

The University of New Mexico Faculty Senate

Meeting Agenda November 26, 2013 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 October 22, 2013 Summarized Minutes	Action
3:05	3. Faculty Senate President's Report	Information: Richard Holder
3:15	4. Provost's Report	Information: Chaouki Abdallah
3:30	5. Honorary Degree Nominations-Senate Must Enter in Closed Session for Limited Personnel Matters	Information: Joyce Szabo
3:40	6. Changes to Presbyterian Insurance Plans	Information: Mike Richards/ Elaine Phelps
CONSENT AGENDA TOPICS		
3:50	7. 2013-2014 Faculty Senate Committee Appointments	Action: Pamela Pyle
	8. Fall 2013 Degree Candidates	Action: Pamela Pyle
	9. Forms C from the Curricula Committee	Action: Pamela Pyle
	C1247 BAEd English C1246 B.S. Ed Earth and Planetary Sciences C1238 Educational Leadership Programs C1236 Teacher Education Department C1239 Educational Leadership Department C1229 Associate of Science in Computer Science C1226 BA Speech and Hearing Sciences C1223 Native American Studies Minor C1224 BA Native American Studies-Indigenous Knowledge Systems Concentration C1222 BA Native American Studies-Indigenous Arts & Media Concentration C1182 PhD & EdD Multicultural Teacher & Childhood Education C1137 MS Health Education - School Health Education Concentration C1132 MA Spec Ed-Mental Retardation & Severe Disabil Concentration C1118 Dual Degree BS Athletic Training & BS-ED Physical Education C1096 MS in Physical Education, concentration Curriculum & Instruction C969 NEW Bookkeeping Certificate (GA)	
AGENDA TOPICS		
3:55	10. Form D - Graduate Certificate - Anderson School of Management - MS in Information Systems and Assurance Program Proposal	Action: Stephen Burd
4:05	11. Carnegie Foundation's 2015 Community Engagement Classification	Information: Monica Kowal
4:15	12. Faculty Senate Budget Committee	Information: Douglas Thomas
4:25	13. C190 Lecture Annual and Promotion Review	Action: Philip Ganderton/ Carol Parker
4:35	14. Faculty Life and Scholarship Support Council Report	Information: Donna Cromer
4:45	15. New Mexico Lottery	Informaiton: Isaac Romero

4:55 New Business and Open Discussion

Discussion

5:00 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 October 22, 2013

(Draft – Awaiting Approval at the November 26, 2013 Faculty Senate meeting)

The Faculty Senate meeting for October 22 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: Bill Walters, College of Fine Arts; Lora Stone, UNM Gallup; James Wallace, Neurosciences; Frank Wilkinson, University Libraries; Jim Sayers, UNM Gallup; Gwen Nutter, Veterans Affairs; Lora Leligdon, University Libraries; Tyler Crawley, ASUNM; Mary Ann Saunders, Global Education; Danielle Guillian, Global Education; Charlie Steen, Faculty Senate Academic Council

1. APPROVAL OF THE AGENDA

The agenda was approved as written.

2. APPROVAL OF SUMMARIZED MINUTES FOR September 24, 2013 MEETING

The minutes were approved as written with one abstention.

3. Posthumous Degree Request for Jessica Pabinquit

Associate Professor, Head of Theatre Bill Walters presented the following request for a Posthumous Bachelor of Arts in Theatre for Jessica Pabinquit. The request was approved by unanimous vote of the Faculty.

4. Faculty and Staff Benefits Committee

Faculty and Staff Benefits Committee Chair Fran Wilkinson and Co-Chair Hans Barsun served on the Retiree Task Force as Co-Chairs. The Faculty and Staff Benefits Committee reviews and advises current and potential University benefits to include but not limited to retirement, insurance plans, healthcare and also to investigate the feasibility of new benefits.

This academic year the committee investigated potential department education scholarship program changes recommended against the new changes, modifications to the Sunshine Portal to make it more user friendly, reviewed the Education Retirement Board for changes that could be coming up at the new legislative session, studied the New Mexico Supreme Court for retirees in regards to Cost of Living Adjustment (COLA), reviewed wellness plans and primarily concentrated on the retiree healthcare for pre-65 retirees.

The Retiree Task Force prepared a report and recommendation that was originally submitted in March 2013 to the Board of Regents, Audit Committee. The Audit Committee at that time informed the task force that their original charge was to reduce the unfunded Accrued Actuarial Liability (AAL) for the University that could save \$162 million dollars by more than 50%. A plan was made, presented to the Audit Committee and accepted. The plan reduced the unfunded AAL by approximately \$80,000 which was over 50% of what was charged. The Task Force created VEBA (Voluntary Employee Beneficiary Association), most have opted in and only 834 people have opted out. There is a plan that will phase in a 5 year period in which the pre-65 retirees and the post 65 retirees premiums will shift the fee's more on to the retiree and less on the University. To meet the mandate the Task Force looked into splitting the pools between pre-65 retirees and active employees. Currently there are 6,000 active employees and 745 pre-65 retirees. When the two were split pre-65 were utilizing about 123% against 100% that the University pays for, whereas active employees were utilizing 88%. The combined pull was at 93% utilization but the split pull enabled rates not to go up as much for the active employees but a disservice to the pre-65 retirees.

