own personal perspective and experience. You can write in first person. Organize your paper to answer three questions:

- *What?* Summary of the concepts, ideas or issues you choose to discuss
- *So What?* What is your opinion, perspective about these issues
- *Now What?* What is important about them for the future, what are the implications for Native people

Book Talk Assignment Guide

You will be assigned a section of reading or a chapter from a book with which you will use to facilitate a small group discussion. The discussion should be planned for 15-20 minutes so it is important you prepare well. Submit book talk assignment total score: 10%.

You will:

- 1) Summarize the reading material,
- 2) Share your opinion on the important points, concepts, or topics addressed in the section,
- 3) Prepare at least 4 questions or an activity for your group to discuss the section and lead the class in discussion. For #3, think of questions that require your classmates to respond with stories from their own experiences, or to elaborate on their opinion. Creating analogies to your own experiences is helpful, too. You can also plan an activity of some sort to stimulate discussion, such as free-writing for a few minutes and having everyone share their writing with the class, or stimulating a debate on a particular topic raised in the section.

Book Talk Outline: turn in an outline of your summary and list at least 4 discussion questions you will use during your discussion.

Interview/Current Event Assignment Guide

Identify an individual (preferably outside of UNM) who works with/for Native people, such as a school, business, government office, non-profit organization.... I can help you identify someone if you need help. You can interview a relative. The person can be Native or non-Native. Conduct an interview in person or on the phone (no email interviews!) and ask them about their work, how it contributes to Native people or how their work addresses Native issues. Ask them at least one question related to an issue in our class that relates to their work. (ie., if you interview a teacher, ask them about boarding schools, or ask them about language issues, or ask them about their ideas about improving education or revitalizing language...). Try to plan for about a 20 minute interview. **Your presentation will only be 5 minutes.** Submit interview/current event assignment total score: 15%.

Sample Questions:

What is your job title/ or what is the work you do?

What are some of the challenges and benefits of your work?

Why did you choose this role?

What is the importance of your work?

How is your work related to _____ (specific issue we have discussed)? Or what are your ideas related to _____?

What are the big issues in your work? How would someone coming out of college be able to contribute?

NATV 150 Interview:

Identify an individual (preferably outside of UNM) who works with/for Native people, such as a school, business, government office, non-profit organization.... I can help you identify someone if you need help. You can interview a relative. The person can be Native or non-Native. Conduct an interview in person or on the phone (no email interviews!) and ask them about their work, how it contributes to Native people or how their work addresses Native issues. Ask them at least one question related to an issue in our class that relates to their work. (ie., if you interview a teacher, ask them about boarding schools, or ask them about language issues, or ask them about their ideas about improving education or revitalizing language...). Try to plan for about a 20 minute interview. **Your presentation will only be 5 minutes**

Sample Questions:

What is your job title/ or what is the work you do?

What are some of the challenges and benefits of your work?

Why did you choose this role?

What is the importance of your work?

How is your work related to _____ (specific issue we have discussed)? Or what are your ideas related to _____?

What are the big issues in your work? How would someone coming out of college be able to contribute?

Critical Review Guidelines

Total: 25 Points

Due: Tuesday September 13, 2011

Pick **1** of the following essays to respond to:

1. Andrea Wilson “Reclaiming our Humanity: Decolonization and the Recovery of Indigenous Knowledge”
2. Taiaiake Alfred “Warrior Scholarship: Seeing the University as a Ground of Contention”
3. John Mohawks “Directions in People’s Movement”

Questions to think about in your response:

1. What are your reactions to the text?
2. What in the text are you responding to?
3. Has the author achieved his or her purpose? Is the purpose worthwhile?
4. What is the overall quality of the text?
5. What is its value or significance in the larger scheme of things?
6. Do you agree or disagree with the interpretation or analysis posed by the author?

Format: Name, Title, double-spaced, 12-point font, 2-3 pages, stapled

Grading Rubric:

1. Uses an organizing principle; has a strong statement and appropriate argument (5 points)
2. Reflects on the interpretation(s) or analysis(es) clearly and effectively explains their (student) position with supported evidence (10 points).
3. Writes their reflection with two or less grammatical errors (5 points)
4. Follows instructions and format precisely as instructed (5 points)

Critical Review Guidelines

Total: 25 Points

Due: Thursday October 6, 2011

Pick **1** of the following to critically review/analyze:

1. *In the White Man's Image*
2. Dr. Tiffany S. Lee "If They Want Navajo To Be Learned, Then They Should Require It in All Schools: Navajo Teenagers' Experiences, Choices, and Demands Regarding Navajo Language"
3. Waziyatawin "Defying Colonization Through Language Survival"
4. Dr. Michael Yellow Bird "Tribal Critical Thinking Centers"
5. Dr. Vincent Werito's presentation
6. Dr. Glenabah Martinez presentation

Questions to think about in your review/analyze:

7. What are your reactions to the text/presenter?
8. What in the text/presentation are you responding to?
9. Has the author achieved his or her purpose? Is the purpose worthwhile?
10. What is the overall quality of the text/presentation?
11. What is its value or significance in the larger scheme of things?
12. Do you agree or disagree with the interpretation or analysis posed by the author/presenter?

Format: Name, Title, double-spaced, 12-point font, 2-3 pages, stapled

Grading Rubric:

5. Uses an organizing principle; has a strong statement and appropriate argument (5 points)
6. Reflects on the interpretation(s) or analysis(es) clearly and effectively explains their (student) position with supported evidence (10 points).
7. Writes their reflection with two or less grammatical errors (5 points)
8. Follows instructions and format precisely as instructed (5 points)

Critical Review Guidelines #3

Total: 25 Points

Due: Tuesday November 8, 2011

Pick **1** of the following to critically review/analyze:

7. *We Shall Remain—Trail of Tears*
8. “Indian Gaming in the States: Dispelling Myths and Highlighting Advantages”
9. “Remaking the tools of governance: Colonial Legacies, Indigenous Solutions”
10. “Indigenous Environmental Perspectives: A North American Primer”
11. “Alaska Natives Struggle for Subsistence Rights”
12. “Reclaiming Indigenous Intellectual, Political, and Geographic Space: A Path for Navajo Nationhood”
13. Melanie K. Yazzie’s presentation

Questions to think about in your review/analyze:

13. What are your reactions to the text/film?
14. What in the text/film are you responding to?
15. Has the author achieved his or her purpose? Is the purpose worthwhile?
16. What is the overall quality of the text/film?
17. What is its value or significance in the larger scheme of things?
18. Do you agree or disagree with the interpretation or analysis posed by the author/film?

Format: Name, Title, double-spaced, 12-point font, 2-3 pages, stapled

Grading Rubric:

9. Uses an organizing principle; has a strong statement and appropriate argument (5 points)
10. Reflects on the interpretation(s) or analysis(es) clearly and effectively explains their (student) position with supported evidence (10 points).
11. Writes their reflection with two or less grammatical errors (5 points)
12. Follows instructions and format precisely as instructed (5 points)

Critical Review Guidelines #4

Total: 25 Points

Due: Thursday December 8, 2011

Pick **1** of the following to critically review/analyze:

14. *In Whose Honor*
15. *Weaving Worlds*
16. *In the Light of Reverence*
17. "Burning Down the House: Laura Ingalls Wilder and American Colonialism"
18. "Native Cosmologies"
19. "The Pocahontas Perplex: The Image of Indian Women in American Culture"
20. "Wiping the Warpaint off the lens: Native American Film and Video"
21. "The Epidemiology of Alcohol Abuse among American Indians: The Mythical and Real Properties"
22. "Who Owns our Past? The Repatriation of Native American Human Remains and Cultural Objects"
23. "American Indian Religious Freedom Act after Twenty-Five Years"

Questions to think about in your review/analyze:

19. What are your reactions to the text/film?
20. What in the text/film are you responding to?
21. Has the author achieved his or her purpose? Is the purpose worthwhile?
22. What is the overall quality of the text/film?
23. What is its value or significance in the larger scheme of things?
24. Do you agree or disagree with the interpretation or analysis posed by the author/film?

Format: Name, Title, double-spaced, 12-point font, 2-3 pages, stapled

Grading Rubric:

13. Uses an organizing principle; has a strong statement and appropriate argument (5 points)
14. Reflects on the interpretation(s) or analysis(es) clearly and effectively explains their (student) position with supported evidence (10 points).
15. Writes their reflection with two or less grammatical errors (5 points)
16. Follows instructions and format precisely as instructed (5 points)

Quiz #1 (Option 2)

Section I: Identification

Identify the following terminologies.

1. Native American Studies
2. Decolonization
3. Indigenous paradigm

Section II: Short Answer

4. Name the individual who created a syllabary for writing the Cherokee language.
5. What is the name of the book Vine Deloria Jr. wrote in the late 1960s discussing many pertinent issues impacting Indigenous peoples in the United States?
6. Name one academic journal devoted to Native American Studies.
7. Name one intellectual premise of Native American Studies.
8. Name one current Indigenous scholar.
9. Name concentration area in Native American Studies at UNM.
10. What is the capacity of thinking, reasoning, imagining, etc.?

Quiz #2 (Option 2)

Section I: Identification

Identify the following terminologies.

1. ‘Aha Púnana Leo
2. Indian Self-Determination and Education Assistance Act of 1975
3. Carlisle Indian School
4. Keres
5. Colonization
6. Indigenous education

Section II: Short Answer

7. Name the individual who started Indian boarding schools in the United States in the late 19th century.
8. What Indigenous custom is used to show love and affection and to teach?
9. Name one tribal community college.
10. “The reflection and action upon the world in order to transform it” is called what?

Quiz #3 (Option 2)

Section I: Identification

Identify the following terminologies.

1. Tribal critical thinking centers
2. Sovereignty
3. Indian gaming
4. Indian Removal Act of 1830
5. Indian Claims Commission

Section II: Short Answer

6. How many federally recognized tribal nations are in the United States today?
7. What was the name of the federal legislation granting gaming in Indian Country?
8. Name one characteristic of the Native nation building approach advocated by the Native Nations Institute.
9. Name one feature of traditional Indigenous leadership.
10. Name one challenge to an independent Navajo Nation.

Final Exam (Option 2)

Section I: Identification (5 points each=50 points total)

Define the following terminologies. Be specific.

1. Indigenous paradigm
2. Language shift
3. Decolonization
4. Indian Removal Act of 1830
5. Indian Reorganization Act of 1934
6. Sweat lodge
7. Native Hub
8. Tewa
9. Noble Savage
10. American Indian Religious Freedom Act of 1978

Section II: Short Answer (5 points each=25 points total)

Match the terminology with the corresponding letter.

11. Name the federal legislation adopted in 1971 that created corporate entities for Indigenous villages.
12. Name the German writer who developed the fictional Apache chief character Winnetou.
13. Name the federal legislation that mandated institutions, who receive federal funding, to return cultural items, human remains, and funerary objects back to Native Nations
14. Name one concentration strand in Native American Studies at UNM.
15. Name one Indigenous spirituality concept.

Section III: Essay (5 points each=25 points total)

Answer the following questions as thoroughly as possible.

16. Describe and analyze one of the following films: *In Whose Honor*, *In the Light of Reverence*, or *Weaving Worlds*.
17. Describe the premises of Indigenous Knowledge Systems.
18. Describe the representational stereotypes of Indigenous women in the field of literature and art.
19. Summarize the differences and similarities between Native and Western perspectives of health and wellness.
20. Describe and analyze Dr. Vincent Werito, Dr. Glenabah Martinez, Mary Bowannie, Dr. Kathleen Washburn, Melissa Henry, or Melanie K. Yazzie's presentation.

NATV 150: Introduction to Native American Studies

This course surveys the significance of Native American Studies through an interdisciplinary approach to four major areas of academic concentrations; Arts and Literature, Education and Language, Cultural Studies and Environment, and Leadership and Self-determination.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1256**

Fields marked with * are required

Name of Initiator: Irene Vasquez **Email:*** ivasquez@unm.edu **Date:*** 08-24-13
Phone Number:* 505 277-0998 Initiator's Title* Director, CHMS
Associated Forms exist?* Yes
Faculty Contact* Irene Vasquez **Administrative Contact*** Antoinette Rael
Department* Chicana and Chicano Studies **Admin Email*** arael64@unm.edu
Branch **Admin Phone*** 505-277-6414

Proposed effective term:

Semester Fall **Year** 2013

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program * Chicana and Chicano Studies (Core Course)
Select Category UG Core Course 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)

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)

Africana Studies, Chicana and Chicano Studies and Women Studies propose to add AFST/CCS/WMST 109 (Introduction to Comparative and Global Ethnic Societies) as an option in the Core Social and Behavioral Sciences requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Moreover, because the AFTS/CCS/WMST programs utilize high impact practices in their courses, it is likely that the course can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Social and Behavioral Sciences. The three programs will co-offer, co-share the instructional costs of the course and team-teach to maximize collaboration and cross-disciplinarity. The course is currently a required course in the Chicana and Chicano Studies major. CCS is requesting a course number change from 102 to 109 so that all crosslisted courses from the participating programs use the same number. 109 is currently available to all of the programs. Please see attachments.

[109 Rationale and Course materials PDF.pdf](#)
[109 Plan for Assessment of Courses-Template-PDF.pdf](#)
[109 Memo from Reyes.pdf](#)
[109 LEAP CRITICAL THINKING RUBRIC.pdf](#)
[109 Support Memo from Mathewson.pdf](#)
[Assoc Dean Marshall Letter of Support.pdf](#)
[Milne Letter of Support.pdf](#)

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

[109 Updated Justification memo.pdf](#)

LEAP CRITICAL THINKING VALUE RUBRIC

	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.	Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level

Explanation of issues

4 - Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

3 - Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.

2 - Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.

1 - Issue/problem to be considered critically is stated without clarification or description.

Evidence

4 - Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.

3 - Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.

2 - Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.

1 - Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

Selecting and using information to investigate a point of view or conclusion

Viewpoints of experts are taken as mostly fact, with little questioning.

Influence of context and assumptions

4 - Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

3 - Identifies own and others' assumptions and several relevant contexts when presenting a position.

2 - Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).

1 - Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

Student's position (perspective, thesis/hypothesis)

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. 3

3 - Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).

2 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).

1 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.

Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

Conclusions and related outcomes (implications and consequences)

4 - Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

3 - Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

2 - Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.

1 - Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

[Reply](#) [Reply All](#) [Forward](#)

RE: RESPONSE REQUESTED FW: Please respond RE: Update on course for Core - Social and Behavioral Sciences



Barbara Reyes

Wednesday, July 31, 2013 7:15 PM

To: [Irene Vasquez](#)

You forwarded this message on 8/17/2013 9:40 AM.

Dear Irene, I want to express my support of this proposal. Women Studies would greatly benefit from inclusion/participation in this core course. As I have mentioned to you in earlier conversations, this is an excellent idea, and please let me know how else I can help. Additionally, I would be willing to set aside the needed funds to contribute to the cost-sharing involved in staffing the course, although the alternative would definitely work for us, as Women Studies would likely assign the course to available program faculty.

Regarding the course numbering, WMST 105 would work, although any 100 level number is available. Our course numbering begins with 200.

Currently I am unable to commit a particular faculty member from WS to develop the syllabus and core assessment assignment, but I can bring the issue to our faculty group at our next meeting.

Thank you for doing all the preliminary work on this project. Again, please let me know if there is anything else you need.

Barbara

Barbara O. Reyes
Associate Professor of History
and Director, Women Studie
University of New Mexico
MSC03 2155 Humanities 435
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Albuquerque, NM 87131-0001
Off. 505.277.9119
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breyes3@unm.edu

From: Irene Vasquez

Sent: Friday, July 26, 2013 2:54 PM

To: Barbara Reyes

Subject: FW: RESPONSE REQUESTED FW: Please respond RE: Update on course for Core - Social and Behavioral Sciences

From: Irene Vasquez

Sent: Tuesday, July 23, 2013 10:06 AM

To: Alfred Mathewson

Subject: RESPONSE REQUESTED FW: Please respond RE: Update on course for Core - Social and Behavioral Sciences

**Plan for Assessment of AFS/CCS/NATV/WMST 109 for the
UG General Education Core Curriculum**

Department Name: Chicana and Chicano Studies

Dept. Assessment Contact: Irene Vasquez

I. Course Number and Title: 109: Introduction to Comparative Global and Ethnic Societies

1. A. Course Goal #1: The course examines economic and socio-cultural dynamics of Indigenous, Latino, Asian-Pacific Africana communities and women's lived experiences within and across these communities, particularly as these experiences intersect within the United States.

1. SLO 1: Through a signature research-based project, students will apply various perspectives and processes used by social scientists to discover, describe and understand human behavior in complex and diverse ethnic and gendered societies.

Addresses UNM/HED Area _IV_, Competencies, _1_, ____, ____, ____, ____, ____

2. SLO 2: Through comparative essay exam assignments, students will demonstrate their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.

Addresses UNM/HED Area _IV_, Competencies, _2_, ____, ____, ____, ____, ____

Course Goal #2: The course seeks to provide an overview of complex global and international political and economic systems that impact the social make up and well being of diverse ethnic and gendered populations in the United States.

B. Student Learning Outcomes (SLOs)¹:

1. SLO 3: Through reading responses, students will assess the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.

Addresses UNM/HED Area _IV_, Competencies, _3_, ____, ____, ____, ____, ____

2. SLO 4: Through a final exam assessment, students will articulate their roles as citizens in a global context and develop an awareness and appreciation for diverse value systems in order to critically examine and work toward quality of life within a framework of understanding and social justice.

¹ See *Writing Measurable Learning Outcomes Faculty Workshop.pdf*, a manual.; Huba & Freed. (2000). *Learner-centered assessment on college campuses*. Boston: Allyn & Bacon. and Driscoll & Wood. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, VA: Stylus.

- b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?

Data from the course will be collected every semester that the course is offered. However, the assessment report will be issued every other year. Discussions of the data will occur on a yearly basis so that improvement may be made to the assessment tools and course materials.

- c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year,...)?

A complete set of SLOs will occur every third year or as deemed necessary by the Core curriculum committee. Data will be collected every year and will be deposited in the program office. Materials will be digitally stored after three years.

4. Who:

- a. Who will administer the measure or collect the student products?

Instructors who teach the course will collect student work products. The Director of the program will appoint a tenure track faculty member to analyze the work products and produce written narratives of the findings.

- b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?

A committee of program faculty will review the work products and establish the qualitative criteria for the program. Data and assessments will be discussed during program meetings.

- c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.

D. What process will be used to analyze/interpret the assessment data for this course?

1. Who will participate?

All program faculty will be involved in the discussions of assessment data. Permanent faculty and adjunct teaching the course will be expected to participate in the collection, discussion and assessment of data. Discussions of the data and assessment findings will occur in regularly scheduled faculty meetings.

2. How will recommendations be communicated?

Recommendations as to the collection and assessment of the data will be recorded in meeting minutes and disseminated to all faculty in the program via hard copy and email.

3. When will interpretation and recommendations take place?

Interpretations and recommendations will be made during regularly scheduled meetings.

E. How will results of assessment in this course be used for improvement?

Note: This process may be different for each course or the same for all courses in the dept.

1. Describe the process for consideration of the implications of assessment for change:
 - a. to assessment mechanisms themselves,
 - b. to course design, and/or
 - c. to pedagogy...in the interest of improving student learning.

Once data is collected and assessed, faculty will determine if the assessment tools are appropriate and whether the course design and instruction are aligned to the SLOs and student learning. If course materials and instruction are not aligned and producing the desired student learning outcomes, modification will be made and assessed.

2. Who participates in this discussion/decision making.

All program faculty in attendance at faculty meetings will be involved in discussions regarding the decision-making processes.

3. How will recommendations be communicated?

Recommendations will be communicated at program meetings and recorded in minutes of the meeting. All faculty will receive the minutes in person and via email dissemination.

4. When will this discussion/decision making take place?

Decision-making will be made prior to the last meeting of the semester.

Repeat this template for each course the department offers in the undergraduate general education core curriculum

Proposal to add Africana Studies, Chicana and Chicano Studies and Women Studies 102 (Introduction to Comparative and Global Ethnic Societies) to the UNM Social and Behavioral Sciences Core Curriculum

Form C Reasoning July 12, 2013

Overview

Africana Studies, Chicana and Chicano Studies and Women Studies propose to add AFST/CCS/WMST 109 (Introduction to Comparative and Global Ethnic Societies) as an option in the Core Social and Behavioral Sciences requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Moreover, because the AFST/CCS/WMST programs utilize high impact practices in their courses, it is likely that the course can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Social and Behavioral Sciences. The three programs will co-offer, co-share the instructional costs of the course and team-teach to maximize collaboration and cross-disciplinarity. The course is currently a required course in the Chicana and Chicano Studies major. CCS is requesting a course number change from 102 to 109 so that all crosslisted courses from the participating programs use the same number. 109 is currently available to all of the programs.

Rationale

Faculty members in the AFST/CCS/NATV/WMST programs believe that UNM will benefit from adding AFST/CCS/NATV/WMST 102 to the Humanities Core requirement based on the following reasons:

- 1) The study of comparative ethnic and global societies and their populations in the United States is significant to knowledge and teaching about diverse populations in the United States. Native American, African American, and Latino descent peoples and particularly women from these sectors have made important contributions to U.S. society, yet these populations have remained understudied. Furthermore, the homelands and countries of origin have shaped economic development in the United States for centuries and, in particular, the U.S.-Mexico and Canadian borderlands. Information about this population grouping can be integrated into the Core curriculum.
- 2) Currently, CCS offered a section of the 102 in fall semester 2013 semester. The course enrolled 20 students from Chicana and Chicano Studies, Africana Studies, Native American Studies and Women's Studies. In the fall 2013 semester, the course served students who declared the major and minor requirements in the CCS program, but half a dozen students took the course to fulfill electives or to fulfill Group requirements in the College of Arts and Sciences. The enrollment for the first time the course was offered demonstrates an interest in the subject area. Undergraduate students therefore should be allowed to select the AFST/CCS/NATV/WMST 102 to fulfill the UNM Social and Behavioral Science core requirement.
- 3) The AFST/CCS/NATV/WMST 102 course is aligned with similar pedagogical goals as those for the UNM Core for Social and Behavioral Sciences (see table below). AFST/CCS/NATV/WMST 102 is designed to introduce students to the content area of Ethnic and Women's Studies and strengthens students' critical thinking skills, written and verbal communications skills, and cultural competency abilities. In order to achieve the student learning outcomes, faculty members utilize the following assessment activities: comparative and problem based essays, reading responses, discussion and analysis of information, and a signature research based project. The student learning outcomes are aligned with the Core competencies articulated in NM HED Area IV: Social and Behavioral Sciences Competencies. Included below are a few examples of how AFST/CCS/NATV/WMST 102 meets competencies in the Social and Behavioral Sciences Core:
 - A. Students will identify, describe and explain human behaviors and how they are influenced by social

- structures, institutions, and processes within the contexts of complex and diverse communities by developing a social composite of a migrant or immigrant using qualitative and quantitative data.
- B. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions by exploring changes in family structures from one generation to another.
 - C. Students will describe ongoing reciprocal interactions among self, society, and the environment by conducting an oral interview to understand how individuals are motivated to act on behalf of their well being as a result of social, political and economic forces.
 - D. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments by writing a research paper that examines social and economic changes as migrants move from one region to another.

Social and Behavioral Sciences Competencies		
Introduction to Comparative and Ethnic Global Societies (AFST/CCS/NATV/WMST 102)		
Social and Behavioral Sciences Core Competencies	AFST/CCS/NATV/WMST 102 Course Outcomes	Assessment Tool/Assignments*
1. Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.	Students will apply various perspectives and processes used by social scientists to discover, describe and understand human behavior in complex and diverse ethnic and gendered societies.	Essays, examinations requiring critical analysis of information, signature assignment (project based learning)
2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	Students will enhance their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Comparative and problem based essay assignment, examinations requiring critical analysis of statistical information, research project
3. Describe ongoing reciprocal interactions among self, society, and the environment.	Students will assess the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Comparative & problem based essays, journal writing, oral interview methodology, research projects, field work
4. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	Students will articulate their roles as citizens in a global context and develop an awareness and appreciation for diverse value systems in order to critically examine and work toward quality of life within a framework of understanding and social justice..	Problem based projects, research projects, final essay exam

* Documentation explaining the assignments is attached in the Form C packet.

**Chicana and Chicano Studies 102:
Introduction to Comparative Global and Ethnic Societies**

Instructor:	Email:
Office Location:	Office Phone:
Office Hours:	Course Credits:
Class Meeting Day(s):	Class Time:
Class Location / Room:	Term / Semester:

I. COURSE DESCRIPTION

The course explores historical and contemporary social forces that impact diverse ethnic communities across the Americas. Throughout the course, students examine economic and socio-cultural dynamics of Indigenous, Latino, Asian-Pacific Americana communities and women's lived experiences within and across these communities, particularly as these experiences intersect within the United States. Each of these population groupings is composed of peoples of different nationalities/ genders, sexual orientations and heritage groups who may share a common racial, linguistic, religious, cultural and/or historical background. In addition, the course seeks to provide an overview of complex global and international political and economic systems that impact the social make up and well being of diverse ethnic and gendered populations in the United States.

II. LEARNING OUTCOMES

Students will be able to:

1. Apply various perspectives and processes used by social scientists to discover, describe and understand human behavior in complex and diverse ethnic and gendered societies.
2. Enhance their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.
3. Assess the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.
4. Students will articulate their roles as citizens in a global context and develop an awareness and appreciation for diverse value systems in order to critically examine and work toward quality of life within a framework of understanding and social justice.
5. Students will communicate how diverse societies and communities have evolved historically and contemporarily in the United States and the ways social and cultural institutions and values are gendered and impact women in particular ways.

V. REQUIRED TEXTS

1. Takaki, Ronald, Author, *A Different Mirror: A History of Multicultural Cultural America* New York, Bay Back Books, Little Brown and Co., 2008.
2. *Beyond Borders Thinking Critically About Global Issues*, New York: New York: Paula S. Rothenberg Worth Publishers, 2005.
3. Readings on Electronic Reserves

VI. METHOD OF ASSESSMENT

Achievement of the preceding goals will be demonstrated by satisfactory completion of exams, papers, and class attendance outlined below.

Grading Scale:

A * 100% - 94%	C+ = 77% - 79%
A- = 90% - 93%	C = 73% - 76%
B+ = 87% - 89%	C - = 70% - 72%
B = 83% - 86%	D = 60% - 69%
B- = 80% - 82%	F = 59% and below

Signature Project-Based Research Paper — 20%: Students will receive the guidelines for a 6-8 page research paper that will take place in several stages. They are expected to write the paper in stages and can only go to the next stage with the approval of the professor. This will enable students to receive adequate guidance during the process of writing. Content, argumentation, organization, spelling and composition will be taken into account when essays are evaluated. The research paper will be submitted near the end of the semester.

Class quizzes ~ 15%: Contains questions that tests students' ability to analyze specific material and to connect them to specific social and political consequences. The questions require short answers or correct choices from multiple possibilities.

Reading Responses- 20%: Students will answer questions pertinent to the socio-political, economic, cultural dynamics of racial/ ethnic and gendered global communities in the United States. Reading responses will be prompted by questions will take place throughout the duration of the course.

Final Examination - 25%: Covers the key issues of the course and texts for analytical skills and for the students' ability to draw appropriate conclusions and make appropriate connections based on texts, concepts and critical perspectives studied in class. Final examination will occur according to the scheduled time and day on the UNM Class Schedule.

Attendance/Participation ~ 20%: Student will be required to complete on-line course activities, which include quick write activities, and discussion board and live forum activities.

No predetermined "grade curve" will be applied to quizzes and the final exam, critical essays, or the final course grade. Depending on your individual performance, it is theoretically possible for the entire class to earn a final grade of "A".

VII. GENERAL INSTRUCTIONS FOR ALL QUIZZES & EXAMS

- A. Bring the following materials to each quiz or exam: a scantron and a dark blue or black ink pen for the essay. Also, bring your own clock or watch, as those in the classroom are unreliable.
- B. No notes, reference materials or dictionaries are permitted during quizzes or exams.

VIII. ATTENDANCE AND ABSENCE POLICY

Regular and punctual attendance is required. UNM *Pathfinder* policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

- A. Roster will be circulated at the beginning of each face-to-face class meeting. It is your responsibility to sign it. Students are expected to arrive on time and stay for the duration of class. Cell phones may not be operated during class time. You are responsible for securing notes on class lectures and announcements.
- B. Recording devices are not permitted in class meetings. Unauthorized recordings of class meetings will be dealt with in the same manner as cheating or plagiarism. If you are hearing challenged, contact me immediately for special arrangements to assist you.
- C. **Make Up Work Policy**
If you miss an in-class assignment due to illness or emergency, you may attend an outside event and complete the guidelines for extra credit work for make-up credit. Make up exams will not be provided unless students present a compelling and documented excuse for missing the exam such as illness or hospitalization of oneself or immediate family member.

ACCOMODATION STATEMENT Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

ACADEMIC INTEGRITY The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print,

Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

CELL PHONES AND TECHNOLOGY As a matter of courtesy, **REMEMBER TO TURN YOUR CELL PHONES OFF OR SET THEM TO SILENT.** Repeated and deliberate class disturbances will count against your participation points. **DO NOT TEXT MESSAGE IN CLASS.** If you need to communicate with someone, quietly leave the class to do so. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Library and Tutorial Services UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

Equal Access

Qualified students with disabilities needing appropriate academic adjustments should contact Accessibility Services (Mesa Vista Hall 2021, 277-3506), which provides academic support to students who have disabilities.

COURSE SCHEDULE

Week 1 - Introduction - Coloniality and the Construction of the Other

On-Line Activity

Complete the syllabus activity by Friday of the first week of classes,

Film:

Race: The Power of an Illusion

Required Readings;

DuBois, W.E.B., *The Souls of Black Folk* - Chapter 1

Takaki, Ronald, *Strangers From A Different Shore - Introduction*, pp, 3-18

Gonzales, Juan, *Harvest of Empire: A History of Latinos in America, Introduction*, pp. IX - XX

Woodson, Carter G., *The Mis-Education of the Negro*, Chapter 1 & 2, pp. 1-16

"Hatred Written on the Body"¹¹, Zillah Eisenstein (Rothenberg Reader)

"Women, Colonization, and Racism" Jan Jindy Pettman (Rothenberg Reader)

"One-Third/Two-Thirds Worlds/ Chandra Talpade Mohanty (Rothenberg Reader)

Week 2 - Historical Context

On-Line Activity

Find two examples from among Native American, African-based, or Asian-based folktales on-line (the folktales must involve two separate examples from two population groupings). Write a two to three paragraph discussion board post comparing the content and perspectives of the folk tales. All students are required to post their own response and ALSO respond to two other students' posts on the vista site to receive full credit.

Required Readings:

Kicza, John E. "The Native Societies of the Americas Before Contact," in *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500-1800*.

Acuña, Rodolpho, "Not Just Pyramids, Explorers, and Heroes (posted on vista) in *Occupied America* (Chapter 1).

Quarcoopome, T.N.O. "Introduction to West African Religions," Gbadegesin, Segun, "Yoruba Philosophy: Individuality, Community, and the Moral Order," In *African Philosophy, An Anthology* pgs 130- 141.

Film:

13 Grandmothers

Viva La Causa: 500 Years of Chicano History

Week 3 - Historical Context

Online Activity

Find an image from a Mesoamerican Codex on-line or select one from the Blackboard posted under Course Documents. Complete a quick write activity analyzing the image or roles of women in Mesoamerican societies and post to Blackboard. All students are required to post their own quick write response and respond to two other quick write activities posted to the Blackboard for full credit.

Required Readings:

Gonzales, Juan, *Harvest of Empire: A History of Latinos in America - Conquerors and Victims: The*

Image of America Forms, Part 1, pp. 1-26

Landers, "Africans in the Spanish Colonies"

Kicza, John E., "Native Responses to Settlement in the East and Southwest," *Resilient Cultures*

Film:

Journey of the Asian Ancestors to the Americas

Part 1, "Coolies, Sailors, Settlers: Voyage to the New World". 17th to 19th centuries.

Week 4 - Historical Context

Online activity:

Select one of the academic papers from the Freeman Asian/Asian American Initiative on-line at the following web site http://www.wesleyan.edu/aaai/summer_research_papers.html. Write a brief summary of the paper and post to blackboard.

Required Readings:

Chang, Gordon H., *The South Atlantic Quarterly - Diaspora and Immigration - Writing the History of Chinese Immigrants to America*, pp. 135-142

Chilla Bulbeck "Sexual Identities: Western Imperialism?" (Rothenberg Reader)

Film:

Journey of the Asian Ancestors to the Americas

Part 2, "Chinese in the Frontier West"¹¹. 1849 to 1880's.

Week 5 - Worldviews and Heritages

Online activity:

Read the narrative of the life of Anthony Johnson at the following web site <http://www.pbs.org/wgbh/aia/part1/narr3.html> and summarize how his life exemplified the development of racialized slavery in North America.

Required Readings:

Franklin, John Hope, *From Slavery to Freedom: A History of Negro Americans*, Chapters 1 and 2, pp. 1-63

Film:

John Henrik Clarke: A Great and Mighty Walk

Week 6 - Worldviews and Heritages

Online activity:

Read the letter by Don Antonio de Otermin, the governor and captain general of New Mexico at the following web site <http://www.pbs.org/weta/thewest/resources/ardiives/one/pueblo.htm>. Based on the letter complete a quick write activity on Native women's involvement and experiences during the Pueblo revolt,

Week 7 - Worldviews and Heritages

Online activity:

Read the narrative on Japanese immigration to the United States at the following web site <http://memoryjoc.gov/learn/features/immig/japanese.html>. Write a brief summary on the conditions of labor on Hawaiian plantations and the response by Asian workers to these conditions.

Required Readings:

Walker, Sheila S., *African Roots/American Cultures: Africa in the Creation of the Americas*, pp. 1-44
Douglass, Frederick, *The Nature of Slavery*, pp. 375-378
Gonzales, Juan, *Harvest of Empire: A History of Latinos in America - The Spanish Borderlands and the Making of an Empire (1810-1898)*, Part 2, pp. 27-57
Murphey, Rhoads, *Asian Religions and Their Cultures*. "A History of Asia, 3rd Edition. Pg 21-41.
Takaki, Ronald, *Strangers From A Different Shore - Ethnic Solidarity; The Settling of Japanese America*, Chapter 5, pp. 179-229

Week 8 - Culture Patterns and Behaviors

Barrett, James E. "How White People Became White." In *White Privilege: Essential Readings on the Other Side of Racism*, by Paula Rothenberg, 35-40. Worth Publishers, 2005.
Horsman, Reginald, "Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism," *Critical White Studies*, pg 139- 144.

Films: Manzanar

Midterm Exam, End of Week 8

Week 9 - Culture Patterns and Behaviors

Required Readings:

Clarke, John Henrik, *African Presence in the Americas, African Cultural Response to Slavery and Oppression in the Americas and the Caribbean*, pp. 73-95
Holloway, Joseph *Africanisms in American Culture, The Origins of African American Culture*, pp. 115-121
Gonzales, Juan, *Harvest of Empire: A History of Latinos in America - Mexicans: Pioneers of a Different Type*, Part 5, pp.96-107

Films: Sankofa

Week 10 - Culture Patterns and Behaviors

Required Readings:

Acuna, Rodolfo, *Anything But Mexican, Taking Back Chicano History*, Chapter 2, pp. 19-42
Clarke, John Henrik, *African World Revolution - African American Historians and the Reclaiming of African History*, pp. 63-76
Moore, Richard B., *Africa Conscious Harlem*, in John Henrik Clarke ed., *Harlem: A Community in Transition*, pp. 77-96
On Being South Asian in North America, Chandra Talpade Mohanty (Rothenberg Reader)

Week 11 - Socio-Political and Economic Conditions

Students will participate in a live forum activity during the on-line meeting. Based on the video on Africa's Legacy in Mexico be prepared to answer the following questions during the Live Forum Activity. 1. How do the video participants view their African heritage? 2) What forms of discrimination do Afro-Mestizos face in Mexican society? 3) What similarities do Afro-Mestizos share with other Mexicans?

Required Readings:

Jennings, James, *Blacks, Latinos and Asians in Urban America - Status and Prospects for Politics and Activism, Changing Urban Policy Paradigms: Impact of Black and Latino Coalitions*, pp. 1*16

Katz, William, *Black Indians: A Hidden Heritage, Between the Races We Cannot Dig Too Deep A Gulf*, Chapter 3, pp.33-47

Martinez, Elizabeth "Betita"¹¹, *La Voz De Esperanza, An Open Letter to our African American Brothers and Sisters*, pp.16-17

Week 12 - Socio-Political and Economic Conditions

Required Readings:

Van Nuys, Frank, "Americanizing the West: Race, Immigrants, and Citizenship, 1890- 1930" pg 1-8
McClain, Paula D., Stewart, Jr., Joseph, "Can We All Get Along?" pg 143- 164..

Week 13 - - Socio-Political and Economic Conditions

Using the group function on Blackboard, hold a group meeting during class time in preparation for your group report on a chosen topic to be presented during the last two weeks of the course.

Required Readings:

De Leon, Arnolde, *They Called Them Greasers - Disloyalty and Subversion*, Chapter 5, pp. 49-62

Vincent, Ted, *The Journal of Negro History - The Blacks Who Freed Mexico*, pp. 257-276

Violence Against Women, Report by the World Health Organization (Rothenberg Reader)

Building Water Democracy: People's Victory Against Coca Cola in Plachimada, Vandana Shiva
(Rothenberg Reader)

Nigerian Women Win Out Against Oil Giant, New Pittsburgh Courier (Rothenberg Reader)

Film: Mo Nishida: The Experience of the Japanese and other Asians in Los Angeles

Week 14 - Part VI - Contemporary Realities

Required Readings:

Ethnic Notions Manzanar, Heintz, James and Folbre, Nancy, *Center for Popular Economics, Field Guide to the U.S. Economy*, pp. 1-5

Pulido, Laura, *Black, Brown, Yellow and Left: Radical Activism in Los Angeles, 1968-1978*, Chapter 4, pp, 1-12

Gonzales, Juan, *Harvest of Empire: A History of Latinos in America - Free Trade: The Final Conquest of Latin America*, Chapter 13, pp. 228-245.

Films:

La Tercera Raiz Journey to Black Mexico

Buffalo Soldiers

Week 15 - Part VI - Contemporary Realities

Required Readings:

Gonzales, Juan, *Harvest of Empire: A History of Latinos in America - Epilogue*, pp. 269-273.

Chan, Beleza. (2008). "Not a 'Mexican Thing': Undocumented Asian students face stigma and lack of financial aid, job experience." Asian Week. Available at: <http://www.asianweek.com/2008/10/13/not-mexican-thing-undocumented-asian-students-face-stigma-and-lack-of-financial-aid-job-experience/>

Chou, Chih-Chieh, "Critique on the notion of model minority: an alternative racism to Asian American?" *Asian Ethnicity* Vol. 9 (3) 2008: 219-229.

Cranford-Gomez, L. Rain, "Brackish-Bayou Blood: Weaving Mixed-Blood Indian- Creole Identity

Outside the Written Record,” *American Indian Culture and Research Journal* Vol 32 (2) 2008: 93-108.

Han, Chong-Suk. "Darker Shades of Queer: Race and Sexuality at the Margins." In *Race, Class & Gender: An Anthology*, by Margaret L. Andersen, 225-261. Belmont: Wadsworth, 2010.

McBride, Dwight. "Why I Hate Abercrombie & Fitch" in *Why I Hate Abercrombie & Fitch: Essays on Race and Sexuality*. New York: New York Press, 2005. (Electronic Reserve)

Testimony by Fanny Ann Eddy at the U,N, Commission on Human Rights on Behalf of the Sierra Leone Lesbian and Gay Association, Human Rights Watch (Rothenberg Reader)
On the Backs of Women and Children, Jan Jindy Pettman (Rothenberg Reader)

Final Exam: According to University Schedule during week 16.

102 Comparative Ethnic and Global Societies

Signature Project-Based Research Paper

From Home to Home

A Social Composite of Migration

Overview

The goal of this assignment is to familiarize students with implications of migration experiences in contemporary U.S. society. The final outcome will be a 8 to 10 page paper exploring how individuals choose to migrate and how the decision to migrate is influenced by social economic structures, institutions, and processes. Students will draw on secondary literature and primary source data to understand how individual and group migration processes are connected to larger social, economic and political dynamics. In addition, each student will develop qualitative materials that will be used to contextualize and give meaning to migration as a global phenomenon.

Directions

Each student will begin the research project by identifying a population group that has experienced migration or immigration in contemporary society. Migration experiences can include relocations from one place to another within and across borders, from rural to urban societies, from state to state, or from country to country. Students will identify an individual or a population that has experienced migration and explore the reasons for and impact of the migration experience within complex and diverse communities.

Step 1 – Identify a subject or subject population

Each student will select a person or group that has experienced migration as a major subject of the research paper.

Step 2 - Develop a social composite of the migrant's experience

Each student will write a composite of the migrant's group or population in the United States or in another country. The statistical composite will be 3 to 4 pages in length and will focus on one group in a region. The composite will be divided into 3 sections include demographic data and socio-economic characteristics of the group.

Section 1: Begin with an overview of the migrant's experience. When did the individual or individual's group begin migration? Why did they migrate or immigrate? Have members of the group been migrating in significant numbers? Have there been increases and decreases in the group's migration experiences? What may account for the changes over time?

Section 2: Demographic characteristics to address:

What is the total number of the group in a state boundary today? What is the total number of the group in a nation-state boundary today? If applicable to the group, what is the percentage of all foreign-born immigrant residents? What is their size of the group relative to other groups?

If the group is made up of foreign born immigrants in the United States, what are the predominant means of immigrant entry for your group today, i.e., migration through family sponsors, temporary workers, employment immigrants, refugees, or undocumented immigrants?