Last April 2013 the Board of Regents approved the plan from the Retiree Healthcare Taskforce that suggested steps: VEBA, pre-65, post 65 and the split in the insurance the Board of Regents wanted to continue by possibly adopting a high deductible gap insurance plan. The gap insurance would take the difference between the increased premiums. The concern is that some gap insurance plans do not cover certain services such as mental health and maternity care. In September 2013 the Faculty Staff Benefits Committee worked with UNM Human Resources serving on a RFP (Request for Proposal) Committee. The committee's charge was for brokerage services for medical gap coverage stating that UNM is contemplating and implementing a high deductible plan and an exclusive plan for it's under 65 population effective July 1, 2014. UNM is accepting proposals from qualified brokers to provide medical gap bids as an option to reimburse under 65 retirees for these services. In the meantime some of the Board of Regent's committees particularly the Audit Committee and the Finance and Facilities Committee do not agree and have asked the University to contact the actuaries to look at other options for further reducing our unfunded AAL. Their not only looking at high deductible plans which would be \$1500 or \$2500 individual deductibles but are looking at the gap and possibility of eliminating basic life insurance, dental insurance, visual insurance for pre-65 retirees. Fran Wilkinson was assured by one of the Regents' that this isn't in agreeance with the entire Board of Regents. President Frank and Executive Vice President David Harris met with the Faculty and Staff Benefits Committee on Tuesday, October 8, 2013. During this time a statement was released by Regent Fortner stating, "Regents understand that there is considerable distress among current UNM employees as well as retirees over the speculation yet further change that they be coming to the head on healthcare benefit arrangements. We want to assure all UNM employees, current and retired that no further changes are contemplated until the leadership of the University and the Board of Regents fully understand the implications." No changes will be made until May 1, 2014. President Frank and Executive Vice President David Harris requested the Faculty and Staff Benefits Committee to list questions that they would ask the actuaries about the possibilities on how to reduce this unfunded AAL. The Faculty and Staff Benefits received a large amount of feedback from retirees and members. UNM HR will be submitting these questions along with the Board of Regents questions to the actuaries. The number one question that the retirees have is, "What would it do to the unfunded AAL if the pools were to be recombined?"

The post-65 retiree healthcare which is the Medicare supplement plans, one of them has increased significantly to 623.13% (\$8.00 to \$57.85) the reason is because there has been an increase in the center for Medicare and Medicaid services to the Lovelace premium, the reimbursement has increased and would have increased the insurance to \$120 a month. Instead the payment was compromised and decreased. There is a health insurance tax that will be going into effect on January 1, 2014 that is being levied on insurers by the Affordable Care Act that applies to all lines of business that include Medicare. The remaining plans increased by 20%.

5. Faculty Senate President's Report

The electronic vote for C170 Endowed Chair Policy was positive, the policy has passed. C250 Academic Leave for Principle Lecturers Policy was passed by the Board of Regents. Both have been added to the Faculty Handbook.

Faculty Senate President Richard Holder is working with the Committee on Governance Chair Tim Lowrey to do an evaluation of the Faculty Senate Council structure. It was decided that it be evaluated by the Institute for Social Research Office. The scope of the evaluation has not yet been agreed upon but sometime during Spring 2014 there will be an evaluation done that will include a survey and a focus group.

Faculty Senate President Richard Holder is an ex-officio member of the Institutional Compliance Committee; the committee is working on creating an Institutional Code of Conduct. At the last Faculty Senate meeting September 24, 2014, a conflict of interest policy was discussed. The Office of Equal Opportunity Director Theresa Ramos welcomed the faculty's input on such a policy. Per Compliance Officer Helen Gonzales there are 22 Conflict of Interest policies but may not include everything that concerns the faculty of the University. Faculty Senate President Richard Holder has requested for the Faculty Senate Ethics and Advisory Committee to add two additional members and speak with Compliance Officer Helen Gonzales to review what is already in place.

Faculty Senate President Richard Holder met with President Frank to discuss the faculty's role in the creation of new academic units. The issue that has been brought up is the proposed College of Public Health. The Board of Regents Policy 5.1 (The Faculty's Role in the University's Academic Mission) delegates to the faculty authority to approve creation and dissolution in the academic units. Policy A88 (Policy and Procedures for New Units and Interdisciplinary Reorganization of Academic and Research Units at the University of New Mexico) allows the Faculty Senate Operations Committee to negotiate with the officials that are proposing from the administration to form a new academic unit. President Frank, Provost Abdallah and HSC Chancellor Roth are going to talk to the Faculty Senate Operations Committee on how to proceed in this matter.

The Faculty Senate has been asked to review a proposed draft contract for those faculty that will create MOOC (Massive Open Online Course) courses. Faculty Senator representing the Law School Scott Hughes will assign a faculty to review this contract.

6. Provost's Report

There was an open forum to provide information regarding the College of Public Health where many faculty from both HSC and main campus were present. The Honors College is an example of what the College of Public Health will be in regards to how it was formed.

There has been changes made to the Bridge Scholarship, there were changes made that were not communicated properly and for that there will be a pause in the changes. This year there will be discussion on what needs to be changed and why.

The searches for University Deans and Directors are on track, search committees are put in place and the search for filling those vacancies are in transition.

Special Assistant of Faculty Development Richard Wood is managing the process for the new College of Education. There are three groups; the UNM group has met at least once they divided their efforts learning the process at the University for Curriculum and if anything needs to change. The National group has not yet met and the search committee for the Dean they have met at least once. There will be webinars and open forums regarding the process on improving the College of Education. The goal of the College of Education is not just being a training College for schools and principles but will also make sure to include the research areas for how we education teachers and principles and how we educate students externally.

Faculty Senate President Richard Holder and Provost Abdallah have been discussing a lecturer series steering more towards academics not just policy lecture series. This should be put in place in 2014. On Monday, October 28, 2013 James Burke from Public Broadcasting Service (PBS) will be coming to speak at the University regarding the future of Universities. Claude Stephens of Stanford University who is an expert on unconscious will be coming to speak at the University in May 2014.

At the Deans Retreat that was held Friday, October 18, 2013 there was discussion on the current budget and what is expected during the legislative session coming up in January 2014. In summer there are two potential forming formulas for UNM that is being discussed. 5% of the actual funding that was based on outcomes, 95% was still based on student credit hours. There is supposed to be funding allocated to the Research Institution, it is on hold and may not be allocated. The University received \$180 million last year. The other formula came from New Mexico State and will be used for this year's budget as a base. It will add \$5 per credit hour, then \$1000 for a Bachelors, \$1500 for Masters, \$2500 for a Ph.D. and 1% of research expenditure for the research institutions. For the non-research institutions the formula will weigh the credit hours the same rather than Bachelors and Masters being at risk (Ex: Pale Grant recipients) and will give funding for 30 hours of completion. The problem is it starts with this year's budget and the new formula will be added every year. There will be \$38 million dollars to the Higher of Education and it will be estimated on what will be given to each school or college. The decision has not been made on what formula the University will take on, either way the University is expecting between \$6 and \$12 million as new money. If the University receives this new money, under the Results Oriented Management (ROM) model there will be some money that will go to University wide initiatives and some to performance. The University should receive the funding in May 2014.

7. 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
Frank	Ralls	Clinician Education Assistant Professor	Internal Medicine	Curricula Committee	2013-09-26
Ajna	Hamidovic	Assistant Professor	College of Pharmacy	Budget Committee	2013-10-04
Nikki	Jernigan	Assistant Professor	Cell Biology	Graduate & Professional Committee	2013-10-09
Wei	Wang	Professor	Chemistry	Graduate & Professional Committee	2013-10-09

AGENDA TOPICS

8. Veteran's Success at UNM

Veteran Success on Campus Counselor Gwen Nutter reported on the Veteran's success at the University. This is a program that originated in 2009 that started as a pilot program by putting a rehabilitation counselor on campus; there were 9 campuses worldwide and as they progressed there were 27 that were added. Among those 27 UNM was selected. As part of that collaboration is the collaboration between UNM and the Veteran Affairs administration. The mission is to provide the University benefit assistance to the veterans on campus, counseling, assist veterans and their families to be successful in terms of education and their career. Some of the key elements is reaching out to the community and working with faculty to assist veterans. The majority of veterans are not aware of the benefits that they qualify for that will be beneficial to them and their families. There is a pilot program offered to veterans at Central New Mexico Community College that have disabilities such as Post Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI) that assist them in being successful in their education while coping with their disabilities. Counselor Nutter is here to provide assistance to any faculty that has veteran students in their class to make sure they receive necessary accommodations. It was suggested by a faculty member that it state in every syllabi around campus to notify the faculty of any disabilities as a veteran so they can provide assistance.

9. Report of the Provost's Committee Interdisciplinary Units

Senior Vice Provost Michael Dougher reported on the Provost's Committee Interdisciplinary Units report on why it was not mentioned that there is an approval process that includes Faculty Senate for creating new units. The reason was because any faculty group that submits a proposal for Interdisciplinary Studies would have to complete each step in getting the curriculum approved. The approval process for curriculum includes Faculty Senate approval which has always been, therefore was not included. There was no intention of leaving the Faculty Senate out of the procedures. The reason for starting the Interdisciplinary Committee was because there was a lot of interest in interdisciplinary studies across campus and no real structure by which those programs could come into existence. It was presented to the Deans of the University to take over the cost of the program which is \$55,000. The Deans did not agree. As a result it became clear that there needed to be a different structure and set of procedures. What is critical in the Interdisciplinary Units report is the Executive Summary which outlines the process by which these programs can come into existence. Once this was endorsed, Water Resources which is an interdisciplinary program at the Graduate level mostly in Engineering and Arts and Sciences moved to the Office of Graduate Studies. Native American studies was moved to University College. The next program that will be moved under the Office of Graduate Studies is Optical Science and Engineering. The Provost has indicated that financing is available and will be dedicated to Interdisciplinary hires in the next academic year.

The Interdisciplinary Film and Digital Media Program will be moved into the University College. There has been work done by the College of Fine Arts Dean Pinder that is working with the Director of IFDM Miguel Gander in moving the program. The plan will be to work with University College Dean Kraus to find a system that the program can migrate to University College since it is interdisciplinary.

Faculty Senate President Richard Holder and Past Faculty Senate President Amy Neel will add language of Faculty Senate approval to the Interdisciplinary report.

10. Global Initiatives

Special Assistant to the President for Global Initiatives MaryAnne Saunders reported on the update of the Global Education Office.



The UNM Response to Comprehensive Globalization

- UNM's new global initiatives comprise a comprehensive strategy... a strategy that includes the goals of Comprehensive Globalization, defined as:

"A commitment to integrate international, global and comparative perspectives throughout the teaching, research, and service missions of higher education."

Our goal:

By 2020, 100% of UNM students will have some form of international experience, including "internationalization at home."



Why Study Abroad?

- We know from recent studies that students can:
 - Learn a foreign language through immersion
 - Become independent and self-confident and clarify their personal goals
 - Increase their understanding of other cultures
 - Get a different perspective of their own culture
 - Achieve communication skills through interacting with people from different backgrounds
 - Become more nuanced decision makers
 - Create better career opportunities

"The world needs graduates with a global focus, cross-cultural understanding, and linguistic fluency. Studying abroad is a perfect venue for acquiring and enhancing these skills."

Sheila Curran, Executive Director, Duke University Career Center.

Academic Benefits of Study Abroad

University of Georgia System 2010 Study

4YR GRADUATION RATES

Study Abroad	49.6%
Non study abroad	42.1%

6 YR GRADUATION RATES

Study Abroad	88.7%
Non Study Abroad	83.4%

GPA-All Students

	<u>Before</u>	<u>After</u>
Study Abroad	3.2	3.30
Non Study Abroad	3.03	3.06
Compared during the same period of time		

GPA-Students with low SAT scores

	<u>GPA</u>
Study Abroad	3.21
Non Study Abroad	3.14

"This suggests that study abroad can actually be an intervention to enhance success for college students who are at-risk. Rather than derailing them, rather than diverting them, it actually focuses them"

(www.usatoday.com/news/education/2010-07-14-IHE-study-abroad-benefits13_ST...)