Section 3: Socio-economic characteristics to address

What are the group's residential patterns, gender or age composition, ethnic or racial diversity, family structure, income, home ownership, labor force status, occupation, place of work, educational attainment, poverty, place of birth, citizenship status, languages spoken, marital status, military service, disability, etc. Speculate on why you see these patterns. In speculating about the data, refer to course materials. You are required to cite two different sources of statistical information. Consider using the following :

Available Sources to Consult:

United States Census Bureau – American Community Survey
<http://www.census.gov/acs/www/>

Migration Policy Institute – Data Hub
<http://www.migrationinformation.org/DataHub/>

Homeland Security – Immigration Statistics
<http://www.dhs.gov/immigration-statistics>

Smithsonian Institute – Migrations in History
<http://smithsonianeducation.org/migrations/start.html>

Step 3 Oral Interview with a Migrant

Each student will conduct an oral interview with a migrant or immigrant. The goal is to understand an individual experience by drawing on course materials, theories and concepts in explaining human behavior.

Students must develop an interview questionnaire. The interview can involve a relative, an acquaintance or a stranger. The person should be an adult, 18 years or older who migrated within the U.S. or immigrated to the U.S.. Please follow ethical standards of *informed consent*. Request permission to record the interview and explain that the interview will be confidential and no identifying information will be given in the final project.

Once the interview is complete, each student will type up a written transcript of the whole interview. Transcribe all the information from the interview including all digressions. Leave in grammatical errors and verbal and physical cues (smiles, laughs, etc.) Make sure and take notes on the interview process such as where and when the interview took place as well as short description of the respondent's mood. Do not wait until the last minute to type the transcript. Every 15 minutes takes approximately one hour to type.

Possible interview questions include:

- . *Where and when were you born? What do you remember about where you were born or were raised?*
- . *When did you arrive in your new community? Did you arrive alone or with other family members?*
- . *What is the primary reason you came to the new community?*
- . *What were your first impressions about the new community?*
- . *Have you brought customs from your previous home to this new home?*
- . *How have you seen the community change since you arrived? What do you think caused those changes?*

At the end of the transcript, in one page analyze how one theory, concept or idea from the class readings correlates with the migrant's experience. Use specific examples from the interview.

Step 4: Compilation and Analysis - The Research Paper

Describe, in broad terms, the migration experience of your subject/group. Examine the social and economic dynamics that led an individual to move from one home to another. Assess the impact migration has had on the original and new community. What adjustments do migrants make in the process of moving from one home location to another? Are the changes beneficial or detrimental to the individual and the group?

Reading Response Guidelines

Writing a Reading Response is an opportunity to hone your critical thinking skills. You are asked to identify the basic elements of the readings. Some of these readings are scholarly, some are literature, and some are not academic at all. You are asked to develop connections between what you read and what you know through your own experiences and through other readings.

You will hand in five (5) responses worth five (5) points each. They should be 1-2 pages (no longer), double-spaced, 12-point font, with 1-inch margins. Double-sided prints are encouraged. No late assignments will be accepted, unless you have an unusual circumstance. Papers can be resubmitted for a higher grade at any time during the semester up until the final research paper is due. Please proof your paper for grammar and spelling errors. While this is not an English class, correct writing is a hallmark of the educated person.

Writing the Reading Response:

Label your paper Part One: Connections

The connections section is a space for readers to begin to consider some aspect of a text in depth. Find a phrase or sentence that resonates with you. Perhaps the author has put words to something that you have felt but never articulated. Maybe the author has made an observation that surprises you. Did it make you feel curious for more information? Copy the phrase or sentence into your document using quotation marks and a page number to indicate the source. Then write down what the quote makes you think of, or how it makes you feel. What does it remind you of in your own life experience? What other texts does it make you think of? Choose one or two phrases.

Label your paper Part Two: Analysis

Choose another quote from the text, one that you feel is evocative of the author's main argument, and spend some time developing the ideas it sparks. **This should not be a summary of the text.** The purpose of this section of response paper is to describe, using your own language, what the author is trying to do in their essay. What set of questions are they trying to think through? What ideas does the essay explore? What is the overall purpose of the essay? Use verbs like examine, evaluate, define, analyze, ask, explore, consider, and so on to describe what the author is doing.

Do you agree or disagree with this quote? What about it stood out for you? Does it help make the case the author is striving for, in your estimation? Are there relevant connections to a current event or sociopolitical issues? Did the ideas in the quote (and text) raise new questions for you? This part of the response should develop connections between the assigned readings and the world more generally.

Remember, just liking or not liking something is not an adequate assessment. You must go beyond your initial response to really explore the why's, how's, and what-if's of your reaction to the reading.

Finally, your response should make a connection to ideas from at least one other assigned reading from the semester, citing specific quotes when appropriate. These other readings can be from that week's assignment or from previous readings. This section should be one to one and a half pages.

Label your paper Part Three: Keywords/Key Concepts.

Keywords are concepts that enable the author to think beyond the usual way of seeing the world. They can be a word or a phrase (not a whole sentence). They open new space for thinking about the subject. They are the phrases that speak to and develop the author's main idea. The purpose of the keywords sections is to identify the most interesting concepts in the text, and to describe how the author's use of the terms or phrases can change the way we think about the subject.

Choose between one and three keywords, and describe the meaning and significance of the word or phrase as the author uses it. Do not just list the words. I want to know that you understand them. Give specific examples from the text to help illustrate the significance of the key concept.

Reading Response Rubric

† The paper captures the meaning of the text under examination using original language (1 point).

† The language is clear, coherent, and concise (1 point).

† Each of the three sections - "connections," "analysis," and "keywords" - accomplishes their purpose (3 points)

Dear Irene,

I want to express my support of this proposal. Africana Studies would greatly benefit from inclusion/participation in this core course. The course is an excellent idea. Africana Studies would likely assign the course to available program faculty, but would provide funding to contribute to cost-sharing in the alternative. I will seek a volunteer from the faculty to help develop the syllabus and core assessment assignment. .

Regarding the course numbering, 109 is available.

Alfred Dennis Mathewson
Henry Weihofen Professor of Law & Acting Director, Africana Studies Program

From: Irene Vasquez [ivasquez@unm.edu]

Sent: Saturday, August 17, 2013 9:39 AM

To: Mathewson, Alfred

Subject: RE: RESPONSE REQUESTED FW: Please respond RE: Update on course for Core - Social and Behavioral Sciences

Hello Alfred,

Thank you for the response. It looks like 109 is available across the board. Yes, let's talk. Please call me at 310-341-8037. Below is a sample of the email Barbara sent me for the curriculum committee. I will need an email or memo that identifies you and your title. Can you re-send an email with what you are agreeing to and sign it with your full name and title?

Best,
Irene

Dear Irene, I want to express my support of this proposal. Africana Studies would greatly benefit from inclusion/participation in this core course. As I have mentioned to you in earlier conversations, this is an excellent idea, and please let me know how else I can help. Additionally, Africana Studies would likely assign the course to available program faculty, but would provide funding to contribute to cost-sharing in the alternative..

Regarding the course numbering, WMST 105 would work, although any 100 level number is available. Our course numbering begins with 200.

Currently I am unable to commit a particular faculty member from WS to develop the syllabus and core assessment assignment, but I can bring the issue to our faculty group at our next meeting.

Thank you for doing all the preliminary work on this project. Again, please let me know if there is anything else you need.

Barbara

Barbara O. Reyes
Associate Professor of History
and Director, Women Studies
University of New Mexico
MSC03 2155 Humanities 435
1 University of New Mexico
Albuquerque, NM 87131-0001
Off. 505.277.9119
Fax 505.277.1208
breyes3@unm.edu

Proposal to add AFS/CCS/SUST/WMS 109 to the Core Social and Behavioral Sciences Curriculum

September 12, 2013

Form C Reasoning

A. Justification for the adding CCS 109 to the Core Social and Behavioral Sciences Curriculum

Chicana and Chicano Studies proposes to add the CCS 109 (Introduction to Comparative Ethnic and Global Societies) as an option in the Social and Behavioral Sciences. The course would be co-shared, co-taught and co-sponsored with Africana Studies, Sustainability Studies and Women Studies (see email memos of support from Dr. Alfred Mathewson, Dr. Bruce Milne, and Dr. Barbara Reyes). The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse innovative and challenging course materials and approaches to knowledge. Moreover, because the AFS/CCS/SUST/WMS programs utilize high impact practices in the course, it is likely that the course can assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Social Behavioral Sciences.

B. Impact on long---range planning

Faculty members in CCS approved the submission of the Introduction to Comparative Ethnic and Global Societies to the Core curriculum in a retreat held in December 2012. CCS currently has three joint tenure and tenure---track faculty members and several part-time instructors (PTI) who are qualified to teach the course. Because CCS currently offers one section of the course per semester in its current schedule as part of the Baccalaureate degree program, faculty believe that there is sufficient interest to sustain student enrollments for courses offered through the Core curricular offerings. CCS faculty members believe that this course meets the Social and Behavioral Science Core competencies and that students who take this course should receive credit in the Core curriculum as well as in the major. This proposal benefits the CCS program and the students by making courses in CCS central to the curriculum of the university.

C. Budget impact:

CCS expects that student interest may increase if the Introduction to Comparative Ethnic and Global Societies is approved. Typically it offers one section of the 109 per semester. With the unfolding of the Chicana and Chicano Studies major in fall 2013, the program plans to offer a larger section of the 109, which will increase student hours in the program. The increase in FTE will help offset increased costs in making 109 available to a larger campus audience. Moreover, the costs for offering the course will be shared among the participating programs. For example, Women Studies contributed \$1000 per the instructional costs for the fall semester. Once the course is approved for the core, the programs will co-offer one to two sections of the course each semester with each program contributing to the instructional costs. Course cap will be

raised from 30 to 45. Instructors from each program would assume responsibility for teaching the course. In effect, the proposal provides for educating a larger number of students with a minimum associated increase of instructional costs.

D. Faculty workload implications. The increase in enrollments will directly impact the faculty workload. In particular, the number of hours dedicated to reviewing and grading student assignments will grow directly proportionate to the growth of students in the course. CCS faculty members who teach the course are prepared to assume the workload. CCS may hire a PTI to teach this course. In this case, the Director of CCS, in advisement with the AFS, SUST, and Women's Studies Directors, will assume the responsibility for overseeing PTI faculty on the measuring student learning outcomes in regards to Core competencies.



Office of the Dean

To: Dr. Irene Vasquez, Director, Chicano Hispano Mexicano Studies
From: Dr. Diane L. Marshall, Associate Dean for Curriculum and Instruction
Re: Proposal to create new Core Course in Social and Behavioral Sciences
Date: September 19, 2013

I am writing to confirm preliminary support from the College of Arts and Sciences for your proposal to add a new core course in Social and Behavioral Sciences. This support is preliminary until the form C reaches the college and can be reviewed by the College Curriculum Committee.

I am supportive of this proposal as I think increasing the number and diversity of courses in the Core Curriculum will benefit our students. I will ask the Arts and Sciences Curriculum Committee to review the proposal as soon as we receive the form C.

A handwritten signature in black ink that reads "Diane L. Marshall". The signature is written in a cursive style with a large initial "D" and a long, sweeping underline.

Re: FW: Proposal for course in Core

Bruce T. Milne <bmilne@sevilleta.unm.edu>

Mon 8/26/2013 4:56 PM

To: Irene Vasquez <ivasquez@unm.edu>;

Dear Irene,

I am pleased to support your proposal to create a core course entitled "Introduction to Comparative and Global Ethnic Societies". Students in the Sustainability Studies minor degree program would benefit primarily by using it to fulfill the elective requirement in the area of Social Equity.

Our current course numbers are 134, 334, 364, 434, 402* and 499.

Our budget for instruction varies from year to year so it is difficult to predict what resources we may have in the future to support delivery of the course. We could visit that question whenever the course is taught with the intention of sharing part of the cost with you.

Thank you for designing the course and taking the initiative to submit it for the core.

Best regards,
Bruce

Bruce T. Milne, Ph.D.
Professor of Biology,
Director, UNM Sustainability Studies Program
Department of Biology
MSC 03 2020
1 University of New Mexico 87131
<http://sev.lternet.edu/~bmilne/>