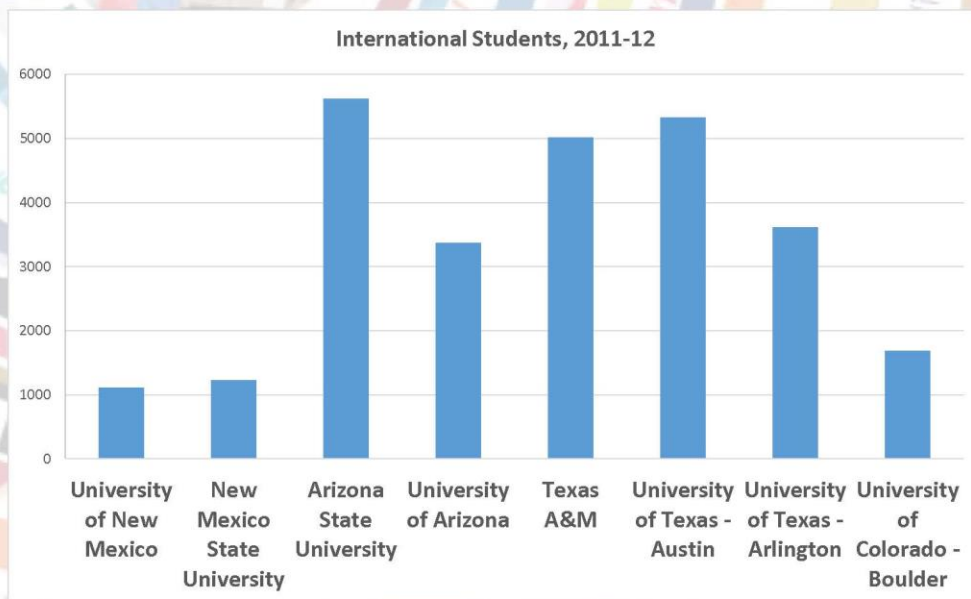
Impact of International Students

- A Duke University study: (Reported in *BusinessWeek* earlier this year) states that being in contact with international students, "not only improves American students' foreign language and cultural skills but also has a positive impact on their cognitive development."

Economic Impact of International Students

- Financial impact—from Institute of International Education's Open Doors report, 2012
 - Financial impact of int'l students in the state of New Mexico was \$72.3 million. With 3,272 international students, we rank only 39th out of the 50 states.
 - California, the #1 state, hosted 102,789 students, with an enormous financial impact of \$3.2 billion dollars.
 - Arizona hosted 12,738 international students for an economic impact of \$321.4 million
 - Texas, with 61,511 students, benefitted economically at the level of nearly \$1.4 billion dollars.
- Long-term financial gain:
 - 76% of patents at the top 10 patent producing universities had at least one foreign born inventor; over 40% of Fortune 500 companies were founded by foreign born entrepreneurs; and a 2007 survey conducted by Inc. Magazine revealed that first-generation immigrants were on the founding teams of roughly 52% of all tech companies in California.
- Clearly, we need to be doing a better job of recruiting int'l students in NM

Comparative Data on Incoming Int'l Students



The UNM Response to Comprehensive Globalization, continued...

- Established the Global Education Office, responsible for:
 - Creating a strategic plan and recruitment plan
 - Opening and operating a recruitment center in Beijing, China
 - Recruiting, admitting, providing immigration expertise for, and advising international students and scholars
 - Increasing study abroad opportunities
 - Supporting semester and faculty-led short term study abroad
 - Increasing and supporting international scholars at UNM
 - Enhancing global partnerships
 - Concentrating on international economic development for UNM, ABQ, and New Mexico

Results in One Year

- Reorganized, staffed and professionalized the Global Education Office (GEO)
- Moved International Admissions to GEO
- Developed Strategic Plan for Recruitment
- 21% increase in new incoming international students, while domestic enrollment increased very slightly
- 40% increase in students in our ESL program, CELAC
- Relationships with overseas governmental funding agencies improved, resulting in the following enrollments:
 - Over 30 Brazilian students in the Scientific Mobility Program
 - 49 students sponsored by the Saudi Arabian Cultural Mission
 - Up to 50 graduate students sponsored by the government of Pakistan coming in 2014
 - First of many projected enrollments from Oman Spring of 2014
- Audited current partnerships undertaken and more strategic approach to development of new partnerships initiated
- Coherent processes developed for agreements

International MOU Process

UNM Sponsor initiates & maintains relationship with partner institution

1. Sponsor ascertains if UNM already has an MOU w/ the target institution & follows UNM guidelines on "goodness of fit" of this relationship.

2. Sponsor creates document's Draft 1 from template (template can be obtained from GEO website).

Types/hierarchies of MOU's:

- >General "friendship" agreements
- >Exchange agreements
- >Blended degree programs, etc.

Document routed by GEO

1. Appropriate check-off routing is created per requirements of relationship.
2. Any changes required by approvers will be communicated to Sponsor & included by GEO representative.
3. Once final draft is prepared & approved, signatures will be obtained from administration as outlined in UNM signatory policy.

Signed document archived by GEO

1. Documents PDF'd & archived electronically. Available via password-protected access.
2. Sanitized templates available on GEO website for entire UNM community.
3. Red flags built into archived documents re expiration date in order to facilitate communication with partner for renewal or not.

Prepared by GEO July 24, 2013

Results in 1 Year, continued...

- Established GEO's Advisory Board comprised of deans, faculty, staff, administration, and community members
- Meetings with each of the deans near completion
- Increase of 13% in UNM students studying abroad
- Close cooperation with LAII, STC, OGS, the ethnic centers, service units and other UNM related entities maintained
- Visits to each of the branch campuses initiated

Results in 1 Year, cont.

- UNM invited to participate in high-level conversations regarding cross-border relationships at the government level (Spain, Mexico, China, etc.)
- Recruiting office opened in Beijing and plans for a potential office in Mexico underway
- High-level visits from international representatives have increased
- GEO has developed an effective protocol for dignitary visits now used by the university. We are beginning to be seen as the “protocol experts.”
- Global education at UNM is beginning to be included in conversations about economic development of Albuquerque

Next Year's Goals

- Continue the increase in int'l enrollments, but in a refined, strategic manner consistent with deans' targets
- Continue the increase in study abroad numbers, especially in faculty-led, short-term programs
 - Provide support for faculty for these programs (work with deans)
- Monitor progress of Globalization Taskforce
- Develop strategic plan via the Advisory Board
- Improve environment for int'l students (International Student Barometer)
- Aggressively pursue opportunities in Latin America
 - Open center in Mexico
 - Submit proposal for 100,000 Strong in the Americas
 - Consider collaboration w/ NMSU on Quito Center
 - Strengthen current collaborations (UNM, IPN, Tec de Monterrey)
 - Develop customized ESL programs through CELAC (esp. On-line)
- Secure funding for study abroad scholarships
- Develop advising sheets for Study Abroad
- Complete risk management and emergency response protocols
- Place all MOU's & agreements in an online storage system
- Improve marketing and websites
- Improve data collection (work with OIA)

11. Faculty Senate Academic Council

Faculty Senate Academic Council Chair Charlie Steen reported diversity initiatives being discussed and worked on by the Faculty Senate committees that report to the Academic Council such as the Faculty Senate Curricula, Undergraduate and Admissions and Registration Committee. The Faculty Senate Academic Council committees are anticipating the discussion regarding the 120 hour plan.

12. New Business and Open Discussion

Meeting adjourned at 5:00 p.m.

Faculty Senate Committee Appointments Needing Senate Approval

First	Last	Title	Department	Committee	Date added
Scott	Hughes	Professor	School of Law	Budget Committee	10/22/2013
Charles	Cunningham	Associate Professor	College of Arts & Sciences	Policy Committee	10/31/2013
Kimberly	Jayne	Visiting Assistant Professor	College of Education	Research Policy Committee	11/22/2013
Tim	Ross	Professor and Regents' Lecturer	School of Engineering	Research and Creative Works Council	11/4/2013

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1247**

Fields marked with * are required

Name of Initiator: Stephanie Hands

Phone Number:* 505 277-7373

Email:* ssmith@unm.edu

Date:* 07-19-13

Initiator's Title* Mgr,Academic Advisement: Arts Sciences Advisement

Associated Forms exist?*

No

Faculty Contact* Diane Marshall

Administrative Contact* Stephanie Hands

Department* Arts and Sciences Deans Office

Admin Email* ssmith@unm.edu

Branch ABQ

Admin Phone* 277-7373

Proposed effective term:

Semester Spring

Year 2014

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program * BAEd English

Select Category Degree

Degree Type BAEd

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)

This degree has not been offered for many years. It has been removed from the A&S section of the catalog but this form is necessary to remove it from the "Degree's Offered" section.

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

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1246**

Fields marked with * are required

Name of Initiator:	Stephanie Hands	Email:*	ssmith@unm.edu	Date:*	07-19-13
Phone Number:*	505 277-7373	Initiator's Title*	Mgr,Academic Advisement: Arts Sciences Advisement		
Associated Forms exist?*	No ▼				
Faculty Contact*	Diane Marshall	Administrative Contact*	Stephanie Hands		
Department*	Arts and Sciences Deans Office	Admin Email*	ssmith@unm.edu		
Branch	ABQ	Admin Phone*	277-7373		

Proposed effective term:

Semester	Spring ▼	Year	2014 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* B.S.Ed Earth and Planetary Sciences		
Select Category	Degree ▼	Degree Type	BS Ed
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)
This degree has not been offered for many years. It has been removed from the A&S section of the catalog but this form is necessary to remove it from the "Degree's Offered" section.

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

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1238**

Fields marked with * are required

Name of Initiator: Cheryl Torrez

Email:* catorrez@unm.edu

Date:* 06-05-13

Phone Number:* 505 277-1169

Initiator's Title* Associate Professor: Dept of Teacher Education

Associated Forms exist?*

Yes

Faculty Contact* Cheryl Torrez

Administrative Contact* Shannon Garbiso

Department* Teacher Education

Admin Email* garbiso@unm.edu

Branch

Admin Phone* 277-0504

Proposed effective term:

Semester

Fall

Year

2013

Course Information

Select Appropriate Program

Graduate Degree Program

Name of New or Existing Program

* Educational Leadership Programs

Select Category

Department

Degree Type

MA, PhD, EdSpc

Select Action

Revision

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

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

Reason(s) for Request * (enter text below or upload a doc/pdf file)
Educational Leadership (LEAD) has merged with the Department of Teacher Education. All LEAD programs moving to Teacher Education. The College of Education has reviewed and approved the merger, as well as the new departmental name. When OLIT left the College of Education, Educational Leadership was the remaining program. REGISTRAR'S NOTE: PROGRAMS MOVING TO TEACHER EDUCATION ARE M.A., PH.D., AND ED.SPC. IN EDUCATIONAL LEADERSHIP.

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

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1236**

Fields marked with * are required

Name of Initiator: Cheryl Torrez

Phone Number:* 505 277-1169

Email:* catorrez@unm.edu

Date:* 06-05-13

Initiator's Title* Associate Professor: Dept of Teacher Education

Associated Forms exist?* Yes ▼

Faculty Contact* Cheryl Torrez

Department* TED

Branch

Administrative Contact* Shannon Garbiso

Admin Email* 277-0504

Admin Phone* garbiso@unm.edu

Proposed effective term:

Semester Fall ▼

Year 2013 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * Teacher Education Department

Select Category Department ▼

Degree Type

Select Action Name Change ▼

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)

[REQUEST FOR DEPARTMENTAL NAME CHANGE.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)
This is a DEPARTMENTAL name change. Change to: Teacher Education, Educational Leadership, and Policy.
[Reason for Request of Departmental Name Change.doc](#)

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

[Budgetary and Faculty Load Implications name change.doc](#)

REQUEST FOR DEPARTMENTAL NAME CHANGE

From Department of Teacher Education to **Department of Teacher Education,
Educational Leadership and Policy.**

Rationale: The Educational Leadership Program has merged with the Department of Teacher Education. Hence, the need for a new departmental name.