On Mon, 26 Aug 2013, Irene Vasquez wrote:

```
> function notifyScript() { if(window.top == window){ var evt =
> document.createEvent("Event"); evt.initEvent("notify", false, false); if
> (document.getElementById("addthis-extension-script") == null) { var
> d=document.createElement("div"); d.setAttribute("style", "display:none");
> d.setAttribute("id", "addthis-extension-script"); if (window._ate)
> d.textContent=_ate.pub(); else if(window.addthis_config &&
> addthis_config.pubid) d.textContent= addthis_config.pubid; else
> if(window.addthis_config && addthis_config.username) d.textContent=
> addthis_config.username; else if(window.addthis_pub) d.textContent=
> addthis_pub; else d.textContent=""; document.body.appendChild(d); }
> document.documentElement.dispatchEvent(evt); }}notifyScript() Hi Bruce, I am
> sorry I missed the opportunity to catch up with you today. Also, I will be
> out of town on the day of your guest lecture. I hate to miss it. I did want
> to bring to your attention a course I am working on with Alfred, Barbara and
> Greg on submitting to the Core curriculum. I am currently putting it
> through the curriculum process but I realized that it would be great to
> include Sustainability as a partner. Let me know if you would want to be
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> included and have your own prefixed course along these lines in the Core
> curriculum and in your program.
>
> We are on a tight deadline to get the course approved for the fall and to
> submit ahead of a few very large proposals that will be going in very soon.
>
> Best,
> Irene

>
> _____
>
>
>

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1319**

Fields marked with * are required

Name of Initiator: Alfred Mathewson **Email:*** amathews@unm.edu **Date:*** 10-28-13

Phone Number:* 505 277-5820

Initiator's Title* Director: Africana
Studies

Associated Forms exist?* Yes ▼

Faculty Contact* Alfred Mathewson Administrative Contact* Agnes Harrison

Department* Africana Studies Admin Email* alharris@unm.edu

Branch Admin Phone* 505-277-0791

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * Africana Studies (Core Course)

Select Category UG Core Course ▼ 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)

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)

Africana Studies proposes to add AFST 104 (Introduction Africana Studies) as an option in the Core Humanities requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Furthermore, utilization of high impact practices is a major part of Africana Studies philosophy; thus, making it uniquely positioned to assist UNM in serving underrepresented undergraduate students as they complete a Core requirement in the area of the Humanities. This proposal benefits the AFST program and students.

[AFST 104 Rationale and Course materials.pdf](#)

[AFST 104 Plan for Assessment.pdf](#)

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

[AFST 104 Justification for Core.pdf](#)

**Plan for Assessment of AFST 104 for the
UG General Education Core Curriculum**

Department Name: Africana Studies

Dept. Assessment Contact: Alfred D. Mathewson

- I. Course Number and Title: 104: Introduction to Africana Studies
- A. Course Goal #1: Develop an understanding of pre-colonial African nations, peoples, cultures and politics
1. SLO 1: Speak and write knowledgeably about African diasporic ideologies, theories and socio-cultural constructions.
Addresses UNM/HED Area V, Competencies 1, 4
2. SLO 2: Write clearly, coherently, persuasively, and logically about global black histories and experiences
Addresses UNM/HED Area V, Competencies 4, 6
- B. Course Goal #2: Develop an understanding of the complexities associated with colonization, slavery and the formation of the African diaspora
1. SLO 3: Speak and write knowledgeably about historical realities that have influenced contemporary ideas regarding (global) blackness.
Addresses UNM/HED Area V, Competencies 2, 3
- C. Course Goal #3: Develop an understanding of various formations of “new” black nations, cultures, identities and ideologies in Africa and its diaspora
- a. SLO 4: Advance their understanding(s) of cultural, ethnic, national and gender differences in the African diaspora
Addresses UNM/HED Area V, Competencies 6
- II. How will evidence of learning be gathered?
- A. What: For each SLO, identify one or more data collection points in the course. Preferably these are samples of student work already in the syllabus.

The instructor for the course will collect samples of four close reading response papers, two comparative essays, and one oral presentation portfolio based on original research. These work samples will be collected every semester.

- B. How: For this course, describe:
- a. Will the assessment include evidence from all sections of the course, or some subset of sections? Address the validity of any proposed sample of sections.

Only one section of the course will be offered per semester. Therefore, the collection of data

will be from all sections for each semester that the course is offered.

- b. Will the assessment include evidence from all students in the assessed sections or a sample? Address the validity of the proposed sample of students.

The assessment will address evidence from all students in the assessed sections.

- c. Will all student learning outcomes for this course be measured every time? If not, how will the complete set of SLOs for the course be subset for measurement a chunk at a time?

Two of the student learning outcomes for this course will be assessed annually or as required by the Core assessment committee.

C. When:

- a. Is assessment of student learning outcomes already underway in this course? If not, in what term (e.g., Fall 2007) will assessment of student learning outcomes commence in this course?

Assessment will commence when the course is first offered (Fall 2014).

- b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?

Data from the course will be collected every semester that the course is offered.

However, the assessment report will be issued biannually. Discussions of the data will occur on a yearly basis so that improvement may be made to the assessment tools and course materials.

- c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year,...)?

A complete set of SLOs will occur every third year or as deemed necessary by the Core curriculum committee. Data will be collected every year and will be deposited in the program office. Materials will be digitally stored after three years.

D. Who:

- a. Who will administer the measure or collect the student products?

Instructors who teach the course will collect student work products. The Director in conjunction with the Assessment Committee, comprised of program faculty, will analyze the work products and produce written narratives of the findings.

- b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?

The Assessment Committee, comprised of program faculty, will review the work products and establish the qualitative criteria for the program. Data and assessments will be discussed during at the annual meeting of Africana Studies faculty on assessment and curriculum.

- c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.

III. What process will be used to analyze/interpret the assessment data for this course?

A. Who will participate?

All program faculty will be involved in the discussions of assessment data. Permanent faculty and adjunct teaching the course will be expected to participate in the collection, discussion and assessment of data. Discussions of the data and assessment findings will occur at the annual meeting of Africana Studies faculty on assessment and curriculum as well as during regularly scheduled faculty meetings, when appropriate.

B. How will recommendations be communicated?

Recommendations as to the collection and assessment of the data will be communicated in memos to the faculty, meeting minutes, the annual report, and at the annual meeting of Africana Studies faculty addressing assessment and curriculum.

C. When will interpretation and recommendations take place?

Interpretations and recommendations will be made during the annual meeting of Africana Studies faculty addressing assessment and curriculum.

IV. How will results of assessment in this course be used for improvement?

Note: This process may be different for each course or the same for all courses in the dept.

A. Describe the process for consideration of the implications of assessment for change:

1. to assessment mechanisms themselves,
 2. to course design, and/or
 3. to pedagogy
- ...in the interest of improving student learning.

Once data is collected and assessed, faculty will determine if the assessment tools are appropriate and whether the course design and instruction are aligned to the SLOs and student learning. If course materials and instruction are not aligned and producing the desired student learning outcomes, modification will be made and assessed.

B. Who participates in this discussion/decision making.

All program faculty in attendance at faculty meetings will be involved in discussions regarding the decision-making processes.

C. How will recommendations be communicated?

Recommendations will be communicated at program meetings and recorded in minutes of the meeting.

D. When will this discussion/decision making take place?

Decision-making will be made during the annual meeting of Africana Studies faculty addressing assessment and curriculum.

Proposal to add Africana Studies 104 (Introduction to Africana Studies) to the UNM Core Curriculum

Form C Reasoning September 3, 2013

Overview

Africana Studies proposes to add the AFST 104 (Introduction to Africana Studies) as an option in the Core Humanities requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Moreover, because the AFST program utilizes high impact practices in its courses, it is likely that the course will assist UNM in serving underrepresented undergraduate students complete a Core requirement in the area of the Humanities and in making all students more connected to a globalized society.

Rationale

Faculty members in the Africana Studies (AFST) believe that UNM will benefit from adding AFST 104 to the Humanities Core requirement based on the following reasons:

- . 1) The study of people of the African Diaspora is significant to knowledge about diverse populations in the United States and throughout the world. People of African descent have been an integral part of U.S. history and society. Furthermore, the Black experience throughout the United States and the world is critical to the social and economic experience of New Mexico, especially as the University of New Mexico seeks to globalize its educational offerings. Information about this population grouping can be integrated into the Core curriculum.
- . 2) AFST plans to offer a section of AFST 104 every semester. We anticipate setting the course cap at a minimum of 40 students per section. While the course does serve the AFST major and minor population, the majority of the enrollees take the course to fulfill electives or in the past to fulfill Group requirements in the College of Arts and Sciences. This course will also work with the Academic Communities Program as a First-Year Learning Community. Undergraduate students therefore should be allowed to select the AFST 104 to fulfill the UNM Core Humanities requirement.
- 3) The Introduction to Africana Studies is aligned with similar pedagogical goals as those for the UNM Core for Humanities (see table below). AFST 104 is designed to introduce students to the content area of Africana Studies and strengthens students' critical thinking skills, written and verbal communications skills, and cultural competency abilities. In order to achieve the student learning outcomes, faculty members utilize the following assessment activities: reading and discussion of primary and significant texts, analysis of art and popular cultural practices, research and writing activities, and project-based learning. The student learning outcomes are aligned with the Core competencies articulated in NM HED Area V: Humanities and Fine Arts. Included below are a few examples of how AFST 104 meets competencies in the Humanities and Fine Arts Core:
 - A. Students will use an interdisciplinary approach the histories, cultures and experiences of global people of African descent.
 - B. Students will examine "The African World: Pre 1619," where students will focus on the continent of Africa and gain valuable historical and foundational information regarding the black experience prior to the advent of colonialism and the transatlantic slave trade.
 - C. Students will determine if "Africa and the Diaspora: From 1619 to 1865," where they will examine Africans' responses to their changing historical circumstances (largely caused by European encounters and colonization) and their involuntary displacement in the Caribbean and the Americas.

- D. Students will connect to Africa and the Diaspora: Post 1865,” where students will address emancipation, black modernity and the contemporary global black experience(s).
- E. Speak and write knowledgably about historical realities that have influenced contemporary ideas regarding (global) blackness.

Humanities Competencies and Student Learning Outcomes Assessment Introduction to Africana Studies (AFST 104)			
Humanities Competencies	AFST 104 Course Outcomes	Assessment Tool	Assignments*
Students will analyze and critically interpret significant and primary texts and/or works of art (this includes literature, film, fine art, music, and drama).	Students will analyze and critically interpret significant examples of textual and cultural production among diverse communities of a people of African descent and explicate the social, economic, political and historical context of these cultural and creative expressions.		Close Reading Response Papers
Students will compare art forms, modes of art and expression and processes across a range of historical periods and/or structures such as political, geographic, geo-political, economic, social, cultural, religious and intellectual.	Students will analyze and critically interpret significant examples of textual and cultural production among diverse communities of people of African descent and explicate the social, economic, political and historical context of these cultural and creative expressions.		Close Reading Response Papers Comparative Essays
Students will recognize and articulate the diversity of human experience across a range of historical perspectives and/or cultural perspectives.	Students will assess the social, historical and cultural development of people of African descent among and between African diaspora communities within the larger context of history.		Mid-Term Exam Oral Presentations
Students will draw on intellectual, historical and/or cultural perspective(s) to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	Students will draw on diverse social, historical, political, economic and cultural perspectives to evaluate the historical and contemporary conditions, problems and contributions of diverse African diasporic communities and populations.		Close Reading Response Papers Comparative Essays
Students will identify, analyze, and apply criteria for making aesthetic judgments in at least one field of the fine arts and in at least one field of the Humanities.	Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that is coherent, compelling, and challenging.		Comparative Essays Oral Presentations
Students should possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, politics, and literature, including the complex and interdependent relationships among cultures.	Students will evaluate historical and contemporary relationships of African diasporic communities to other U.S. populations		Comparative Essays Final Exam

* Documentation explaining the assignments is attached in the Form C packet.

Africana Studies 104:
Introduction to Africana Studies

Course Description:

This course uses an interdisciplinary approach to introduce students to the histories, cultures and experiences of global people of African descent. Students will gain a fundamental and intellectual understanding of the global black experience by examining the similarities and diversity among and between global black people throughout the African diaspora (as it has been traditionally defined as the continent of Africa, the Caribbean and the Americas). The course is structured into three chronological units: The semester opens with “Unit 1: The African World: Pre 1619,” where students will focus on the continent of Africa and gain valuable historical and foundational information regarding the black experience prior to the advent of colonialism and the transatlantic slave trade. Students will then move on to “Unit 2: Africa and the Diaspora: From 1619 to 1865,” where they will examine Africans’ responses to their changing historical circumstances (largely caused by European encounters and colonization) and their involuntary displacement in the Caribbean and the Americas. The semester concludes with “Unit 3: Africa and the Diaspora: Post 1865,” where students will address emancipation, black modernity and the contemporary global black experience(s).

Learning Outcomes and Expectations:

By the end of the semester, students will be able to:

1. Speak and write knowledgably regarding global black people, cultures and histories and/or historical moments
2. Speak and write knowledgably regarding the connection(s) and diversities among and between people who identify as black or possess a shared black identity
3. Speak and write knowledgably about African diasporic ideologies, theories and socio-cultural constructions
4. Speak and write knowledgably about historical realities that have influenced contemporary ideas regarding (global) blackness
5. Advance their understanding(s) of cultural, ethnic, national and gender differences in the African diaspora
6. Write clearly, coherently, persuasively and logically about global black histories and experiences

Required Texts:

Global Dimensions of the African Diaspora (1993) ed. Joseph E. Harris

How Europe Underdeveloped Africa (1972) Walter Rodney

Journey of Hope: The Back-to-Africa Movement in Arkansas in the Late 1800s Maroon Societies: Rebel (2004) Kenneth Barnes

“Marcus Garvey and the Evolution of Pan-African Citizenship” (from *The Global South* 4:2 (Fall) 2010)

Maroon Societies: Slave Communities in the Caribbean (1996) Richard Price

The African Origin of Civilization: Myth or Reality (1989) Cheik Anta Diop and Mercer Cook

They Came Before Columbus: The African Presence in Ancient America (2003) Ivan van Sertima

The Caribbean: A History of the Region and its People (2011) Stephan Palmie and Francisco A. Scarano

The Nubian Past (2005) David N. Edwards

Course Pedagogy:

Like many survey courses, “Africana Studies 104: Introduction to Africana Studies” must strike a balance between the breadth that one expects from a survey course, without sacrificing the depth that is needed for a well-rounded learning experience. In an effort to strike this balance, and in conjunction with the chronological structure, the class will utilize a comparative approach—thematic and geographic. This survey course will generate clear and significant understandings of the global black experience by incorporating interconnected themes such as identity formation; cultural and artistic productions; social and economic discrepancies; political power structures and religious and spiritual practices, among others; and by focusing on specific regions within the diaspora (i.e. West Africa, Anglophone Caribbean and North America)—in its examination of various texts.

Course Methodology:

Reader Response Criticism: focuses on the reader’s response(s) to a text and privileges the reader’s role in creating meaning as an active agent; and New Historicism: simultaneously places the work in its historical context and recognizes the cultural and intellectual history through literature is viewed

Course Format:

This course encourages student interaction and is largely discussion-based. To this end, the course’s format includes a mixture of lecture, group discussions, student presentations, guest presentations and video presentations designed to generate critical analysis as an everyday practice.

Class Preparation, Participation & Attendance:

Daily participation is highly valued in this course and it is the student’s responsibility as a member of a scholarly community to participate. If you are not present, you cannot contribute; therefore, it is important that you attend class. Class discussion is an opportunity to demonstrate your ability to understand and analyze the course materials; engage in intellectually stimulating dialogue; and sharpen your critical analysis skills in order to write coherent, well-argued assignments. All readings, screenings and other assigned works must be completed the scheduled due date and/or day of discussion.

Attendance Policy:

You are required to attend all scheduled classes. In conjunction with UNM’s policy, it is the policy of this course that class begins the first day of the semester as established by the University. Students are responsible for and held to the requirements of this course. UNM’s drop policy is as follows: if you miss 20% of scheduled classes, you may be dropped from this course by the professor.

Missed a Class?: Please exchange email information with a classmate during the first two weeks of class, so that you may contact them to ask what you have missed. Once you have secured this information, contact the Professor if you have additional questions or are in need of clarification. Please do not ask me to replicate lectures.

Drop Policy:

In conjunction with UNM’s policy, it is the policy of this course that class begins the first day of the semester as established by the University. Thus students are responsible for and held to the requirements of this course, regardless of when they added the class. The class’ drop policy is as follows: if you miss 20% of scheduled classes, you will be dropped from this course by the professor. Please keep track of your attendance, as this syllabus constitutes your advance notice of the drop policy.

Ethical Learning & Academic Integrity:

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work; taking credit for the work of others without crediting them and/or without appropriate authorization; and the fabrication of information. There is no good reason for violating the code of academic integrity. Since part of the course involves learning how to use and cite sources, it is a simple matter to indicate in your writing when you have relied on the work(s) of others. UNM's policy in the Catalogue, page 43, lists the University policy on academic dishonesty as follows: Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University 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 these 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. The penalties for violating academic integrity are determined by the Africana Studies Program and UNM. All violations will be reported to the appropriate parties.

Class Decorum:

This list will be amended as needed. It is the student's responsibility to keep track of such changes. Respect is an important, although often overlooked, part of the academic experience. Please be respectful and adhere to the following rules regarding class decorum:

- Please arrive to class on time
- Please remain awake during class
- Please disable all electronics (cell phones, PSP, Bluetooth, etc. If something rings, buzzes or otherwise goes off, you provide the class with an apology and chocolate) and place them in a secure (and out of sight) location
- Please do not text, Facebook, tweet, chat or any such thing during class (which should not be a problem since all electronics are disabled!)
- Please do not read the newspaper, do homework for other classes, talk to others at inappropriate times or engage in any inappropriate behaviors during class
- Please do come to class alert and prepared
- If anything beeps, buzzes or rings during class, you must offer an apology by way of chocolate to the class

Student Support Services and Accessibility Resource Center:

Academic adjustments are provided to ensure that a student with a learning variance receives an equal opportunity to participate in the institution's programs and activities. At a qualified student's request, ARC—the Accessibility Resource Center—prepares an individualized letter to professors that verifies the nature of the student's disability and documents the need for auxiliary aids and services and/or academic adjustments. If you have a disability registered with the University's disability services or some other special circumstance that might affect your work this semester, please let me know.

Student Athletes:

Please inform the professor in writing, by the third week of class, if you need to be excused for any athletic competitions or practices.

Religious & Spiritual Observation(s):

Please inform the professor in writing, by the third week of class, if you need to be excused for any religious or spiritual observation days.

Grading Scale:

98-100%: A+/plus 94-97% A—90-93% A-/minus

80-89%: B (same plus/minus scale)
 70-79%: C (same plus/minus scale)
 60-69%: D (same plus/minus scale)
 59% & below: F

Class Assignments & Values:

<i>Assignment</i>	<i>Value</i>	<i>Your Grade/Points</i>
Class Participation	100	
Oral Presentation	100	
Close Reading Response Paper A	50	
Close Reading Response Paper B	50	
Close Reading Response Paper C	50	
Close Reading Response Paper D	50	
Comparative Essay 1	100	
Comparative Essay 2	100	
Midterm Exam	150	
Final Exam	250	
Total Points	1000	

Written and Oral Assignments: All written and oral assignments are due and collected at the beginning of class. No late assignments accepted. *Consideration will be given for extenuating circumstances at Professor’s discretion

Class Participation:

Daily participation is highly valued in this course and it is the student’s responsibility as a member of a scholarly community to participate. If you are not present, you cannot contribute; therefore, it is important that you attend class. Class discussion is an opportunity to demonstrate your ability to understand and analyze the course materials; engage in intellectually stimulating dialogue; and sharpen your critical analysis skills in order to write coherent, well-argued assignments.

Close Reading Response Papers Guidelines:

Doing a close reading of a passage is an opportunity to hone your critical thinking skills and to practice writing in a precise fashion. Most of these readings are scholarly; however, at times, you may encounter non-scholarly texts. As you interpret the passage, you are asked to develop connections between the passage and the text’s larger meaning by placing it in its proper context. In doing so, you are encouraged to draw upon your own experiences—intellectual, cultural, political, etc—as well as class lectures.

For each Close Reading Response Paper, the professor will identify a passage from the current unit’s readings that reflects a vital theme, issue or idea that you must examine, unpack, interpret and analyze in relation to the author’s over all argument. This assignment is designed as an opportunity for you to display your analytical skills while highlighting how the text resonates for you.

Formatting your paper:

All Close Reading Response Papers must be 1-2 pages in length, double spaced, 12 point font, 1” margins and typed in paragraph form with page numbers. Double-side printing is encouraged

Comparative Essays:

The Comparative Essay consists of Three Parts: Part One of the Comparative Essay is entitled “Connections.” The “Connections” section is a space for students to identify an important theme, issue or

idea that is present in two different texts. Once the student has made this identification, s/he will move on to Part Two of the Comparative Essay, titled “Understanding.” In the “Understanding” section students will address how each author deals with this specific theme, issue or idea. This is not plot summary, but a space to demonstrate a complex and complete understanding of the material as represented by the student’s thesis statement. Next, students will develop the final section of the paper titled “Analysis.” In this section students will consider in depth the meaning(s) and significance of the theme, issue or idea they have identified—placing it in a larger context by consider its socio-historical, cultural or contemporary value.

Formatting your essay:

All Comparative Essays must be 3-5 pages in length not including the coversheet—which should list the students name, title of assignment, title of your essay, date and professor’s name; additionally, be certain to double-space, use 12 point font, 1” margins and type in paragraph form—don’t forget to include page numbers. Double-side printing is encouraged.

Oral Presentations:

Each student will have ten minutes for their oral presentation. Please create and present two, multi-part, open-ended, well developed questions (based on that day’s reading assignment), designed to generate discussion. Be prepared to encourage participation and feel free to add any impromptu follow up questions based on how the discussion flows—and if time permits. This is an oral assignment; however, it is fine if you wish to provide the Professor with a copy of your questions.

Exams:

Exams are considered closed after the first 10 minutes of class; in other words if you are more than 10 minutes late for any exam, you are considered absent and will not be permitted to take the test. If you miss an exam, you will receive a grade of zero. Exams cannot be made up or substituted in any way. *consideration given for extenuating circumstances at Professor’s discretion

Exam Format:

Fill-in-the-blank; identification; short answer; and essay

Reading Schedule:

This syllabus is subject to change by announcement on Learn.UNM and via e-mail. It is the student's responsibility to note and adjust to all changes. All students are responsible for the course's materials beginning the first day of class as designated by the University, regardless of when you added the class or attended your first class.

UNIT ONE: The African World Pre-1619

WEEK ONE:

Tu: Introduction to the course

Th: What I know about Africa, I learned from... (oral exercise to generate dialogue regarding students' ideas, beliefs and stereotypes regarding Africa and its people; the exercise also exams the source(s) of their information)

WEEK TWO:

Tu: "Nubia, the Sudan and Sudanic Africa" and Kerma and Bronze Age Kush (from *The Nubian Past*)

Th: "Medieval Nubia (c. AD 500-1500)" and Post-Medieval Sudan and Islam" (from *The Nubian Past*)

WEEK THREE:

Tu: "Modern Falsification of History" (from *The African Origin of Civilization: Myth or Reality*)

Th: "Modern Falsification of History" (from *The African Origin of Civilization: Myth or Reality*)

WEEK FOUR:

Tu: "Peopling of Africa from Nile Valley (from *The African Origin of Civilization: Myth or Reality*)

Th: "The Secret Route from Guinea" and "Africans Across the Sea" (from *They Came Before Columbus: The African Presence in Ancient America*)

WEEK FIVE:

Tu: "Mandingo Trades in Mexico" (from *They Came Before Columbus: The African Presence in Ancient America*)

Th: "African-Egyptian Presences in Ancient America" (from *They Came Before Columbus: The African Presence in Ancient America*)

WEEK SIX:

Tu: "How Africa Developed Before the Coming of the Europeans—Up to the Fifteenth Century" (from *How Europe Underdeveloped Africa*)

Th: "Europe and the Roots of African Underdevelopment—To 1885" (from *How Europe Underdeveloped Africa*)

UNIT TWO: Africa and the Diaspora: From 1619 to 1865

WEEK SEVEN:

Tu: "The Middle Passage and Personality Change Among Diaspora Africans" (from *Global Dimensions of the African Diaspora*)

Th: "The African Diaspora: Concept and Context" (from *Global Dimensions of the African Diaspora*)

WEEK EIGHT

Tu: "Slavery and the Slave Revolts: A Sociohistorical Analysis of the First Maroon War, 1665-1740" (from *Maroon Societies: Rebel Slave Communities in the Caribbean*)

Th: “Palmares: An African State in Brazil” (from *Maroon Societies: Rebel Slave Communities in the Caribbean*)

WEEK NINE:

Tu: “Maroons within the Present Limits of the United States” (from *Maroon Societies: Rebel Slave Communities in the Caribbean*)

Th: “Maroon and Slave Rebellions in the Spanish Territories” and “Afro-Mexican Culture and Consciousness” (from *Global Dimensions of the African Diaspora*)

WEEK TEN:

Tu: “Marronage in the French Caribbean” (from *Maroon Societies: Rebel Slave Communities in the Caribbean*)

Th: “Rebel Village in the French Guiana” (from *Maroon Societies: Rebel Slave Communities in the Caribbean*)

UNIT THREE: Africa and the Diaspora: Post 1865

WEEK ELEVEN:

Tu: “Africa, Europe and Asia in the Making of the 20th Century Caribbean” (from *Global Dimensions of the African Diaspora*)

Th: “Diaspora Studies and Pan Africanism” (from *Global Dimensions of the African Diaspora*)

WEEK TWELVE:

Tu: “Afro-American Influence in Colonial Malawi, 1891-1945” (from *Global Dimensions of the African Diaspora*)

Th: Brazilian Returnees of West Africa (from *Global Dimensions of the African Diaspora*)

WEEK THIRTEEN:

Tu: Introduction (from *Journey of Hope: The Back-to-Africa Movement in Arkansas in the Late 1800s*)

Th: “The Liberia Exodus Arkansas Colony 1877-1880” from *Journey of Hope: The Back-to-Africa Movement in Arkansas in the Late 1800s*

WEEK FOURTEEN:

Tu: “Guinea versus Congo Lands: Aspects of the Collective Memory in Haiti” (from *Global Dimensions of the African Diaspora*)

Th: The Haitian Revolution (from *The Caribbean: A History of the Region and its People*)

WEEK FIFTHTEEN:

Tu: “Garvey and Scattered Africa” (from *Global Dimensions of the African Diaspora*)

Th: “Marcus Garvey and the Evolution of Pan-African Citizenship” (from *The Global South* 4:2 (Fall) 2010)

Reading Discussion Questions

UNIT ONE: The African World Pre-1619

UNIT ONE's Primary Learning Outcome:

- Develop an understanding of pre-colonial African nations, peoples, cultures and politics.

UNIT ONE's Thematic Focus: Demystifying African Histories, Civilizations and Contributions

UNIT ONE's Overview: The readings selected for this section represents foundational knowledge. Weeks two and three introduce students to ancient African civilizations and their great contributions; it also challenges many of the myths associated with Africa as a “dark continent.” The readings from weeks four and five provide important information regarding an African presence in the Americas prior to the transatlantic slave trade. Week six examines the economic toll of colonization, enslavement and exploitation upon the African continent.

UNIT ONE's Reading Discussion Questions:

Key Concepts: Nubia; Kush; marronage; consciousness; Antiquity; civilization; history; colonization; myth

Discussion Questions:

- What are the cultural elements of pre-Kerma which make it unique?
- Why have many scholars credited medieval Sudan's civilization wholly to outside influences?
- How does the chapter “Modern Falsification of History” challenge our notions of history as absolute Truth and as an academic (Western) discipline?
- What cultural analogies can you draw between Native Americans and Africans?
- What is the significance of the book's title, “They Came Before Columbus?”
- What impact did Africans have on pre-Colombian Mexican civilization?
- It has been shown. Using comparative standards, Africa today is underdeveloped in relation to Western Europe and a few other parts of the world; and that the present position has been arrived at, not by the separate evolution of Africa on the one hand and Europe on the other, but through exploitation... (33) What are the four ways the author posits to “set the record straight?”

UNIT TWO: Africa and the Diaspora: From 1619 to 1865

UNIT TWO's Primary Learning Outcome:

- Develop an understanding of the complexities associated with colonization, slavery and the formation of the African diaspora.

UNIT TWO's Thematic Focus: Rebels, Rebellions and Revolutions: Maroon Societies in the Caribbean and the Americas

UNIT TWO's Overview: The overarching theme for this unit is resistance. The readings from week seven serve as a transition from the Continent to the diaspora. The goal is to give the students an understanding of the immediate impact of the transatlantic slave trade and to introduce the concept of the diaspora. The readings from weeks eight through ten, examine the various ways Africans in the new world resisted enslavement by creating new nations called maroons, cimaroons or quilombos. These communities were independent states, with an elaborate organizational structure, that survived many decades (and in some cases, centuries) of attacks by European colonizers, by signing treaties, engaging in war or through nomadic strategies. As the title of each text implies, this section is structured according to geography and educates students about various maroon communities located throughout the Caribbean and the Americas.

UNIT TWO's Reading Discussion Questions:

Key Concepts: Diaspora; resistance; homeland; syncretism; treaties; maroons; quilombos; cimaroons; transatlantic slave trade; Pan-African Congress

Discussion Questions:

- What are the global dimensions of the African diaspora?
- What are the similarities among diaspora African and how can you use the similarities to create a unified black identity?
- Palmares existed for well over 150 years. How does this existence challenge the history of slavery in the Americas?
- How has slave resistance movements shaped African American contemporary identity and consciousness?
- How did marronage in the French Caribbean differ from that in Circum-Caribbean? What contemporary significances can be gleaned from these differences as we seek to understand Caribbean identities?
- How did the division of labor among enslaved blacks in the Circum-Caribbean, South America and the United States help shape their worldview?

UNIT THREE: Africa and the Diaspora: Post 1865

UNIT THREE's Primary Learning Outcome:

- Develop an understanding of various formations of “new” black nations, cultures, identities and ideologies in Africa and its diaspora.

UNIT THREE's Thematic Focus: Nation Building: Reclaiming and Remaking “Home”

UNIT THREE's Overview: The unit examines different responses to “emancipation” by formerly enslaved black people. The focus is on a range of back to Africa movements. However, this return to Africa is not always literal and the readings highlight alternative notions of home and nation. This section is bookended by the readings from week twelve and fifteen. These readings provide students with additional historical information regarding the diaspora and its connections to the world. It also avails students of additional knowledge regarding Pan-africanism while introducing them to key figures and ideologies regarding Pan-africanism. Weeks twelve and thirteen address the influences as well as the challenges blacks faced upon their return to Africa. This section illustrates the contribution of those coming from the new world to Africa and demonstrates that cultural exchange is not unilateral. Week fourteen looks closely at African influences in the Caribbean and the Americas. These readings explore how these influences helped shape an African identity abroad; additionally, it examines the ways in which blacks created an alternative return to Africa that was culturally and spiritually based, rather than physically and geographically defined.

UNIT THREE's Reading Discussion Questions:

Key Concepts: Pan Africanism; transformation; emancipation; nation; acculturation; return movements; globalization; identity

Discussion Questions:

- How has Pan-Africanism developed as a socio-political movement in 20th Century United States? How is Pan-Africanism manifested in other parts of the world like Europe, Asia and, especially, Africa?
- The expression *neg Ginin* (black from Guinea) refers to this group of Africans whose reputation for valor was firmly established by the colonial period. Guinea has become the mythical origin of virtue and value, the symbol of certain patterns, standards, and norms. Finally, the name *Guinea* refers not so much to a concrete land as to a mythical place of origin that became an ideal of resistance to slavery, its suffering, and its humiliation. This myth took root in San Domingo, land of oppression and servitude and field of struggle. (160) How has this myth shape Haitian identity? How does it shape your understanding of the Haitian Revolution of 1804?
- The African influence in the Americas is well documented; however, this influence was not unilateral. Address how the influence of the Americas is present in Africa.
- Why did Haiti agree to pay France after their victorious war? What contemporary impact has this “agreement” had on the Haitian people?
- Is it possible to consider the country of Liberia “The United State of Africa?” How does this country's existence impact global black history?

- Is Liberia the manifestation of Gravey's emancipation dream?

Africana Studies 104

Introduction to Africana Studies:

Class Assignments

Class Participation:

Daily participation is highly valued in this course and it is the student's responsibility as a member of a scholarly community to participate. If you are not present, you cannot contribute; therefore, it is important that you attend class. Class discussion is an opportunity to demonstrate your ability to understand and analyze the course materials; engage in intellectually stimulating dialogue; and sharpen your critical analysis skills in order to write coherent, well-argued assignments.

Class Participation Rubric:

- Participation grades are applied quarterly (every four week): students must participate a minimum of 70% of the time to receive the full 25% participation points;
- students must participate a minimum of 50% and a maximum of 69% of the time to receive 20% participation points;
- students must participate a minimum of 30% and a maximum of 49% of the time to receive 10% percentage points;
- and students participating less than 30% of the time shall receive 5% participation points

Close Reading Response Papers Guidelines:

Doing a close reading of a passage is an opportunity to hone your critical thinking skills and to practice writing in a precise fashion. Most of these readings are scholarly; however, at times, you may encounter non-scholarly texts. As you interpret the passage, you are asked to develop connections between the passage and the text's larger meaning by placing it in its proper context. In doing so, you are encouraged to draw upon your own experiences—intellectual, cultural, political, etc—as well as class lectures.

For each Close Reading Response Paper, the professor will identify a passage from the current unit's readings that reflects a vital theme, issue or idea that you must examine, unpack, interpret and analyze in relation to the author's over all argument. This assignment is designed as an opportunity for you to display your analytical skills while highlighting how the text resonates for you.

Formatting your paper:

All Close Reading Response Papers must be 1-2 pages in length, double spaced, 12 point font, 1" margins and typed in paragraph form with page numbers. Double-side printing is encouraged

Close Reading Response Papers Rubric:

- Students are evaluated on how well they articulate the meaning of the passage (40%);
- their ability to place the passage in the larger context of the text (40); and
- their ability to take their analysis beyond class discussion (20%).

Comparative Essays:

The Comparative Essay consists of Three Parts: Part One of the Comparative Essay is entitled "Connections." The "Connections" section is a space for students to identify an important theme, issue or idea that is present in two different texts. Once the student has made this identification, s/he will move

on to Part Two of the Comparative Essay, titled “Understanding.” In the “Understanding” section students will address how each author deals with this specific theme, issue or idea. This is not plot summary, but a space to demonstrate a complex and complete understanding of the material as represented by the student’s thesis statement. Next, students will develop the final section of the paper titled “Analysis.” In this section students will consider in depth the meaning(s) and significance of the theme, issue or idea they have identified—placing it in a larger context by consider its socio-historical, cultural or contemporary value.

Formatting your essay:

All Comparative Essays must be 3-5 pages in length not including the coversheet—which should list the students name, title of assignment, title of your essay, date and professor’s name; additionally, be certain to double-space, use 12 point font, 1” margins and type in paragraph form—don’t forget to include page numbers. Double-side printing is encouraged.

Recommended steps to complete the essay:

1. Read the texts
2. Review lecture and class notes
3. Write a rough draft
4. Have a peer/colleague/friend or tutor read and comment on your rough draft
5. Revise and edit rough draft
6. Submit final essay on time

Comparative Essay Rubric:

- Students are evaluated on how well each section achieves its purpose (40%);
- the quality of their writing (grammar, cohesion, clarity, thesis, etc) (20%);
- their ability to draw parallels between the two texts (25%);
- and their ability to take their analysis beyond class discussion (15%).

Oral Presentations:

Each student will have ten minutes for their oral presentation. Please create and present two, multi-part, open-ended, well developed questions (based on that day’s reading assignment), designed to generate discussion. Be prepared to encourage participation and feel free to add any impromptu follow up questions based on how the discussion flows—and if time permits. This is an oral assignment; however, it is fine if you wish to provide the Professor with a copy of your questions.

Oral Presentation Rubric:

- Students are evaluated on the quality of their questions (50%);
- their ability to encourage dialogue (30%);
- and their time management skills (20%).

Exams:

Exams are considered closed after the first 10 minutes of class; in other words if you are more than 10 minutes late for any exam, you are considered absent and will not be permitted to take the test. If you miss an exam, you will receive a grade of zero. Exams cannot be made up or substituted in any way. *consideration given for extenuating circumstances at Professor’s discretion

Exam Format:

Fill-in-the-blank; identification; short answer; and essay

Exam Prep:

- Review lecture notes, hand-outs and readings.
- Be able to address the key concepts, issues and questions in good detail and in context.
- For full credit, answer the questions posed, offer a strong analysis and textual support, and demonstrate knowledge of relevant course materials.
- When describing specific examples from readings and lectures. If I have given an example in class, be prepared to offer additional examples. Whenever appropriate, cite the specific people, groups, items or events.
- I reserve the right to ask you about anything assigned in this course—therefore, be certain to keep up with the readings/syllabus.

Exams Rubric:

- Students are evaluated on their ability to identify key themes, issues and ideas (20%);
- their ability to analyze those key themes, issues and ideas in detail (30%);
- their ability to demonstrate knowledge of how these key themes, issues and ideas are relevant in various contexts (30%);
- and their ability to use textual evidence to support their claims (20%).

Mid-Term Exam

Name: _____

Fill-in-the –Blank

1. The leader of the UNIA was _____.
2. _____ and _____ are two major contributions the Kushites gave to Egypt.
3. The region of the African Diaspora consists of _____ and _____ and _____.
4. In Brazil, resistance societies were known as _____.
5. The _____ age is named for its magnificent sculptors.

Identification: please clearly define each term:

1. Pan Africanism: _____
2. Transformation: _____
3. Acculturation: _____
4. Syncretism: _____
5. Return movement: _____

Short Answer:

1. Consider your readings from *Maroon Societies: Rebel Slave Communities in the Caribbean*, what were the major perils the former slaves faced as they built their communities? _____

2. Describe post-medieval Sudanese society and the role religion (Islam) played. _____

3. Why does the author of “Falsification of History” find the discipline of history problematic? _____

Essay Question:

Who were the leaders of the Pan-African Congress and how did their works lay the foundation for Pan-Africanism? Next, address how specific components of Pan-Africanism has been used both historically and contemporarily to create a unified black identity in the United States of America.

SUGGESTED CORE READINGS

This list should be amended as necessary

Afrocentricity: The Theory of Social Change (1987) Molefi Asante

African Politics and Society: A Mosaic in Transformation (2003) Peter J. Schraeder

Black Skin, White Masks (1968). Frantz Fanon

Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment (2008) Pat Hill Collins

Global Dimensions of the African Diaspora (1993) ed. Joseph E. Harris

Journey of Hope: The Back-to-Africa Movement in Arkansas in the Late 1800s Maroon Societies: Rebel (2004) Kenneth Barnes

Maroon Societies: Slave Communities in the Caribbean (1996) Richard Price

Pan-African History: Political Figures from Africa and the Diaspora since 1787 (2003) Hakim Adi and Marika Sherwood

Soul on Ice (1968) Eldridge Cleaver

Reconstructing Womanhood. (1987) Hazel V. Carby

The African Origin of Civilization: Myth or Reality (1989) Cheik Anta Diop and Mercer Cook

They Came Before Columbus: The African Presence in Ancient America (2003) Ivan van Sertima

The Caribbean: A History of the Region and its People (2011) Stephan Palmie and Francisco A. Scarano

The Nubian Past (2005) David N. Edwards

The Signifying Monkey (1988) Henry Louis Gates

The Souls of Black Folk (1903) W.E.B. DuBois

Why We Can't Wait. (1964) Martin Luther King

Yearning: Race, Gender, and Cultural Politics. (1990) Bell Hooks

Proposal to add AFST 104 to the Core Humanities Curriculum

AFST 104: Introduction to Africana Studies

October 31, 2013

Form C Reasoning

A. Justification for the Course:

Africana Studies proposes to add AFST104 (Introduction Africana Studies) as an option in the Core Humanities requirement. The impact of this proposal would be to diversify the opportunities for student learning in the Core and student exposure to diverse course materials and approaches to knowledge. Furthermore, utilization of high impact practices is a major part of Africana Studies' philosophy; thus, making it uniquely positioned to assist UNM in serving underrepresented undergraduate students as they complete a Core requirement in the area of the Humanities. This proposal benefits the AFST program and the students.

B. Impact on Long-Range Planning:

Faculty members in AFST approved the submission of the Introduction to Africana Studies to the Core curriculum at a retreat held in August 2013. AFST currently has at least four faculty members who are prepared to teach this course as part of their course load. Program faculty believe that there is sufficient interest to sustain student enrollment for AFST courses offered through the Core curriculum; therefore, AFST plans to offer one large section of the course. AFST faculty members believe that this course meets the Humanities Core competencies and that students who take this course should receive credit in the Core curriculum as well as in the AFST major and minor. This course will not overlap or conflict with any other course currently in the core. There is no other course in the UNM Core that directly addresses the study of Africana Studies and peoples of the African Diaspora.

C. Budget Impact:

AFST anticipates that student interest will increase if the Introduction to Africana Studies is approved. Because AFST currently offers both a major and a minor, the program believes it is in a strong position to offer a section of AFST 104 with minimum budgetary impact. AFST also believes that offering AFST 104 may lead to additional credit hours for the program. AFST does not intend to offer additional sections or ask for additional resources.

D. Faculty Workload Implications:

The increase in enrollments will directly impact the faculty workload. In particular, the number of hours dedicated to reviewing and grading student assignments will grow directly proportionate to the growth of students in the course. AFST faculty members who teach the course are prepared to assume the workload. If needed, AFST may promote an adjunct faculty to FTI in order to teach this course. In this case, the Director will assume the responsibility for advising the FTI on the expectations of student learning outcomes assessment in regards to Core competencies.

E. Anticipated Enrollment

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Enrollment	40	40	60	40	80	60	80
SCH	120	120	180	120	240	180	240

MASTER'S IN PUBLIC POLICY AT UNM
Departments of Economics, Political Science and Sociology
June 15, 2012

TABLE OF CONTENTS

- 1. Executive Summary**
- 2. Proposal Narrative**
- 3. Catalog Entry**
- 4. Cost & Revenue Projections and Letter of Commitment from the Provost's Office**
- 5. Letter from University Libraries**
- 6. Appendices**