5/14/2013

Reason for Request of Departmental Name Change

The Educational Leadership Program has merged with the Department of Teacher Education; therefore a new departmental name is required.

Educational Leadership (LEAD) degrees will be moving into the Department of Teacher Education, Educational Leadership and Policy, the new name of the department.

Budgetary and Faculty Load Implications

There are no budgetary or faculty load implications with the name change of the department. All faculty, courses, programs, etc. will remain intact.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1239**

Fields marked with * are required

Name of Initiator: Cheryl Torrez

Phone Number:* 505 277-1169

Email:* catorrez@unm.edu

Date:* 06-05-13

Initiator's Title* Associate Professor: Dept of Teacher Education

Associated Forms exist?* Yes ▼

Faculty Contact* Cheryl Torrez

Department* Teacher Education

Branch

Administrative Contact* Shannon Garbiso

Admin Email* garbiso@unm.edu

Admin Phone* 7-0504

Proposed effective term:

Semester

Fall ▼

Year

2013 ▼

Course Information

Select Appropriate Program

Graduate Degree Program ▼

Name of New or Existing Program

* Educational Leadership Department

Select Category

Department ▼

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)
Remove Educational Leadership as a Department. It has merged with Teacher Education. REGISTRAR'S NOTE: SEE COMMENTS FOR DEPT. CODE TO BE APPLIED TO LEAD COURSES UPON APPROVAL OF CHANGE.

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

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1229**

Fields marked with * are required

Name of Initiator: Monique Marlene Morin

Email:* morin@unm.edu

Date:* 05-23-13

Phone Number:* 505 662-5919

Initiator's Title* Temporary Faculty: LosAlamos

Branch

Associated Forms exist?* No

Faculty Contact* Monique Morin

Administrative Contact* Monique Morin

Department* Computer Science (Los Alamos)

Admin Email* morin@unm.edu

Branch Los Alamos

Admin Phone* 505-662-5919

Proposed effective term:

Semester

Fall

Year

2014

Course Information

Select Appropriate Program

Undergraduate Degree Program

Name of New or Existing Program

* Associate of Science in Computer Science

Select Category

Major

Degree Type

AS in CS

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)

[FormC ASCS 5-23-13.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)
Need to change minimum grade requirements for recently approved AS in CS to be consistent with UNM Core policy and UNM CS Department. Attached document contains wording changes for catalog/system and includes approval from Los Alamos administration.
Thank you.
[FormC ASCS 5-23-13.pdf](#)

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

[FormC ASCS 5-23-13.pdf](#)

**Form C Degree Requirement Change for
UNM-LA Associate of Science in Computer Science**

Requesting change from previously approved wording for #2 and #3:

2. **Computer science component courses must be completed with a minimum grade of C or better and of the courses, CS 151 or CS 152 must be completed with a B- or better.**
3. **All other courses below used for this degree must be completed with a grade of C- or better.**

MATH 162: Calculus I (4) (with a grade of B- or better)

to new wording/requirements which are consistent with UNM Core Curriculum policy, UNM CS department requirements, and clarifies requirements:

2. **CS 151 or CS 152 must be completed with a B- or better. MATH 162 must be completed with a grade of B- or better. All other courses used for this degree must be completed with a grade of C or better.**

Memorandum

To: Dr. Kate Massengale, Dean of Instruction
From: Dennis Davies-Wilson, Library Director
Date: May 16, 2013
Re: Library support for AS in Computer Science Form C

The proposed change will not affect the library.

**UNM-Los Alamos
Degree Program Change Proposal**

Associate of Science in Computer Science

The UNM-Los Alamos Curriculum Committee has approved the proposed adjustment associated with the degree program above.

Dennis Davies-Wilson 5-23-13
Dennis Davies-Wilson, Chair Date

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1226**

Fields marked with * are required

Name of Initiator:	Amy Neel	Email:*	atneel@unm.edu	Date:*	04-15-13
Phone Number:*	505 277-7084	Initiator's Title*	Associate Professor: Speech and Hearing Sciences		
Associated Forms exist?*	No ▼				
Faculty Contact*	Amy Neel	Administrative Contact*	Tracy Wenzl		
Department*	Speech and Hearing Sciences	Admin Email*	twenzl@unm.edu		
Branch		Admin Phone*	277-0823		

Proposed effective term:

Semester	Please Select ▼	Year	2005 ▼
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Course Information

Select Appropriate Program	Undergraduate Degree Program ▼		
Name of New or Existing Program	* BA Speech and Hearing Sciences		
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)

[SHS curriculum change.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)
Change to support course requirements (delete Mathematics requirement). See attached document.

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

Change to Support Course Requirements for Speech and Hearing Sciences

The Department of Speech and Hearing Sciences wishes to reduce its support course requirements from 21 hours to 18 hours by removing the current requirement for Math 121 (or more advanced course). The Council for Clinical Certification in Audiology and Speech-Language Pathology (the credentialing body for the American Speech-Language-Hearing Association) no longer requires a college-level mathematics course effective in 2014. The BA degree will still require a three-credit statistics course, either STAT 145 or PSY 200. Students will be advised to take STAT 145 if they have no other mathematics courses in order to satisfy the core curriculum mathematics requirement. They will be advised to take PSY 200 if they have already completed another mathematics course for the core and they are majoring in Psychology.

There is no impact on faculty load or budget in the department. This change should facilitate retention and graduation of SHS students by reducing the number of hours required for the degree.

Old Major Study Requirements for Speech and Hearing Sciences (current catalog language)

1. Thirty-six hours in required courses: Speech and Hearing Sciences 302, 303, 310, 321, 330, 425, 428, 430, 431, 450, 458 and 459.

2. ~~Twenty-one hours~~ in required support courses*:

a. Three credit hours in basic human communication processes. Required: LING 301.

b. Three credit hours in biological sciences. Recommended: BIOL 123.

c. Three credit hours in physical sciences. Recommended: PHYC 108.

~~d. Three credit hours in college level mathematics. Required: MATH 121 (College Algebra) or more advanced (e.g., MATH 123, 150, 162, 180).~~

e. Three credit hours in college level statistics. Required: PSY 200.

f. Six credit hours in behavioral and/or social sciences (normal/abnormal human behavior, development across the life span, social interaction and issues of culturally diverse populations). Recommended: PSY 105, 220, SOC 101, ANTH 110, 130, 160.

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

3. A grade of at least C must be earned in all required SHS courses and required support courses. The credit/no credit (CR/NC) option may not be used. Note that the UNM Master of Science degree in Speech-Language Pathology requires that grades earned in SHS courses completed at the undergraduate level must be B or better.

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

New Major Study Requirements for Speech and Hearing Sciences

1. Thirty-six hours in required courses: Speech and Hearing Sciences 302, 303, 310, 321, 330, 425, 428, 430, 431, 450, 458 and 459.

2. Eighteen hours in required support courses*:

a. Three credit hours in basic human communication processes. Required: LING 301.

b. Three credit hours in biological sciences. Recommended: BIOL 123.

c. Three credit hours in physical sciences. Recommended: PHYC 108.

d. Three credit hours in college level statistics. Required: STAT 145 or PSY 200.

e. Six credit hours in behavioral and/or social sciences (normal/abnormal human behavior, development across the life span, social interaction and issues of culturally diverse populations).

Recommended: PSY 105, 220, SOC 101, ANTH 110, 130, 160.

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

3. A grade of at least C must be earned in all required SHS courses and required support courses. The credit/no credit (CR/NC) option may not be used. Note that the UNM Master of Science degree in Speech-Language Pathology requires that grades earned in SHS courses completed at the undergraduate level must be B or better.

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

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1223**

Fields marked with * are required

Name of Initiator: Mary Kathleen Bowannie

Phone Number:* 505 277-9271

Associated Forms exist?* No

Email:* mkbow@unm.edu

Date:* 03-20-13

Initiator's Title* Lecturer II: Native American Studies

Faculty Contact* Gregory A. Cajete

Administrative Contact* Delia Halona

Department* NATV

Admin Email* deliak@unm.edu

Branch Main

Admin Phone* 277-3917

Proposed effective term:

Semester

Fall

Year

2014

Course Information

Select Appropriate Program

Undergraduate Degree Program

Name of New or Existing Program

* Native American Studies Minor

Select Category

Minor

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)

[NATV minor Exact Title and Requirements & Proposed Change.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)
NAS is enhancing our academic standards for NAS minors. We are requiring NAS minors to take our research course, NATV 300, in place of taking NATV 351, 352, 255, or 450.

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

Exact Title and Requirements as of Catalog 2012-2013

Minor in Native American Studies

Minor Study Requirements: 24 credit-hours

A minor in Native American Studies requires successful completion of twenty-four (24) credit hours. Fifteen (15) credit hours of required courses, with the remaining nine (9) credit hours in Native American Studies related courses. The nine (9) credit hours of the required twenty-four (24) credit hours, must be upper-division courses (300 level or above) chosen from Native American Studies courses, OR from courses with significant Native American content offered by other departments, which are subject to approval by the Director of Native American Studies.

Required Core Courses in Minor: 15 credit-hours

NATV 150	Introduction to Native American Studies
NATV 250	Sociopolitical Concepts in Native American Studies
NATV 251	Research Issues in Native American Studies
NATV 351	Individual Study
<i>-or-</i>	
NATV 352	Internship
<i>-or-</i>	
NATV 255 or *450 Topics in Native American Studies (3 credit hours)	
*NATV 474	Traditions of Native American Philosophy

Proposed Requirements Changes Effective Catalog 2014-2015

Minor in Native American Studies

Minor Study Requirements: 24 credit-hours

A minor in Native American Studies requires successful completion of twenty-four (24) credit hours. Fifteen (15) credit hours of required courses, with the remaining nine (9) credit hours in Native American Studies related courses. The nine (9) credit hours of the required twenty-four (24) credit hours, must be upper-division courses (300 level or above) chosen from Native American Studies courses, OR from courses with significant Native American content offered by other departments, which are subject to approval by the Director of Native American Studies.

Required Core Courses in Minor: 15 credit-hours

NATV 150	Introduction to Native American Studies
NATV 250	Sociopolitical Concepts in Native American Studies
NATV 251	Research Issues in Native American Studies
NATV 300 Research Methods in Native American Contexts	
*NATV 474	Traditions of Native American Philosophy

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1224**

Fields marked with * are required

Name of Initiator: Mary Kathleen Bowannie **Email:*** mkbow@unm.edu **Date:*** 03-20-13
Phone Number:* 505 277-9271 Initiator's Title* Lecturer II: Native American Studies

Associated Forms exist?* No
Faculty Contact* Gregory A. Cajete Administrative Contact* Delia Halona
Department* NATV Admin Email* deliak@unm.edu
Branch Main Admin Phone* 277-3917

Proposed effective term:
Semester Fall Year 2014

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program * BA Native American Studies- Indigenous Knowledge Systems Concentration
Select Category Concentration Degree Type BA
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)

[NATV IKS concentration exact title.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)
Indigenous Knowledge Systems Deletion Justification Native American Studies concentrations are being revised to accommodate 8 years of successful implementation of the B.A. program. A restructuring of four previous concentration areas of Leadership and Building Native Nations, Indigenous Learning Communities, Indigenous Arts and Media and Indigenous Knowledge Systems no longer provide comprehensive learning opportunities for our graduates. We have integrated the program curriculum to focus on the needs and interests of our students and more important, program strengths leading to the deletion of the Indigenous Knowledge Systems Concentration (effective UNM Catalog 2007-2008 to present) formerly Interdisciplinary Culture and Environment (effective UNM Catalog 2005-2006, 2006-2007). The course offerings in these concentrations are now an integral part of the overall Native American Studies curriculum.