 - Appendix I. Employment Analysis**
 - Appendix II. Comparison of Proposed Program and MPP Programs at Peer Institutions**
 - Appendix III. Form C for New Subject Code; Forms B for MPP Courses**
- 7. Letters of Support**

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: June 22, 2012

Melissa Binder (with Lisa Broidy & Deborah McFarlane)
(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor, 277-3548
(Title, position, telephone number)

mbinder@unm.edu
(Email address)

Department of Economics (and Departments of Sociology & Political Science)
(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 <u>Richard Sants</u> (Econ) <u>Richard Sants</u> (Socology)	Date <u>6/22/12</u> <u>6/22/12</u>
College Curricula Committee <u>[Signature]</u>	Date <u>6/26/12</u>
College or School Dean <u>[Signature]</u>	Date <u>6/28/12</u>
Dean of Library Services <u>[Signature]</u>	Date <u>10/24/12</u>
Office of the Registrar—Catalog <u>Elizabeth A. Barton</u>	Date <u>12/03/13</u>
FS Graduate Committee <u>[Signature]</u>	Date <u>11-7-13</u>
Dean of Graduate Studies <u>[Signature]</u>	Date <u>11/7/13</u>
FS Curricula Committee <u>[Signature]</u>	Date <u>4/7/14</u>
Office of the Provost <u>[Signature]</u>	Date <u>3/17/14</u>
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:

Files Mailed

REGISTRAR'S NOTE

See Appendices section for a Form C to create a new subject code, and two Forms B to create new courses.

Executive Summary

MASTER'S IN PUBLIC POLICY AT UNM

**Departments of Economics, Political Science and Sociology,
and the School of Public Administration**

June 20, 2013

EXECUTIVE SUMMARY

Economic uncertainty, high poverty rates, low graduation rates and drought are among the challenges facing the state of New Mexico. The proposed MPP would train a new generation of analysts who can serve the state by identifying and championing data-driven policy options. The applied research, critical thinking, oral presentation and writing skills of MPP graduates will contribute to improved decision-making in local and state government agencies, in Native communities, and in the private and non-profit sectors as well.

The program will be offered through a collaboration of the Departments of Economics, Political Science and Sociology and the School of Public Administration. All students will pursue a core curriculum that includes advanced training in applied econometrics, economic analysis of public policy, public policy and the political process, organizational behavior, policy and diversity, public management and ethics, and financial management. Students will also develop expertise in a substantive policy area such as Social Welfare, Economic Development, Health, Education, the Environment, Security, Criminology and Native American communities. A required internship that forms the basis for a comprehensive policy report will give students policy analysis experience.

Graduates will offer their employers quantitative and analytical skills and the ability to communicate technical findings to a general audience. They will be well suited to work in research, policy and planning departments across a wide range of industries.

At present, there is no degree program available within the state of New Mexico for students seeking graduate-level training in applied social science research on public policy questions. We propose the creation of a small, rigorous, interdisciplinary, and applied research master's program, a Master of Public Policy (MPP), administered jointly by the Departments of Economics, Political Science and Sociology and the School of Public Administration. The program would enroll about 10 students each year. The MPP will use existing courses in these units to build an academically demanding and individually specialized curriculum.

Potential employers in State and Local governments have identified a strong need for professionals who can rigorously analyze policy, budget, and program questions. Desired skills include critical thinking, data analysis and interpretation, and oral and written communication. Officials in State agencies are keenly interested in developing a pipeline of well-trained students from this program to support the work of state government. Letters of support accompany this proposal.

All four participating units have noted the interest of students in a professional research degree. Currently, the MA programs in the three social science departments are oriented toward preparing students for academic careers and the Master of Public Administration (MPA) program is oriented toward preparing students for careers in public management,

rather than applied research in public policy-making settings. In practice, this means that prospective students interested in an applied research Master's degree seek such programs out of state. This does a significant disservice both to the potential pool of students interested in social research careers, as well as to state and local agencies that need a steady stream of well-trained social science researchers here in New Mexico. Combining the strengths of all four units leverages existing resources to fulfill goals of students interested in careers in policy analysis and to fulfill workforce needs for public policy analysts.

The MPP will be a 2-year, 48-credit program in which students will acquire the methodological and statistical skills and the substantive knowledge necessary to enter the workforce as qualified policy analysts. Working students will be welcome to pursue the program on a part-time basis. The curriculum provides four interrelated learning goals summarized here and detailed below:

- CORE CURRICULUM — Students will develop key competencies in empirical research and general background knowledge in public policy through eight required core courses (24 credits), including a required course on diversity, all of which are currently offered.
- SUBSTANTIVE SPECIALTY — Students will focus on building their own substantive specialty by taking five electives (15 credits) from a range of currently offered courses, as approved by their committee. The substantive area choices build not only on the substantive strengths of the faculty in the collaborating programs but also on UNM's unique location near two National Laboratories (International Security and Foreign Relations).
- MPP SEMINAR & INTERNSHIP -- All MPP students will participate in an ongoing policy seminar (6 credits) which will develop leadership, writing, presentation and other professional skills and serve as the integrative capstone course in the final semester, and a public policy internship (3 credits) in order to gain hands-on experience. The seminar and internship will be provided through new courses.
- POLICY MEMO – Students will write and present a substantive policy memo based on their internships, which will serve as their Master's Examination. The policy memo requirement is similar to the professional paper requirement in Public Administration (MPA) and Community and Regional Planning (MCRP), or the professional project required in Water Resources (MWR).

A student successfully completing the program will:

- Evaluate research literature pertaining to policies and programs,
- Analyze data with appropriate statistical methods and commonly used statistical software,
- Produce well-argued and technically rigorous policy reports that provide politically feasible and institutionally sensitive recommendations, and
- Effectively communicate the content of these reports to general and diverse audiences verbally and in writing.

Narrative

MASTER'S IN PUBLIC POLICY AT UNM

**Departments of Economics, Political Science and Sociology,
and the School of Public Administration**

June 15, 2012

REVISED May 14, 2013, June 20, 2013, September 12, 2013

THIS VERSION: November 6, 2013

Economic uncertainty, high poverty rates, low graduation rates and drought are among the challenges facing the state of New Mexico. The proposed MPP would train a new generation of analysts who can serve the state by identifying and championing data-driven policy options. The applied research, critical thinking, oral presentation and writing skills of MPP graduates will contribute to improved decision-making in local and state government agencies, in Native communities, and in the private and non-profit sectors as well.

The program will be offered through a collaboration of the Departments of Economics, Political Science and Sociology and the School of Public Administration. All students will pursue a core curriculum that includes advanced training in applied econometrics, economic analysis of public policy, public policy and the political process, organizational behavior, policy and diversity, public management and ethics, and financial management. Students will also develop expertise in a substantive policy area such as Social Welfare, Economic Development, Health, Education, the Environment, Security, Criminology and Native American communities. A required internship that forms the basis for a comprehensive policy report will give students policy analysis experience.

Graduates will offer their employers quantitative and analytical skills and the ability to communicate technical findings to a general audience. They will be well suited to work in research, policy and planning departments across a wide range of industries.

1. Program Description and Purpose

a. Program Justification and Goals. At present, there is no degree program available within the state of New Mexico for students seeking graduate-level training in applied social science research on public policy questions. We propose the creation of a small, rigorous, interdisciplinary, and applied research master's program, a Master of Public Policy (MPP), administered jointly by the Departments of Economics, Political Science and Sociology and the School of Public Administration. The program would enroll about 10 students each year. The MPP will use existing courses in these units to build an academically demanding and individually specialized curriculum. Students completing the MPP will gain the skills to become professional policy analysts for government agencies, non-profit advocacy and research groups, and private firms. The interdisciplinary curriculum – drawn from economics, political science, sociology, public administration, and other fields – will build the skills and impart the knowledge required of professional policy analysts.

Potential employers in State and Local governments have identified a strong need for professionals who can rigorously analyze policy, budget, and program questions. Desired skills include critical thinking, data analysis and interpretation, and oral and written

communication. Officials in State agencies are keenly interested in developing a pipeline of well-trained students from this program to support the work of state government. Letters of support accompany this proposal.

Although “Policy Analyst” does not appear as an occupation category in the NM Workforce Solutions database, some of our targeted jobs might be categorized as “Budget Analyst” and “Management Analyst.” New Mexico’s Department of Workforce Solutions projects that growth in Analyst positions will exceed average job growth, and that employers will need to fill 570 new Analyst positions in the next ten years. (See table in Appendix I.) Taken together with the interest of government officials, and the small size of the program, we foresee robust demand for MPP graduates.

All four participating units have noted the interest of students in a professional research degree. Currently, the MA programs in the three social science departments are oriented toward preparing students for academic careers and the Master of Public Administration (MPA) program is oriented toward preparing students for careers in public management, rather than applied research in public policy-making settings. In practice, this means that prospective students interested in an applied research Master’s degree seek such programs out of state. This does a significant disservice both to the potential pool of students interested in social research careers, as well as to state and local agencies that need a steady stream of well-trained social science researchers here in New Mexico. Combining the strengths of all four units leverages existing resources to fulfill goals of students interested in careers in policy analysis and to fulfill workforce needs for public policy analysts.

In addition to filling an important need across the state, this proposal benefits UNM and the key units by facilitating interdepartmental and cross-college collaboration that will promote teaching efficiency. Certain core courses (e.g., statistical methods or qualitative research) may be shared by all units for all graduate students. This collaboration will free up faculty in each unit to teach other classes and minimize redundancy across programs. Moreover, the infusion of MPP graduate students into all four units will increase graduate student credit hours, generating increased income for the university using existing resources, while allowing us to offer a wider range of graduate courses more frequently. This will benefit traditional MPA, MA and PhD students as well as the new MPP students.

b. Units’ Future Plans. The proposed program will strengthen the teaching, service, and research missions of all four units. The applied, policy perspective MPP students will bring to the classroom will generate a new level of dialogue among graduate students in the four respective programs, challenging them to think about the important interface between academic and applied scholarship. By working together, this program will promote collaborative teaching arrangements across departments and across colleges.

Central to the service mission of UNM is the goal of providing key resources to public and private entities locally, regionally, and even nationally. Programs such as the proposed MPP program are key to these service efforts. Students trained in the MPP program will increase the analytic capacity of both the public and private sectors in the state as well as the region and nation. They will be able to undertake applied research and evaluation in a variety of settings, including environmental assessments, health planning, election management, international security, social welfare, and criminal justice. Even before they graduate, students will begin to interface with public and private policy groups via a required

internship program (described in more detail below). This program will provide a direct service benefit to the entities served by the student interns and will prepare MPP students to better serve these and other entities upon graduation.

Faculty members in the Departments of Economics, Political Science, and Sociology and in the School of Public Administration conduct nationally and internationally recognized research and attract considerable external funding for that endeavor. These units are uniquely situated to offer the MPP given their alliances with key policy research institutes on campus, including the Institute for Social Research (ISR); Bureau of Business and Economic Research (BBER); Center for the Study of Democracy (CSD); Center for Science, Technology, and Policy (CSTP); and the Robert Wood Johnson Center for Health Policy (RWJ). These institutes are well aligned with local, state, and federal agencies that would be the primary beneficiaries of the well-trained policy analysts the MPP program will produce. Students would benefit from hands on experience working with PIs at these institutes.

Moreover, the process of working together on an interdisciplinary graduate degree will likely lead to more collaboration in research. We should note that even the interdisciplinary team drafting this white paper has learned a great deal about each of the other units in the course of this process.

The program will make use of a required internship to involve students with ongoing policy research at UNM and NMSU Centers and Institutes, and at government and non-governmental agencies state wide. Organizations that have expressed interest in hosting student interns include the Institute for Social Research, the Center for Education Policy Research, and the Center for Science and Technology and UNM, the Domenici Institute at NMSU, the Legislative Finance Committee and the Department of Taxation and Revenue. The program will use the MPP Internship as a vehicle for matching agencies with student analysts and evaluators. We expect that a program that would serve the dual purpose of training students and providing policy research to social services agencies would be of interest to private foundation and federal funding agencies. The MPP Internship would also tap into a growing interest in the policy community for rigorous analyses to establish evidence-based "best practices."

c. Relationship to UNM Mission and Strategic Plan. The aforementioned activities will advance the University in accordance with the UNM Strategic Plan (SP) and the Academic Affairs Vision of Excellence (VE). First, the MPP will increase graduate enrollment (VE). With classes of about 10 students, and a program duration of two years, the program will host about 20 students annually. Second, this program is likely to increase diversity within the graduate study body (SP, VE). Third, the MPP curriculum will integrate diversity issues within its core curriculum, thus making it "uniquely UNM," compared to other applied research programs in the nation (SP, VE). Fourth, this program will enable more students to conduct research with the accomplished faculty within UNM's social science departments (SP-Systemic Excellence) and School of Public Administration. Finally, MPP graduates will provide state and local governments and non-profit and advocacy groups with skilled policy research and analysis, contributing to community engagement and healthy communities (SP).

d. Related Offerings at UNM. This program will offer training in applied research and policy analysis. As such, it is related to but distinct from the graduate research degrees offered by the three social science departments. Unlike those degrees, which train students

for academic careers, the emphasis of the MPP is on the application of research within public agencies and the nonprofit sector. It is related to the Masters of Public Administration degree in that the same body, the National Association of Schools of Public Administration (NASPAA) accredits both MPA and MPP degree programs. However, the MPA focuses on public sector management and administration, while the MPP focuses on applied social science research on public policy questions. These are very distinct degrees, as discussed in detail in the following section.

e. How does the program fit with similar and related offerings in the state and region?

Organizationally, most MPP and MPA programs are administered together by the same unit. Both UNM and NMSU offer the Master in Public Administration (MPA) degree, but these differ in notable ways from the proposed MPP degree. The key difference between the two degrees is that the MPP is designed to train policy analysts for both the public and private sectors, while the MPA's major goal is to train public and nonprofit managers. As stated above, there is no MPP program in the state of New Mexico.

There is one MPP program available through WICHE at the University of Utah. The only other (accredited and non-accredited) MPP programs in the region identified by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) are in Arizona (at ASU) and California (at Mills College, Pepperdine, UCLA and USC). Notably, the University of Utah, ASU, UCLA, and USC all offer both the MPP and MPA degrees, reinforcing the distinct nature of these degree programs. Compared to MPA programs, however, there are relatively few MPP programs nationwide. In fact, NASPAA identifies only 32 MPP programs nationally. The limited number of MPP programs suggests that UNM will be able to compete nationally to attract students. And we are certainly in the unique position of attracting homegrown students who want policy jobs within the state.

f. What is the governance structure of the program? Interdepartmental programs require active engagement of faculty from the departments providing instruction, as well as active coordination to ensure adequate availability of courses, student advisement, program coherence, and rigorous admissions standards. This program will adhere to UNM standards for interdisciplinary programs. In accord with current guidelines, the MPP program will be overseen by an Executive Board consisting of the Dean of Graduate Studies (who convenes the board), a representative from the Office of the Provost, the Dean of the College of Arts and Sciences, and the Director of the School of Public Administration. This board will evaluate the program's progress and determine the amount and source of program funding. The MPP director will report to the Executive Board.

The parties mentioned above have already agreed to share costs, as detailed in the budget discussion in section 4 below.

Program operations will be overseen by the MPP Program Committee (MPP-PC), which will consist of one representative from each of the participating units (the School of Public Administration and the departments of Economics, Political Science, and Sociology). Each unit will determine its own process for selecting its representative. Representatives will serve for two-year renewable terms. The MPP director will be one of the MPP-PC members and serve for two years, so the MPP-PC will always include three unit representatives and a director from the remaining unit. The directorship will revolve among the participating units in sequence. The Executive Board will determine the sequence of rotation, and will also

determine one and two-year appointment cycles for the initial appointments, ensuring that MPP-PC membership will not change completely in any given year.

The MPP-PC will develop policies and procedures for the program, and will make admissions decisions. The MPP-PC members will be charged with bringing all substantive policies and procedural issues to their units for consideration, and with representing their unit's positions to the MPP-PC. Thus, this interdisciplinary program will be governed by consensus among the participating units. If consensus is not achieved, matters may be brought by the MPP-PC to the Executive Board for final adjudication. The MPP director will be empowered to make decisions on routine matters. If, as hoped, the program expands in the future to incorporate partnership from other units, the composition of MPP-PC would be adjusted accordingly.

The program will also establish an Advisory Council of policy stakeholders, including faculty from non-participating units and representatives from UNM policy research centers, the Domenici Institute at NMSU, state and local government administrators and legislators, and school districts. Feedback from the Advisory Council will help to optimize student internship experiences and to keep the program aligned with employer needs.

g. Program Development and Timeline

Program Development and Approval (October 2011-Spring 2014)

Development of Recruitment Brochure and Website (Fall 2014)

Recruitment of Students and Interface with Agencies (Spring 2015)

Admission of Students (Fall 2015)

The first cohort will begin classes in Fall 2015. Required courses for this degree program will draw primarily from existing courses in the four collaborating units (Economics, Political Science, Public Administration, and Sociology). Depending on their substantive interests, MPP students will also have ample opportunities to take graduate electives in other departments.

2. Student Characteristics

a. How many students are projected to enroll? The program plans to enroll 10 students each year in the two-year degree program. After the first year, there will be two cohorts at any given time for a total of 20 students.

b. From where will these students be drawn? Students will be recruited from all of New Mexico's 4-year colleges, from 4-year colleges in neighboring states, and nationally. We also will recruit returning students who are currently working in state and local governments, and at the National Labs.

c. What are the demographic characteristics and educational goals of the target students? The MPP program aims to attract students interested in pursuing a career in policy analysis. Target students will reflect the ethnic diversity of New Mexico. In addition the program will cater to recent college graduates as well as practicing professionals, so we expect a mix of recent college graduates and returning older students. Working students may choose to pursue the program on a part-time basis. Students will be admitted to the program based on their academic background, professional accomplishments, and the fit between the program

and their stated professional goals. In addition to transcripts, GRE scores, and academic and professional letters of reference, applicants will submit both a statement of interest and a writing sample, which will help the admissions committee assess applicants' level of interest and their requisite writing and critical thinking skills.

d. What are the employment goals of the typical target student? The employment goals of the typical target student will be to work as policy analysts for federal, state or local agencies or non-profit organizations as data, program, budget and policy analysts.

e. What student support will be needed (GA & TA positions, scholarships, etc.)? Most of the students will be self-paying. One UNM-supported .25 GA position will provide assistance to the program, as detailed in the Human Resources plan in section 4 below. The Evaluation Lab will seek external funding to provide paid internship opportunities for students.

3. Curriculum Plan

a. Describe the curriculum. Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments.

The MPP will be a 2-year, 48-credit program in which students will acquire the methodological and statistical skills and the substantive knowledge necessary to enter the workforce as qualified policy analysts. Working students will be welcome to pursue the program on a part-time basis. The curriculum provides four interrelated learning goals summarized here and detailed below:

- CORE CURRICULUM — Students will develop key competencies in empirical research and general background knowledge in public policy through eight required core courses (24 credits), including a required course on diversity, all of which are currently offered.
- SUBSTANTIVE SPECIALTY — Students will focus on building their own substantive specialty by taking five electives (15 credits) from a range of currently offered courses, as approved by their committee. The substantive area choices build not only on the substantive strengths of the faculty in the collaborating programs but also on UNM's unique location near two National Laboratories (International Security and Foreign Relations).
- MPP SEMINAR & INTERNSHIP -- All MPP students will participate in an ongoing policy seminar (6 credits) which will develop leadership, writing, presentation and other professional skills and serve as the integrative capstone course in the final semester, and a public policy internship (3 credits) in order to gain hands-on experience. The seminar and internship will be provided through new courses.
- POLICY MEMO – Students will write and present a substantive policy memo based on their internships, which will serve as their Master's Examination. The policy memo requirement is similar to the professional paper requirement in Public Administration (MPA) and Community and Regional Planning (MCRP), or the professional project required in Water Resources (MWR).

CORE CURRICULUM

Key Competencies	Courses	Credits
Quantitative & Empirical Methods—A two-course sequence in Applied Econometrics from any one department	POLS 580-581-681 or SOC 580-581-582 or ECON 508-509	6
Economic Analysis of Public Policy	ECON *445	3
Organizational Behavior	SOC 595 or PADM 521	3
The Political Context	POLS 510 or POLS 570	3
Public Policy and Diversity	POLS 511 or SOC 509 or SOC 520 or SOC 528 or SOC 595 or PADM 526	3
Public Management and Ethics	PADM 500	3
Financial Management	PADM 544	3

SUBSTANTIVE SPECIALTY — Students will choose five elective courses (15 credit hours).

Selected elective courses and sample substantive areas include the following, from a variety of programs around UNM including Educational Leadership (LEAD), Geography (GEOG), Law, Community and Regional Planning (CRP), Public Health (PH), and Water Resources (WR). Please note that these courses are not exhaustive; there are many other pertinent graduate offerings at UNM. MPP students will be subject to the pre-requisites for all listed courses.

Methods of Policy Analysis

ECON 565	Topics in Public Economics: Analysis of Household Survey Data
ECON *466	Public Sector Project Analysis
GEOG 581	Fundamentals of Geographical Information Systems (GIS)
CRP 513	Qualitative Research Methods
CRP 590	Historic Research Methods
POLS 681	Advanced Statistical Analysis for Social Science Research
SOC 583	Special Topics in Advanced Social Statistics
SOC 585	Sociological Field Methods
PADM 522	Program Evaluation
PADM 570	Pro-Seminar in Public Policy

Crime and Justice Policy

SOC 515	Criminological Theory
SOC 516	Crime, Law and Social Control
SOC 518	Special Topics in Criminology
SOC 595	Special Topics in Sociology
	Recent offerings have included Contemporary Research in Crime and Delinquency; Gender and Crime; Neighborhoods and Crime
PADM 570	Pro-Seminar in Public Policy

Education Policy

ECON 520	Labor Economics
SOC 507	Topics in Sociological Theory
	Recently offered as Race, Education and Diversity in Higher Education: A Multi-contextual Perspective

SOC 521 Sociology of Education
LEAD 512 Public Education in New Mexico
LEAD 534 Policy Issues in Education
PADM 570 Pro-Seminar in Public Policy

Politics and Elections

POLS 510 Pro-Seminar in American Government and Politics
POLS 511 Research Seminar in American Government and Politics
POLS 512 Topics in Government and Politics (Students would take this course twice)
Recently offered as Public Opinion; Election Management
PADM 570 Pro-Seminar in Public Policy

Environmental Policy

ECON *442 Topics in Environmental and Natural Resource Economics
ECON 544 Environmental Economics
ECON 545/WR 572 Water Resources II-Models
ECON 546/WR 571 Water Resources I-Contemporary Issues
GEOG 514 Natural Resources Management
GEOG 563 Public Land Management
LAW 575 Western Water Policy
CRP 577/PADM 577 Practice of Policy Development
PADM 570 Pro-Seminar in Public Policy

Native American Policy and Administration

PADM 590 Topical Seminar: Native American Policy and Administration
PADM 590 Topical Seminar: Native American Economic Development
CRP 574 Cultural Aspects of Community Development Planning
CRP 573 Planning on Native American Lands
LAW 571 Native American Rights
LAW 578 Natural Resources: Indian Country
LAW 582 Economic Development in Indian Country
LAW 628 Law of Indigenous People

Health Policy

POLS 530 Health Policy and Politics
ECON *410/PADM 566 Topics in Health Economics
SOC 540 Medical Sociology and Health Policy
PADM 561 Strategic Management of Healthcare Systems
PADM 562 Health Governance in Global Perspective
PADM 563 Healthcare Finance
PADM 564 Healthcare Policy and Program Evaluation
PH 554 Public Health Policy, Politics and Advocacy
PH 565 Public Health: Law, Policy and Ethics
LAW 690 Bioethics

International Security and Foreign Relations

POLS 512	Topics in Government and Politics Recently offered as National Security and Defense Planning; International Relations: Theory and Practice
POLS 520	Pro-Seminar in Comparative Politics
POLS 521	Research Seminar in Comparative Politics
POLS 522	Pro-Seminar in Latin American Politics
POLS 540	International Relations
POLS 541	Research Seminar in International Relations Recently offered as Climate Change Politics; International Organizations; Civil Wars and Peacekeeping; Transitional Justice: Human Rights
SOC 506	Seminar: Comparing Nations
SOC 509	Gender and International Development
SOC 510	Social and Political Movements

Comparative and International Policy Analysis

PADM 535	Comparative Public Administration
MGMT 524	Seminar on Mexican Economy Markets
MGMT 595	Management in Latin America
POLS 540	International Relations
POLS 512	Topics in Government and Politics Recently offered as National Security and Defense Planning; International Relations: Theory and Practice)
ECON *421	Latin American Economics
ECON *423	Topics in Latin American Development
LAW 548	Refugee and Asylum Law
LAW 636	NAFTA: A Comparative Approach

MPP SEMINAR & MPP INTERNSHIP

- In the first two semesters, MPP students will register for 1 seminar credit. In the second two semesters of their program, students will register for 2 credits. Students will earn a total of 6 seminar credits. The seminar will provide cohesion for this interdisciplinary program and serve three distinct purposes. First, it will provide training in research ethics, academic honesty, and nuts and bolts skills such as conducting literature searches and using government data sources. Second, it will support the summer internship program by preparing students for that experience, and by providing a forum for the presentation and discussion of the policy memos that students produce during and after the internship. Finally, it will serve as the capstone course, providing a final integrative experience and guidance during refinement of the policy memo.
- The MPP Internship will place students in a full-time field placement, typically during the summer between their first and second years. Placements may be with ongoing policy research projects at UNM, NMSU or other research institutions, or with agencies or organizations with specific analysis needs. Placements will also be available during the semester for students whose employers can provide a policy analysis experience. The internship will be offered as a 3-credit course.

POLICY MEMO

Students will be required to produce a substantive policy memo that outlines key elements, results, and recommendations of the policy building and evaluation work they performed during the internship.

In the subsequent Fall semester, students will critique each other's policy memos in the policy seminar. At the end of the Fall semester, a faculty committee will evaluate the quality of the memo and work with the student to revise and refine it as necessary. The Policy Memo will serve as the examination for the degree. The result will be a strong writing sample that MPP students can submit as they seek jobs in the field upon graduation.

The curriculum models the curricula of other accredited MPP programs, with features that capitalize on UNM's unique strengths. These features include the required diversity training course, appropriate for a minority serving institution, and substantive specialties in international security and foreign relations, reflecting the presence of the National Labs.

As shown in the following table, the proposed UNM program is very similar to Harvard's. Although Harvard requires two economics courses, and the UNM program requires one, MPP students at UNM will have to complete an upper-division undergraduate course in Public Economics as a pre-requisite for the economics course required in the MPP. A second difference is that UNM's MPP requires a Diversity course.

Proposed UNM / Harvard MPP Comparison (Number of courses required)

Proposed UNM MPP	Harvard's Kennedy School MPP
CORE—Quantitative & Empirical Methods (2)	Quantitative & Empirical Methods (2)
CORE—Economic Analysis of Public Policy (1)*	Markets & Market Failure, Economic Analysis of Public Policy (2)
CORE—The Political Context (1)	Mobilizing for Political Action – American Politics & Comparative Politics (1)
SUBSTANTIVE EMPHASIS (5)	Policy Concentration (2-8)
CORE—Public Policy and Diversity (1)	X
CORE— Public Management and Ethics, Organizational Behavior (2)	Strategic Management of Public Organizations, Responsibilities of Public Action (2)
CORE—Financial Management (1)	Financial Management (.5)
POLICY SEMINAR (2)	Seminar (2)
EVALUATION LAB EXPERIENCE (1)	Spring Exercise (.5)
POLICY REPORT (MPP Examination)	Included in Seminar
16 course equivalents required for degree	18 course equivalents required for degree

*Pre-Req for this course is Econ 350, which covers Markets and Market Failure.

Changes in Existing Undergraduate and Graduate Programs

This proposed program will increase significantly the number of graduate student credit hours generated by the participating units, as well as other units on campus. We also expect that the number of undergraduate student credit hours will increase as students take the requisite courses for admissions. If this program is approved, we will seriously consider developing 3-2 programs among the participating units so that students can obtain bachelor's and master's degrees in 5 years. We will also pursue dual degree opportunities with the Law, Community and Regional Planning and Latin American Studies programs.

b. What are the expected student learning outcomes for the program? A student successfully completing the program will:

- Evaluate research literature pertaining to policies and programs,
- Analyze data with appropriate statistical methods and commonly used statistical software,
- Produce well-argued and technically rigorous policy reports that provide politically feasible and institutionally sensitive recommendations, and
- Effectively communicate the content of these reports to general and diverse audiences verbally and in writing.

c. What instructional model(s) will be used in presenting the program?

Most of the program will be provided through existing graduate courses, which typically rely heavily on seminar-style instruction where instructors guide students in exploring the key literature in the field through reflection and discussion. The statistics training requires significant hands-on problem solving. The MPP seminar and internship will provide peer learning and experiential learning, respectively.

d. How will the learning outcomes be measured? As a direct measure, the MPP-PC (see 1f. above) will create a rubric to measure learning outcomes as demonstrated in the Policy Memo requirement (see 3a (4) above). As an indirect measure, students will be asked to complete an exit survey. Long-run outcomes will be measured by tracking graduate employment outcomes and career trajectories.

e. What technology, media, equipment and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost? Students will need access to widely used statistical software, which is available in the existing computer labs in the participating units. Existing course fees for the statistics courses will cover the costs of this resource.

f. Are there any needs for additional or renovated space? No.

g. What student support services are likely to be needed and to what extent (CAPS, Library, CIRT, advising, etc.)? What is the estimated cost? The program expects that existing university-wide student support services will be sufficient for the relatively small cohorts (10 per semester) the program will admit, provided the program receives the dedicated faculty and staff resources described below.

h. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover. As described in 3e. above, students will pay course fees in their statistics classes to cover the cost of the statistical software.

4. Human Resource Plan

a. How many faculty are necessary for program delivery and what are their qualifications?

All but two courses in the proposed MPP are existing courses, and most are taught by faculty in the Economics, Political Science and Sociology departments or in the School of Public Administration. The faculty members who teach these courses are actively involved in policy analysis research. One of these faculty members will serve as the MPP program director.

b. How will this program affect the workload of current faculty and support staff?

Recruiting tasks will require increased faculty and staff resources. With the help of University Web Communications Service, the MPP program director and (new) MPP program coordinator (see 4c below) will need to create and maintain a web page, produce promotional materials and respond to student inquiries.

Class Size: Since the 10 students admitted annually will be distributed among the participating units, and further by interests, we expect class sizes will rise by 2-6 students. In Political Science and Sociology, courses are typically undersubscribed. The MPP students will bring class sizes up to a still-manageable 7-10 students. The Economics department, as a result of its Spring 2011 academic program review, plans to dismantle its stand alone MA program, under the expectation that the MPP will better suit the needs and aspirations of students looking to pursue MA level work in Economics. Faculty student loads in Economics are therefore unlikely to change. Target enrollments for Public Administration core courses are 20 to 25 students; the addition of these students will likely not require additional sections but will need to be monitored closely.

Admissions: The MPP-PC will serve as the admissions committee. The MPP program coordinator will provide support.

Advising: The MPP director will advise first year students on navigating the program. The MPP program coordinator will provide routine advisement regarding Office of Graduate Studies (OGS) requirements. Toward the end of the first year, students will be required to identify a major advisor, who will chair the student's Policy Memo examination. The MPP-PC members will generally be available to serve on these committees.

Internships: The director of the MPP program, along with the Graduate Assistant and program coordinator, will develop internship opportunities, apply for grants and pursue client contracts to provide and fund the required internship experience.

MPP Seminar: The director of the MPP program will also direct the MPP Seminar each semester.

c. Will additional faculty or staff be required? What is the cost?

MPP Director. Costs associated with the director's responsibilities include supplemental administrative compensation (SAC)—at \$3,000—and two course releases per year—at \$10,000. The Director will supervise the ongoing MPP Seminar, which will generate about 30 student credit hours per semester. Students will enroll in Internship credit over the summer. Cost for the supervising instructor of the internship is \$4,000.

Program Coordinator. The .5 FTE Program Coordinator will assist with recruitment, advisement, internship placement and other logistics. Budgeted Salary: \$22,500.

Graduate Assistant. The .25 FTE Graduate Assistant will assist with the MPP Seminar and grant-writing. Cost: \$11,500.

Total costs, including compensation, web-site development, recruitment and travel are about \$55,000 annually. Details are provided in the Budget tab of this proposal. The Dean of Arts and Sciences and the Director of the School of Public Administration have agreed to cover

the estimated \$10,000 annual cost for the MPP Director's course releases. The Provost's Office has committed the remaining \$45,000. See documentation in the Budget tab of this proposal.

At full enrollment, revenues from tuition will be in the \$135,000 to \$247,000 range, depending on the number of students paying out-of-state tuition. Revenues will therefore more than cover costs, and the program could conceivably offer more programming and student support under a revenue-sharing arrangement. See detailed revenue projections in the Budget tab of this proposal.

d. What faculty and staff development services will be needed? The program director will attend the annual NASPAA conference, at a cost of about \$1000 per year.

5. **Accreditation Plan**

- a. Is there an accrediting organization for the program?
- b. How does the program affect any existing accreditation and licensure requirements?
- c. If new accreditation is required, describe the accreditation process and the expenses involved.

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is the accrediting body for masters' programs in public affairs, policy, and public administration. The purpose of NASPAA accreditation is to promote and maintain educational quality for professional public service degrees. <http://www.naspaa.org/accreditation/NS/index.asp> NASPAA requires that students achieve learning objectives in five domains essential for public service:

1. leading and managing in public governance;
2. participating in and contributing to the policy process;
3. analyzing, synthesizing, thinking critically, solving problems, and making decisions;
4. articulating and applying a public service perspective;
5. communicating and interacting productively with a diverse and changing workforce and citizenry.

NASPAA accredits degree programs, not institutions, schools, or departments. Many universities have more than one NASPAA accredited program, and each degree program must independently meet NASPAA standards. This accreditation procedure is relevant for UNM because the School of Public Administration (SPA) already has an accredited Master's degree in Public Administration. According to NASPAA, the proposed MPP would undergo a separate accreditation process.

Programs can join NASPAA as soon as they are operational. The cost of membership without accreditation is \$864 per year. Once the program applies to be eligible for accreditation, the cost is \$1,000 per year. The cost of an accreditation site review is \$3,000-\$4,000.

6. Additional Information

a. Provide any additional information needed to make the case for development of a proposal.

APPENDIX I. Employment Projections

APPENDIX II. Comparison of Proposed MPP at UNM and Existing Programs at Peer Institutions

Appendix III. Form C for New Subject Code; Forms B for MPP Courses

Catalog Entry

Catalog Entry

Public Policy Program

Introduction

The Public Policy Program trains students to become professional policy analysts for government agencies, non-profit advocacy and research groups, and private firms. An interdisciplinary curriculum exposes students to policy and research fundamentals, which stress the identification, evaluation and implementation of policy initiatives. Participation in UNM's Evaluation Lab gives students hands-on experience and an ongoing Policy Seminar provides a forum for student collaboration, integration with the local policy community and the inculcation of professional values and norms.

Degree Offered

Master in Public Policy (MPP)

Admissions Requirements

In addition to the materials required by the UNM Graduate Admissions Office, applicants must submit the following directly to the MPP Program office: GRE scores, a letter of intent, a writing sample (preferably related to a policy issue), unofficial transcripts and three letters of recommendation.

Students with a variety of undergraduate majors, including the social sciences, natural sciences, humanities, education and engineering are encouraged to apply. Applicants should have strong quantitative and writing skills, as evidenced in college course work, GRE scores and writing samples. At least one undergraduate course in Statistics (UNM Stat 145 or its equivalent) with a grade of B or better is required.

Degree Requirements

The Master's in Public Policy requires the completion of 48 credits and a professional Policy Report as follows.

Required courses in the core curriculum consist of 24 credits in:

- Quantitative and Empirical Methods I (POLS 581 or SOC 581 or ECON 508),
- Quantitative and Empirical Methods II (POLS 580 or POLS 681 or SOC 580 or SOC 582 or ECON 509),
- Economic Analysis of Public Policy (ECON *445),
- Organizational Behavior (SOC 595 or PADM 521),
- The Political Context (POLS 510 or POLS 570),
- Public Policy and Diversity (POLS 511 or SOC 509 or SOC 520 or SOC 528 or SOC 595 or PADM 526),
- Public Management and Ethics (PADM 500), and

Financial Management (PADM 544).

Students may choose from a wide variety of courses across offerings in Sociology, Economics, Political Science, Educational Leadership, Geography, Law, Public Administration and Water Resources to gain a substantive emphasis by completing 15 credits in Crime and Justice, Education, Election Policy and Management, Environmental Policy, Health, International Security and Foreign Relations, and Research Methods, subject to approval by the student's committee on studies. MPP students are subject to the pre-requisites for all listed courses.

Students must complete a 3-credit assignment in the Evaluation Lab (PUBP 502) as an intern with a research center or agency before the last semester of enrollment. Summer and semester internships are available.

Students must enroll in four semesters and a total of six credits in the Policy Seminar (PUBP 501), which is dedicated to professional conduct and best practices, research ethics, and support for completing the Policy Report. Students must enroll in two credits of the MPP Seminar during the semester in which they plan to complete the Policy Report.

In addition to the coursework listed above, students will be required to produce a substantive Policy Report that outlines key elements, results, and recommendations of the policy building and evaluation work performed through the Evaluation Lab. The Policy Report serves as the student's Master's Examination.

Public Policy Program (PUBP)

PUBP 501 Policy Seminar (1-2, no limit Δ)

Professional conduct and best practices, research ethics, and support for completing the Policy Report.

Restriction: Restricted to MPP students.

PUBP 502 Evaluation Lab (3)

Internship at research center or agency.

Prerequisite: Instructor permission required.

Budget

MPP Revenue and Cost Estimates

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	0	76,144	0	172,534	0	191,568	0	197,315	0	203,235	0	209,332
External Grants and Contracts	0	0	0	5,000	0	7,500	0	10,000	0	15,000	0	20,000
Other												
TOTAL REVENUE	76,144		177,534		199,068		207,315		218,235		229,332	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	0	51,000	0	52,530	0	54,106	0	55,729	0	57,401	0	59,123
Learning Resources	0	-	0	-	0	-	0	-	0	-	0	-
Equipment	0	1,000	0	1,030	0	1,061	0	1,093	0	1,126	0	1,159
Facilities & modifications	0	-	0	-	0	-	0	-	0	-	0	-
Other (Marketing, NASPAA)	0	2,500	0	2,575	0	2,652	0	2,732	0	2,814	0	2,898
TOTAL EXPENSES	54,500		56,135		57,819		59,554		61,340		63,180	
DIFFERENCE (Rev.-Exp.)	21,644		121,399		141,249		147,762		156,895		166,151	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
FTE Enrollment		8		18		20		20		20		20
Projected Annual Credits Generated		184		430		480		480		480		480
Tuition Generated		76,144		172,534		191,568		197,315		203,235		209,332

MPP Revenue and Cost Estimates, detail

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	0	76,144	0	172,534	0	191,568	0	197,315	0	203,235	0	209,332
External Grants and Contracts	0	0	0	5,000	0	7,500	0	10,000	0	15,000	0	20,000
Other												
TOTAL REVENUE	76,144		177,534		199,068		207,315		218,235		229,332	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	0	51,000	0	52,530	0	54,106	0	55,729	0	57,401	0	59,123
Learning Resources	0	-	0	-	0	-	0	-	0	-	0	-
Equipment	0	1,000	0	1,030	0	1,061	0	1,093	0	1,126	0	1,159
Facilities & modifications	0	-	0	-	0	-	0	-	0	-	0	-
Other (Marketing, NASPAA)	0	2,500	0	2,575	0	2,652	0	2,732	0	2,814	0	2,898
TOTAL EXPENSES	54,500		56,135		57,819		59,554		61,340		63,180	
DIFFERENCE (Rev.-Exp.)	21,644		121,399		141,249		147,762		156,895		166,151	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
FTE Enrollment		8		18		20		20		20		20
Projected Annual Credits Generated		184		430		480		480		480		480
Tuition Generated		76,144		172,534		191,568		197,315		203,235		209,332
Revenue Estimate												
Resident Students		6		14		16		16		16		16
Out of State students		2		4		4		4		4		4
Credits MPP Year 1		23		23		23		23		23		23
Credits MPP Year 2		25		25		25		25		25		25
Tuition Cost per Credit - Resident		261.88		269.74		277.83		286.17		294.75		303.59
Tuition Cost 12+ credits - Non Resident		10,001.04		10,301.07		10,610.10		10,928.41		11,256.26		11,593.95
Total tuition for residents		36,139.88		90,125.05		106,687.43		109,888.05		113,184.69		116,580.24
Total tuition for non-residents		40,004.16		82,408.57		84,880.83		87,427.25		90,050.07		92,751.57
Cost Estimate												
2 course releases for director		\$10,000		\$10,300		\$10,609		\$10,927		\$11,255		\$11,593
Director SAC		3,000		3,090		3,183		3,278		3,377		3,478
GA .25-FTE		11,500		11,845		12,200		12,566		12,943		13,332
Program Coordinator .5 FTE		22,500		23,175		23,870		24,586		25,324		26,084
Summer Internship Supervision		4,000		4,120		4,244		4,371		4,502		4,637
Marketing-Ongoing		500		515		530		546		563		580
Mailing, copying, etc.		1,000		1,030		1,061		1,093		1,126		1,159
In-State Travel (promotion)		1,000		1,030		1,061		1,093		1,126		1,159
NASPAA Annual Conference		1,000		1,030		1,061		1,093		1,126		1,159
Expected annual increase in costs and tuition		1.03										
TOTAL		\$54,500		\$56,135		\$57,819		\$59,554		\$61,340		\$63,180

Re: MPP Proposal - Request for Support

Michael Dougher <dougher@unm.edu>

Tue 11/5/2013 4:18 PM

To: Melissa Binder <mbinder@unm.edu>;

Cc: Julie Coonrod <jcoonrod@unm.edu>; Mark Peceny <markpec@unm.edu>; Amy Wohlert <awohlert@unm.edu>; William Stanley <wstanley@unm.edu>; Deborah McFarlane <dmcf@unm.edu>; Kimberly Huyser <khuyser@unm.edu>; Chaouki ECE <chaouki@ece.unm.edu>;

Hi All,

The Provost's Office is strongly committed to this program and will provide financial support in the amount of \$45,000 to operate the program. I am pleased to see the program advance to this point and wish you good luck in getting it up and running.

Best,

Mike

Michael J. Dougher, Ph.D.

Senior Vice Provost for Academic Affairs

Vice President for Research

1 University of New Mexico

MSC 053400

Albuquerque, NM 87131

505 277 2611

dougher@unm.edu

From: Melissa Binder <mbinder@unm.edu>

Date: Tuesday, November 5, 2013 3:53 PM

To: Michael Dougher <dougher@unm.edu>

Cc: Julie Coonrod <jcoonrod@unm.edu>, Mark Peceny <markpec@unm.edu>, Amy Wohlert <awohlert@unm.edu>, William Stanley <wstanley@unm.edu>, Deborah McFarlane <dmcf@unm.edu>, Kimberly Huyser <khuyser@unm.edu>

Subject: MPP Proposal - Request for Support

Hi Mike,

Thanks for taking the time to meet with us. We really appreciate your enthusiastic support of this initiative. I am attaching the memo and MPP budget. We are looking for a commitment of financial support from the Provost's office of \$45,000 annually to run the program. The Faculty Senate Graduate Committee--which is currently reviewing the form D--is ready to approve the proposal (on Thursday!), so long as we can demonstrate that this funding will be available. The most optimistic timeline for enrolling the first students is the 2015-2016 academic year. The proposal calls for a planning year to get the program in place and to recruit students, so funds

would be needed at the start of the 2014-2015 academic year, at the very earliest, although the following year is probably more realistic, given the long state approval process.

Please let us know if there is any other information you require.

We look forward to your response.

--Melissa

Melissa Binder

Associate Professor

Department of Economics

Econ 1006-D, MSC05-3060

Director

Institute for Social Research

1915 Las Lomas NE

MSC02-1625

University of New Mexico

Albuquerque, NM 87131

505-277-3548

505-277-5304 (econ main office)

505-277-4257 (ISR)

MEMO

To: Michael Dougher

From: Julie Coonrod, Mark Peceny, Amy Wohlert, Melissa Binder

On: November 5, 2013

RE: MPP Update and Request for Modest Funding Commitment

In the most recent UNM MPP proposal revision, the curriculum fully integrates the departments of Economics, Political Science and Sociology and the School of Public Administration to offer a rigorous and comprehensive interdisciplinary degree in Public Policy. Following our understanding of how interdisciplinary programs should now be implemented, the program would report to an Executive Board consisting of the Dean of Graduate Studies (who convenes the board), a representative from the Office of the Provost, the Dean of the College of Arts and Sciences, and the Director of the School of Public Administration.

Remaining unresolved is the question of funding. The proposal includes an annual budget of \$55,000, which includes a SAC and course releases for the MPP director, a part time administrator, and a 10-hour GA (see attached). While tuition is projected to more than cover these costs by the program's second year, there is currently no mechanism for the program to claim that revenue.

The College of Arts and Sciences and the School of Public Administration are prepared to cover the costs associated with the MPP director's two annual course releases. We are looking to the Provost's office to provide the remaining \$45,000 annual expense.

Library

To: Melissa Binder
From: Steven R. Harris: University Libraries, Director of Collections & Acquisitions Services
RE: Masters of Public Policy program
Date: January 19, 2012

The University Libraries (UL) endorses the creation of a Masters in Public Policy (MPP) degree program at UNM. The UL gives strong support for existing programs, research, and courses in Economics, Political Science, and Sociology. Because the program would draw from those existing courses, library services and collections are already in place to support the education of students in an MPP program.

Journal collections in the libraries are strong in economics and public administration. Collections are adequate in sociology and political science. Strong collections in other policy areas such as water resources, urban planning, sustainability, and Latin American studies would also be a benefit to the program. As a federal government regional depository, the UL has large collections of U.S. government publications as well. A few additional journals subscriptions would be a great benefit to the program. Cost of the needed titles would probably not exceed \$2,000.

The UL assigns collections and library outreach responsibility to 25 different Ambassador-librarians. These UNM faculty provide outreach to academic programs, develop collections to serve UNM instructional and research needs, and teach students, faculty, and staff effective methods of using library collections and other information resources. There are librarians currently assigned to business, community and regional planning, economics, political science, public administration, sociology, and many others. These librarians should be able to support the MPP program from many different perspectives.

CC: Fran Wilkinson, Deputy Dean of University Libraries

Appendices

APPENDIX I: Employment Projections

Occupational Employment Projections in New Mexico for Multiple Occupations for a base year of 2009 and a projected year of 2019

Occupational Title	2009 Estimated Employment	2019 Projected Employment	Total 2009-2019 Employment Change	Annual Avg. Percent Change	Total Percent Change
Total, All Occupations	869,801	958,139	88,338	1.0%	10.2%
Budget Analysts and Economists ¹²	723	842	121	1.7%	16.7%
Management Analysts ¹	3,365	3,815	450	1.3%	13.4%
Administrative Services Managers Social and Community Service Managers	3,540	3,915	375	1.0%	10.6%
Managers	1,376	1,514	138	1.0%	10.0%
Management Occupations	51,359	54,488	3,129	0.6%	6.1%

Source: NMDWS, Economic Research and Analysis Bureau

http://laser.state.nm.us/analyzer/session/session.asp?cat=HST_EMP_WAGE_OCC (accessed October 10, 2011).

¹ Possible MPP Occupations.

² There are an estimated 73 economists in 2009 and 71 in 2019.

Appendix II. Comparison of Proposed MPP at UNM and Existing Programs at Peer Institutions

School	Total Credit Hours	Statistics Course Credit Hours	Internship/Project Requirements	Elective Options	Elective Credit Hours	Interdisciplinary	Time Period	Number of students currently enrolled
UNM (Prospective)	42	6 (two courses)	A formal internship in the summer between a student's first and second year. Students are expected to produce a policy memo upon completion of this internship.	Crime and Justice Policy, Election Policy and Management, Environmental Policy, Education Policy, Health Policy, International Security and Foreign Relations, Race/Ethnicity (focus on Hispanic/Latino and Native American Policy issues), Methods.	15	Yes.	2 years plus summer internship	N/A
ASU	42	6 (two courses)	A 3 credit course in the last semester of the program. Completion of client based integrative project.	Urban policy, Conflict resolution, Infrastructure, Environmental Policy, Gender, Diversity, Political Economy, Methods.	9	No.	4 Semesters	30
Cal Poly	60 (4 per course)	8 (two courses)	A formal internship in the summer between a student's first and second year. Students are expected to complete 8 units. Each unit corresponds to 30 hours of work	Agriculture, Agribusiness, Business, City and Regional Planning, Communication, Economics, History, Geography, Kinesiology, Political	16-20	Yes.	2 years plus summer internship	40-50

experience. These internships take place in a governmental or other public sector organization.

Science, Psychology, Recreation Administration, Sociology, Statistics, Women's Studies.

USC	32	one course	Master's project. Focus on research and data analysis under faculty advisement.	Public Policy and Public Sector Management, Health Policy and Hospital Management, Education Planning, Policy and Management, Urban Planning and Infrastructure Management, Non Profit Management and Entrepreneurship, Communicating Public Policy.	18	No.	13-18 Months	40-45
University of Denver	60	12 (three courses)	Policy Memorandum. Focus on research and data analysis on a "real world problem" as well as a policy prescription.	Immigration Policy, Regulatory Policy, Public Management and Budgeting, Environmental Policy, History of Public Policy, Homeland Security Policy, Decision Making, Healthcare Policy,	16	No.	2 years	

OSU	62	16 (four courses)	Formal internship. Students having previously worked in the public sector can opt out of this requirement. Interns usually serve a minimum of 10 weeks.	Concentrations: Environmental Policy, International Policy, Rural Policy, Science Policy, Social Policy	16	Yes.	2 years	46
UT- Dallas	36	9 (3 courses)	None.	Concentrations: Criminology, Domestic Social Policy, Health Policy, International Conflict and Security, Legal Studies and Student Proposed.	15	Yes.	No prescribed timetable.	

FORM C - DEGREE/PROGRAM CHANGE

January 31, 2013

CIP CODE

Date: _____

Melissa Binder

(Name of individual initiating curricular change form)

Associate Professor, Econ, 277-3548 or

(Title, position, telephone number)

mbinder@unm.edu

(Email address)

Economics, Political Science, Sociology

(Department/Division/Program/Branch)

Mark Appropriate Program:

Undergraduate Degree Program

Graduate Degree Program

(For existing degree only)

Assigned by Associate Provost for Academic Affairs

ROUTING (All Four Collated Sets)

- 1. Department Chairperson
2. College Curriculum Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of the Registrar—Catalog
6. Director of relevant Library
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
12. Board of Regents (new degree only)

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

Masters in Public Policy

This form is for _____ Name of New or Existing Program

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

Mark appropriate category:

NEW

REVISION OF

DELETION

NAME CHANGE

Degree MA Type

Undergraduate degree only

Major

Minor

Concentration

Certificate

Emphasis

Department

NA

Subject Code

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

Reason(s) for Request (attach additional sheets if necessary). New program needs a Subject code.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

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

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

Proposed Effective Term: Fall 2014

Required Signatures:

Department Chair [Signature]

Date 02/04/2013

College Curriculum Committee [Signature]

Date 02/05/2013

College or School Faculty (if necessary) _____

Date _____

College or School Dean/Dean of Instruction [Signature]

Date 2/05/2013

Office of the Registrar—Catalog [Signature]

Date 02/07/13

Director of relevant Library [Signature]

Date _____

FS Graduate Committee (graduate courses) [Signature]

Date 2/12/14

FS Undergraduate Committee (undergraduate courses) _____

Date _____

FS Curriculum Committee _____

Date _____

Assoc. Provost for Academic Affairs _____

Date _____

Faculty Senate _____

Date _____

Board of Regents _____

Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

NEW COURSE REQUEST—FORM B

- ◆ Allow at least 6 months to complete the entire approval process.
- ◆ Please refer to the Form B Instructions at www.unm.edu/~unmreg
- ◆ Four sets of forms must be collated and submitted.

Submission Date January / 31 / 2013

Name of Faculty Member Initiating Request Melissa Binder

Initiator's Position / Title Associate Professor of Economics

College Arts and Sciences

Department On behalf of Economics, Political Science, and Sociology in conju

Phone 277-3548 (Wk) or 250-4131 (C) Email mbinder@unm.edu

ROUTING (All Four Collated Sets)

1. Department Chair
2. College or School Curricula Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of Registrar—Catalog
6. Director of Relevant Library
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curricula Committee
10. Associate Provost for Academic Affairs

Branches Only – course is
 Type 1 Type 2 Type 3

- A.** A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (*) should precede the course number.
 A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

B. B1. Course Subject Code PUBP B2. Course Number 501 B3. Proposed Effective Term Fall 2014

B4. Long Course Title (up to 100 letters, including spaces):
Policy Seminar

5. Proposed Short Course Title (up to 30 letters, including spaces):

P O L I C Y S E M I N A R

B6. College Arts and Sciences B7. Department Economics, Political Sc B8. CIP Code _____

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours		1	to	2
Lecture Hours		1	to	2
Lab Hours				

B10. Repeat Rules

Is the course repeatable for credit? Yes No

The course may be repeated 99 times
(exclusive of the first time).

AND / OR

The course may be repeated for _____ hours
(inclusive of the first time)

B11. Course Level (check one only): UG GR Law PharmD MedD

Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)
If graduate credit is available for courses numbered outside of 500-699, complete section F1.

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes No

If no, select the appropriate option and complete section F2.

The grade scale will be exclusively CR/NC.

The grade scale will be an alternative to the standard scales in the catalog.

B13. List all schedule type(s) (may be more than one):

a. Seminar b. _____ c. _____ d. _____ e. _____

C. C1. Co-requisites to this course: a. _____ b. _____ c. _____

If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.

Note: Please see the instructions for information on one-way vs. two-way co-requisites.

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes No If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective* or *required* for a degree program? If *required*, **submit a Form C** as well.

C5. Branches Only: Is this course: Occupational Technical Academic (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.
Restricted to MPP students.

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.
None

For courses outside the offering department to be used as pre-requisites:

Department Chair Signature

Department Chair Signature

Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes No

If yes, complete the following table:

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>

E2. Has this course been offered as a topic course? Yes No

If yes, in which term(s), and to what average enrollment? _____

E3. Will this course replace a deleted course? Yes No If yes, which one? _____

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

NA

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

NA

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:
Please see attached

b. Impact on long-range planning for unit, school / college, and university:
Please see attached

c. Budget and faculty load data:
Please see attached

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.
See Memo in LIB section of form D materials for the MPP proposal.

Name of Library

Name and Signature of Librarian

H. Required Signatures:

Office	Signature	Date
1. Department Chair	<i>[Signature]</i>	02/05/2013
2. College or School Curricula Committee	<i>[Signature]</i>	02/05/2013
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	<i>[Signature]</i>	02/05/2013
5. Office of Registrar—Catalog	<i>Elizabeth A. Baxter</i>	02/07/13
6. Director of Relevant Library	<i>See Form Attachment</i>	
7. FS Graduate Committee (graduate courses)	<i>[Signature]</i>	2/12/14
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee	<i>[Signature]</i>	3/7/14
10. Associate Provost for Academic Affairs	<i>[Signature]</i>	3/17/14

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):

Entered in Banner _____ Entered in Catalog _____ Copies Mailed _____

Attributes: 1. _____ 2. _____ 3. _____ 4. _____

Grade Modes _____

Form B—PUBP 501 Attachments

A1. Catalog Entry:

PUBP 501 (1-2, no limit Δ)

Professional conduct and best practices, research ethics, and support for completing the MPP Policy Report. First year students register for 1 credit; second year students register for 2 credits.

A2. Syllabus and Bibliography

G1.

a. Justification for offering the course:

As proposed in the concurrent Master's in Public Policy (MPP) form D, MPP students must complete 6 credits in the Policy Seminar. In the first two semesters, MPP students will register for 1 seminar credit. In the second two semester of their program, students will register for 2 credits. Students will earn a total of 6 seminar credits. The seminar will serve three purposes. First, it will provide training in research ethics, academic honesty, and nuts and bolts skills such as conducting literature searches and using government data sources. Second, it will support the summer internship program by preparing students for that experience, and by providing a forum for the presentation and discussion of the policy memos that students produce during and after the internship. Finally, it will provide cohesion for a program that is otherwise spread over many courses and several departments.

b. Impact on long-range planning for units, college and university.

The course is integral to the proposed MPP complements long-range plans of the three participating units (Economics, Political Science and Sociology), the College of Arts and Sciences, and the University in the following ways. First, all three departments seek to create a professional degree at the Master's level that imparts practical research analysis skills to students with the goal of increasing the policy environment in the state. The College of Arts and Sciences and the University encourage interdisciplinary efforts that serve students and the community. Finally, the MPP could be incorporated into a School of Health Policy, were President Frank's initiative to be implemented in the future.

c. Budget and faculty load data:

The Dean of Arts and Sciences has committed \$58,500 annually to support the program, which will include a SAC for a faculty MPP director who will direct the Policy Seminar. The faculty director will receive a course release from regular department duties and will assume direction of PUBP 501 and 502.

G2. Relevant Library Impact Statement.

See Memo in LIB section of form D materials for the MPP proposal.

PUBLIC POLICY 501—POLICY SEMINAR

Semester, Year

Days, Time

Room

Instructor:

Email:

Office Location:

Office Phone:

Office Hours:

Course Description:

Professional conduct and best practices, research ethics, professional writing and support for completing the MPP Policy Report. First year students register for 1 credit; second year students register for 2 credits.

Texts

Rossi, Peter, Mark Lipsey and Howard Freeman. 2003. *Evaluation: A Systematic Approach. 7th edition. [EASA]* (Thousand Oaks, CA: Sage Publications).

Strunk Jr., William and E.B. White. 1999. *The Elements of Style, 4th Edition.* (Upper Saddle River, NJ: Pearson).

Articles on e-reserves

Heckman, J. J. 2010. Building Bridges between Structural and Program Evaluation Approaches to Evaluating Policy. *Journal Of Economic Literature* 48(2): 356-398.

Robert, Christopher, and Richard Zeckhauser. 2011. "The Methodology of Normative Policy Analysis." *Journal of Policy Analysis and Management* 30(3): 613-43.

<more to be determined>

Seminar Requirements

1. Participation (25% of final grade): Students are expected to participate actively and thoughtfully in seminar discussions. Year 2 students will lead seminars that include Year 1 students and incorporate their experiences from their summer internships.

2. Written Summaries (Year 1 only) (35% of final grade) not to exceed one page, double-spaced. Weekly assignment to hone writing skills. Students will provide comments to two class-mates each week.

3. Presentation (10% for Year 1; 25% for Year 2) Year 1 will present project proposal. Year 2 students will present internship report and Policy Report.

4. Papers (30% for Year 1; 50% for Year 2) Year 1 will prepare literature review (due at mid-term) and internship project proposal; Year 2 will prepare Policy Report.

Year 1 meets eight times over the semester for 2 hours in conjunction with Year 2 students, who will meet every week for 2 hours.

Seminar Topics	Reading/Assignment
Writing Exercise	Strunk & White
Underpinnings	Robert & Zeckhauser
Conducting a Useful Literature Review	
Ethics Training (UNM Responsible Conduct of Research staff)	TBA
Needs Assessment	EASA
Process Evaluation	EASA
Outcomes Monitoring	EASA

Outcomes Effectiveness	EASA, Heckman
Administrative Data (Guest Speaker)	
Statistical Software	In Computer Lab
Cost Effectiveness Evaluation	EASA
Evaluation Lab Contracts	
Defining Scope of Work	
Feedback on Internships—Lessons Learned	
Presentations of Internship Proposals (Year 1 students)	
Presentations of Internship Final Projects (Year 2 students)	
Presentations of Policy Reports (Year 2 students)	
The Art of Policy Analysis (Guest Speakers)	
Practical Issues in Policy Analysis (Guest Speakers)	

C. C1. Co-requisites to this course: a. _____ b. _____ c. _____

If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.

Note: Please see the instructions for information on one-way vs. two-way co-requisites.

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes No If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective* or *required* for a degree program? If *required*, **submit a Form C** as well.

C5. Branches Only: Is this course: Occupational Technical Academic (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.
Instructor Permission Required.

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.
 None.

For courses outside the offering department to be used as pre-requisites:

 Department Chair Signature

 Department Chair Signature

 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes No

If yes, complete the following table:

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes No

If yes, in which term(s), and to what average enrollment? _____

E3. Will this course replace a deleted course? Yes No If yes, which one? _____

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

Not applicable.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

Credit will be granted for satisfactory performance in the internship, as verified by the research center or agency intern supervisor. As this is a practical experience, completion according to expectations is required for credit, but there is no particular value in asking supervisors to assign grades.

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

Course is required for all students in the proposed Master's in Public Policy (MPP) and provides valuable practical policy analysis experience for students. The Evaluation Lab internship is the basis for the professional paper that students complete to fulfill their Master's examination.

b. Impact on long-range planning for unit, school / college, and university:

Please see attached

c. Budget and faculty load data:

Please see attached

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

See Memo in LIB section of form D materials for the MPP proposal.

Name of Library

Name and Signature of Librarian

H. Required Signatures:

Office	Signature	Date
1. Department Chair	<i>[Signature]</i>	02/05/2013
2. College or School Curricula Committee	<i>[Signature]</i>	02/05/2013
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	<i>[Signature]</i>	02/05/2013
5. Office of Registrar—Catalog	<i>Elizabeth A. Baston</i>	02/07/13
6. Director of Relevant Library	<i>[Signature]</i> See Form D Attachment	
7. FS Graduate Committee (graduate courses)	<i>[Signature]</i>	2/12/14
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee	<i>Kathryn Walker</i>	3/17/14
10. Associate Provost for Academic Affairs	<i>[Signature]</i>	3/17/14

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):

Entered in Banner _____ Entered in Catalog _____ Copies Mailed _____

Attributes: 1. _____ 2. _____ 3. _____ 4. _____

Grade Modes _____

Form B—PUBP 502 Attachments

A1. Catalog Entry:

PUBP 502 Evaluation Lab (3)

An internship of at least 150 hours with a research center or public or private agency for a practicum in policy analysis. Summer and semester placements are available.

Required for the Master's in Public Policy.

Restriction: Instructor permission required.

A2. Syllabus and Bibliography

F2. Justification for CR/NC

Credit will be granted for satisfactory performance in the internship, as verified by the research center or agency intern supervisor. As this is a practical experience, completion according to expectations is required for credit, but there is no particular value in asking supervisors to assign grades.

G1.

a. Justification for offering the course:

Course is required for all students in the proposed Master's in Public Policy (MPP) and provides valuable practical policy analysis experience for students. The Evaluation Lab internship is the basis for the professional paper that students complete to fulfill their Master's examination.

b. Impact on long-range planning for units, college and university.

The course is integral to the proposed MPP complements long-range plans of the three participating units (Economics, Political Science and Sociology), the College of Arts and Sciences, and the University in the following ways. First, all three departments seek to create a professional degree at the Master's level that imparts practical research analysis skills to students with the goal of increasing the policy environment in the state. The College of Arts and Sciences and the University encourage interdisciplinary efforts that serve students and the community. Finally, the MPP could be incorporated into a School of Health Policy, were President Frank's initiative to be implemented in the future.

c. Budget and faculty load data:

The Dean of Arts and Sciences has committed \$58,500 annually to support the program, which will include a SAC for a faculty MPP director who will coordinate student internships with the help of a graduate assistant. The faculty director will receive a course release from regular department duties and will assume direction of PUBP 501 and 502.

G2. Relevant Library Impact Statement.

See Memo in LIB section of form D materials for the MPP proposal.

PUBLIC POLICY 502—EVALUATION LAB
Semester, Year

Instructor: _____ **Email:** _____
Office Location: _____ **Office Phone:** _____
Office Hours: _____

Course Description: An internship of at least 150 hours with a research center or public or private agency for a practicum in policy analysis, required for the Master's in Public Policy degree. Summer and semester placements are available. Concurrent enrollment in PUBP 501—Policy Seminar is encouraged, but not required.

Course provides practical policy analysis experience for students. The Evaluation Lab internship is the basis for the professional paper that students prepare to fulfill their Master's examination.

Text

Rossi, Peter, Mark Lipsey and Howard Freeman. 2003. *Evaluation: A Systematic Approach*. 7th edition. (Thousand Oaks, CA: Sage Publications).

Course Requirements: *You must complete all requirements to get credit (CR) for the Evaluation Lab. Failure to complete any requirement will result in a no credit grade (NC).*

1. Contract with Scope of Work. ***Within the first 20 hours worked***, and in consultation with your agency supervisor and instructor, prepare a Scope of Work statement and Evaluation Lab contract. Scope of Work must include a Project Summary (see requirement #5 below) All contracts must be signed by the student, the supervisor and the instructor. Post a pdf of the contract to WebCT. Modifications to the Scope of Work must be approved by all signatories to the contract.

2. Satisfactory contribution to sponsoring organization. Have your supervisor verify your hours and comment on whether your work was satisfactory in a letter on agency letterhead or by email to the instructor ***during the last week of classes***. Working fewer hours than 150 hours or receiving an unsatisfactory report from your supervisor will result in a NC grade for the course.

3. Discussion Board. A weekly discussion board will create a supportive community for interns. Post your questions, observations, challenges and advice. Post an original message and respond to at least one other posting each week during your internship. Instructor will provide feedback on postings. Please contact instructor directly for any problems that you do not wish to discuss with your peers.

4. Deliverables. Post a copy of all deliverables, as defined by your Scope of Work, to WebCT. ***Due-dates defined by your contract.***

5. Project Summary Draft and Final Version. Project Summary includes a review of relevant literature, an explanation of the methodology used with reference to the course text, a description of tasks undertaken and any other information helpful to the agency. Complete draft in final form due at least two Fridays prior to the Friday of finals week. Include in your contract a one week review period for your supervisor to provide comments. Final Project Summary due on Friday of finals week for semester internships. Due date for Final Project Summary summer internships can be negotiated with supervisor and instructor. Post Draft and Final Version to WebCT.

6. Professional Conduct Interns are expected to follow professional and ethical norms. Interns may be removed from their placements for unprofessional and unethical behavior.

**Letters
Of
Support**



Office of the President

MSC 3Z
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-2035, fax: 575-646-6334
president@nmsu.edu

November 19, 2013

Dr. Melissa Binder and Dr. Amy Wohlert
MPP Program Development
c/o Department of Economics, MSC05-3060
University of New Mexico
Albuquerque, NM 87131-1101

Dear Dr. Binder and Dr. Wohlert:

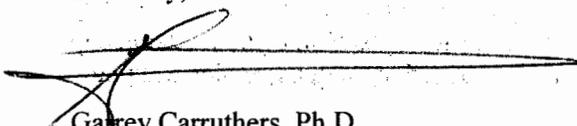
This letter is in support of the proposed Master of Public Policy (MPP) degree at the University of New Mexico (UNM). I am very supportive of the opportunities it presents for collaboration between New Mexico State University (NMSU) and UNM. The presence of such a program of study in our state will greatly enhance the ability of the public sector to analyze and promote sound and evidence-based public policies. This new master's program will also benefit the private sector as students are trained to practice policy analysis with an applied research base. My prediction is that both public and private sectors employers will want to hire the graduates of this program.

You have suggested that the program's students would benefit from NMSU's existing strengths in policy development and analysis, in particular through collaboration with the Domenici Institute and the Arrowhead Center. Indeed, I foresee many ways that these initiatives and other programs at NMSU might complement the MPP's goal of training students to develop and evaluate effective policy options. Opportunities might include summer internships, substantive policy workshops, conference participation, and access to national and state policy experts in a number of areas. As well, we have discussed future possibilities for sharing courses to increase the range of policy expertise students can develop.

As a former Governor, I can attest to the need for more applied policy analysis in state and federal decision-making. The graduates of this program will make a tremendous difference in our collective decision-making in New Mexico. Moreover, I expect that we will be able to retain some of the best and brightest college students in the state who will no longer have to go out of state for this type of training.

I offer my full support and enthusiasm for this endeavor.

Sincerely,



Garrey Carruthers, Ph.D.
President and Professor of Economics



College of Business

Office of the Dean
MSC 3AD
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-2821, fax: 575-646-6155

Dr. Melissa Binder and Dr. Amy Wohlert
MPP Program Development
c/o Department of Economics, MSC05-3060
University of New Mexico
Albuquerque, NM 87131-1101

November 25, 2013

Dear Dr. Binder and Dr. Wohlert:

It is my pleasure to write in support of the proposed Master of Public Policy (MPP) degree at the University of New Mexico. The offering of such a degree certainly offers opportunities for students in New Mexico to expand their knowledge of public policy and, in turn, to contribute to the well-being of the state through the analysis of a wide range of policy issues and participation in discussion of evidence-based policy improvements. The program will also benefit the private sector as students are trained to practice policy analysis with an applied research base and as improved policy decisions make New Mexico more attractive to private sector employers.

Just as there is potential for collaboration with NMSU's Domenici Institute and Arrowhead Center, the new degree program may complement the academic and research programs at the NMSU College of Business as we are both seeking to train students to develop effective policy options.

Opportunities might include internships, workshops, conference participation, and access to national and state policy experts in a number of areas. As well, we have discussed future possibilities for sharing courses to increase the range of policy expertise students can develop.

We look forward to determining the best ways for our College to work with you to make the MPP degree an outstanding program.

I offer my full support for this endeavor.

Sincerely,

A handwritten signature in cursive script that reads 'Kathleen Brook'.

Kathleen Brook
Interim Dean



Susana Martinez
Governor

Demesia Padilla, CPA
Cabinet Secretary

STATE OF NEW MEXICO
Taxation and Revenue Department
An Equal Opportunity Employer

Office of the Secretary
(505) 827-0341
Administrative Services
(505) 827-0369
Audit and Compliance
(505) 827-0900
Chief Information Officer
(505) 827-0422
Motor Vehicle
(505) 827-2296
Property Tax
(505) 827-0870
Revenue Processing
(505) 827-0800
Tax Fraud Investigations
(505) 841-5578

July 25, 2012

Provost Chaouki Abdallah
c/o MPP Program Development
Department of Economics, MSC05-3060
University of New Mexico
Albuquerque, NM 87131-1101

RE: Masters of Public Policy (MPP) Degree Program

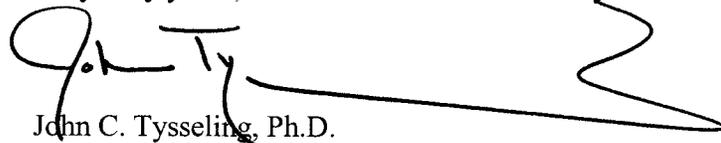
Dear Provost Abdullah,

I am writing to express my strong support for the proposed MPP degree program at UNM. I recently returned to state government as the Chief Economist at the Tax and Revenue Department after a twenty-year career as a private consultant. And from my experience in both the private and public sectors, I can vouch for the need for MA-level graduates who can problem solve, write, work with data and communicate with the public.

In particular, I applaud the intent to bring an interdisciplinary approach to development of applied skills relevant to the specific employment opportunities available in government and public policy positions. The MPP program is designed to impart this skill set. Access to candidates with this formal training will be incredibly useful to state government, meeting its desperate for qualified and analytically proficient staff.

TRD would be very interested in hosting MPP interns and hiring its graduates, and welcomes the opportunity to work with UNM in making this program a success.

Very truly yours,


John C. Tysseling, Ph.D.
Chief Economist

cc: Secretary Demesia Padilla, CPA

Melissa Binder, Ph.D.
Department of Economics
University of New Mexico



24 July 2012

Dr. Chaouki Abdallah, Provost and
Executive Vice President for Academic Affairs
c/o MPP Program Development
Department of Economics, MSC05-3060
University of New Mexico
Albuquerque, NM 87131-1101

Dear Chaouki:

Graduate programs in public policy prepare students for meaningful, challenging leadership careers in the public, nonprofit, and, even, private sectors. They provide students with the knowledge and skills needed to frame public policy opportunities and challenges, identify and evaluate alternative courses of action, establish priorities, and ensure effective decision making, implementation, and outcome assessment. Public policy programs prepare their students to translate thought into action, to apply theory to practice and research to policy, across a wide range of issue areas and to work in a variety of arenas—local, state, regional, national and international.

The proposal by the departments of economics, political science and sociology to create an interdisciplinary, applied-research masters program, the Master of Public Policy (MPP), deserves the strong support of the UNM community. This is a timely, sharply focused, and extremely well-developed initiative. It cost-effectively integrates the public policy resources of three strong, highly regarded departments. And it promises the establishment of a program that will provide a solid foundation upon which to build a school of public policy in the future.

Professors Melissa Binder, Lisa Broidy, and Deborah McFarlane have developed an excellent proposal. They have forged an innovative interdepartmental collaboration, provided us with a compelling strategic rationale for a UNM MPP, developed a curriculum plan that effectively and efficiently integrates methodological and foundational courses with electives that will provide students with the necessary substantive issue-area expertise, designed an effective governance structure for the new program, and thoughtfully considered how our MPP will fit with related programs not only at UNM but in the state and the region. Since public policy is inherently interdisciplinary, it is entirely appropriate that our initial venture into a graduate public policy program be an interdepartmental collaboration.



THE UNIVERSITY of
NEW MEXICO

Institute for Applied Research Services
Bureau of Business and Economic Research
MSC02 1720
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-2216

June 30, 2012

Provost Chaouki Abdallah
c/o MPP Program Development
Department of Economics, MSC05-3060
University of New Mexico
Albuquerque, NM 87131-1101

Dear Provost Abdullah:

As the director of the Bureau of Business and Economic Research, I am excited about the prospect of a Master's of Public Policy (MPP) program at the University of New Mexico. I had a long history working in NM State and local government before coming to BBER, and in my present capacity have continued to work closely with State government agencies and with a number of local governments. I remember the days when there was a well established pipeline between UNM and state government, as many of my colleagues when I was the Chief Economist at DFA had come through this pipeline. Those of us in the policy community are always looking for highly trained professionals with excellent communication, analytical and data skills. The proposed MPP curriculum is tailor-made to impart these skills.

I envision several ways in which the MPP program will complement BBER's mission. First and foremost, I expect that MPP students will make excellent hires, both as interns and permanent employees. Second, I welcome the opportunity for BBER staffers to participate in the ongoing MPP Seminar. I see this as a vehicle for us to share what we have learned from years of involvement with state and local government policy. The state will surely benefit from having a cadre of policy analysts who are familiar with the New Mexico institutional context. Finally, I strongly endorse the proposed Advisory Council, which will keep the MPP program accountable to the needs of the policy community, and welcome the opportunity to serve on this Council.

Sincerely,

Lee A. Reynis



January 4, 2012

Melissa Binder
Department of Economics, MSC05-3060
University of New Mexico
Albuquerque, NM 87131-1101

Subject: Master's in Public Policy

Dear Dr. Binder:

This is a letter of support for the proposed graduate degree Master's in Public Policy (MPP). I am the Director of the Water Resources Program (WRP) which offers an interdisciplinary graduate degree titled Masters of Water Resources (MWR) that is similar to the proposed MPP in many ways. The MWR degree was established in 1991 and is intended to be a professional degree that provides students with training, expertise and credentials that will lead them towards successful careers related to management of water resources. The MWR program has been very successful and graduates about 10 to 15 students each year.

While I do not have the background to address the professional need or career opportunities for students with an MPP degree, the proposed degree offers a well structured curriculum that appears to me to be consistent with objective of preparing students for a professional career. It offers a nice balance of theoretical and applied coursework that will give students an understanding of the principles of public policy along with useful tools for its implementation and administration.

Students in the WRP must take a spectrum of classes including those in areas related to policy, administration and management. I believe that many of our students would be interested in taking some of the MPP courses, especially in areas of environmental and health policy, finance, and administration. This would lead to cross pollination of ideas and further enhance the interdisciplinary nature of your program and ours.

I enthusiastically support the proposed MPP degree program. I think it is a strong proposal and will further enhance interdisciplinary graduate and professional programs at UNM.

Let me know if I can be of assistance in further development of this program.

Sincerely,

A handwritten signature in black ink that reads "Bruce Thomson".

Bruce Thomson, Ph.D., P.E.
Director, Water Resources Program
Professor, Civil Engineering



The University of New Mexico

Department of Sociology
MCS05 3080
1 University of New Mexico
Albuquerque, NM 87131-1166
Telephone (505) 277-2501
FAX (505) 277-8805

January 3, 2012

Dear Dr. Binder:

This letter is to express my support for the proposed Master of Public Policy (MPP) degree at the University of New Mexico. As I understand it, the degree would be offered jointly by the Departments of Economics, Political Science and Sociology. The aim would be to train students in policy analysis and applied research. To my eye, this program would be a real asset to both UNM and the State more generally. As New Mexico's flagship University, this is precisely the kind of academically rigorous, service oriented program UNM should be offering. Students who graduate from this program would have the breadth of knowledge and experience to serve as policy analysts in both the private and public sector. In my experience, there is a strong need statewide for individuals with the skills the proposed MPP program would cultivate. At present students need to leave the state for this kind of training, which then decreases the odds that they return to serve our local needs. Having an MPP program at UNM would increase local educational opportunities and provide a pool of well-trained graduates whom I am sure public and private sector employers statewide will be anxious to hire.

As Director of UNM's Institute for Social Research (ISR) and an Associate Professor in Sociology, I am particularly excited about the proposed MPP degree. ISR contracts with many city, state and federal agencies to do evaluative work that is oftentimes tied to policy (particularly criminal justice policy). We routinely hire graduate students to work on these projects and would welcome the opportunity to work with MPP students who are both interested and trained in policy analysis. As a Sociology faculty member, I see great demand for such a program, particularly among criminology students. Many of our students would like to pursue an advanced degree with an applied/policy focus to facilitate careers in criminal justice policy and planning. At present, they seek such opportunities elsewhere, but I know many would prefer to stay here. I am excited about the prospect of offering that opportunity to some of our top undergraduate students.

In short, I offer my full support and enthusiasm for this endeavor and look forward to playing an active role in its development and implementation.

Sincerely yours,

Lisa Broidy
Associate Professor, Sociology
Director, UNM Institute for Social Research



New Mexico Sentencing Commission

December 16, 2011

Dear Madam or Sir:

It has come to my attention that the Departments of Economics, Political Science and Sociology at the University of New Mexico have proposed the creation of a Masters of Public Policy program. I am writing to express my support for the creation of such an interdisciplinary program.

I currently am the Executive Director of the New Mexico Sentencing Commission, which serves as a criminal and juvenile justice policy resource to the State of New Mexico. The Sentencing Commission is "under the roof" of the Institute for Social Research at the University of New Mexico.

The primary mission of the Sentencing Commission is to provide research, analysis and recommendations to the three branches of state government to inform policy decisions that impact the criminal and juvenile justice systems. Much of our work is premised on data analysis and the ability to effectively communicate our research findings.

During my twenty-two years of public service in New Mexico, I have been witness to an increasing reliance on evidence-based practices and program evaluations. Moreover, decision-making based upon research studies and evaluations has become even more imperative in the past three years, as revenue and resources have become increasingly scarce.

A Masters in Public Policy program will provide program participants with the ability to analyze and interpret data, and utilize critical thinking. Perhaps most importantly, program graduates will be equipped to effectively communicate research findings to policy makers. It is my belief that graduates of the program will be in demand as professional policy analysts for legislative, judicial and executive entities.

In closing, thank you for your consideration of my views on the creation of a Masters of Public Policy program at the University of New Mexico. Please feel free to contact me if you have any questions.

Best regards,

Tony Ortiz
Executive Director
New Mexico Sentencing Commission



THE UNIVERSITY of
NEW MEXICO

Center for Education Policy Research

Peter Winograd, Ph.D., Director

The University of New Mexico

1 University of New Mexico

MSC05-3040, Manzanita Hall, Rm 123

Albuquerque, New Mexico 87131

December 16, 2011

Melissa Binder, Ph.D.

Lisa Broidy, Ph.D.

Deborah McFarlane, Ph.D.

MPP Program Development

c/o Department of Economics, MSC05-3060

University of New Mexico

Albuquerque, NM 87131-1101

Dear Profs. Binder, Broidy, and McFarlane:

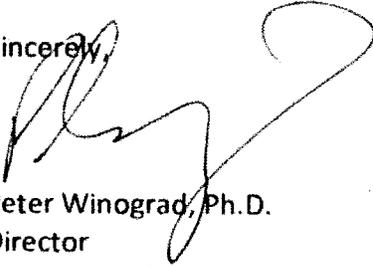
On behalf of the UNM Center for Education Policy Research (CEPR), I write in strong support of your departments' joint proposal to establish a Masters in Public Policy (MPP) program at UNM.

The primary mission of CEPR is to research education policy topics of interest in New Mexico and to facilitate collaboration with policy makers and other researchers on systemic policy change. Additionally, we believe that it is critically important that the students who come through our Center return to the workforce with the knowledge and skills necessary to support data-informed decision making in their spheres of influence. To these ends, we believe strongly that the proposed MPP program would help CEPR fulfill its mission through the education and training of New Mexico's next generation of education policy leaders.

Additionally, we believe that CEPR would both complement and extend the capacity of the proposed MPP program in the following ways. First, CEPR could provide policy-relevant research opportunities for MPP students interested in education policy. Through our extensive network of federal, state, and local policy makers, we would also be able to engage students in the most current education policy debates, which might lead to employment in the public sector within New Mexico. Second, as an interdisciplinary research center, CEPR's faculty have formal training in the academic disciplines of Education, Political Science, Public Policy, Management & Business, and History. Through our collective teaching and research capacities, we bring a wide range of quantitative and qualitative methodologies and perspectives to bear on real-world policy questions. Our faculty could serve as research mentors & advisors to UNM's MPP students, and most of us would have a strong interest in teaching our specialties within the program.

Finally, we believe that the proposed MPP program would bridge the large gap that currently exists between New Mexico's institutions of higher education and the workforce needs of our public agencies.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter Winograd', written over the word 'Sincerely,'.

Peter Winograd, Ph.D.
Director
Center for Education Policy Research

19 December 2011

Dear Professors Berrens, Stanley, and Santos,

I am pleased to offer this letter of support for your proposed new Masters degree in Public Policy. The need for well-trained policy analysts in New Mexico and the Southwest is one that we the Educational Leadership Program believe is increasingly important and timely.

This new Masters of Public Policy (MPP), with its interdisciplinary curriculum based in economics, political science, and sociology, will enable students to develop the skills necessary for New Mexico to develop the capacity to address its own social problems.

We in Educational Leadership currently offer the following three courses that would aid MPP students in understanding public policy as it pertains to education: LEAD 512 *Public Education in New Mexico*, LEAD 534 *Policy Issues in Education*, and LEAD 517 *State and Federal Educational Leadership*. We would welcome students in your proposed Masters program into these courses. Additionally, we would welcome the opportunity to work with our colleagues in the Departments of Economics, Political Science, and Sociology to align the needs of these students with those of our own.

Sincerely,



Dr. Arlie Woodrum, Chair
Educational Leadership and Organizational Learning
College of Education

College of Population* Health

“An Organic Approach”

3/12/2014



Table of Contents

The Need for a College of Population Health	10
Teaching	10
Legislative Request for Public Health Education	10
Public Health Needs along the US-Mexico Border	10
Student Demand.....	11
Recruitment of Students	14
Student Learning Outcome Assessment	16
Master of Public Health Degree	16
PhD of Public Health Sciences	18
Bachelor of Science in Public Health	22
Integration with UNM Central and South Campuses.....	28
Integration with Public Health Oriented Centers.....	28
Additional Training and Educational Opportunities.....	29
Research	31
Service	34
Demand for Public Health Graduates	34
College of Population Health Structure	43
Accreditation	47
Resources Needed to Establish the CPH	47
Existing Resources and Faculty.....	47
Potential Collaborative Faculty, Instructors and Colleges/Schools/Departments.....	48
Leadership	49
Facility.....	50
Student Financial Support	50
Sources of Revenue	50
Timetable for Establishing the CPH	50

NMSU Collaboration	50
Appendix A <i>Potential UNM Public Health Electives</i>	52
Appendix B <i>Potential UNM Public Health Related Courses</i>	65
Appendix C <i>Examples of Public Health Related UNM Faculty and Student Research Projects</i>	69
Appendix D <i>CEPH Requirements</i>	71
Appendix E <i>College of Population Health Implementation Budget</i>	73
Appendix F <i>Timeline for Major Milestones</i>	74
Appendix G <i>Public Health Programs at NMSU and UNM</i>	75
Appendix H <i>Existing Public Health-Related Resources at NMSU and UNM</i>	76
Appendix I <i>Public Health Faculty Resources at NMSU and UNM</i>	78
Appendix J <i>Letters of Support for a College of Population Health IN PROGRESS</i>	79

UNM Population Health Structure Committee Members:

Regina Carlow Ph.D., Associate Dean for Student Affairs, College of Fine Arts
Mark Childs MPA, MArch, Director Urban and Regional Design, School of Architecture and Planning
Sally Cohen Ph.D., RN, FAAN, Associate Professor, College of Nursing and RWJF Doctor of Philosophy in Nursing
Julie Coonrod Ph.D., Dean of Graduate Studies, Department of Civil Engineering
Leslie Danielson Ph.D., Director of Medical Lab Sciences Program
Rob Delcampo Ph.D., Associate Dean, Anderson School of Management
Mike Dougher Ph.D., Sr. Vice Provost for Academic Affairs
Phil Ganderton Ph.D., Professor of Economics and Senior Associate Dean of Arts and Sciences
Deborah Helitzer ScD, Associate Vice Chancellor for Research Education
Arthur Kaufman M.D., Vice Chancellor for Community Health Sciences
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Anita Kenney Ph.D., Associate Director, UNM Cancer Center
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Amy Neel Ph.D., Associate Professor, Speech and Hearing Sciences
Michaele Pride AIA, NOMA, Associate Dean, School of Architecture and Planning
Rob Schwartz J.D., Professor Emeritus, School of Law
Bruce Thomson Ph.D., Regents Professor of Civil Engineering, Director of Water Resources Program
Kristine Tollestrup Ph.D., Associate Professor and Director Public Health Program
Nina Wallerstein Dr. P.H., Director Center Participatory Research
Lynda Welage Pharm.D., FCCP, Dean, College of Pharmacy
Bill Wiese MD, MPH, Associate Director, RWJF Center for Health Policy
Chuck Wiggins Ph.D., Director, New Mexico Tumor Registry
Amy Wohlert Ph.D., Interim Director and Professor, School of Public Administration

****CEPH Accreditation Procedures, pg. 29 "1) accredited public health programs seeking a change in accreditation status may not refer to themselves as schools or colleges of public health until an application for accreditation as a school of public health has been submitted and approved by CEPH."***

Executive Summary

It is well known that the US spends far more on health care per capita than any other country, yet it ranks low on overall health outcomes. For example, half of the deaths in the US occur prematurely and can be prevented. The state of health care in the US overall, and specifically in New Mexico requires attention to prevention and early intervention. A trained workforce is required to address these needs. Unfortunately, the public health workforce is diminishing. Currently there are 450,000 state and federal public health workers in the USA, of which 20% to 40% may retire in the next five years. A workforce comprised of undergraduates with degrees in public health can address many of the public health problems in communities. The Institute of Medicine recommends that the Master of Public Health (MPH) degree should be required of those in public health leadership and management positions within all federal, state, and local public health agencies. The public health/medical workforce needs include: healthcare administrators, community-based outreach workers, public health nurses, environmental health administrators, epidemiologists (health care and population sciences), policy analysts, compliance officers, emergency medical technicians and infection surveillance personnel. Other disciplines, such as engineering and architecture, are increasingly important to public health and are part of the interdisciplinary team needed to protect public health and safety. Fields such as communications, public relations, marketing, journalism, health education and fine arts will benefit from students with transferable skills in public health.

Less than 50% of public health workers nationwide have received any formal training in public health; however, they bear the responsibility for decisions that affect the health of millions. The annual output of students from schools of public health is insufficient to meet the demand for their skills. UNM's rationale for establishing a College of Population Health includes: addressing the tremendous health disparities of New Mexico, filling the need for public health professionals with outstanding educations, and leveraging a critical mass of investigators across disciplines to enhance public health education and research. PhD graduates of public health colleges are well suited to meet these needs.

In addition to the need for additional schools of public health nationwide, New Mexico's need for such an institution is particularly great as evidenced by:

- (1) New Mexico's overall health ranking compared to the rest of the nation is 31 out of 50
- (2) New Mexico's overall mental health ranking is 44 out of 50
- (3) New Mexico's overall physical health ranking is also 44 out of 50
- (4) New Mexico ranks 49 out of 50 for the number of children in poverty
- (5) New Mexico ranks 49 out of 50 for the number of healthcare uninsured residents
- (6) New Mexico ranks last (50 out of 50) for access to adequate prenatal care
- (7) New Mexico ranks last (50 out of 50) for teen birth rates

Currently in New Mexico there are two accredited public health Masters programs, one at UNM and the other at NMSU. Both institutions are considering enhancing their public health education programs

with the eventual goal of becoming accredited by the Council of Education for Public Health (CEPH) as “schools of public health”. Currently the two institutions have complementary programs and areas of specialization. As each public health education program matures there will be opportunities for collaboration in education, research and practice.

We propose an *innovative* approach to developing the UNM College of Population Health (CPH) that challenges the traditional model. Most of the 51 accredited schools of public health have developed in compliance with CEPH accreditation requirements, limiting the opportunity for innovative structures and approaches. The proposed model is organic and therefore provides very real opportunities to “home grow” the CPH to meet New Mexico’s diverse population needs.

Initially the new approach will be simpler and less expensive, and will benefit those whose needs cannot be met by a traditional approach. In the context of public health education at UNM, the model is transparent, cost effective, and will be sustained through collaboration rather than competition (reducing the likelihood of creating silos of public health practice). It will provide opportunities for faculty, staff and students from the entire University and members of the community to participate in building educational programs to improve the public health of New Mexico. This superior “network” approach is flexible and non-linear and will be more easily able to incorporate feedback, communication and self-correction. It is envisioned as a coherent, integrated, cross-institutional plan for public health that will be superior to a traditional College of Population Health (CPH).

Our broad-based outreach to leaders, faculty, staff and students at UNM and other institutions, and community leaders (New Mexico, regional and national) has led us to conceptualize a pioneering approach that efficiently utilizes existing resources and maximizes mutual benefits. This “organic” CPH will centralize the administrative management of public health activities. It will bring together and synergize currently widely dispersed public health education; research and practice, in order to better meet the needs of the State. Revenues will be generated through tuition, fees, formula funding and institutional research grants.

Principal investigators at UNM hold multi-millions of dollars in grants and contracts that fund projects related to public health issues. The CPH will act as a connector for collaborative *Transdisciplinary* research with faculty across UNM and with faculty from other research institutions in New Mexico. The CPH will sponsor research where faculty members and research staff work in collaboration to exchange information and share resources while transcending their own disciplines to achieve a common public health goal and the CPH will provide resources to stimulate pilot initiatives to engage research participation outside the CPH.

In the early years the new structure will be leaner than a traditional college because it will not have financial responsibility for faculty because for the first 3-5 years, faculty members will maintain their appointments in their current college/school/department. Colleges will make strategic investments through collaboration and resource accommodations to benefit faculty, their department and college

and the institution as a whole by eliminating duplication of courses and working together with the CPH to generate enrollment growth. No faculty members will have primary appointments in the CPH. All faculty members who wish to have a joint/secondary appointment in the CPH will contribute to the mission and vision of the CPH: e.g. curriculum development, teaching, advising, mentoring, collaborative research, public health practice, or faculty governance. Faculty members with joint/secondary appointments will be eligible for special pilot funds and professional career development funds (for example Public Health Leadership scholarships). Joint/secondary appointments will be administered through an MOU developed in collaboration with the CPH Dean, the faculty member and his or her Chair/Dean. These MOUs will be carefully constructed to consider faculty effort and faculty contracts and to align with college/school/department policies and faculty performance expectations and promotion and tenure requirements.

As the CPH generates revenue, funds will be allocated for faculty lines so that the CPH will be able to meet CEPH accreditation requirements. Currently the Public Health Program faculty reside in the Department of Family and Community Medicine. The Public Health Program (PHP) is fully accredited by CEPH. Over time these faculty lines will move into the CPH (see figure 1).

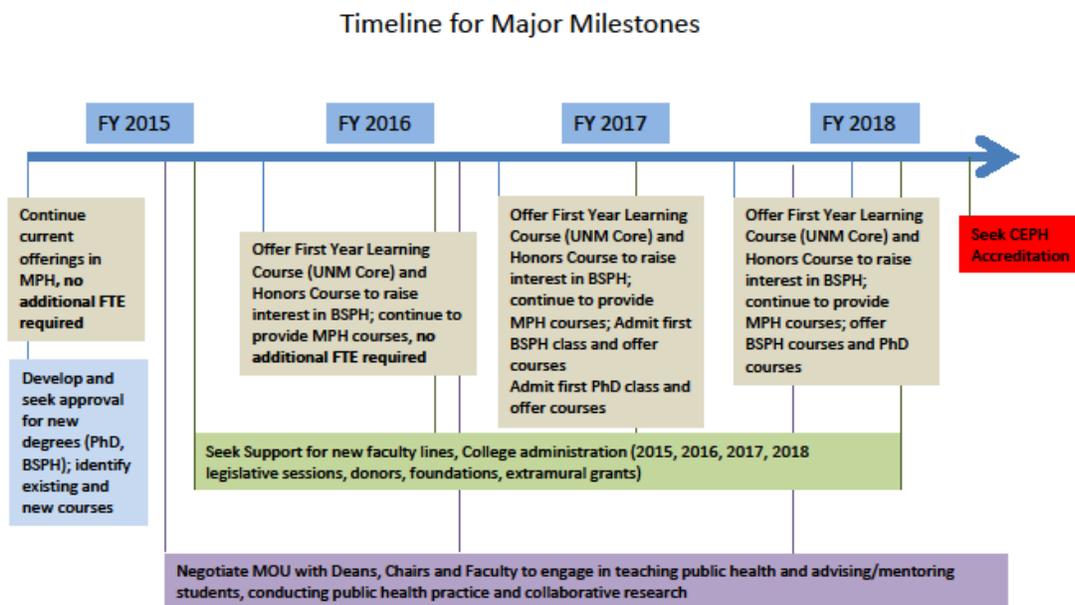


Figure 1. CPH Major Milestones Timeline

Courses and advising required for the Bachelor of Science in Public Health (BSPH), Master of Public Health (MPH) and Doctor of Public Health Sciences (PhD) will be taught by qualified faculty across the institution. As revenue is generated, resources will be available to compensate departments/colleges/schools for faculty effort. There are tremendous benefits of this innovative academic model. It provides a resource for the HSC and Central and South Campuses' Colleges and

Schools that builds on existing strengths and eliminates duplication. The model requires minimal office space. The need for additional classroom space will be dependent on the student demand that we anticipate will grow over time. Table 2 provides two illustrations of growth at similar institutions.

Table 1: Growth at Similar Public Health Universities

	2010 -2011	2011-2012	2012-2013	2013-2014
Kent State University*-Kent Ohio				
BSPH	81	225	494	588
MPH	32	68	89	125
PhD	6	19	36	36
University of South Florida**-Tampa Florida				
BSPH	308	667	984	943
* UG Enrollment 2014 = 18,772 @ Main Campus				
** UG Enrollment 2014= 30,425 @ Main Campus				

Growth at both institutions in the BSPH program alone over the same time period was significant. Kent State growth increased by a factor of 2.77% in year two, a factor of 2.2% in year three and 1.2% in year four and a growth factor of 7.25% from year one to year four. University of Southern Florida growth increased by a factor of 2% in year two, 1.48% in year three, decreased by 5% in year four and from year one to year four increased by a factor of 3.1%. These examples are for illustration purposes, only and do not represent guaranteed growth projections at UNM. They do, however, provide reason to be encouraged that UNM’s growth could be comparable.

Importantly, this approach does not disrupt existing department’s/school’s/college’s resources or faculty security. It does presume that there is a mutual interest in building a CPH. This model provides an opportunity for Chairs and Deans to strategically invest in the CPH’s success to the advantage of multiple partners. Faculty from all over the University, in addition to community stakeholders, will have multiple and flexible opportunities to participate. Most importantly this innovative approach creates very little disruption to faculty and administration and provides the opportunity for “buy-in” as it grows to meet the demand for public health education, research and practice. This model also enhances the opportunity for collaboration between NMSU and UNM; it incentivizes us to share the responsibility for teaching public health statewide, while not duplicating resources and ensuring that students at both institutions have access to multiple educational and research opportunities. It also stimulates opportunities for faculty from both institutions to collaborate on research to address the public health needs of the State.

In order for this model to move forward and unfold into a functional CPH, it will require a tremendous amount of goodwill, trust and mutual interest in advancing public health education, practice, and research in New Mexico. It will also require the vested interest of healthcare employers, community

leaders, other institutions of higher education (community colleges and 4 year universities) and state health agencies. The college will pursue active service activities, consistent with its mission and UNM policies, through which participating faculty and students contribute to the advancement of public health practice. The community is the site where public health is implemented; effective linkages with organizations and agencies in the community are essential to the success of the college in meeting its overall objectives.

The College must be provided a long-term financial commitment to grow roots and establish itself as a sustainable entity. A mission, vision, goals and business plan will be developed for the CPH in collaboration with the community, students, staff, faculty and administration. Public awareness of, interest in and collaboration with the CPH will increase enrollments and for admitted students to develop a foundation and fully progress through the program. With UNM's plan to move to a Results Oriented Management (ROM) structure, the UNM Financial Leadership Team will help the CPH develop a plan to share resources so that CPH offerings can meet degree requirements and achieve program outcomes.

It is important that the CPH remain focused on meeting the public health needs of the state: which include extending in the healthcare workforce with educated professionals who can complement existing health services to reach and maintain the wellness of broader groups of citizens through their work in public health. This model will evolve as the CPH grows and new dynamics develop such as student interest in new courses, community involvement and needs, and faculty participation and interest.

1. What is the Need for a College of Population Health?

A. Teaching

1) Evidence of Why a College of Population Health is Needed

a) Legislative Request for Public Health Education

New Mexico House Memorial 43 states that the Higher Education Department (HED) will study the feasibility of establishing a school of public health in New Mexico. To strengthen the state's capacity to provide public health education, we propose to develop a formal public health *collaborative* between the University of New Mexico (UNM), New Mexico State University (NMSU) and the New Mexico Department of Health (DOH).

In the response to Memorial 43, José Garcia, Secretary of HED stated "There appear to be powerful reasons to establish a School of Public Health in the interests of public health in New Mexico. Strong assets exist at UNM and NMSU that could be shared in the creation of such a center, and this would seem to be propitious time to begin."

Public Health Needs along the US-Mexico Border Region and in NM

The US-Mexico Border region is one of the most medically underserved and economically deprived areas in the US. It is also an area where public health interventions can do the most good, particularly given the number of low-income families and the lack of health professionals in the region. The US-Mexico Border Region includes the area of land that is 100 kilometers (62.5 miles) north and south of the international boundary. It stretches approximately 2,000 miles from the southern tip of Texas to California, and has a population of 15 million.

Approximately 432,000 people live in 1,200 *colonias* in Texas and New Mexico, which are unincorporated, semi-rural communities characterized by substandard housing and unsafe public drinking water or wastewater systems. New Mexico alone is home to 135 *colonias*; 75% are located in the southern part of the state. The unemployment rate along the US side of the Texas-Mexico border is 250-300 percent higher than in the rest of the country. If the border region were to be made the 51st state, the US-Mexico border region would rank: (1) last in access to health care; (2) second highest in deaths from hepatitis; (3) third highest in deaths related to diabetes; (4) last in per capita income; (5) first in the number of school children living in poverty; and, (6) first in the number of uninsured children. These facts argue for the need for more competently trained public health professionals, and hence the need for a school of public health in the border region.

Health Resources and Services Administration (HRSA) has identified most of the southern part of the state as medically underserved and underserved by mental health professionals. Twenty-nine of the

state's 33 counties are considered full or partial Health Professional Shortage Areas. The counties of Bernalillo, Los Alamos and Santa Fe are served by 64.4% of the state's physicians, but contain only 38.7 % of the state's residents. Dona Ana County, in which NMSU is located, has 35 *colonias*. Residents of *colonias*, according to Department of Housing and Urban Development HUD, are largely US citizens (85%) and of Hispanic origin (97%) with an average income of \$5,000. Along the three southern most counties in New Mexico the number of designated *colonias* include, in addition to the 35 in Dona Ana County, 16 in Otero County and 5 in Eddy County.

Student Demand

The Council on Education for Public Health (CEPH) reports that the public health system is already experiencing a dearth of properly trained professionals and, lacking a sufficient number of professionals with graduate education in public health, individuals with the BSPH degree will fill these critical positions.¹

To meet this growing need for public health workforce and to avert the public health crisis, many universities in the nation have already taken steps by adding public health majors to their curriculum. In 2007, the Association of Schools and Programs of Public Health² conducted a survey of 40 accredited schools of public health. Each school was asked to complete a brief survey questionnaire regarding their undergraduate public health course offerings. Thirty-five schools (88 percent response rate) responded by the deadline. The compilation of responses indicated that: (a) 16 of the 35 schools (46 percent) had an undergraduate public health program; (2) six of the 16 (35 percent) offer a combined bachelor's–master's degree program; (3) 10 of the 16 (63 percent) offer public health as a major with enrollment ranging from four to 301 students; and (4) seven of the remaining 19 schools (37 percent) without an undergraduate public health program were planning to establish a major or minor in public health. A recent examination of the ASPPH website reveals that 67 schools and programs are offering bachelor's training in public health, representing significant growth in four years. The University of Arizona Mel and Enid Zuckerman College of Population Health began offering courses toward the BSPH in Fall 2009.³ In short, this proposal is based upon an established need and a national trend.

Undergraduate education in public health is burgeoning and appearing in many different variations in educational institutions across the country – including two-year colleges, four-year institutions without schools or programs of public health and in accredited schools and programs. These programs may offer majors and minors in public health, starting freshman year, but often beginning in the junior year of college. As well, education in public health is appearing more and more within general education requirements and among elective courses (ASPPH, 2012). Moreover, non-health disciplines that play emerging roles in impacting human health, such as architecture, business, engineering, law, security and other areas that support environmental health, and/or global health, are increasingly seeking

¹ "Including Undergraduate Public Health Degree Programs in Your Unit of Accreditation" Council on Education for Public Health (September 30, 2006)

² "ASPPH and Undergraduate Public Health Education," Association of Schools of and Programs of Public Health (May 19, 2008)

³ New Bachelor of Science in Public Health to Be Offered Beginning in Fall of 2009. Posted May 28, 2009.

<http://publichealth.arizona.edu/News/degrees/2009-05-28-NewBSPH.aspx>

opportunities to integrate public health content into their educational programs, whether through courses, interdisciplinary certificates or joint degrees and the opportunities for collaborative research.

Public health education at the graduate level has also experienced a significant increase in applications. In 2000, graduate applications to public health institutions were at 19,953. In 2010, applications increased to 49,227, an increase of nearly 30,000 enrollments.

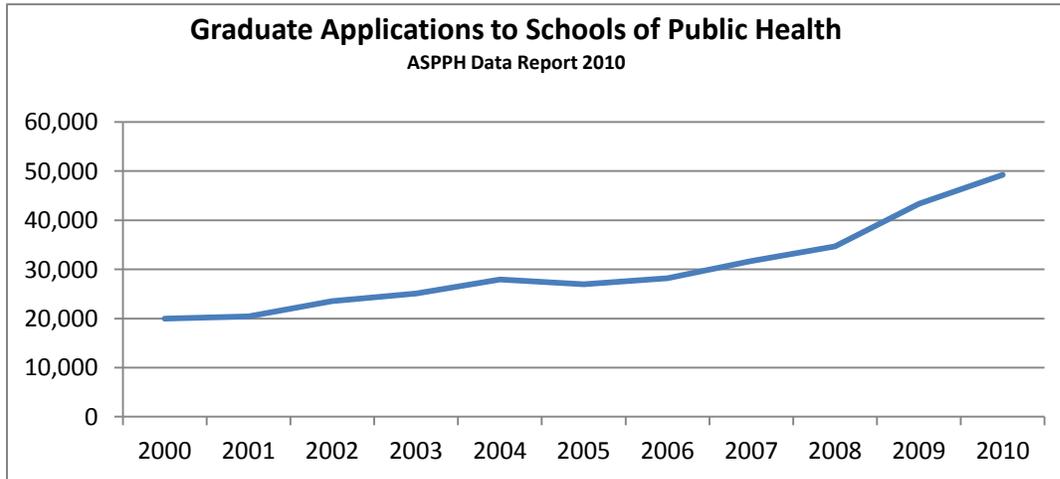


Figure 2. ASPPH Schools of Public Health Graduate Application Trends, 2000-2010

Currently all the public health teaching and research is isolated and hidden within multiple institutions at the University of New Mexico (UNM). Unless they explored each college's/school's offerings, students may not be aware of the more than 250 UNM course offerings with public health content. While courses from the Public Health Program in the School of Medicine's Department of Family and Community Medicine are more visible, public health related courses within the School of Architecture and Planning, School of Public Administration, College of Education, School of Arts and Sciences, College of Fine Arts and School of Law are less transparent. The College of Population Health (CPH) would become a conduit for these courses that are less transparent while dispersing them throughout the University, creating new educational opportunity and growth through existing untapped resources. Unlike other institutions, that have had to build programs from scratch, which is time-consuming and costly, UNM has an advantage because the educational infrastructure exists, but strategically needs to be developed. Further examples of public health education demand are reflected at NMSU College of Health and Social Services that also offers an MPH in Health Education. Similar to UNM, colleges in New Mexico also offer public health related courses including the College of Agriculture, the College of Education and the College of Engineering. Public health draws from multiple disciplines and for students on both campuses the opportunities are abundant.

This is an unprecedented period of change and opportunity for public health in New Mexico. The Patient Protection and Affordable Care Act (ACA) require us to transcend our traditional roles in public

health to adapt to an evolving healthcare system. As the ACA, along with accrediting and governance entities, shifts accountability for health outcomes to additional stakeholders such as providers/practitioners, payers of health care and business communities, new opportunities arise for public health. These opportunities require that our New Mexico public health workforce have new skills to influence how the healthcare system evolves. In addition to course work, the public health workforce in New Mexico needs to be equipped with practical competencies required to effectively inform policies and to lead new innovative approaches for prevention of disease, promotion of wellness and protection against disability.

We have serious health issues in New Mexico that can be addressed and lessened through trained public health professionals. It is well known the US spends far more on health care per capita than any other country, yet it ranks low on overall health outcomes. Public health can reduce health care expenditures by addressing population health challenges and helping to improve wellness in our communities.

In New Mexico alone:

- The American Diabetes Association estimates direct health care costs and complications to be about \$1.7 billion, not including costs due to reduced work performance, lost work days, reduced worker productivity and care provided by non-paid caregivers.
- Prescription opioid abuse, dependence and misuse cost \$890 million.
- The cost of alcohol abuse was estimated to be \$2.5 billion. The economic burden of alcohol abuse amounted to over \$1,250 for every person in New Mexico.
- 2,100 people die from tobacco use annually and another 42,000 are living with tobacco-related diseases. Annual smoking-related costs hit \$954 million (\$461 million in direct medical costs and \$493 million in lost productivity).

**New Mexico Department of Health Indicator-Based Information System*

Additionally, in 2002, the Institute of Medicine (IOM) recommended that the Master of Public Health degree should be required of those in public health leadership and management positions within all federal, state and local public health agencies and subsequently in 2003, the IOM report, *Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century* recommended “all undergraduates should have access to education in public health.” The authors “challenged educators to integrate core public health instruction into all US college and university curricula and to view undergraduate public health education not as a professional credential but as part of the preparation of an educated individual.”

The gaps in workforce development in New Mexico must be addressed through education in order for our state to effectively care for its population and to meet the demands that the ACA will create on our existing healthcare professionals.

- New Mexico graduates need to be better prepared to immediately contribute upon entering the public health workforce. Our public health workforce is often weak in areas such as epidemiology, policy, health economics and health law.
- The existing New Mexico workforce requires opportunities for continuous learning in order to maintain and gain new competencies to address the continuously evolving healthcare environment.
- There are under-utilized resources, such as the New Mexico Department of Health (NMDOH) alliance with Community Health Councils and/or the communities receiving funding from the New Mexico Community Transformation Initiative that may enhance the currently existing applied training for public health workers.
- Collaborations with our neighboring tribal nations and their health institutions including Indian Health Services (IHS), Albuquerque Area Indian Health Board and the National Indian Health Board are important to the success of the CPH.

Anticipated workforce demands in public health occupations and student interest will lead to CPH projected enrollment increases each fiscal year. Projections include the three existing MPH concentrations and new program enrollment starting in FY15-16 with the Bachelors of Science in Public Health and the PhD in Public Health Sciences. These figures are based on current enrollments, the experience of similar institutions who have started BSPH programs and our knowledge of current students who wish to pursue a PhD and would have to leave the state in order to do so.

Table 2. *Projected CPH Enrollments*

CPH Three-year Anticipated Projected Enrollments						
New Matriculations						
	MPH EPI	MPH CH	MPH HSSP	BSPH	PhD	Total
FY 2014-2015	8	8	8			24
FY 2015-2016	12	12	12	30	5	71
FY 2016-2017	15	15	15	100	5	150
Total Projected Three-year Enrollments						245

b) Recruitment of Students

Several audiences represent potential student base for public health programs at the undergraduate and graduate levels at UNM. First, experience suggests that the vast majority of high school students are not familiar with what public health is or career opportunities it provides. We need to target high school juniors and their guidance counselors to educate them about public health, and to consider UNM as their school of choice. Second, there are currently more than 8,500 students enrolled in University College at the University of New Mexico as first and second year students. University College’s mission, in part, is to prepare these students for admission to colleges or schools of their

choice across campus. The CPH will partner with University College to offer public health as an option on their menu of academic majors. Third, we believe there are significant portions of students interested in health care careers who will not attain those aspirations because of demand outpacing capacity and academic standards not being met. Public health provides the chance to remain in a health field, but shift their focus from individuals and treatment to communities and prevention. This new avenue will also provide the opportunity for the university to potentially maintain the tuition revenue these students generate. A look at the number of applicants applying to programs that could transition to a public health pathway shows a great need for alternative avenues for applicants who are not offered admission:

UNM College/School	Application Completed	Offered Admission
UNM College of Nursing Undergraduate Program	1032	583
UNM College of Nursing Graduate Program	353	234
UNM School of Public Administration Graduate Program	589	325
College of Pharmacy-PharmD Graduate Program	993	320
College of Pharmacy-PEPPOR Graduate Program	173	14

Additionally, the CPH will recruit students through state workforce programs, on and off-campus recruitment events, visits to public health employers and community partners, attendance at professional conferences, partner educational institutions, website traffic and mailing of recruitment materials to identified prospects. Self-selected prospects, which contact the school directly, will be directed to the admissions process. Graduate students will be recruited from membership groups such as New Mexico Public Health Association (NMPHA), Society for Advancement of Chicanos and Native Americans in Science (SACNAS) and Annual Biomedical Research Conference for Minority Students (ABRCMS).

2) Description of CPH instructional programs, courses, other training opportunities and expected learning outcomes:

Major Public Health Disciplines

- (1) Epidemiology and Biostatistics: to determine risk factors-disease associations; design and analyze interventions.
- (2) Social and Behavioral Sciences: to uncover the social and behavioral determinants of illness and promote lifestyle change.
- (3) Environmental and Occupational Health Sciences: to uncover environmental and occupational factors including biological, physical, and chemical factors that affect the health of a community.

- (4) Health Policy and Management: to analyze new organizational models to optimize health care access, quality and cost effectiveness; to develop cost effective public health interventions, and policy analysis.
- (5) Laboratory Sciences: to elucidate the mechanisms of disease and risk.

In addition, a new CPH would also begin to address the eight new content areas added by the Institute of Medicine including informatics, communication, cultural-based participatory research, global health, genomics, cultural competency, policy and law, and ethics.

Student Learning Outcome Assessment

The CPH would like explore the use of Tk20 as implemented by the College of Education at UNM to monitor and assess the progress of students and align information to help meet requirements for accreditation. Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students' learning, as well as make our assessment and accountability tasks easier at the University of New Mexico. UNM students have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

Assessment is a systematic process of:

- articulating the knowledge, skills and dispositions we expect students to develop;
- gathering evidence about how well students have learned what we have said is important;
- interpreting the evidence to reveal patterns of learning strengths and weaknesses; and
- modifying learning and teaching strategies to improve learning outcomes.

Each course in the public health curriculum will yield a detailed syllabus that reflects the degree competencies and student learning outcomes tied with assignments to reflect evaluation of those outcomes.

Master of Public Health (MPH) Degree

The existing Master of Public Health (MPH) and concentrations in *Community Health, Epidemiology and Health Systems, Services and Policy* with dual degree offerings and the public health certificate will be incorporated into the College of Population Health structure. A new concentration titled *Public Health Practice* will be developed in FY 16 and will expand offerings to meet growing healthcare education demands.

A Master of Public Health in Public Health Practice is a program that prepares students pursuing an MD degree to develop the public health skills needed to work in a variety of governmental and non-governmental settings including the local, county and state departments of health, the Indian Health Service, Medicaid and Medicare programs, hospitals, and community health centers.

The Public Health Program prepares graduates to improve the health of populations with primary focus on New Mexico, the Southwest, the United States/Mexico border region and south of the border. Graduates will learn to work in partnership with New Mexico’s diverse communities, tribes and the public and private sectors to build on community strengths and to increase the capacity within the state to respond to public health problems.

The curriculum promotes an interdisciplinary and comprehensive approach to research and interventions to address health problems, provides multiple opportunities for students to practice public health skills in communities and fosters critical thinking about issues addressed by the students. Students are drawn from a broad range of social sciences, biomedical science and clinical disciplines. Specific core content areas include: principles of public health, epidemiology, biostatistics, environmental and occupational health, health policy and health services administration, and cultural and social health theory or rural health.

Graduate Requirements:

The program will consider applicants who satisfy all admission requirements as follows:

- BS, BA or equivalent from an accredited US institution or recognized foreign institution.
- GPA of at least 3.0 is preferred or 9 credit hours with G.P.A of 3.0 or better in public health-related graduate courses.
- Undergraduate basic statistics course or graduate-level basic statistics course with a 3.0 or higher. MD and PhD students who have received their accredited degrees from U.S. institutions are exempt from this requirement. All students must have recent (within five years) GRE scores with preferred verbal, quantitative and analytical writing scores approximately the 50th percentile (~150) or GMAT with preferred score of 500 and above. MD and PhD applicants who received their degrees from a U.S. university are exempt from submitting the above test scores. Foreign medical graduates must be licensed to practice in the U.S. or must have received their degrees from an accredited U.S. institution to be exempt from the test scores requirement. Foreign applicants must take the TOEFL examination and score at least 550.

Foreign applicants must submit one of the following English proficiency tests:

	Paper Test	Computer Test	IBT
Graduate TOEFL	550	213	79-80
Graduate IELTS	7.0	7.0	7.0

- Preference is given to students who have public health experience. Their experience may be in public health practice in a health department, community development, research, health education, health science, health promotion, or other health-related work. Experience may be paid or voluntary.

- Students may transfer up to 17 credit hours with "B" or better to the program from other institutions or other non-degree or graduate programs within UNM. However, those hours cannot have been used to meet the requirements of another degree program.

Students living in New Mexico who are particularly interested in helping to meet the needs of their communities will find this program attractive because of its interdisciplinary nature and practice based learning approach. Because of its connections to the communities of the state and neighboring Indian nations, the public health training programs at UNM will seek students who are vested in returning to their roots.

PhD of Public Health Sciences Degree

CPH is developing and seeking approval for a PhD of Public Health Sciences with an anticipated launch in FY 15-16.

PhD Requirements:

- Master's degree from an accredited college or university in a related discipline
- Minimum graduate GPA of 3.0 on a 4.0 scale.
- All students must have recent (within five years) GRE scores with preferred verbal, quantitative and analytical writing scores approximately the 50th percentile (~150) or GMAT with preferred score of 500 and above or MCAT with preferred total score of 24.
- A personal statement and a resume.
- 3 Letters of Recommendation from college or university faculty.
- TOEFL score, as applicable.
- Required interview with faculty and students.

Table 4. Proposed PhD Curriculum

Proposed PhD of Public Health Sciences (Under Development)							
Entering Status	Basic PH Sciences Doctoral Core	Additional Doctoral Core	Advanced Courses for Focus Area	Targeted Electives	Doctoral Proposal/Seminar	Dissertation	Total Credits
Credits Hours	18	9	12	8	4	18	
No MPH	Principles PH (3) Epi I (3) Env/Occup (3) Prog Planning (3) HC Systems/PHHC Manage (3) Biostats I (3)	Ethics (1) Sci Writing (3) Doctoral Sem (2) Mixed Methods (3)	Biostats II (3) Epi II (3) HC Systems (3) Adv Policy/Analysis (3)	Selected w/advisor	Doctoral Prop (2) Doctoral Sem (2)	18 credits	69
MPH not Policy (Transfer 18-24 credits)	18 core credits transferred	Ethics (1) Sci Writing (3) Doctoral Sem (2) Mixed Methods (3)	Transfer up to 6 credits + 6 add'l as doctoral student: Biostats II (3) Epi II (3) HC Systems (3) Adv Policy/Analysis (3)	Selected w/advisor	Doctoral Prop (2) Doctoral Sem (2)	18 credits	69 45 - 51 Post-MPH
MPH with Policy (Transfer 18-24 credits)	18 core credits transferred	Ethics (1) Sci Writing (3) Doctoral Sem (2) Mixed Methods (3)	Transfer up to 6 credits + 6 add'l as doctoral student: Biostats II (3) Epi II (3) HC Systems (3) Adv Policy/Analysis (3)	Selected w/advisor	Doctoral Prop (2) Doctoral Sem (2)	18 credits	69 45 - 51 Post-MPH

Competencies of a PhD in Public Health:

The following are the Association of Schools and Programs of Public Health (ASPPH) competencies for a Doctorate of Public Health which will be used as a guideline for the PhD and adjusted as the PhD curriculum is fleshed out. Not all competencies are relevant to all students and their educational pathways.

Advocacy-The ability to influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication and consensus-building.

1. Present positions on health issues, law, and policy.
2. Influence health policy and program decision-making based on scientific evidence, stakeholder input and public opinion data.
3. Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques.
4. Analyze the impact of legislation, judicial opinions, regulations and policies on population health.
5. Establish goals, timelines, funding alternatives, and strategies for influencing policy initiatives.
6. Design action plans for building public and political support for programs and policies.
7. Develop evidence-based strategies for changing health law and policy.

Communication-The ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy action.

1. Discuss the inter-relationships between health communication and marketing.
2. Explain communication program proposals and evaluations to lay, professional and policy audiences.
3. Employ evidence-based communication program models for disseminating research and evaluation outcomes.
4. Guide an organization in setting communication goals, objectives and priorities.
5. Create informational and persuasive communications.
6. Integrate health literacy concepts in all communication and marketing initiatives.
7. Develop formative and outcome evaluation plans for communication and marketing efforts.
8. Prepare dissemination plans for communication programs and evaluations.
9. Propose recommendations for improving communication processes.

Community/Cultural Orientation-The ability to communicate and interact with people across diverse communities and cultures for development of programs, policies and research.

1. Develop collaborative partnerships with communities, policy makers and other relevant groups.
2. Engage communities in creating evidence-based, culturally competent programs.
3. Conduct community-based participatory intervention and research projects.
4. Design action plans for enhancing community and population-based health.
5. Assess cultural, environmental and social justice influences on the health of communities.
6. Implement culturally and linguistically appropriate programs, services, and research.

Critical Analysis-The ability to synthesize and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to advance programs, policies and systems promoting population health.

1. Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies and systems.
2. Interpret quantitative and qualitative data following current scientific standards.
3. Design needs and resource assessments for communities and populations.
4. Develop health surveillance systems to monitor population health, health equity and public health services.
5. Synthesize information from multiple sources for research and practice.
6. Evaluate the performance and impact of health programs, policies and systems.
7. Weigh risks, benefits, and unintended consequences of research and practice.

Leadership-The Ability to create and communicate a share vision for a positive future; inspire trust and motivate others; and use evidence-based strategies to enhance essential public health services.

1. Communicate an organization's mission, shared vision, and values to stakeholders.
2. Develop teams for implementing health initiatives.
3. Collaborate with diverse groups.
4. Influence others to achieve high standards of performance and accountability.
5. Guide organizational decision-making and planning based on internal and external environmental research.
6. Prepare professional plans incorporating lifelong learning, mentoring and continued career progression strategies.
7. Create a shared vision.
8. Develop capacity-building strategies at individual, organizational and community level.
9. Demonstrate a commitment to personal and professional values.

Management-The ability to provide fiscally responsible strategic and operational guidance within both public and private health organizations for achieving individual and community health and wellness.

1. Implement strategic planning processes.
2. Apply principles of human resource management.
3. Use informatics principles in the design and implementation of information systems.
4. Align policies and procedures with regulatory and statutory requirements.
5. Deploy quality improvement methods.
6. Organize the work environment with defined lines of responsibility, authority, communication and governance.

7. Develop financial and business plans for health programs and services.
8. Establish a network of relationships, including internal and external collaborators.
9. Evaluate organizational performance in relation to strategic and defined goals.

Professionalism and Ethics-The ability to identify and analyze an ethical issue; balance the claims of personal liberty with the responsibility to protect and improve the health of the population and act on the ethical concepts of social justice and human rights in public health research and practice.

1. Manage potential conflicts of interest encountered by practitioners, researchers and organizations.
2. Differentiate among the administrative, legal, ethical and quality assurance dimensions of research and practice.
3. Design strategies for resolving ethical concerns in research, law and regulations.
4. Develop tools that protect the privacy of individuals and communities involved in health programs, policies and research.
5. Prepare criteria for which the protection of the public welfare may transcend the right to individual autonomy.
6. Assess ethical considerations in developing communications and promotional initiatives.
7. Demonstrate cultural sensitivity in ethical discourse and analysis.

Proposed Bachelor of Science in Public Health Undergraduate Degree

The College of Population Health will develop and seek approval for a Bachelor of Science in Public Health (BSPH) undergraduate program in FY 15 to launch in FY 16 that will be problem-based and utilize experiential learning principles. It will incorporate existing courses in partnership with UNM colleges/schools to avoid duplication. As part of program development, curriculum gaps will be examined to determine what new courses are needed to link program content into a cohesive degree structure. The undergraduate program will enhance the number of students registering for these existing courses and promote new cross-disciplinary interest. The program will assist in meeting the growing public health workforce crisis both in New Mexico and across the country.

ASPPH Growth of Undergraduate Public Health Programs

- Between 2003 and 2007, the number of bachelor degrees awarded in public health doubled, increasing from 1,322 to 2,639.
- By 2005 - 2006 approximately half the schools and graduate programs of public health were offering undergraduate courses, minors, or majors.
- By 2008, among all four-year institutions about one in every six was offering a major, minor, or concentration in public health or a similar field.

Undergraduate Requirements:

- Completion of pre-admission core undergraduate coursework.
- A minimum overall cumulative GPA of 2.5 on all required pre-admission coursework.
- An overall combined GPA of 2.5 on all University of New Mexico and transfer coursework.
- Submission of Application to the College of Population Health Advisement Center during the semester that pre-admission coursework is to be completed.
- Admission to UNM before you can be admitted to the College of Population Health
- Official transcripts from all institutions attended.

Competencies of a BSPH in Public Health:

As a foundation, the undergraduate degree will address the following content areas as set forth by the ASPPH and align with our model of integrating existing UNM courses from our partner colleges/schools. Competencies of an Undergraduate in Public Health:

Content Areas

Science: Students will have an introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease

Social and Behavioral Sciences: Students will have an introduction to the foundations of social and behavioral sciences

Math/Quantitative Reasoning: Students will have an introduction to basic statistics

Humanities/Fine Arts: Students will have an introduction to the humanities/fine arts

Skill Areas

Communications: Students will be able to communicate, in both oral and written forms and through a variety of media, to diverse audiences

Information Literacy: Students will be able to locate, use, evaluate and synthesize information

Public Health Domains

Overview of Public Health: Students will have an introduction to the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society

Role and Importance of Data in Public Health: Students will have an introduction to the basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice

Identifying and Addressing Population Health Challenges: Students will have an introduction to concepts of population health, the basic processes, approaches and interventions that identify and address major health-related needs/concerns of populations

Human Health: Students will have an introduction to the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

Determinants of Health: Students will have an introduction to the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

Project Implementation: Students will have an introduction to the fundamental concepts and features of project implementation, including planning, assessment and evaluation

Overview of the Health System: Students will have an introduction to the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

Health Policy, Law, Ethics, and Economics: Students will have an introduction to basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of different agencies and branches of government

Health Communication: Students will have an introduction to the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Outcomes

Students will have opportunities to integrate, apply, and synthesize knowledge through cumulative and experiential activities that include:

Cumulative Experience: Students will have a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to their educational experience

Field Exposure: As an integral part of their education, students will be exposed to local level public health professionals and/or to agencies that engage in population health practice

Students will be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. These may include the following:

- Advocacy for protection and promotion of the public's health at all levels of society
- Community dynamics
- Critical thinking and creativity
- Cultural contexts in which public health professionals work
- Ethical decision making as related to the self and society
- Independent work and a personal work ethic
- Networking
- Organizational dynamics
- Professionalism
- Research methods
- Systems thinking
- Teamwork and leadership

We have identified 250 courses at UNM that could meet the requirements for a majority of the competencies for the Bachelor of Science in Public Health (BSPH). We are working with the President's Office to create financial models that will foster collaboration with colleges/schools, avoid duplication and limit the need for additional resources. Concentrations within the BSPH will focus on regional needs, as well as global needs, and growing interest in cross-disciplinary education, which will lead our

students to having a broader transferable skills base. Transferable skills are important to workforce development as it leads to better employability and more opportunity for our graduates. The following chart outlines the proposed BSPH program and looks at the course availability at UNM to determine needed course development.

The concept of public health is more vague than that of medicine, nursing and pharmacy, law and business. To introduce students to public health perspectives and the opportunities afforded to graduates with a public health degree, we propose to offer two new UNM Core courses titled *Health Challenges and Responses Across the Globe* and *Introduction to Public Health*. The global health course would cover the following: health concepts and major determinants of health status. International organizations and control programs, disease-related problems within population groups, healthcare delivery systems, efforts to improve health by investigating current and previous programs and projects. Cultural, economic, and political contexts in international health will be reviewed. The Introduction to Public Health course will provide an overview of public health issues and approaches to disease prevention and health promotion. A variety of teaching approaches will be used including lectures, guest speakers, case studies, class discussion, audio-visual presentations, and student presentations. Both courses, if approved as UNM core course options, would serve all students introducing them to public health and serve as a recruitment source.

Table 4 provides a preliminary approach to structuring a BSPH at UNM. As illustrated, there are four principal degree requirements:

1. UNM Core
2. Electives
3. Public Health Core
4. Public Health Concentration Core

Column three indicates whether UNM has such a course (Y) or (N) and column 4 indicates course location (Central Campus) or (HSC), current or proposed location. These determinations were made by reviewing the UNM catalog and do not reflect the benefit of course syllabus analysis.

Table 5. Proposed Bachelor of Science in Public Health (BSPH)

UNM Undergraduate Core	Credit Hours	Available at UNM	Course Location (Central Campus or HSC)
Fine Arts	3	Y	Central Campus
Humanities	6	Y	Central Campus
Social and Behavioral Sciences	6	Y	Central Campus
Writing and Communication	9	Y	Central Campus
Mathematical Reasoning	3	Y	Central Campus
Foreign Language	3	Y	Central Campus
Scientific Methods in the Physical/Natural Sciences	7	Y	Central Campus
Diversity Course (Under Consideration)	3	Y	Central Campus
UNM Core Total	40		
Public Health Electives			
Public Health Related Courses (see appendix A)	17		
Electives Total	17		
Public Health Core			
Introduction to Public Health *Could be part of UNM Core	3	Y	Central Campus or HSC
Health Challenges and Responses Across the Globe *Could be part of UNM Core	3	N	HSC
Essentials of Epidemiology	3	Y	Central Campus or HSC
Introduction to Biostatistics	3	Y	Central Campus
Public Health Research	3	N	HSC
Behavioral Theories in Public Health	3	Y	Central Campus
Introduction to Environmental Health and Safety	3	N	HSC
Chronic Diseases	3	N	HSC
Communicable Diseases	3	N	HSC
Prevention Strategies in Public Health	3	Y	Central Campus
Public Health Policy and Decision Making	3	Y	Central Campus
Health Disparities	3	Y	Central Campus or HSC
Public Health Core Total	36		
Public Health Concentrations (One concentration is chosen, plus Field and Capstone Experiences)			
Health Services and Systems	15	N	Central Campus or HSC
The Built Environment (Architecture, Planning and Public Health)	15	Y	Central Campus
Health Policy	15	Y	Central Campus
Disaster Response	15	Y	HSC
Gerontology and Public Health	15	Y	Central Campus or HSC
Art and Health (Substance Abuse Prevention)	15	Y	Central Campus
Field Experience	6	Y	Central Campus or HSC
Capstone Experience	6	Y	Central Campus or HSC
Public Health Concentration Total	27		
BSPH Degree Total	120		

The development of a BSPH curriculum will be guided by a BSGP Working Group composed of faculty from interested departments and colleges/schools. The table below represents a starting point from which formal curriculum and program development can be initiated. It is expected that a student wishing to attain a BSPH would enroll in the UNM core courses and electives and then apply to the CPH for the last two years of their program.

In addition to the ability to earn a BSPH, students will declare a concentration to allow for additional specialization in public health and to further increase their marketability. There are six areas under consideration (see table 5). Two examples of concentrations are described below:

Currently, the UNM SOM Center for Disaster Medicine offers a 3.5 hour Core Disaster Life Support® (CDLS) course. It introduces clinical and public health concepts and principles for the management of disasters and public health emergencies in New Mexico. The course incorporates the “all-hazards” approach to personal, institutional, and community disaster management through the use of two unique mnemonics, the PRE-DISASTER Paradigm™ (which applies to event recognition, response, and recovery). The overarching aim of the CDLS Course is to provide participants from diverse professions, disciplines, and backgrounds with a common lexicon, vocabulary, and knowledge in disaster-related medicine and public health. This curriculum can be expanded using the CDC and APHA recommendations to offer a more in-depth look at disaster management as it relates to public health and the landscape of New Mexico.

New Mexico has experienced a 5% growth in our aging population from 2010 to 2012 with continued growth projected. Gerontology plays a large role in public health as the population is aging.

Understanding how to prevent the disability that comes with age and chronic diseases that can occur can prolong a person’s self-sufficiency and minimize reliance on the healthcare system. Pairing gerontology with courses in anthropology can give cultural insight into how aging is viewed throughout the Southwest and can give public health professionals a better understanding of how to treat populations when culture, religion and demographics come into play. The UNM’s Center on Aging, Division of Geriatrics and Department of Anthropology could all be potential collaborative partners.

Table 6. NM Population Census Estimates by Age			
2012		2010	
Age Group	Total	Age Group	Total
55 to 59 years	140,970	55 to 59 years	136,799
60 to 64 years	126,400	60 to 64 years	120,137
65 to 69 years	98,926	65 to 69 years	87,890
70 to 74 years	71,073	70 to 74 years	65,904
75 to 79 years	51,999	75 to 79 years	50,230
80 to 84 years	37,958	80 to 84 years	36,238
85 and over	34,877	85 and over	31,993

Integration with UNM Central and South Campuses

There are multiple colleges/schools with public health-relevant courses and programs and many centers focus on public health related missions (see appendix B). The partnership of our internal colleges/schools is important to the structure of the College of Population Health in providing a cross-discipline, subject matter expert focused education. The CPH will enhance existing programs that incorporate public health and provide a collaborative approach to education as to not duplicate courses, curriculum development and research initiatives. For example, The School of Public Administration's *Master of Health Administration (MHA)* lists several public health courses as part of the MHA curriculum and offers courses related to public health administration. This is an excellent example of how the proposed CPH model can enhance participation in courses through cross-listing CPH degree requirements. UNM also offers similar opportunities within the College of Education that awards a bachelor's and a master's degree in community health education. Faculty in the College of Architecture provide courses to PHP students in regional and community planning and the Water Resources Program works collaboratively with PHP students and faculty on joint master's professional paper projects.

Integration with Public Health Oriented Centers

The following are just a sample of institutes and centers that address public health related topics and provide opportunities for public health focused research at UNM's Health Sciences Center. These centers address the needs of many of the diverse populations in New Mexico:

Center for Injury Prevention
Prevention Research Center
Center for Native American Health
Women's Health Policy Initiative
Center for Health Policy
UNM Cancer Center
New Mexico Tumor Registry
Office for Community Health
Center for Participatory Research
Center for Development and Disability
Center for Disaster Medicine
Center for Global Health
Geriatric Education Center
Institute for Ethics
Institute of Public Health
Center for Hispanic Health
Center for African American Health
Cybermedicine Research

Institute for Social Research
Institute for American Indian Research
Center for Native American Health Policy
Center for Rural and Community Behavioral
Health Center for Telehealth & Clinical
Translational Science
Office of Bio-Computing: Translational
Informatics
Center for Occupational & Environmental
Health Promotion
Native American Academy for Community
Health and Wellness
Robert Wood Johnson Foundation Center for
Health Policy
Institute for the Study of Race and Social Justice
Center on Alcoholism, Substance Abuse, and
Addictions
Southwest Hispanic Research Institute

Additional Training and Educational Opportunities:

UNM Graduate Certificate in Public Health

Residents in the UNM Family Medicine program and Fellows in the Maternal and Child Health program are offered the opportunity to complete a professional development *Certificate in Public Health* that will continue to be offered. The 15 course credits certificate has been created to emphasize the importance the residency program places upon public health skills and knowledge. These credits fit into the existing 3-year residency curriculum. They include:

- Principles of Public Health for Clinicians (3 credits)
- Epidemiology (3 credits)
- Biostatistics (1 credit)
- Evidence-based Medicine (1 credit)
- Health Policy and Advocacy (3 credits)
- Community Project (2 credits)
- Public Health Elective (2 credits)

Residents and Fellows are paired with faculty mentors from the clinical and public health faculty to assist with coordinating their schedule and facilitating completion of the Certificate.

Nursing Certificate Program (N.U.R.C.P)

Students who hold a master's degree in nursing have the opportunity to specialize in an area of nursing not covered in their initial master's program. The program of studies consists of specialty courses in the chosen area (at least 15 graduate credit hours) to be designated by the Concentration Advisor or faculty in the specialty area, with approval from the Executive Dean. Course work must be completed within three years and a 3.0 (B) average is required. Contact concentration coordinator for admission and curriculum details. Areas include:

- Family and Community Health Practicum
- Community Assessment
- Applications of Epidemiology to Community Health Problems
- Rural and Cultural Health
- Environments of Human Health

Future UNM Public Health Certificate Topics

Topics will be developed within the College of Population Health to meet community demand in collaboration with UNM colleges and schools. These topics in Table 7 below will merge areas of focus between partners and those potential topics include:

Table 7. Public Health Certificate Topics

Certificate Topics	UNM Partner Colleges/Schools/Departments
Healthy Communities	CPH/School of Architecture and Planning
Healthcare Management	CPH/Anderson School of Management
Health Policy	CPH/College of Arts and Sciences/School of Law
Environment and Public Health	CPH/ College of Pharmacy/Department of Geography and Environmental Studies
Water and Public Health	CPH/Civil Engineering Department
Art and Public Health	CPH/College of Fine Arts
Health Economics	CPH/College of Arts and Sciences
Global Health	CPH/ Department of Anthropology/Department of History
Clinical Psychology and Public Health	CPH/Department of Psychology/Psychiatry

Doctor of Nursing Practice/ Master of Public Health Dual Degree

CPH will partner with the College of Nursing to explore a dual degree option for nurses to earn both DNP and MPH degrees in a course of study that is informed by both Nursing and Public Health sciences and that concurrently and efficiently satisfies both academic programs. The DNP/MPH program is ideal for nurses whose highest degree is a Bachelor of Science in Nursing (BSN). The DNP/MPH offers nurses with a Master’s degree in Public Health Nursing or Community Health Nursing the opportunity to acquire even greater depth in public health science. Those with master’s degrees in other clinical nursing specialties may expand their expertise to impact a new domain of practice.

National Opportunities in Public Health Leadership

As a CPH, UNM can be a member of the National Public Health Leadership Development Network. It is a consortium of organizations and individuals from academic institutions, national and international organizations, and local, state, and federal agencies dedicated to advancing the practice of public health leadership. The mission of the Network is to build public health leadership capacity by sustaining a collaborative and vibrant learning community of leadership programs in order to improve health outcomes.

The Network continues to play a key role in facilitating inter-state, inter-regional, and international collaboration efforts and in encouraging the recognition and support of the leadership institutes to further enhance their efforts of increasing access to systematic public health workforce education and training programs. The Network continues to facilitate partnering among current and new funding agencies in order to expand their range of support

for Institutes and enable them to increase integrated strategic development of and expanded scope of service for, professional development programs through academic and practice partnerships across the country.

The purpose of the Network is to:

- Collaborate with and promote linkages among organizations, agencies, associations, foundations and other stakeholders to develop and/or expand PH leadership programs
- Increase and diversify participation in public health leadership programs
- Disseminate information regarding need and access to public health leadership programs
- Provide technical assistance to emerging and existing public health leadership programs
- Contribute to the body of knowledge around public health leadership and development and improve utilization of public health leadership resources, assets, and knowledge
- Expand advocacy and visibility of the Network and member institutes

B. Research

The CPH staff will circulate announcements of public health research opportunities on a regular basis. The college will maintain a list of faculty and their research interests. All affiliated faculty will have a VIVO (<https://vivo.health.unm.edu/>) account that includes public health related keywords for searching and identifying potential collaborators.

There is already significant public health related research at UNM. Currently, principal investigators at UNM hold multi-millions of dollars in grants and contracts that fund projects related to public health issues. In FY13 at the Health Sciences Center, 67 investigators held 254 grants and contracts. These awards represent \$41,772,672.00 in annual direct costs, \$6,171,017.00 in F&A, totaling \$47,943,689.00. Additionally, the Health Sciences Center has awards and contracts directly from the New Mexico Department of Health. Forty-six investigators hold 92 awards/contracts totaling \$13,300,973.00 in annual direct costs, \$713,232.00 in F&A, totaling \$14,014,205.00.

On the Central and South Campuses, 20 investigators hold 122 public health-related grants and contracts. These awards represent \$16,127,478.00 in annual direct costs, \$1,481,672.00 in F&A, totaling \$17,609,150.00. Thus, in totality, UNM is generating \$79,567,344.00 in public health related research funding.

Research Focus Areas

- (1) Health disparities in underserved populations
- (2) Health effects of environmental contaminants and pollutants
- (3) Maternal and child health research
- (4) Public health nutrition and obesity

- (5) Prevention and control of chronic diseases including cancer, cardiovascular disease, and diabetes
- (6) Disease prevention and behavioral modification in multiple areas, built form settings
- (7) Public health forensics; forensic epidemiology; terrorism, public health preparedness and homeland security
- (8) Public health informatics
- (9) Public health genetics; pharmacogenetics; pharmacogenomics; molecular/genetic epidemiology; statistical genetics
- (10) Studies of drug use, abuse and addiction
- (11) Infectious diseases

The CPH will continue to encourage more collaborative research with faculty across UNM and with faculty from other research universities in New Mexico. CPH resources will be provided to stimulate collaborative *Transdisciplinary Research* pilot initiatives to engage research participation outside the CPH. CPH will sponsor research where faculty members and research staff work in collaboration to exchange information and share resources while transcending their own disciplines to achieve a common public health goal. The HSC has had since 2005 six “signature research programs” which focus on cancer, environmental health, child health, infectious disease, metabolic and cardiovascular disease, and brain and behavioral health (<http://hsc.unm.edu/research/info/programs.shtml>). These signature research programs bring together researchers from multiple disciplines and institutions (e.g., Sandia National Labs, Los Alamos National Labs, NM Department of Health and Lovelace Respiratory Research Institute) to solve problems in these areas, using their expertise in basic science, health education and promotion, community planning, engineering and clinical, translational and community engaged research.

Transdisciplinary Research

- (1) Moves from research dominated by a single discipline or a small number of disciplines to *transdisciplinary* research which is conducted by investigators from multiple disciplines and institutions working jointly to create new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem.
- (2) Involves the conception of research questions that transcend the individual disciplines because they are intended to solve applied public health research questions that are, by definition, beyond the purview of a single discipline.
- (3) In transdisciplinary research the different specialties combine their expertise (and that of community members) to collectively define the health problem and solutions to be implemented.

- (4) The New Mexico IDeA Network of Biomedical Research Excellence (NM-INBRE), funded by the NIH to strengthen biomedical research at New Mexico's institutions of higher education and prepare faculty and students to participate in NIH research programs. This program is directed by Dr. Jeff Arterburn of NMSU.
- (5) Center for Education Policy Research (CEPR), the mission is to conduct independent research on a wide range of education issues and to use that research to strengthen the efforts of policy makers, educators and citizens in meeting the challenges facing New Mexico. CEPR is accomplishing its mission by providing better access to data for policymakers, practitioners and community members; fostering and sustaining a rigorous, broad-based education research program; assembling teams of leading policy analysts and social scientists to work on key educational problems facing our state; creating new venues in which policymakers, practitioners, and researchers can regularly use educational data to address current issues; and cultivating a new generation of scholars focused on educational data and policy impact.
- (6) The Robert Wood Johnson Foundation Center for Health Policy (RWJF Center) is dedicated to increasing the diversity of health policy leaders in the social, behavioral and health sciences and nursing through increasing the number of social and health scientists from Latino, American Indian and other racial and ethnic communities underrepresented in these fields. Focus includes: Conducting research and policy analyses that addresses the many social, political and economic factors that contribute to the inequities we observe in health and health care in our society, supporting leadership development activities that encourage interdisciplinary collaboration among scholars in the social, behavioral and health sciences and building stronger and richer connections with our communities so that they can share their knowledge and teach us how best to improve the health and well-being of the individuals living in their environment.

Research Funding Opportunities

Research efforts at UNM with a public health-related focus are supported by grants and contracts from various public and private agencies. Currently National Institute of Health (NIH), National Cancer Institute (NCI), Patient Centered Outcomes Research Institute (PCORI), Health Resources and Services Administration (HRSA), Agency for Healthcare Research and Quality (AHRQ), Centers for Disease Control and Prevention (CDC), United States Department of Agriculture (USDA), Substance Abuse and Mental Health Services Administration (SAMHSA), National Institute for Occupational Safety and Health (NIOSH), Institute of Education Sciences (IES), US Agency for International Development (USAID), Department of Health and Human Services (DHHS), Environmental Protection Agency (EPA) and Department of Defense (DOD) sponsor public health related research. Foundations particularly interested in supporting research on public health problems include: Kellogg, Robert Wood Johnson Foundation (RWJF), Pfizer, Commonwealth Fund, Pew Memorial, Carnegie, Public Health Foundation, Kresge, Gates

Foundation, Health Partners Research Foundation to name a few. Local funders include Department of Health (DOH) and McCune Foundation, among others (see appendix C).

C. Service

Service as described herein refers to contributions of professional expertise to the public, including professional practice. The CPH model is built on the UNM service guidelines through its collaborative approach with colleges, schools, departments and participating faculty. The model will only enhance and give further opportunity for faculty to meet the service goal. The college shall pursue active service activities, consistent with its mission and UNM policies, through which participating faculty and students contribute to the advancement of public health practice. The college's service activities will contribute to the fulfillment of its stated mission and goals and will complement learning objectives. Because the community is the site where public health is implemented, effective linkages with organizations and agencies in the community are essential to the success of the college in meeting its overall mission. Participating faculty should be actively involved with the community through communication, collaboration, consultation, research, provision of technical assistance and other means of sharing the college's professional knowledge and competence. There will be effective ways for the community to participate in the work of the college, including assessing the relevance of curricula, participating in instruction and evaluating the effectiveness of the college. The service activities may relate to local, regional, national and international opportunities and needs.

The college will offer opportunities for students to cultivate professionalism and conscious responsibility toward the profession and the goals of public health through service to communities, agencies, underserved populations and organizations. The primary educational function of a college is the preparation of well-qualified public health professionals, and this takes place not only through courses and degree programs but also through service-based interactions with faculty. Service is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research. Participating faculty engage in service by consulting with public or private organizations on issues relevant to public health; serving as board members and officers of professional associations; and serving as members of community-based organizations, community advisory boards or other groups.

Letters of Support from internal and external partners are in progress and will be added to the proposal upon receipt (see appendix J).

D. Demand for Public Health Graduates

The Association of Schools and Programs of Public Health (ASPPH) estimates that 250,000 more public health workers will be needed in the US by 2020 and in 2012 approximately 125,000 or 23% of the public health workforce in were eligible to retire leaving positions open to replacement. In a 2001 report by the Centers for Disease Control and Prevention (CDC) it was

identified that four out of five public health workers had no formal training, yet held occupations in public health. The lack of trained professionals within public health agencies and organizations has likely contributed to the lack of educational resources available at the time and with a large portion of the workforce retiring, we must offer these resources to the emerging workforce.

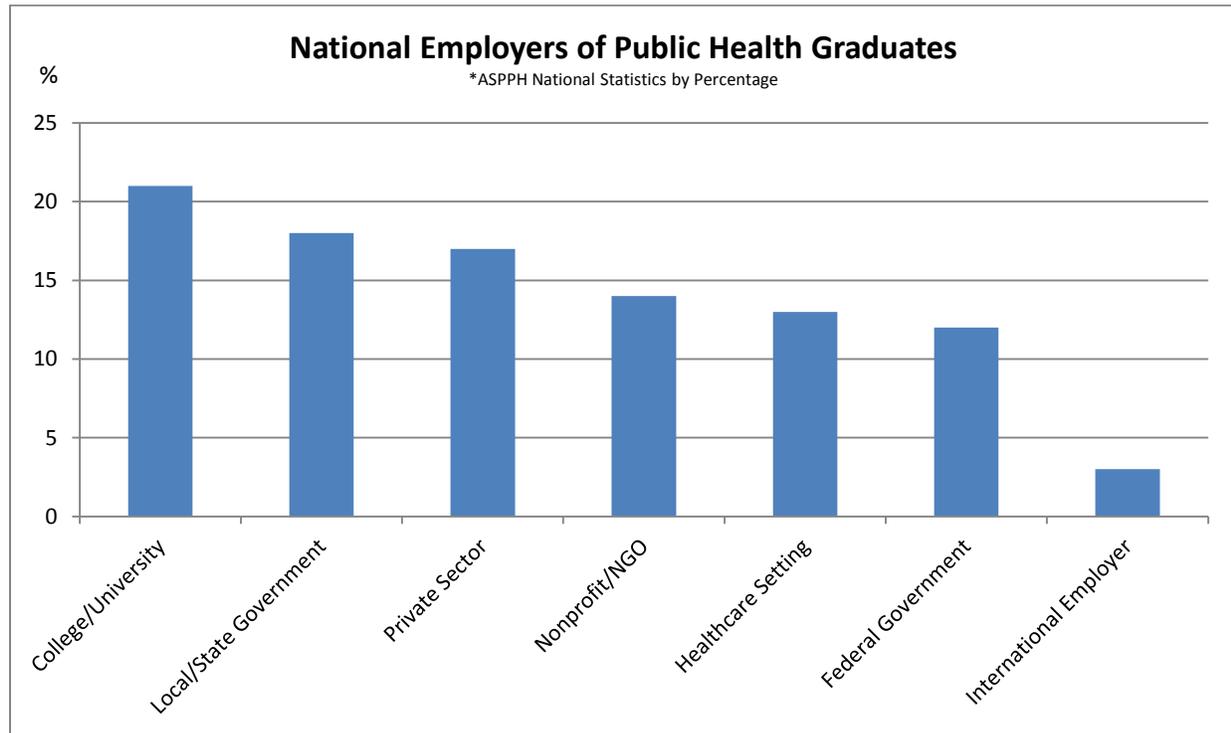


Figure 3. National Employers of Public Health Graduates

Nationally, ASPPH issued a report titled *Confronting the Public Health Workforce Crisis: ASPH Statement on the Public Health Workforce (2008)*. Dramatic public health advances in the 20th century have improved quality of life—an increase in life expectancy, worldwide reduction in infant and child mortality, and the elimination or reduction of numerous life-threatening communicable diseases. These achievements could not have occurred without the research, practice, and service of professionals who comprise the public health workforce. Excerpts from the ASPPH report are below.

Today’s public health workforce is faced with daunting public health challenges, and has been forced to do more with fewer people. For example, in the U.S. in the year 2000, there were about 50,000 fewer public health employees than in 1980.^{5,6} While the 1980 workforce ratio (220 per 100,000) may in fact be an underestimate of the ideal number of public health workers, it provides a benchmark for estimating current and future needs.² And although technological advances may to some extent mitigate the impact of the decrease in the size of

the public health workforce, this trend cannot continue without drastically compromising the public's health.

To have the same public health workforce-to-population ratio in 2000 as existed in 1980, there would have had to have been more than 600,000 public health workers, or an additional 150,000 on top of the 450,000 that existed at the time. In 2020, to have the same ratio (220:100,000), the public health workforce would need to number 700,000, or 250,000 more than the most recent count.

Retirement projections of public health profession- also are not available for most private-sector positions. However, for the public sector, the estimated retirement potential is sobering (Table 2). If we assume that the public health workforce numbered 450,000 in the years when each of the retirement waves is projected (2003, 2010, 2012), then by 2012 a total of more than 100,000 public health workers (or 23% of the current workforce) will retire, leaving a large void of expertise to be filled. Of note, this projected retirement wave will place an added burden on the looming workforce shortage of 250,000 estimated for 2020.

The proposed College of Population Health at UNM is part of a nationwide response to the shortage in public health workforce. Public Health Infrastructure is important to address both acute and chronic health threats that face the nation. It includes three key components that enable the public health system to deliver public health services. These components are:

- A capable and qualified workforce
- Up-to-date data and information systems
- Public health agencies capable of assessing and responding to public health needs

These components are necessary to fulfill the ten essential public health services and support national health objectives, for example, [PHI-5 \(Developmental\) Increase the proportion of 4-year colleges and universities that offer public health or related majors and/or minors that are consistent with the core competencies of undergraduate public health education.](#)

Locally, the Health Resources and Services Administration (HRSA) has identified most of the southern part of New Mexico as medically underserved and underserved by mental health professionals. Twenty-nine of the state's 33 counties are considered full of partial health professional shortage areas. The counties of Bernalillo, Los Alamos and Santa Fe are served by 64.4% of the state's physicians, but only 38.7% of the state's residents. To meet the needs of the public health workforce demands in the state of New Mexico, we must provide the proper educational opportunities to expand the resources needed to create a solid infrastructure of public health professionals within the state. Providing these resources will enable New Mexico to keep our future public health workers from seeking training and eventually employment outside our state.

According to New Mexico’s public health labor statistics, by the year 2020, New Mexico will see a projected 30% increase in job growth in the Health Educator occupation alone and the Bureau of Labor Statistics (BLS) projects an overall growth of 21% in the nation, faster than the average for all occupations. The increase in workforce demands is driven by efforts to improve health outcomes and reduce health care costs by insurance groups, employers and the government. Health Educators teach people how to live healthy lives and avoid costly diseases through preventive measures. Health educators held about 58,000 jobs in 2010. They work primarily in two industries with 20 percent working in state and local government and 53 percent working in health care and social assistance. In addition, a small percent of health educators work in grant-making services and social advocacy organizations. The average wage for health educators is around \$50,000. (Source: Bureau of Labor Statistics)

A look at the public health workforce needs and job postings in New Mexico below reflects not only job growth but, both workforce retirements and an inability to fill positions with qualified candidates, all leading to bigger gaps in providing the needed health care to the citizens of New Mexico. An educated workforce in New Mexico is necessary to close these gaps or our state will continue to see health care costs rise and health status decline.

Table 8. New Mexico’s Public Health Workforce Needs

State of New Mexico Occupational Employment Statistics 2010-2020								
Standard Occupational Titles	2010 Employment	Projected 2020 Employment	Total Change	Annual % Change	Total % Change	Annual Openings Due to Growth	Annual Openings Due to Replacements	Total Annual Openings
Medical Scientists, Except Epidemiologists	393	518	125	2.80%	31.80%	12	2	14
Health Educators	479	625	146	2.70%	30.50%	15	10	25
Environmental Science/Protection Technicians	138	170	32	2.10%	23.20%	3	6	9
Dietitians and Nutritionists	229	275	46	1.80%	20.10%	5	8	13
Medical and Health Services Managers	1,508	1,810	302	1.80%	20.00%	30	37	67
Epidemiologists	**	**	1	1.80%	20.00%	0	0	0
Occupational Health and Safety Technicians	102	122	20	1.80%	19.60%	2	4	6
Occupational Health and Safety Specialists	551	657	106	1.80%	19.20%	11	19	30
Environmental Scientists and Specialists	369	433	64	1.60%	17.30%	6	11	17
Mental Health/Substance Abuse Social Workers	1,979	2,294	315	1.50%	15.90%	32	47	79
Social and Human Service Assistants	2,979	3,423	444	1.40%	14.90%	44	64	108
Statisticians	54	61	7	1.20%	13.00%	1	3	4
Sociologists	**	**	N/A	0.00%	0.00%	0	0	0

Source: New Mexico Department of Workforce Solutions

** Represents data that is suppressed.

Table 9. New Mexico’s Public Health-Related Job Postings

January 1, 2013 to October 18, 2013						
Title	OPEN JOB ORDERS		CLOSED JOB ORDERS		NOT FILLED	
	Total Job Orders	Total Job Openings	Total Job Orders	Total Job Openings	Openings Not Filled	% Not Filled
Statisticians	3	3	2	2	1	33.3%
Environmental Scientists and Specialists	35	35	20	20	15	42.9%
Environmental Science and Protection Technicians	17	17	12	12	5	29.4%
Health Educators	19	22	13	16	6	27.3%
Dietitians and Nutritionists	19	19	14	14	5	26.3%
Medical Records and Health Information Technicians	98	99	82	83	16	16.2%

Source: New Mexico Department of Workforce Solutions

The need for more trained public health workers in New Mexico has been recognized at the highest level of our state government. Governor Susana Martinez, seeing the need for healthcare workers in rural and underserved areas in New Mexico, recently approved a \$1.5 million investment in growing and developing New Mexico’s healthcare workforce through the Nursing Loan-for-Service (NLFS), Health Professional Loan Repayment program (HPLRP) and additional dental slots to the Western Interstate Commission on Higher Education (WICHE) program. The infusion of funding, if approved by the New Mexico Legislature, would secure up to 720 additional healthcare practitioners to these areas over the next ten years.

Additionally, the Affordable Care Act has placed more responsibility on public health initiatives outside of traditional health care roles, and challenges the public health workforce to identify new innovative ways to rollout preventive health care measures. These challenges will drive the need for workers who can implement and manage these programs. For example, in 2014, ACA will make available \$200 million for wellness grants for small business that employ fewer than 100 individuals that work 25 or more hours per week. The benefit is a win-win for employers who pay less for plans and for the employee who pays a reduced premium.

An example of a BSPH concentration that addresses employee health is *Worksite Health Promotion and Protection*. Two factors, personal health and personal safety—each essential to a productive worker and to a productive workplace are effectively combined in a symbiotic manner that increases their impact on overall health and productivity. The whole becomes greater than the sum of its parts. Once health protection and promotion programs are intertwined and deployed strategically to enhance each other, a healthier workforce thus

becomes a safer workforce and vice-versa (Hymel et al., 2011). Increase in chronic disease and an increasingly older workforce together create a significant need for public health specialists with worksite health promotion and protection skills. A CDC study concluded that well designed health programs in the workplace could achieve long-term health and productivity improvements in worksite populations (Goetzel et al., 2007).

Developing a BSPH concentration in Worksite Wellness will help meet a growing public health need, uniquely position the University of New Mexico in this field and create partnerships with professional entities ([UNM's employee assistance program](#), [New Mexico Department of Health](#), [CDC](#), and [WELLCOA](#)) that will support our students' development as professionals.

Our state healthcare workforce demand is evident through the New Mexico State Personal Office (SPO) website. As of February 19, 2014, SPO posted 133 positions in the public health category statewide; 72 of them residing in the NMDOH alone.

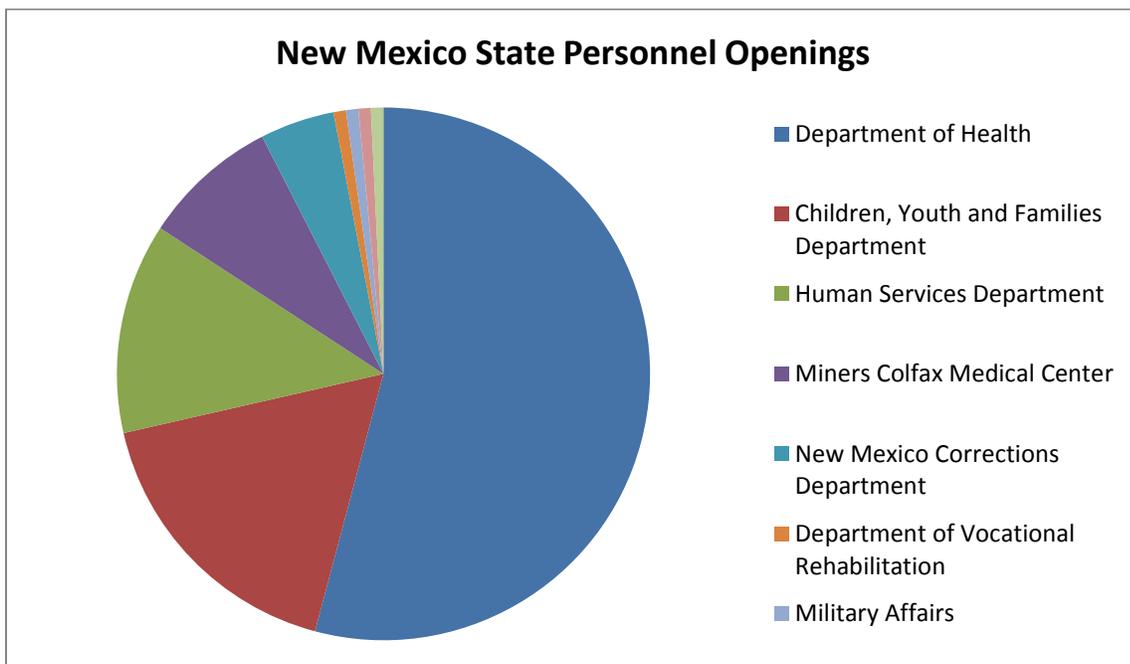


Figure 4. New Mexico State Personnel Employment Openings as of February 19, 2014

Complex initiatives, such as Sandoval County's Economic Development Corporation's (EDC) strategy to bring employers to their communities will focus on a health and human services complex at Rio Rancho's City Center. EDC anticipates this complex will bring in 20 major employers and 2,200 jobs for New Mexicans. To facilitate this process, they have invited area healthcare providers to the table to discuss the considerable need for "education, training, innovation and enterprise development." A CPH will be invaluable to the development of the

workforce needed to ensure healthcare employers that New Mexico has the skilled personnel to support their growth and development.

Local, Regional and National Employers of UNM MPH Graduates:

Acute Disease Services, Oklahoma	Pueblo of San Felipe
Albuquerque Ambulance	Rape Crisis Center
Albuquerque Health Partners	Sandia Laboratories
Albuquerque Public Schools	Shaening & Associates, INC.
Amy Biehl High School	Shiprock High School
Blue Cross/Blue Shield	Southwest Research and Information Center
Brain Injury Advisory Council	Southwest Tribal NARCH Coordinator
Centers for Disease Control and Prevention	St Luke's Hospital Network
Chapel Hill, North Carolina	Supreme Court Navajo Nation
Children's Safety Network	Swedish Hospital, Seattle, WA
Eielson Air Force Base US Air Force	Tri-City Health Center
First Nations Community Health Source	UNM Cancer Center
Four Corners Regional Health Center	UNM Center on Alcoholism, Substance Abuse, and Addictions
Georgia Hospital	UNM Center for Development & Disability
Glaxo Smith Kline	UNM Center for Disaster Medicine
Government of Santa Fe	UNM Center for Participatory Research
Harris County Public Health and Environmental Services	UNM College of Education
Health Care for the Homeless	UNM College of Pharmacy
HHS/NIHS/OEHE/DEHS	UNM Department of Anthropology
HealthInsight New Mexico	UNM Department of Dental Medicine
HIS Santa Fe Indian Hospital	UNM Department of Emergency Medicine
Houston VA Medical Center	UNM Department of Family and Community Medicine
Human Needs Coordinating Council	UNM Department of Internal Medicine
Indian Health Services	UNM Department of OB/GYN
Institute for Functional Medicine	UNM Department of Pediatrics
National Congress of American Indians	UNM Department of Psychiatry
National Indian Health Board	UNM Emerging Infections Program
New Zealand	UNM Hospital
NIGB	UNM NM CARES Disparities Center
NIH	UNM Office of Substance Abuse Prevention
NM Alliance for Retired Americans	UNM Pediatric Oncology
NM Department of Health	UNM Prevention Research Center
NM Emerging Infections Program	UNM Public Health Program
Northern Navajo Medical Center	UNM RWJF Center for Health Policy
Office of Regulatory Affairs, FDA	UNM School of Medicine

New Mexico Public Health Association (NMPHA)

The NMPHA membership workforce consists of community organizations/coalitions (including private consultants doing public health work), government employees (state, county, city, federal) and university/academic-related (staff, faculty, students), representing over 30 different communities in New Mexico and neighboring states. Countless others are not actual members, but still consider themselves part of the NMPHA family and benefit from NMPHA events and activities. NMPHA is the New Mexico state affiliate of the American Public Health Association (APHA), which represents more than 30,000 members nationally and worldwide.

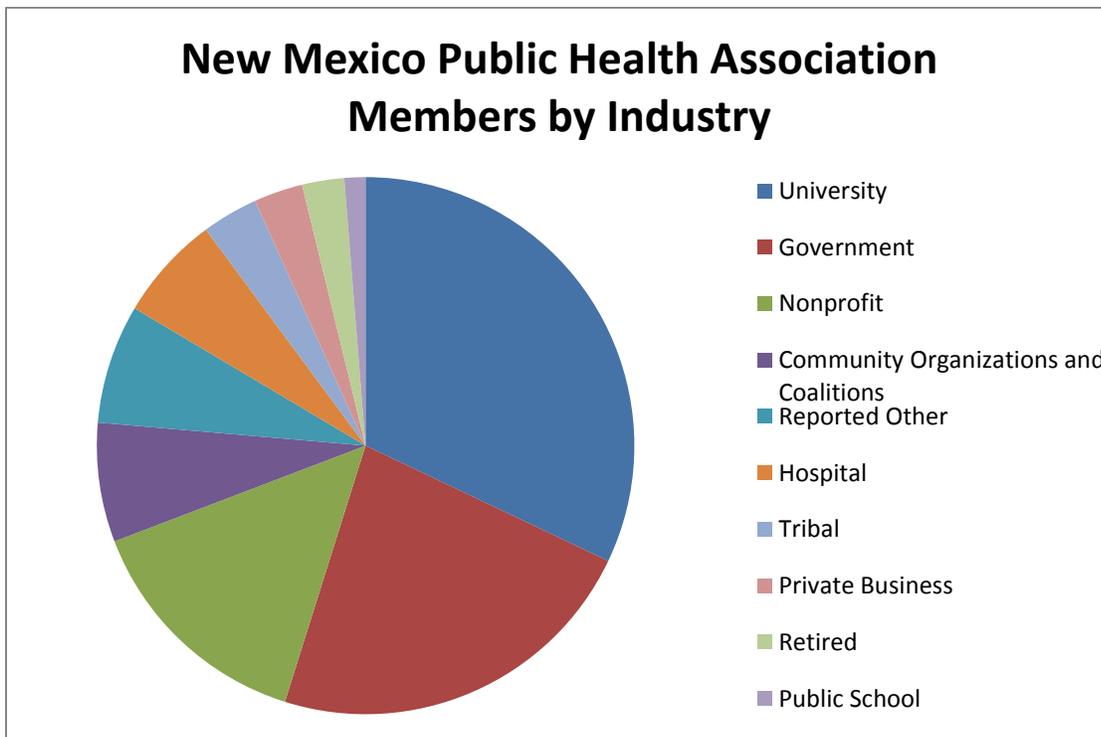


Figure 5. NMPHA Members by Industry as of January 24, 2014

Opportunities for BSPH Graduates in New Mexico

Nationwide undergraduates with educational grounding in public health principles and practices have been relatively rare. But, undergraduates with classroom training and field experience can be prepared to enter and grow in public health organizations and agencies,

appropriately filling the workforce gap between an untrained workforce and graduate-degreed professionals.

Current and anticipated public health workforce gaps require not just a replacement, but a recalibration of the workforce. In order to meet the more complex challenges and opportunities they face, agencies need workers with new and different skills and a broader background that includes health information technology and informatics, cultural competence, global health, communication, policy, community participatory research and disaster preparedness, as well as skill in the core functions of public health practice.

A Bachelor of Science in Public Health will not only lead to careers in public health, but lends itself to transferable skills in other areas of workforce. Public health touches many areas including medicine, economics, sociology, anthropology, mathematics and communications. New Mexico demonstrates the diversity in occupational avenues and need for public health graduates in the workforce projections below.

Table 10. New Mexico's Workforce Needs at the Undergraduate BSPH Level

Standard Occupational Titles	2010 Employment	Projected 2020 Employment	Total Change	Annual % Change	Total % Change	Annual Openings Due to Growth	Annual Openings Due to Replacements	Total Annual Openings
Health Specialties Teachers, Postsecondary	760	1,010	250	2.80%	31.90%	20	10	30
Medical Scientists, Except Epidemiologists	390	520	130	2.80%	31.80%	10	0	10
Health Educators	480	630	150	2.70%	30.50%	20	10	30
Middle School Teachers (Special/Vocational Edu)	4,540	5,890	1350	2.60%	29.80%	140	100	240
Nursing Instructors & Teachers, Postsecondary	360	460	100	2.60%	29.60%	10	10	20
Registered Nurses	15,150	19,070	3920	2.30%	25.90%	390	270	660
Environmental Science & Protection Technicians	140	170	30	2.10%	23.20%	0	10	10
Compliance Officers (Including Healthcare)	1,080	1,320	240	2.00%	22.30%	20	10	30
Environmental Engineers	780	950	170	2.00%	21.80%	20	20	40
Medical Assistants	4,400	5,350	950	2.00%	21.40%	90	70	160
Technical Writers	340	420	80	1.90%	20.60%	10	10	20
Dietitians & Nutritionists	230	280	50	1.80%	20.10%	10	10	20
Medical & Health Services Managers	1,510	1,810	300	1.80%	20.00%	30	40	70
Occupational Health & Safety Technicians	100	120	20	1.80%	19.60%	0	0	0
Occupational Health & Safety Specialists	550	660	110	1.80%	19.20%	10	20	30
Secondary School Teachers (Special/Vocational Edu)	5,910	7,020	1110	1.70%	18.80%	110	160	270
Public Relations Specialists	510	600	90	1.60%	17.30%	10	10	20
Social & Community Service Managers	1,440	1,610	170	1.10%	11.80%	20	30	50

Source: NMDWS Economic Research & Analysis Bureau. Data is specific to employment in New Mexico. All numbers are rounded.

2. College of Population Health Structure

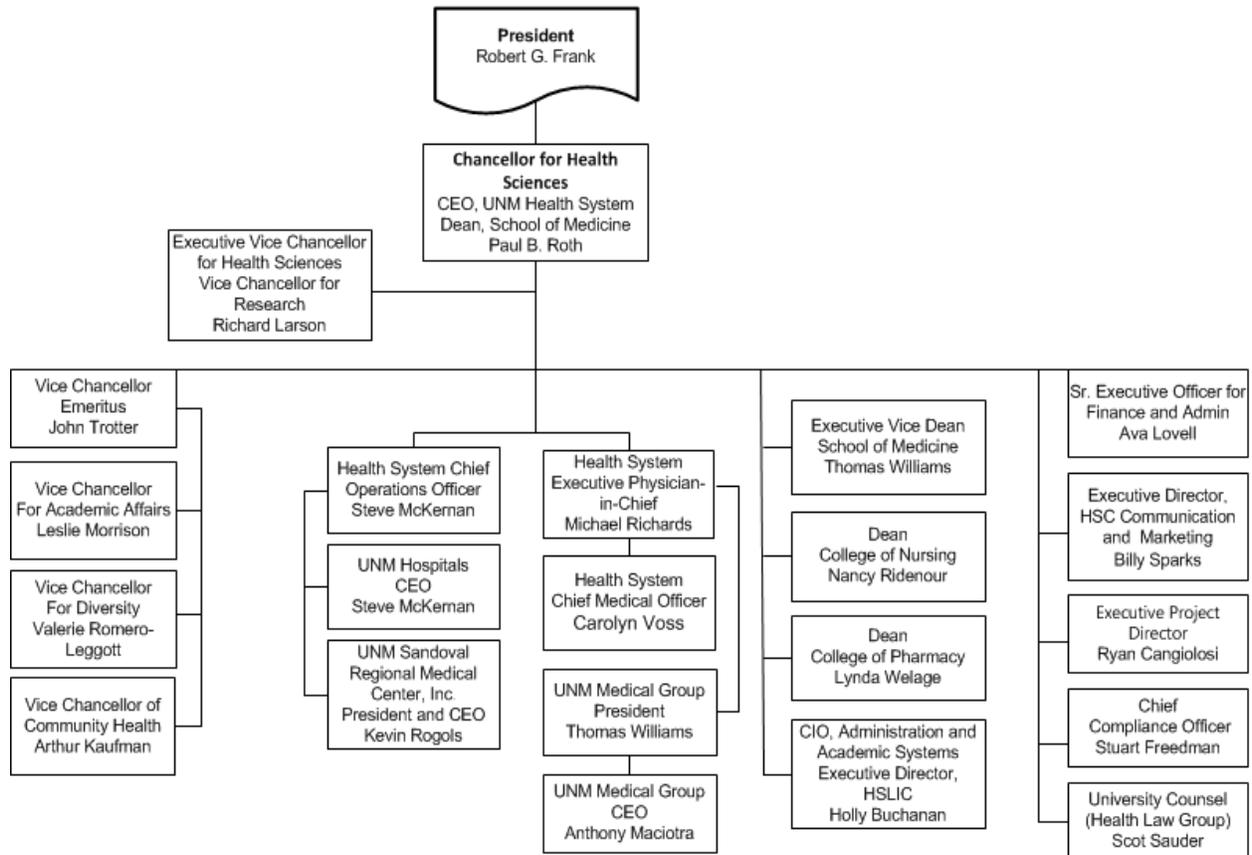


Figure 6. Source: UNM Office of the Chancellor for Health Sciences Current Structure

Figures 6 and 7 represent the current organizational structure of the HSC and the current structure of the Public Health Program at UNM. The CPH, with a Dean who will report to the Chancellor of the HSC, will function as an “organic” college. The request for funds to hire a Dean and the minimal administrative and programmatic support has been requested for FY15. The budget also includes funds for curriculum development. A Legislative request will be developed in collaboration with the Offices of the President, Chancellor and Provost for FY16.

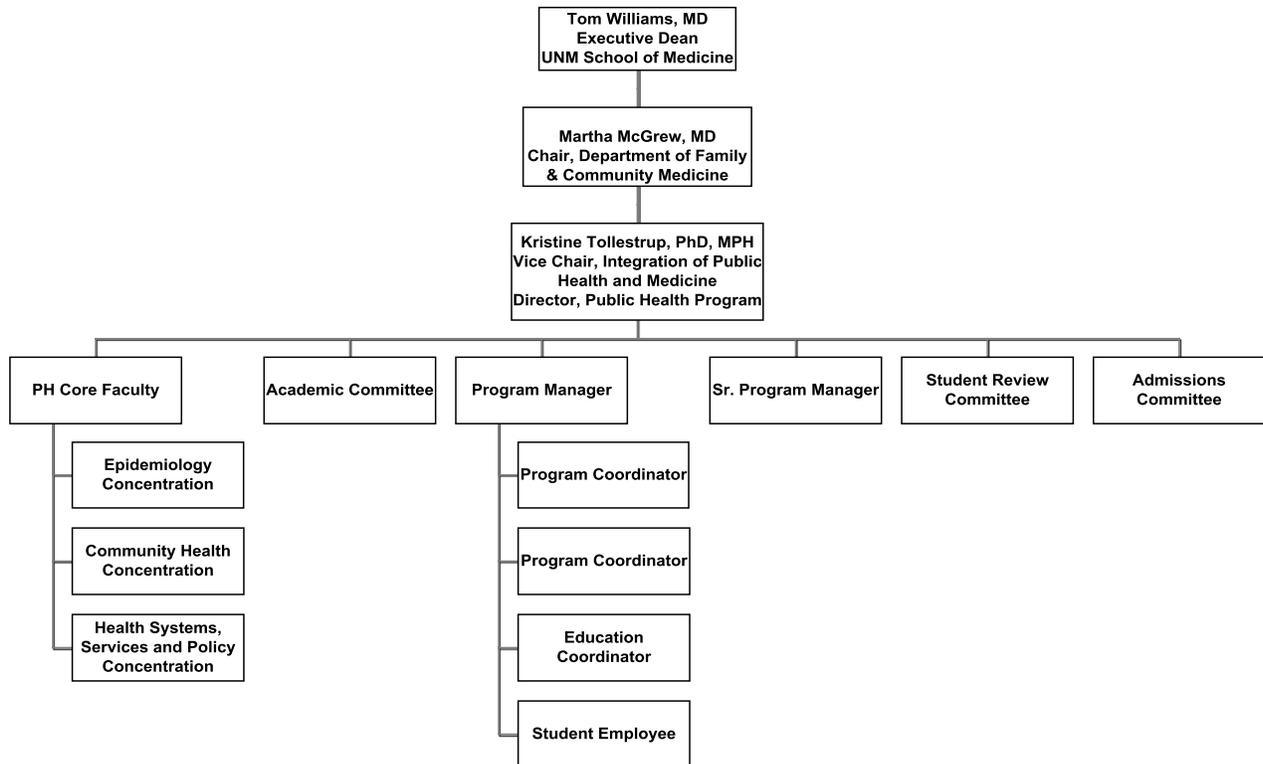


Figure 7. Current UNM Public Health Program Structure

In the early years the new structure will be leaner than a traditional college because it will not have financial responsibility for faculty. For the first 3-5 years, faculty members will maintain their appointments in their current college/school/department. Colleges will make strategic investments through collaboration and resource accommodations to benefit faculty, their department and college and the institution as a whole by eliminating duplication of courses and working together with the CPH to generate enrollment growth. No faculty members will have primary appointments in the CPH. All faculty members who wish to have a joint/secondary appointment in the CPH will contribute to the mission and vision of the CPH: e.g. curriculum development, teaching, advising, mentoring, collaborative research, public health practice, or faculty governance. Faculty members with joint/secondary appointments will be eligible for special pilot funds and professional career development funds (for example Public Health Leadership scholarships). Joint/secondary appointments will be administered through an MOU developed in collaboration with the CPH Dean, the faculty member and his or her Chair/Dean. These MOUs will be carefully constructed to consider faculty effort and faculty contracts and to align with college/school/department policies and faculty performance expectations and promotion and tenure requirements.

As the CPH generates revenues funds will be allocated for faculty lines so that the CPH will be able to meet a CEPH accreditation requirements. Currently the public health program faculty resides in the Department of Family and Community Medicine. The Public Health Program is fully accredited by CEPH. Over time these faculty lines will move into the CPH. A proposed timeline is shown below.

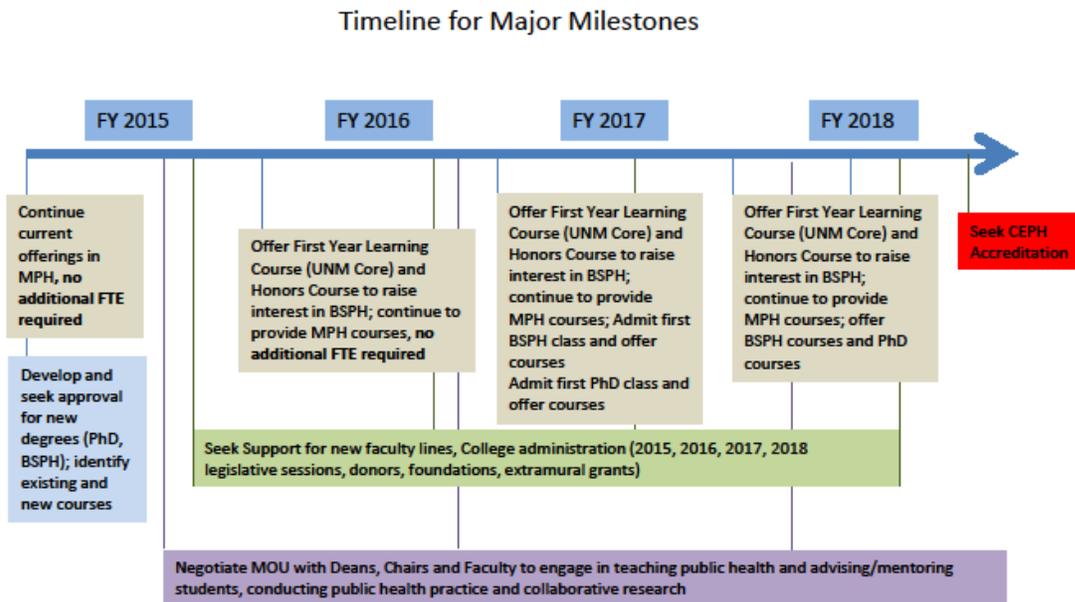


Figure 1. CPH Major Milestones Timeline

Courses and advising required for the Bachelors of Science in Public Health, Master of Public Health and Doctor of Public Health Sciences (PhD) will be taught by qualified faculty across the institution. As revenue is generated, resources will be available to compensate departments/colleges/schools for faculty effort. There are tremendous benefits of this innovative model. It provides a resource for the HSC and Central and South Campuses' Colleges and Schools that builds on existing strengths and eliminates duplication. The model requires minimal office space. The need for additional classroom space will be dependent on the student demand, which we anticipate will grow over time. Importantly, this approach does not disrupt existing department's/school's/college's resources or faculty security. It does presume that there is a mutual interest in building a CPH. This model provides an opportunity for Chairs and Deans to strategically invest in the CPH's success to the advantage of the multiple partners. Faculty from all over the University, in addition to community stakeholders, will have multiple and flexible opportunities to participate. Most importantly this innovative approach creates very little disruption to faculty and administration and provides the opportunity for "buy-in" as it grows to meet the demand for public health education, research and practice. This model also enhances the opportunity for collaboration between NMSU and UNM; it incentivizes us to

share the responsibility for teaching public health statewide, while not duplicating resources and ensuring that students at both institutions have access to multiple educational and research opportunities. It also stimulates opportunities for faculty from both institutions to collaborate on research to address the public health needs of the state.

In order for this model to move forward and unfold into a functional CPH, it will require a tremendous amount of goodwill, trust and mutual interest in advancing public health education, practice, and research in New Mexico. It will also require the vested interest of healthcare employers, community leaders, other institutions of higher education (community colleges and 4 year universities) and state health agencies. The College must be provided a long-term financial commitment to grow roots and establish itself as a sustainable entity. A mission, vision, goals and business plan will be developed for the CPH in collaboration with the community, students, staff, faculty and administration. Public awareness of, interest in and collaboration with the CPH will increase enrollments and for admitted students to develop a foundation and fully progress through the program. With UNM's plan to move to a Results Oriented Management (ROM) structure, the UNM Financial Leadership Team will help the CPH to develop a plan to share resources so that CPH offerings can meet degree requirements and achieve program outcomes.

It is important that the CPH remain focused on meeting the public health needs of the state: which include extending in the public health workforce with educated professionals who can complement existing health services to reach and maintain the wellness of broader groups of citizens through their work in public health. This model will evolve as the CPH grows and new dynamics develop such as student interest in new courses, community involvement and needs, and faculty participation and interest.

CPH Structure Years 1-3

- (1) Dean
- (2) Director of Graduate Programs @ 30%
- (3) Director of Undergraduate Programs @ 30%
- (4) Sr. Program Manager
- (5) Administrative Assistant III

Existing PHP Staff (Currently budgeted and funded under FCM)

- (1) Program Manager
- (2) Program Coordinators (2)
- (3) Education Support Coordinator
- (4) TAs/Student Worker Support

Accreditation

The CPH will seek full college accreditation through the Council on Education for Public Health accreditation (CEPH) once we have procured additional resources, faculty and staff. It will maintain existing accreditation for the current MPH degrees and seek accreditation for the undergraduate, PhD and additional graduate concentrations and seek accreditation at a time when the CPH is ready to transition from a virtual college to a traditional college. An outline of the CEPH accreditation process can be found in *Appendix D*. In a recent conversation with the Executive Director of the CEPH she shared that the requirements for accreditation are in evolution and the proposed organic process of gaining approval for public health education programs (see BSPH and PhD) before seeking accreditation for a school of public health will give us sufficient time to prepare for the changing accreditation standards.

3. Resources Needed to Establish the CPH

Existing Resources/Faculty

In the Department of Family and Community Medicine there are ten 1.0 FTE faculty members who together offer the accredited MPH degree with three concentrations. These faculty will become core faculty once the CPH is approved and sufficient I&G is allocated for their positions and will have expertise in epidemiology, biostatistics, health policy, health services, community health and public health practice, all core disciplines for public health education.

Table 11. Dedicated Faculty Resources

College of Population Health Dedicated Faculty Resources									
Program		Current Dedicated Faculty	Dedicated Extra Lines Needed	Current Dedicated Faculty	Dedicated Extra Lines Needed	Current Dedicated Faculty	Dedicated Extra Lines Needed	Current Dedicated Faculty	Dedicated Extra Lines Needed
		FY 15		FY 16		FY 17		FY 18	
MPH	Epidemiology Concentration	3		3		3		3	
	Community Health Concentration	3		3		3		3	
	Health Systems, Services and Policy	3		3		3		3	
	Public Health Practice			1	2	3		3	
PhD	Public Health Sciences			10 MPH	1	11	1	12	1
BSPH				2 MPH	3	5	3	8	3

Potential Collaborative Faculty, Instructors and Colleges/Schools/Departments

Initially, the CPH will not hire any new faculty, nor transfer any faculty under the proposed “organic” structure. It has been determined that the teaching resources exist from the Health Sciences Center (HSC) and Central Campus colleges, schools and centers, as well as affiliated faculty from the NM Department of Health and private entities to launch the new college now. A preliminary review found that at least 265 faculty members at UNM have more than sufficient expertise, interests and research involving public-health related fields and issues to be considered “core” members of the CPH. Fifty-seven (21%) of the 265 faculty members hold MPH degrees. It is likely that more faculty members have public health training, but we are unable to determine how many of those holding PhD degrees have public health training. The numerous faculty resources will provide a pathway to collaboration with many UNM colleges/schools/departments avoiding duplication of courses and opening up additional opportunity for growth and innovation of new course offerings. The CPH has requested funding for faculty development to enhance, promote and support the collaborative structure of the CPH.

Faculty members from the colleges listed below have expressed interest in having CPH affiliation. Once the college is established the Dean will actively reach out to identify faculty who wish to contribute to the efforts to articulate the CPH’s mission and vision and to determine their level of interest in becoming an affiliated member of the CPH.

Anderson School of Management
School of Architecture and Planning
College of Arts and Sciences
College of Education
School of Engineering
College of Fine Arts
Honors College
School of Law

School of Medicine
College of Nursing
College of Pharmacy
School of Public Administration
University College
College of University Libraries and Learning Sciences

The areas of research expertise of faculty members in these colleges are varied and cover a broad spectrum of important public health issues and general topics, including, in part:

Intervention Research
Maternal and Child Health
Genetic Epidemiology
Emergency/Disaster Management
Health Education and Health Literacy
Public Health Policy
Chronic Diseases

Cancer
Infectious Disease
Health Disparities
Health Economics
Environmental Health
The Built Environment
Health Systems and Management
Substance Abuse Prevention and Treatment

Psychology of Trauma, Domestic Violence
Chronic Pain
Nutrition and Food Safety
Physical Education and Exercise
Diabetes

Children, Adolescents, and the Media
Family Planning and Teen Pregnancy
Prevention

Leadership

In three years as the CPH grows and evolves, we will evaluate the need for additional staff support for the administration of new programs and faculty for curriculum development (see figure 8). The details of a UNM CPH leadership structure will evolve to meet the local needs. If there is insufficient demand for public health education at UNM despite intensive marketing and promotion, the CPH leadership will discuss an orderly process for redistribution of resources. However, given the step-by-step approach proposed in this document it is unlikely that effort will outpace demand. To the contrary, national experience suggests that we will have to add resources to keep up with the growing interest in public health education at the undergraduate and graduate levels.

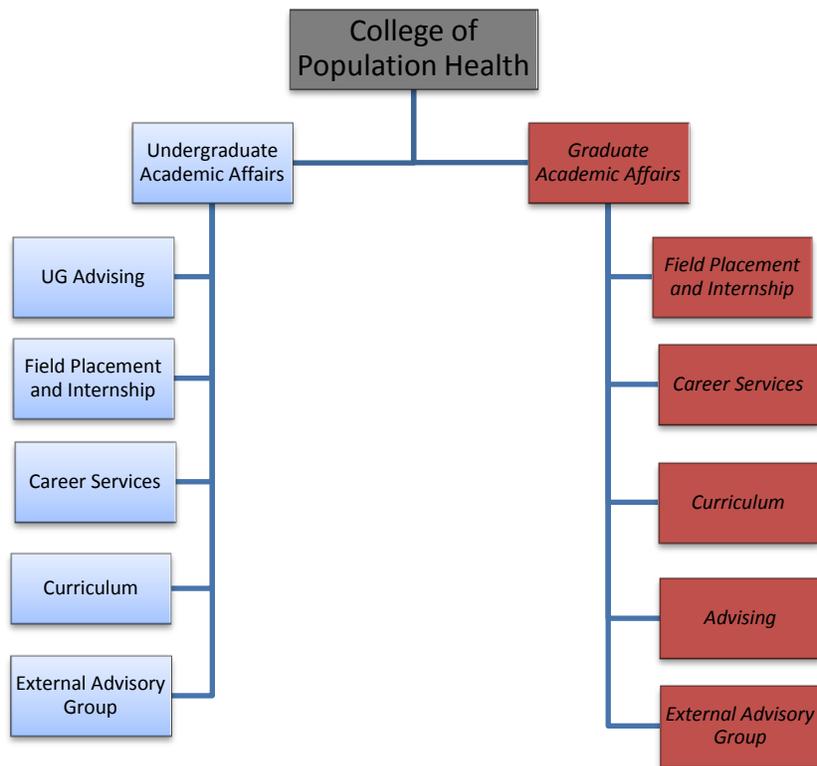


Figure 8. Anticipated College of Population Health Structure

Facility

The CPH will not immediately require a full-fledged facility as faculty will reside in their current departments and provide cross collaboration. The CPH core administrative and leadership staff will need approximately 800 square feet to operate as a cohesive structure. As the CPH grows, enrollments increase and more revenue is generated, the CPH will explore the need for its own facility to house programs, research, courses, faculty and staff. The benefit to an “organic” college is that we are able to grow as the interest and need grow. The CPH’s structure can adapt as necessary instead of building now for a projected future.

Student Financial Support

The PhD program will have a goal to provide resident assistant stipends while the current Public Health Program budgets are sufficient for requisite TAs and student worker support. The CPH will work with external partners to develop opportunity for staff development in the form of tuition support and internally to promote tuition remission opportunities.

A. Sources of Revenue

According to the ASPPH the average yearly cost of graduate education including tuition and fees in 2008-2009 was \$16,236 for in-state tuition and fees and \$23,518 for out-of-state tuition and fees; and the median for in-state was \$12,426 and \$22,134 for out-of-state. For in-state, the range is from \$4,054 per year to \$51,000; and \$10,171 to \$51,000 for out-of-state. Most master’s programs are two years in length, and these figures are based on a two-year completion of degree. However, there are also accelerated programs, programs for part-time students, etc.

The CPH will charge a graduate tuition rate differential much like the College of Nursing to allow for funds to support graduate curriculum development (currently \$249/credit Masters training, \$366/credit for Doctoral training). BSPH students will not pay a differential at the undergraduate level. CPH students will not be required to pay any additional course fees or instructional fees. The CPH will generate revenue through program graduates, I&G and the tuition differential in accordance with the ROM model to support growth and development (see appendix E). UNM and NMSU will collaborate to request funding from the New Mexico Legislature to become Council on Education for Public Health (CEPH) accredited.

4. Timetable for Establishing the CPH

The anticipated start date of the CPH is July 1, 2014. The “organic” model will allow for the CPH to grow as needed and allow for phases of implementation. The CPH needs approval to move forward with the creation of the college shell so that collaboration and program development can begin. Conversations with external partners, such as NMSU, DOH, HED and the NM

Legislature need the assurance that the UNM leadership and faculty are committed to the development and sustainability of the CPH. Furthermore, approval for additional degrees requires internal and external approval, including the NM Higher Education Department (see appendix F).

NMSU Collaboration

There are multiple discussions involving ways in which NMSU and UNM can collaborate as recommended by HED Secretary, Jose Garcia. Potential opportunities include:

- 1) Create two Schools of Public Health, one at NMSU that would have a focus on rural health given its strengths as a land grant institution. The UNM College of Population Health would have a primary focus on health services and health policy as outlined in the BSPH curriculum concentrations. This approach would enable the state to benefit from having its two largest research institutions addressing the public health workforce needs. There will be opportunities to share course content and reduce redundancies by developing core courses with a common curriculum similar to that organized through the New Mexico Nursing Education Consortium (<http://www.nmnec.org>).
- 2) Create a New Mexico Institute of Public Health-a nonprofit partnership of public and private health agencies, organizations and academic institutions to maximize resources for promoting health research, education and service focused on improving the health of New Mexicans. These institutes currently exist in about 30 states and are represented by the National Network of Public Health Institutes (<http://www.nnphi.org/>).
- 3) Build on the current collaboration between DOH, UNM and NMSU called the Public Health Learning Collaborative (<http://nmpnlc.org/>). Providing academic and non-academic training opportunities for the public health workforce across New Mexico. An application was submitted to HRSA for the creation of a formal training center, but was not funded.

(see appendices G, H, I for UNM and NMSU Program/Course Information)

Appendix A
Potential UNM Public Health Electives

Department	Course #	Course title	Course Description
ANTHROPOLOGY			
ANTH	350	Human biology	Human heredity, variation and adaptation within and between different ecological and cultural settings; genetics; quantitative variation; elements of human population biology and human ecology.
ANTH	365	Anthropology of Health	Analysis of systems of health, curing and disease in aboriginal, western and pluralistic societies.
ANTH	360	Human Behavior Ecology	Introduces students to the fundamental principles of evolutionary theory and their application to human behavior. It surveys current research on human sexuality, mate choice, reproduction and parenting from the perspective of human evolutionary ecology. Prerequisite: 150 or 160 or BIOL 110
ANTH	361	Behavioral Ecology and Biology of Sex Roles	Uses the perspective of evolutionary biology to examine the diversity of sex roles played by men and women in the historical and cross-cultural record. Restriction: upper division standing
AMERICAN STUDIES			
AMST	182	Introduction to Environment, Science and Technology	An introduction to the socially and politically constructed values directing Americans' attitudes toward nature, science and technology and to the impacts of those attitudes on built and natural environments regionally, nationally and globally.
AMST	185	Introduction to Race, Class & Ethnicity	An interdisciplinary introduction to the issues of race, class and ethnicity in American life and society.
ARCHITECTURE			

ARCH	241	Sustainability I	Lectures present the framework for creative analysis, including systems thinking and synergistic integration of the three pillars of sustainability, environments, equity, and economy, and their relationship to building systems.
BIOLOGY			
BIOL	123	Biology for Health Related Science and Non Majors	Principles of cell biology, genetics and organismic biology.
BIOL	123L	Biology for Health Related Science and Non Majors Lab	One credit optional laboratory to accompany 123.
BIOL	365	Evolution of Human Sexuality	An examination of how natural selection has shaped the sexual psychologies of men and women and how evolutionary theory can guide the study of sexual psychology and behavior
CIVIL ENGINEERING			
CE	435	Water Use	Principles and practice of the water quality characteristics, treatment, and environmental and human health concerns associated with the reuse of wastewater for municipal, industrial and agricultural purposes. Regulatory aspects will be considered.
COMMUNICATION & JOURNALISM			
CJ	115	Communication Across Cultures	An introduction to communication among people from different cultural backgrounds, emphasizing intercultural relations. The class seeks to identify, honor and enhance the strengths of different cultural perspectives.
CJ	314	Intercultural Communication	Examines cultural influences in communication across ethnic and national boundaries.
CJ	317	Intercultural Conflict Community Building	Cultural focus on communicative systems related to national, ethnic, gendered, class, religious, regions, corporations, and institutions. Research on mediation, intergroup dialogue, and community development focuses

			on three international sites.
CJ	327	Persuasive Communication	Analysis, practice and evaluation of principles of attitude change for a variety of interpersonal and public communication situations.
CJ	393	Refugee Wellbeing	
CJ	450	Health Communication	Concepts/strategies for preventive health communication in such contexts as provider-patient interaction, health campaigns, social marketing, health images in the mass media and communication in health care organizations.
COMMUNITY & REGIONAL PLANNING			
CRP	181	Introduction to Environmental Problems	Development of the major issues, concepts and methods emerging from the relationship of social systems and the natural environment
CRP/ECON	203	Society and the Environment	Introduction to environmental and natural resource issues of both global and local scale. Investigates basic causes and consequences of environmental problems, including interrelated physical and social science dimensions
CRP	403/503	Community Based Practice	Exploration of practical skills for creating and implementing community based programs and plans with community partners. Skill development in mobilization, facilitation, and organizational development to implement community based plans and strategies.
CRP	472/572	Indigenous Planning	Examines the relationship of indigenous planning to other planning approaches such as advocacy, equity, and radical planning; considers aspects of “indigeneity” such as sovereignty, land tenure, and culture, and their application to community planning.
DENTAL HYGIENE			

DEHY	330	Dental Health Education	This course includes the Etiology of prevalent oral diseases with a focus upon developing the education skills necessary to counsel dental hygiene patients. Dental and periodontal charting techniques are introduced.
DEHY	410/510	Dental Hygiene Research Methodology	Developing of research in regard to special areas in dental hygiene with emphasis on writing reports.
DEHY	422	Dental Public Health I	Study of the dental care delivery system in the world today and a global perspective of the science of oral disease prevention.
DEHY	423	Dental Public Health II	Application of principles and objectives studied in 422. Students will plan and develop specific educational programs for schools, hospitals, nursing homes, mental retardation centers and other groups in the community.
DEHY	440	Extramural Experience	Provides the student with the opportunity to achieve educational and clinical skills and in depth knowledge in various dental care delivery systems.
EARLY CHILDHOOD MULTICULTURAL EDUCATION			
ECME	103	Health, Safety and Nutrition	This course provides information related to standards and practices that promote children's physical and mental well-being, sound nutritional practices, and maintenance of safe learning environments.
ECME	111	Family and Community Collaboration I	This basic course examines the involvement of families from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed.
ECONOMICS			
ECON	239	Economics of Health and Gender	Examines economic situation of women and minorities in the United States. Explores effects of race, gender and ethnicity on the economic performance of workers and evaluates various strategies for social change.

ECON	331	Economics of Poverty and Discrimination	Explores trends in income distribution especially across and within groups and examines theories explaining behavior and outcomes. Public policy concerning poverty and discrimination is studied and discussed.
ECON	335	Health Economics	Market concepts and health care issues. Economic assessment of the U.S. health care system. Explores physician supply and demand, hospitals, malpractice, pharmaceuticals, insurance and related topics.
ECON	410	Topics in Health Economics	Specialized topics in health care economics including medical education, national health insurance, comparative systems, drug industry and other contemporary issues. Emphasis on empirical applications in the study of health care issues. For course content, consult the economics department.
ENGLISH			
ENGL	413	Scientific, Environmental and Medical Writing	
GEOGRAPHY			
GEOG	281	Introduction to Maps and Geospatial Information	Maps are tools for communication. Will explore scale; projections; symbolization; generalization; alternative or non-tradition map representations provided by GIS, remote sensing, multimedia and animated maps.
GEOG	461	Environmental Management	Examination of critical issues of environmental degradation in global and local system related to: air and water pollution, soil erosion, deforestation, strip mining, over dependence on fossil fuels and improper management of toxic and other wastes. Appraisal of the conservation methods and policies applied to these issues and the outlook for the future.
FAMILY STUDIES			
FS	481	Families and Public Policy	Specialized topics in health care economics including medical education, national health insurance, comparative systems, drug industry and other contemporary issues. Emphasis on empirical applications in the study of

			health care issues. For course content, consult the economics department.
HEALTH EDUCATION			
HED	209	Education for AIDS Prevention	This course is designed to familiarize students about the HIV/AIDS epidemic with HIV/AIDS awareness including: basic information, prevention, history, compassion, legal issues, testing and societal implications.
HED	260	Foundations of Health Promotion	For those considering becoming health majors or minors in school health or community health. Exploration of the basic philosophy and fundamental practices currently utilized in health education.
HED	310	Injury Prevention	The course content will include specific strategies for preventing unintentional injuries in young children. Students will examine specific principles for the development of new strategies that will address unintentional injuries.
HED	321	Violence Prevention	The course will examine strategies that have been successful in preventing violence. Students will examine the literature to understand the principles to use in the development of strategies for the prevention of violence.
HED	333	Emotional Health and Interpersonal Relationships	Course will examine a psychological framework that is the cause of a dysfunctional lifestyle and create a psychological framework that can result in the improvement in the quality of living.
HED	362	Introduction to Health Behavior Theory	This course will provide an understanding of theoretical principles of various health behavior theories that explain the adoption of health-compromising and health-promoting behaviors.

HED	371	Community Health	New developments in research in major health problems, the ecology of local, national and world health problems. A basic foundation in the history of public health, principles in environmental health and control of disease in communities.
HED	446	Health Promotion Program Planning	This course develops professional competencies in program planning, implementation and evaluation related to community and school health education/promotion.
HED	451	Community-Based Interventions	
HED	473	Health Issues in Death and Dying	An introduction to content in the area of death and dying: the dying process, grief, types and alternatives to funerals, out-of-body experiences, types of death and community resources available for support.
HED	477/577	Stress Management	Deals with multiple causes of stress and its resolutions. Emphasizes chief stressors of adults, self-responsibility for change, holistic approach, emotional/mental methods of stress reduction.
HED	482	Social Determinants of Health	Course provides an overview of the health beliefs of people in NM with an emphasis towards Latino/Hispanics, Native Americans, African Americans, Asians and Anglos. Examines health behavior as influenced by health beliefs and practices.
HED	487/587	Physical Activity and Aging	Concerned with the process of aging as it affects physical activity and the potential of physical activity in adjustment to the process of aging.
HED	495	Field Experience	Planned and supervised professional laboratory or field experiences in agency or institutional setting.
HEALTH, MEDICINE & HUMAN VALUES			
HMHV	101	Contours of Health in New Mexico	Seminar exploring ethnic, economic, demographic, and geographic variables impacting public health in New Mexico and the Southwest. Topics include access to health care; local alternatives to medical treatment; cultural definitions of health, illness, and death.

HMHV	201	Literature, Fine Arts and Medicine	Seminar exploring links among health, illness, literature and the arts, encompassing a diverse range of forms and genres. Topics include representations of health, illness, and medicine; arts as therapy; medical history in literature and art.
HMHV	301	Health Economics, Politics and Policy	Seminar exploring political and economic forces that impact health care policies and practices. Topics include political and economic forces impacting health care; health care reform; the institutional and political organization of medicine.
HMHV	310	Health and Cultural Diversity	Seminar exploring cultural variables that affect the experience and practice of health and health care: how culture, ethnicity, race, and gender inform ideas of health and illness, death and dying, and the patient-physician relationship.
HMHV	350	Community Health Practicum I	Experiential learning project conducted in a variety of rural or underserved health care settings. Emphasis upon the roles of health professionals and teams, community health issues, and health care practices, processes and systems.
HMHV	398	Community Service/Public Health Workshop	Various topics in community service and public health as preparation for summer practicum/preceptorship.
HMHV	401	Ethics, Medicine and Health	Seminar exploring ethical and legal considerations that influence medical practices and decision-making. Topics include contemporary ethical and moral issues in medicine; and a comparative and critical analysis of relationship between professional ethics and personal beliefs.
HMHV	450	Community Health Practicum II	Experiential and research project conducted in a variety of rural or underserved health care settings. Emphasis upon the roles of health professionals and teams, community health issues, and health care practices, processes and systems.

LANDSCAPE ARCHITECTURE

LA	411	Topics in Landscape Architecture	Individual, independent study of topics and research issues in landscape architecture undertaken by a student with faculty approval, advisement and supervision.
MECHANICAL ENGINEERING			
ME	217 (2)	Energy, Environment and Society	A look at the social, ethical and environmental impacts of energy use both now and through history. A survey of renewable energy and conservation and their impact on environmental and social systems.
MANAGEMENT			
MGMT	190	Special Topics in Management	Selected offering of management topics not represented in the regular curriculum.
MGMT	202	Principles of Financial Accounting	An examination of the conceptual framework of accounting and the functions of accounting in a business-oriented society. Topics include valuation theory and its applications to assets and liabilities, concepts of business income, funds-flow analysis, problems of financial reporting.
MGMT	306	Organizational Behavior and Diversity	Emphasis on application of behavioral science theory and concepts. Focus on individual, interpersonal and group processes in a diverse work force.
MGMT	307	Organizational Change and Innovation	Intensive examination of behavioral science research and theory as a basis for understanding, managing and changing organizations. Emphasis is on a comparative organizational approach, public or private, as a socio-technical system.
NATURAL SCIENCES			
NTSC	263L (4)	Environmental Science	For pre-service K-8 teachers only. An activity-based interdisciplinary study of major issues in environmental science with emphasis on science process, scientific investigations and field-based activities and the integration of technology. Course topics include current issues on population, healthy ecosystems and natural resources. Various teaching methods are modeled and practiced by

			students.
NURSING			
NURS	331L	Principles and Application, Community Assessment	Application of the principles of community assessment related to the role of the community health nurse. Identification of health disparities, recognition of cultural diversity, and interdisciplinary work will be emphasized.
NURS	431L	Community Assessment	Addresses community as client; determinants and indicators of community health. Student groups partner with communities to assess the health of a defined population and share planning for an evidence-based intervention for an identified problem.
NURS	472	Victimology	This course examines the wide range of victimization experiences from the perspective of the victim, the offender, the families, and society. Assessment and intervention with victims, perpetrators and the community are explored.
NUTRITION			
NUTR	120	Nutrition for Health	General concepts of nutrition applied to food choices that support health. Cultural, psychological and economic implications of food choices.
NUTR	593	Maternal and Child Nutrition	This course number is listed as "Nutrition Research" in the Fall schedule
PEACE STUDIES			
PCST	307	Nonviolent Alternatives	This course studies the dynamics of violence and nonviolence at the interpersonal, institutional, cultural, and global level from a variety of disciplinary perspectives. Cross listed with SOC 307.
PHYSICAL ED (PROFESSIONAL)			

PEP	471	Exercise & Disease Prevention	Identification and analysis of current disease prevention issues related to exercise, physical activity and lifestyle.
POLITICAL SCIENCE			
POLS	270	Public Policy and Administration	Introduces public policy and bureaucracy, including decision-making and implementation
POLS	300	Topics in Latino Health	
POLS	376	Health Policy and Politics	Analysis of the politics of health care in the U.S. and the development of public health policies
POLS	377	Population Policy and Politics	Analysis of U.S. and multinational policies addressing issues of world population growth, including policy tools designed to control population growth.
POLS	400	Women's Health Policy	
POLS	475	Environmental Politics	A study of political problems of environmental protection and land use planning. (PP)
PSYCHOLOGY			
PSY	200	Statistical Principles	Presentation of the basic principles of the description and interpretation of data. Provides an acquaintance with statistical principles appropriate to a liberal arts education, as well as a basis for further work in data analysis. Students planning graduate study in any field are advised to take 300 and 302 as well.
PSY/WMST 231	231	Psychology of Human Sexuality	Exploration of the physiological, cultural, social and individual factors that influence sexual behavior, sex roles and sex identity.
PSY	280	Health Psychology	This course introduces Health Psychology. The course will cover the role of stress in illness, coping with chronic illness, stress, and pain, and the role of health behavior in health and disease.
PSY	347	Drugs and Behavior	Study of the pharmacological action and physiological and psychological

			effects of drugs of abuse including stimulants, depressants, narcotics and hallucinogens. Prerequisite PSY 240.
SOCIOLOGY			
SOC	200	Foundations of Social Welfare	Overview of social welfare institutions in Western societies related to social change, stratification, economy, politics, dependency, poverty, wealth, and unemployment in U.S. and other countries; examines social work and related human service occupations.
SOC	211	Social Problems	Description and analysis of major social problems facing American society. Foci may include: poverty, homelessness, alcohol and drug problems, race and ethnic relations, aging and mental illness.
SOC	300	Social Welfare: Policies and Programs	The development and operation of the U.S. social welfare programs (Social Security, Medicare, Medicaid), unemployment insurance, workers compensation, public assistance, and political ideologies shaping the public debate and attitudes toward social programs.
SOC	307	Nonviolent Alternatives	This course studies the dynamics of violence and nonviolence at the interpersonal, institutional, cultural, and global level from a variety of disciplinary perspectives. Cross listed with SOC 307.
SOC	340	Sociology of Medical Practice	An introduction to the delivery of health care in the U.S. and selected other countries is pursued with an emphasis on the interaction of patients, professionals and health care institutions.
SOC	342	Social Epidemiology	Examines the influence of social variables on human's health, illness and death. The complex role of lifestyle, socioeconomic status, marriage, occupation, culture and other variables are examined as they are related to survival. Offered at demand.
STATISTICS			
STAT	145	Introductory Statistics	Techniques for the visual presentation of numerical data, statistics, introduction to probability and basic probability models used in statistics,

			introduction to sampling and statistical inference, illustrated by examples from a variety of fields.
WOMEN'S STUDIES			
WMST	339	Women and Cultural Violence	An examination of cultural violence toward women (rape, domestic violence, sexual harassment, emotional and verbal abuse, media images, etc.) through political, economic, psychological, social and cultural perspectives.
WMST	377	Population Policy and Politics	Analysis of U.S. and multinational policies addressing issues of world population growth, including policy tools designed to control population growth.

Appendix B Potential UNM Public Health Related Courses

Public Health Touches All of UNM



The following is a list of public health related courses by college/school offered at UNM. This extensive list shows the potential at UNM to allow for expansive collaboration and great potential for new programs and increased enrollment.

Anderson School of Management

Health Services Management Certificate Program under development

College of Arts and Sciences

Anthropology-Human Biology, Anthropology of Health

Communication & Journalism-Communication Across Cultures, Intercultural Communication, Intercultural Conflict Community Building, Refugee Well-being, Health Communication Culture Borderlands and Change, Health Communication, Health Communication Campaigns, Culture Disparities and Health Communication, Diffusion of Innovations

Economics-Economics of Health and Gender, Economics of Poverty and Discrimination, Health Economics, Topics in Health Economics, Evaluation of Public Programs, Seminar in Health Economics

English-Scientific, Environmental and Medical Writing

Political Science-Public Policy and Administration, Topics in Latino Health, Health Policy and Politics, Women's Health Policy, Pro-seminar in Health and Public Policy

Psychology-Social Psychology of Health Promotion

Sociology-Foundations of Social Welfare, Social Problems, Social Welfare Policies and Programs, Medical Sociology and Health Policy

Statistics-Biostatistical Methods I and II for Public Health and Medical Sciences

Women's Studies-Population Policy and Politics

School of Architecture and Planning

Architecture and Planning- Community Based Practice, Indigenous Planning, Design and Planning Assistance Center Studio, Master of Science track in Public Health and Built Environment, Sustainability I.

College of Education

Early Childhood Multicultural Education-Health Safety and Nutrition, Family and Community Collaboration

Education-Community Health Education Program

Educational Psychology-Survey of Research Methods in Education, Statistical Software Applications for Educational Research, Conducting Quantitative Educational Research, Introduction to Educational Statistics, Survey and Questionnaire Design and Analysis, Introduction to Psychological Measurement, Applied Statistical Design and Analysis, Multiple Regression Techniques as Applied to Education, Applied Multivariate Statistics, Structural Equation Modeling

Family Studies-Families and Public Policies

Health Education-Education for AIDS Prevention, Foundations of Health Promotion, Violence Prevention, Emotional Health and Interpersonal Relationships, Introduction to Health Behavior Theory, Community Health, Health Issues in Death and Dying, Stress Management, Introduction to Health Education and Multicultural Health Beliefs, Physical Activity and Aging, Health Behavior, Management of Health Promotion Programs, Advanced Strategies for Prevention of Substance Abuse, Perspectives in Community Health Education, Advanced Community

Research, Community Health Education Program Planning Development and Evaluation, Epidemiological Principles for Health Educators, Measurement and Evaluation in Health Promotion, Health Promotion in Multicultural Settings, Perspectives on Patient Advocacy and Illness

School of Engineering

Civil Engineering-Introduction to Water and Wastewater Treatment, Biological Wastewater Treatment, Aqueous Environmental Chemistry and Analysis, Physical-Chemical Water and Wastewater Treatment, Advanced Physical-Chemical Water and Wastewater

College of Fine Arts

Fine Arts-Arts in Medicine program (Clinical Services, Education, Research, Community Outreach and International Collaboration)

School of Law

Law- Robert Wood Johnson Foundation Project, Health Law Ethics and Policy, Domestic Violence, Child Health Policy and Practice, AIDS and the Law, Health/Public Health Law Policy and Ethics, Health Law Moot Court, Bioethics

College of Nursing

Nursing-Principles and Application Community Assessment, Community Assessment, Victimology, Advanced Community Health Nursing I and II, Applications of Epidemiology to Community Health Problems, Emerging Issues in Adult Geriatric, Environments of Human Health, Rural and Cultural Health, Critical Ethnography and CBPR in Health Care Research, Personal and Social Context of Illness, Evidence Health Policy and Politics, Health Disparities and Policy, Applied Health Economics, Applied Epidemiology in Advanced Nursing Practice

College of Pharmacy

Pharmacy- Public Health in Pharmacy, Topics in Environmental Disease, Comprehensive Diabetes Elective, Substance Abuse Elective, Geriatric Medicine Management, Introductory Community Pharmacy Practice Experience, Navajo Birth Cohort Study-Uranium Exposure

College of Public Administration

Public Administration-Health Policy and Management, Health Governance in Global Perspective, Healthcare Finance, Healthcare Policy and Program Evaluation, Cultural Competence and Healthcare Administration, Health Economics, Healthcare Information Technology, Healthcare Payment Systems, Health Policy, Politics and Social Equity, Medical Sociology and Health Policy, Hospital and Clinic Administration, Epidemiologic Methods, Rural Health, Women's Health Policy, Reproductive Health Policy, New Mexico Border Health, Health Law, Bioethics, Health Policy and Politics, Medical Sociology and Health Policy

School of Medicine

Biomedical Science-Global Emerging Infections, Environmental Health Risk Assessment, Biostatistics in Clinical and Translational Research, Epidemiology in Clinical and Translational Research, Cultural Competence in Clinical and Transitional Research

Dental Hygiene-Dental Health Education, Dental Hygiene Research Methodology, Dental Public Health I and II, Extramural Experience, Oral Medicine

Health, Medicine and Human Values-Contours of Health in New Mexico, Literature Fine Arts and Medicine, Health Economics Politics and Policy, Health and Cultural Diversity, Community Health Practicum I and II, Community Service/Public Health Workshop, Ethics Medicine and Health

Nutrition-Nutrition for Health, Methods in Nutrition Education, Maternal and Child Nutrition

Occupational Therapy-Community Health

Public Administration-Public Management and Policy, Social Policy and Planning, Public Policy and Aging, Health Policy and Management, Health Governance in Global Perspective, Healthcare Finance, Healthcare Policy and Program Evaluation, Seminar Health Economics

Physician Assistant-Foundations of Medical Science I-Population Health

Physical Education- Exercise and Disease Prevention

Public Health-Principles of Public Health, Epidemiologic Methods I and II, Rural Health, Social and Cultural Theories, Environmental/Occupational Health, Healthcare Systems, Theory and Practice Seminar I, Public Health and Healthcare Management, Writing for Public Health Professionals, Public Health Seminar, Introduction to Epidemiology, Seminar in Epidemiology, Social Epidemiology, Epidemiology Surveillance, Chronic Disease Epidemiology, Infectious Disease Epidemiology, Environmental and Occupational Epidemiology, Perinatal Epidemiology, Cancer Epidemiology, Public Health Research Methods, Epidemiology Data Analysis, Disparities in Public Health, Epidemiology and Biostatistics, Community-based Service Learning, Evidence Based Practice, Public Health Program Planning, Health Policy Politics and Social Equity, Public Health Evaluation Methods, Community Participatory-based Research, International Health, Special Topics in Public Health, Social Medicine in Latin America, Public Health and Health Care Communication, Public Health Law Policy and Ethics, Popular and Empowerment Education, American Indian Health Issues, Community Health Intervention Models, Introduction to Public Health Planning and Evaluation, Community Health Improvement Strategies, Public Health Leadership on Facilitation, Public Health Leadership in Cross Cultural Communication and Conflict, Public Health Leadership in Policy and Advocacy, New Mexico Border Health, Community Assessment, Fundamentals of Public Health, Basic Public Health Epidemiology, Advanced Topics in Health Sector and Globalization, Child Health and Child Rights, Public Health and Mental Health, Public Health Law, International and US Health Policy Reform, Tuberculosis HIV Malaria, Independent Studies, Professional Paper, Public Health Integrative Experience, Public Health Practicum, Master's Thesis

Appendix C

Examples of Public Health Related UNM Faculty and Student Research Projects

UNM Public Health Projects for Tribal Populations

Circle Project- Jemez, Ramah Navajo and Mescalero

An intergenerational (child/ parent/elder) family prevention program to increase cultural identity, coping, self-confidence, and decrease depression in children and adult participants, including increased awareness about the importance of native language, culture, health, family communication and increased coping and control.

Tribal Preventative and Early Mental Health Intervention, Lincoln County

A culturally responsive prevention intervention to reduce mental, emotional and behavioral problems for tribal youth/ teens/ adolescents such as PTSD, depression, early signs of psychosis and the impact of historical trauma upon the youth

Navajo Uranium Assessment and Kidney Health Project, McKinley County

Investigates high prevalence of chronic kidney disease in communities of the Navajo Nation impacted by uranium mining to reduce uranium exposures due to drinking water from unregulated sources. A Prospective Birth Cohort Study Involving Uranium Exposure in the Navajo Nation, San Juan County. Studies the prenatal, perinatal, and early postnatal health effects of environmental exposures to uranium and related mining wastes on Navajo mothers and their infants.

UNM Public Health Nutrition Projects

Fiestas Project

A collaborative community-based intervention to improve food security in Santa Barbara Martineztown for women as family health and nutrition decision-makers. The project helps women in the community to connect people with information about food, food access and nutrition; with services related to food supports such as WIC or SNAP; and with each other for social supports that undergird basic survival for low-income families.

Adolescents Committed to Improvement of Nutrition & Physical Activity (ACTION)

Epidemic of childhood obesity has led to the recognition of metabolic syndrome which places our children at increased risk for developing type 2 diabetes and cardiovascular disease. This study, funded by NIH/NHLBI, evaluates the effects of clinical encounters with a school-based health center primary care provider using motivational interviewing techniques and a multidisciplinary intervention program to motivate 9th, 10th and 11th graders in adopting healthier eating and physical activity habits.

Diabetes Prevention Program Outcomes Study, Bernalillo County

Studies the effects of prevention and lifestyle intervention programs in preventing diabetes.

UNM Public Health Substance Abuse and Mental Health Projects

Treating Pain and Addictions in New Mexico

UNM faculty have trained over 2,000 clinicians throughout NM regarding safe opioid prescribing and best practices in pain management. Since December 2011, the NM Board of Pharmacy has noted a continuous and steady decline in the dispensing of morphine milligram equivalents and benzodiazepine milligram equivalents, the two most dangerous controlled substances dispensed.

Mental Health First Aid, Rio Arriba County

Skill building program serving persons facing the challenges of mental health illness and/or addictions by creating opportunities for improving their general life skills through environments that support recovery, self-efficacy, and empowerment, as well as assisting in improving a person's daily life. Classes include relaxation/meditation, GED prep, budgeting, computer skills and communication.

NIMH Outreach Partnership, Sandoval County

Increase access to science based information about mental health conditions to underserved groups. In conjunction with ongoing activities around the state, it disseminates educational materials and offers access to training and consultation on mental health symptoms and conditions.

UNM Public Health Community Projects

Intimate Partner Violence Death Review Team

A statewide multidisciplinary team funded by the New Mexico Crime Victims Reparation Commission and administered by UNM's Center for Injury Prevention Research and Education (CIPRE). Identifies gaps in the responses to domestic and sexual violence at the community and statewide levels and creates solutions for positive change for victims of domestic and sexual violence. The IPVDR's goal is to prevent future domestic and sexual violence related injury and death.

Pedestrian Safety (CIPRE), "Look For Me Campaign"

The program focuses on the 5 cities with the highest number and rate of pedestrian fatalities including, Albuquerque, Gallup, Farmington, Las Cruces, and Santa Fe. The campaign promotes pedestrian safety as a responsibility of both the driver and pedestrian.

Health Literacy and English as a Foreign Language Course

Working in Martineztown, this project collaborates with ESL programs to improve health literacy and reduce risks for cardiovascular disease in this vulnerable population.

Appendix D

CEPH REQUIREMENTS

Council on Education for Public Health Accreditation (CEPH)

CEPH is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. The primary professional degree is the Master of Public Health (MPH), but other masters and doctoral degrees are offered as well. Currently UNM offers a CEPH accredited MPH and concentrations in Community Health Intervention, Epidemiology and Health Systems, Services and Policies with dual degree offerings and a public health certificate.

CEPH Accreditation Procedures, pg. 29 "1) accredited public health programs seeking a change in accreditation status may not refer to themselves as schools or colleges of public health until an application for accreditation as a school of public health has been submitted and approved by CEPH."

CEPH Accreditation Process for Bachelor's, Graduate and Doctoral Level Programs

To be eligible for CEPH accreditation, you must:

- Currently offer an MPH
- Be located in a regionally accredited college or university.
- Be prepared to submit an application, as outlined by CEPH prepared to comply with the appropriate set of accreditation criteria.

CEPH Accreditation Steps for a Program

- (1) Review CEPH's Accreditation Criteria
- (2) Review CEPH's Procedures Manual
- (3) Request a consultation visit if necessary to begin the planning process.
- (4) Plan a timeline for submitting the application for the Council's spring and fall meetings (twice a year).
- (5) Use the application template to prepare the application. The application should address each request by number/letter and should be approximately 15 pages in length, with appendices as needed.
- (6) Submit one paper copy, with original signatures, to the CEPH office and one by email.
- (7) CEPH schedules site visits on a first-come, first-served basis, starting approximately a year and a half to two years before the visit. CEPH staff will mail each program director and dean a letter approximately two years before the visit, inviting the program director or dean to contact CEPH for site visit scheduling. Site visits typically take place on Monday-Wednesday or Wednesday-Friday for schools.
- (8) The CEPH Board of Councilors will review the report at its next scheduled decision-making meeting, provided that the meeting is at least four months in the future. In general, reports

from site visits held in September through January will be considered at the “spring” meeting, and those from site visits held in February through June will be considered at the “fall” meeting. Spring and fall meeting dates are determined approximately one year in advance.

- (9) The Council’s decision will be in submitted writing, via e-mail, within 30 days of the meeting’s conclusion.

CEPH Accreditation Fees for Bachelor’s, Graduate and Doctoral Level Programs

- \$2,500 Application Fee
- \$2,700 Accreditation Review Fee (If more than one preliminary review of documentation is necessary, a \$1,350 charge will be made for each review. If a focused or abbreviated review is required, a charge of \$1,350 will be made.)
- \$1,500 surcharge on the above accreditation review fee for each day or partial day added to an on-site visit beyond the ordinary duration of 3 days for a school and 2 days for a program.
- \$4,175 per calendar year for an accredited public health program with three degree levels (masters AND bachelors AND doctoral).
- \$10,000 Appeal Fee if not approved.
- Consultation Visits:
 - \$500 per ½ day in CEPH office
 - \$1,500 per day, per CEPH consultant. Actual travel and living expenses must be reimbursed for all individuals involved in consultation visits and on-site evaluation visits. Schools and programs may be charged additional amounts for specific services or products they seek from CEPH, such as consultation, education sessions, conference call arrangements, and duplication expenses.

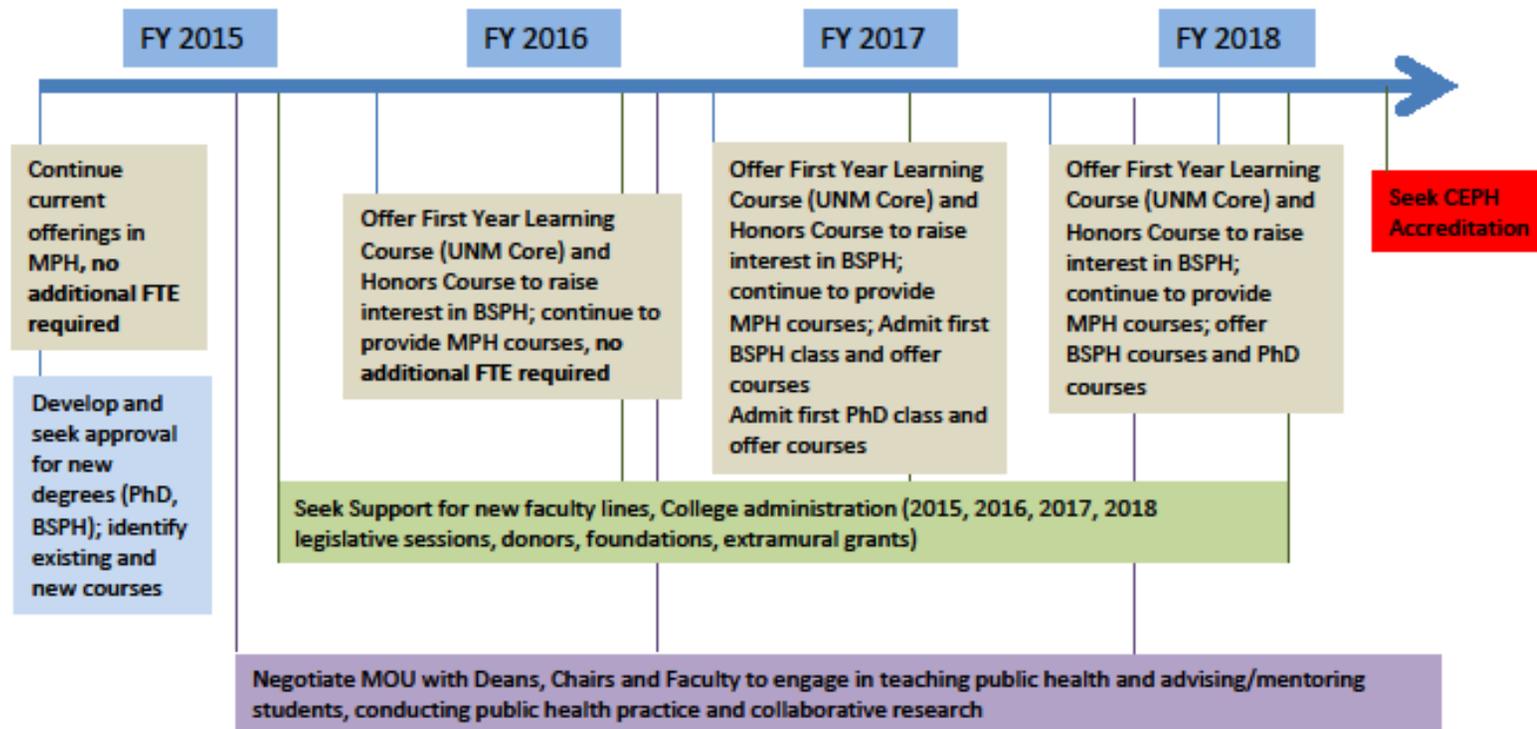
After accreditation, accredited schools and programs pay an annual support fee each year, including years in which there is an accreditation review. The review process for first-time accreditation is approximately three years from the date of the application’s acceptance to the date of the Council’s official decision.

Appendix E
College of Population Health Implementation Budget

Salary Expenses	FY15 Requested Implementation Budget
Faculty Salaries	
Dean @ 1.0 FTE *	\$ 274,848
Undergraduate Program Director @ .30 FTE(\$137,614)	\$ 41,284
Graduate Program Director (Budgeted Under FCM)	
Fringe @ 29%	\$ 91,678
Subtotal Faculty Salaries	\$ 407,810
Staff Salaries	
Sr. Program Manager (Deanna Wall- partial year, beg Oct 2013)	\$ 71,556
Admin Assistant III (TBN)	\$ 33,114
Fringe @ 35%	\$ 36,635
Subtotal Staff Salaries	\$ 141,305
Subtotal Faculty and Staff Salaries	\$ 549,115
Non Salary Expenses	
Consultant Fees	\$ 100,000
In State Travel	\$ 7,452
Out of State Travel	\$ 9,000
SOPHAS/ASPPH Dues/Membership Fees	\$ 36,050
Other Expenses (student recruitment, marketing and outreach)	\$ 24,000
Office Supplies General	\$ 1,500
Computer Supplies	\$ 1,000
Copier Supplies General	\$ 500
Parking Permits	\$ 100
Postage including Overnight Delivery	\$ 900
Telecom Charges including Long Distance	\$ 1,000
Curriculum Development	\$ 50,000
Printing	\$ 2,000
Computer Equipment	\$ 6,000
Banner Tax	\$ 2,717
CPH Space Needs (Dean, Sr. Program Manager, Admin III, Conference Room, Reception)	
Space/Facility @ 800 sq. ft. plus common area (\$16.50 per sq ft)	\$ 13,200
Space Build-out	\$ 25,000
Subtotal Non Salary Expenses	\$ 280,419
Totals	\$ 829,534

Appendix F

Timeline for Major Milestones



Appendix G			
Public Health Programs at NMSU and UNM			
Program	NMSU	UNM	Comments
Undergraduate	BS in Community/PH	BS in Health Education with concentration in Community Health	NMSU is SABPAC approved, will be converted to CEPH accreditation when SABPAC term expires
Social and Behavioral Services	Community Health Education	Concentration in Community Health	NMSU accredited by CEPH UNM accredited by CEPH
Health Services Administration	Health Admin, Management and Policy	Concentration in Health Systems, Services and Policy	NMSU proposed. UNM accredited by CEPH
Epidemiology	Planned combo Epi/Biostat concentration	Concentration in Epidemiology	NMSU proposed. UNM accredited by CEPH
Biostatistics	Planned combo Epi/Biostat concentration	Currently being developed	
Environmental Health	Not available	Currently being developed	
MPH Masters International	Yes		
MPH Returning Peace Corp Volunteers	Yes		
MPH/MSW	Yes		
MALAS/MPH		Latin American Studies/PH	UNM accredited by CEPH
MD/MPH		Yes	UNM accredited by CEPH
Individual joint MPH/master's degree		Curriculum developed with another master's program (Anthropology, Nutrition, Community Health Nursing, Public Admin, Community Regional Planning)	UNM accredited by CEPH
MPH/Master in Business Admin	Proposed		
MPH/Masters in Public Administration	Proposed	Individual joint MPH/MPH	UNM accredited by CEPH
Doctorate of Nurse Practice/MPH	Proposed		
Doctorate	DrPH being developed	PhD in Public Health Sciences being developed	
Public Health Certificate	Yes	Yes	NMSU graduate PH certificate. UNM integrated PH certificate in UG medical curriculum, PH certificate for Family Medicine Residents and PH certificate for MCH fellows.

Appendix H
Existing Public Health-Related Resources at NMSU and UNM

Health-Related Degree Program Area	New Mexico State University	University of New Mexico
	College of Agricultural, Consumer and Environmental Sciences	College of Education
Community Nutrition	BS in Family and Consumer Sciences – major in Human Nutrition and Dietetic Sciences, option in Community Nutrition	BS in Nutrition and Dietetics, MS in Nutrition
Human Nutrition and Dietetics	BS in Family and Consumer Sciences – major in Human Nutrition and Dietetic Sciences, option in Dietetics	BS in Nutrition and Dietetics, MS in Nutrition
Nutrition and Fitness	BS in Family and Consumer Sciences – major in Human Nutrition and Dietetic Sciences, option in Nutrition and Fitness	BS in Nutrition and Dietetics, MS in Nutrition
Food Science and Technology	BS in Food Science and Technology	
	College of Arts and Sciences	College of Arts and Sciences
Pre-professional curriculum	Pre-dental, Pre-laboratory sciences, Pre-medicine, pharmacy, Pre-physical therapy, Pre-radiologic sciences	Pre-dental, Pre-laboratory sciences, Pre-medicine, pharmacy, Pre-physical therapy, Pre-radiologic sciences
Psychology	BA in Psychology, MA in Psychology, PhD in Psychology	BA in Psychology, BS in Psychology, Concentration in Basic Addiction Counseling. MS in Psychology, PhD in Psychology
Speech and Hearing Sciences	See BS and MA in Education – Communication Disorders in College of Ed	BA in Speech and Hearing Sciences, MS Speech-Language Pathology
Statistics	MS in Applied Statistics	BS in Statistics with an emphasis in Biostatistics, MS and PhD in Statistics
		School of Public Administration
Health Policy and Health Administration		Master of Public Administration, Master of Health Administration
	College of Education	College of Education
Communication Disorders	BS in Education – Communication Disorders, MA in Communication Disorders	BA, Speech and Hearing Sciences, MS Speech-Language Pathology, College of Arts and Sciences
Physical Education	BS in Athletic Training Education, BS in Education-Teaching Education	BS in Exercise Science, BS in Physical Education, BS in Athletic Training, MS General Physical Education and PhD in Exercise Science
Counseling Psychology	Minor in Counseling Psychology, MA and PhD in Counseling Psychology	MA and PhD in Counselor Education
School Psychology	EdS, Specialist in Education, Psychology	MA and PhD in Educational Psychology
Counseling and Guidance	MA Counseling and Guidance	MA in Counseling and PhD in Counselor Ed
		HSC School of Medicine
Behavioral Health Psychological Training on US/Mexico Border	Behavioral Health Seminar and Behavioral Health Practicum for doctoral students in counseling psychology, social work students and family medicine residents. Early Childhood Multicultural Education	Elective rotations through Center for Rural and Community Behavioral Health for psychiatry residents.
Health Education	See Bachelor of Community Health in HSC	BS and MS in Education - Community Health Education Concentration

Appendix H Continued

Health-Related Degree Program Area	New Mexico State University	University of New Mexico
College of Health and Social Services, School of Nursing		University College
Water Resources		MS in Water Resources
Undergraduate nursing	BS in Nursing (BSN)	BS in Nursing (BSN)
BSN completion program (RN-BSN)		Online
Accelerated nursing program	Roadrunner Program	Prelicensure Option
Master's level nursing	MS in Nursing	MS in Nursing
Doctoral degrees	PhD and DNP	PhD and DNP (online)
College of Health and Social Services, School of Social Work		College of Arts and Sciences
Undergraduate social work	Bachelor of Social Work (BSW)	Bachelor of Arts in Sociology – concentration in Human Services and Social Policy
Master's level social work	Master of Social Work (MSW) Las Cruces and Albuquerque campuses	
Joint degrees	MSW/MPH	
Doctoral degree	Plan to develop	
College of Arts and Sciences		Health Sciences Center, College of Pharmacy
Pharmaceutical sciences	UNM/NMSU Cooperative Pharmacy Program	MS in Pharmaceutical Sciences, PharmD/PhD
College of Health and Social Services, Department of Public Health Sciences		Health Sciences Center, School of Medicine
Biomedical Sciences		MS in Biomedical Sciences, PhD in Biomedical Sciences
Clinical Laboratory Sciences		MS in Clinical Laboratory Sciences
Community Health	Bachelor of Community Health changing to Bachelor of Public Health	See BS and MS in Education Community Health Education Concentration in College of Education
Dental Hygiene		BS in Dental Hygiene, BS in Dental Hygiene Degree Completion, MS in Dental Hygiene
Emergency Medical Services		BS in Emergency Medical Services
Emergency Medical Technician and Paramedic		Certification
Mountain Medicine		Diploma
Wilderness First Responder		Certificate
Medical Laboratory Sciences		BS in Medical Laboratory Sciences
Medicine		Doctor of Medicine (MD)
Occupational Therapy		Master of Occupational Therapy
Physical Therapy		Doctor of Physical Therapy
Physician Assistant		MS in Physician Assistant Studies
Public Health: master's level	Master of Public Health Las Cruces and online	MPH: Concentrations in Community Health, Epidemiology, Health Systems, Services and Policy

Appendix I
Public Health Faculty Resources at NMSU and UNM

Faculty	NMSU	Expertise	UNM	Expertise
Faculty/Full Time	15 (Department of Public Health Sciences, College of Health Sciences)	Community Health Education, Epidemiology, Biostatistics, Health Policy, Health Administration, Social and Behavioral Health Gerontology, Border Health	19 (Public Health Program, Department of Family and Community Medicine, School of Medicine, Health Sciences Center)	Biostatistics, Environmental Health, Epidemiology, Community and Behavioral Sciences, Community Based Participatory Research, Health Communication and Literacy, Health Policy, Health Systems and Services, Health Informatics, History of PH, Border Health, PH Nutrition
Adjuncts	24	Community Health Education, Epidemiology, Biostatistics, Health Policy, Health Administration, Gerontology, Women's Health, Human Sexuality, Program Planning, Border Health	31 (Faculty in School of Medicine; College of Pharmacy; College of Nursing; College of Education; School of Public Administration)	Biostatistics, Epidemiology, Community and Behavioral Sciences, Health Policy, Health Care Management, Health Outcomes Research, Community Environmental health; Health Promotion, Advocacy
Other Faculty in College/Health Sciences Center	8 (School of Nursing and School of Social Work)	Health Policy, Maternal/Child Health, Mental Health, Health Promotion	127 (Health Sciences Center with teaching or research focus in a public health area)	Biostatistics, Epidemiology, Cancer Research and Treatment, Community and Behavioral Sciences, Community Interventions, Health Policy, Environmental Health and others
Other Faculty Outside College/Health Sciences Center	24 (Includes faculty who have received federal funding on health-related projects or who have taught/experienced public health initiatives)	Departments include Medical Anthropology, Exercise Science, Agriculture, and Biology	104 (Other UNM faculty members outside Health Sciences Center in other departments and colleges with teaching or research focus in a public health area)	Biostatistics, Epidemiology, Community and Behavioral Sciences, Health Policy and Administration, Health Care Management, Health Outcomes Research, Community Environmental health; Health Promotion, Advocacy, Regional and Community Planning, Health Communication, Water Resources

Appendix J

Letters of Support for a College of Population Health-IN PROGRESS



Board of Regents
University of New Mexico
MSC05 3200
1 University of New Mexico
Albuquerque, NM 87131

March 7, 2014

Dear Regents President Fortner and members,

As an employer in the New Mexico healthcare industry we are facing the need to handle more healthcare issues with fewer resources. Data released by the New Mexico Economic Research and Analysis Bureau shows a 16 percent increase in healthcare employment in New Mexico between 2005 and 2010 and projects significant growth by 2019. The Affordable Care Act reinforces the need to keep the population well, reduce the burden of illness and enable us to meet the needs of our aging population.

Christus St. Vincent hospital must have access to a skilled workforce who understands New Mexico and its challenges with rural public healthcare and can look at community needs on a larger scale to identify ways to address these needs. The College of Population Health (CPH) at UNM can provide us with these resources.

Through the Christus St. Vincent Department of Community Health, we are working at the population health level in our response to the needs of our population as well as our patients. Finding and retaining professionals who understand the complexities of health care delivery and how it relates to population health is a challenge we face.

Within health care delivery, population health is a new and not well-developed area of expertise. Population health requires a different set of skills and ways of doing business than what currently exists either within health care or public health. Developing the systems needed is new territory for health care delivery organizations, there is no roadmap. In partnership with CPH, we feel that we can mutually benefit from what each of us bring to the table. Specifically and at a minimum, we can work together on data development, using population data to drive decisions, and population health strategies.

Christus St. Vincent hospital fully supports the implementation of a college to advance education, research and service in public health as it seeks approval from the Board of Regents to move forward and empower our students to positively impact the needs of the State, its communities and its citizens.

Sincerely,

A handwritten signature in cursive script that reads "Kathy Armijo Etre".

Kathy Armijo Etre, PhD
VP of Mission and Community Health

455 St. Michael's Drive * Santa Fe, NM 87507 * 505-913-5701

Date: April 2014

TO: UNM Faculty and Administrators
FROM: Alec Reber, Associate Registrar
SUBJECT: 10 Year Academic Calendars

Listed below is the 10-year Semester Dates Calendar. Although not official it may be useful for long term planning.

**TEN YEAR SEMESTER DATES CALENDAR
2015-2025**

This calendar is published for the purpose of determining semester starting and ending dates beyond the current academic calendar and is subject to change.

Year	Spring			Summer		Fall		
	Begin	Break	End	Begin	End	Begin	Break	End
2014	Jan 20	Mar 16-23	May 17	Jun 2	Jul 26	Aug 18	Oct 9-10	Dec 13
2015	Jan 12	Mar 8-15	May 9	Jun 1	Jul 25	Aug 17	Oct 8-9	Dec 12
2016	Jan 18	Mar 13-20	May 14	Jun 6	Jul 30	Aug 22	Oct 13-14	Dec 17
2017	Jan 16	Mar 12-19	May 13	Jun 5	Jul 29	Aug 21	Oct 12-13	Dec 16
2018	Jan 15	Mar 11-18	May 12	Jun 4	Jul 28	Aug 20	Oct 11-12	Dec 15
2019	Jan 14	Mar 10-17	May 11	Jun 3	Jul 27	Aug 19	Oct 10-11	Dec 14
2020	Jan 13	Mar 8-15	May 9	Jun 1	Jul 25	Aug 17	Oct 8-9	Dec 12
2021	Jan 18	Mar 14-21	May 15	Jun 7	Jul 31	Aug 23	Oct 14-15	Dec 18
2022	Jan 17	Mar 13-20	May 14	Jun 6	Jul 30	Aug 22	Oct 13-14	Dec 17
2023	Jan 16	Mar 12-19	May 13	Jun 5	Jul 29	Aug 21	Oct 12-13	Dec 16
2024	Jan 15	Mar 10-17	May 11	Jun 3	Jul 27	Aug 19	Oct 10-11	Dec 14
2025	Jan 20	Mar 16-23	May 17	Jun 2	Jul 26	Aug 18	Oct 9-10	Dec 13

- All dates subject to change.