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

- [UNM 2012-2013 Catalog](#)
- »Colleges
- »[University College](#)
- »[Native American Studies](#)
- »Undergraduate Program

Indigenous Knowledge Systems Concentration

NATV 252	Native American Experience (AOA AMST 252)
NATV 342	Native American Post-1940 (AOA HIST 348)
NATV 346	Native America to 1850 (AOA HIST 346)
NATV *347	American Indians Post-1860 (AOA HIST 347)
NATV 348	Native American Activism
NATV 385	Indigenous Worldviews
NATV 430	Conservation and Indigenous Peoples (AOA BIOL 430 and BIOL 530)
NATV *433	Native American Ecology, Demography, and Disease
NATV *436	Environmental Ethics and Justice In Native America
NATV *450	Topics in Native American Studies (Titles TBA)
NATV 466	Native American Southwest (AOA HIST 466)
NATV *477	Archaeology in Native American Studies

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1222**

Fields marked with * are required

Name of Initiator:	Mary Kathleen Bowannie	Email:*	mkbow@unm.edu	Date:*	03-20-13
Phone Number:*	505 277-9271	Initiator's Title*	Lecturer II: Native American Studies		
Associated Forms exist?*	No				
Faculty Contact*	Greg Cajete	Administrative Contact*	Delia Halona		
Department*	NATV	Admin Email*	deliak@unm.edu		
Branch	Main	Admin Phone*	277-3917		
Proposed effective term:					
Semester	Fall	Year	2014		

Course Information

Select Appropriate Program	Undergraduate Degree Program		
Name of New or Existing Program	* BA Native American Studies- Indigenous Arts & Media Concentration		
Select Category	Concentration	Degree Type	BA
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)
[NATV IAM concentration exact title.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)
Indigenous Arts and Media Deletion Justification Native American Studies concentrations are being revised to accommodate 8 years of successful implementation of the B.A. program. A restructuring of four previous concentration areas of Leadership and Building Native Nations, Indigenous Learning Communities, Indigenous Arts and Media and Indigenous Knowledge Systems no longer provide comprehensive learning opportunities for our graduates. We have integrated the program curriculum to focus on the needs and interests of our students and more important, program strengths leading to the deletion of the Indigenous Arts and Media Concentration (effective UNM Catalog 2007-2008 to present) formerly Arts and Literature (effective UNM Catalog 2005-2006, 2006-2007). The course offerings in these concentrations are now an integral part of the overall Native American Studies curriculum.

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

- [UNM 2012-2013 Catalog](#)
- »Colleges
- »[University College](#)
- »[Native American Studies](#)
- »Undergraduate Program

Indigenous Arts and Media Concentration

NATV 247 Politics of Native American Art

NATV 311 Native Americans in Film

NATV 361 Native American Children's Literature

NATV *411 Indigenous Performing Arts Forum

NATV *417 Native American Music (AOA MUS 417/517)

NATV *418 Alaska Native Music and Culture (AOA MUS 418/518)

NATV *422 Indigenous World Music (AOA MUS 422/522)

NATV *441 Culture Study of Indigenous Video (AOA ANTH 341)

NATV *450 Topics in Native American Studies (Titles TBA)

NATV *462 Native American Narrative

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1182**

Fields marked with * are required

Name of Initiator:	Kersti Tyson	Email:*	kersti@unm.edu	Date:*	11-01-12
Phone Number:*	505 277-4979	Initiator's Title*	assistant professor		
Associated Forms exist?*	No ▼				
Faculty Contact*	Kersti Tyson	Administrative Contact*	Shannon Garbiso		
Department*	Teacher Education	Admin Email*	garbiso@unm.edu		
Branch		Admin Phone*	505 277-0504		

Proposed effective term:

Semester	Fall ▼	Year	2013 ▼
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Course Information

Select Appropriate Program	Graduate Degree Program ▼		
Name of New or Existing Program	* PhD & EdD Multicultural Teacher & Childhood Education		
Select Category	Degree ▼	Degree Type	Ph.D. and Ed.D.
Select Action	Name Change ▼		

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)

[Form C Doc Name Change FINALwith TED revisionsandDRedit.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 does not affect other departments or branch campuses. The proposed name change and edits reflect the Teacher Education Departments' Faculty's efforts to ensure that our PhD and EdD programs are aligned with current and evolving research and practices in the field of teacher education.

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

[Budgetary Implications for Form C.doc](#)

Form C

Teacher Education EdD and PhD name change

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

Current Language in UNM Catalog	Proposed Language in UNM Catalog
<p>P.392</p> <p>Post-master's degree candidates may pursue advanced studies in curriculum and instruction or teacher development in the Ph.D or Ed.D. in Multicultural Teacher and Childhood Education. An Educational Specialist Certificate in Curriculum and Instruction is also available.</p> <p>Degrees/Certificate Offered</p> <p>B.S.Ed. in Elementary Education</p> <p>M.A. in Elementary Education</p> <p>B.A.Ed. in Secondary Education</p> <p>B.S.Ed.Secondary Education</p> <p>M.A. in Secondary Education</p> <p>Ph.D. and Ed.D. in Multicultural Teacher and Childhood Education</p> <p>Educational Specialist Certificate in Curriculum and Instruction</p>	<p>P. 392</p> <p>Post-master's degree candidates may pursue advanced studies in teaching, learning, and teacher development in the Ph.D or Ed.D. in Teaching, Learning, and Teacher Education. An Educational Specialist Certificate in Curriculum and Instruction is also available.</p> <p>Degrees/Certificate Offered</p> <p>B.S.Ed. in Elementary Education</p> <p>M.A. in Elementary Education</p> <p>B.A.Ed. in Secondary Education</p> <p>B.S.Ed.Secondary Education</p> <p>M.A. in Secondary Education</p> <p>Ph.D. in Teaching, Learning, and Teacher Education</p> <p>Ed.D. in Teaching, Learning, and Teacher Education</p> <p>Educational Specialist Certificate in Curriculum and Instruction</p>
<p>p.399</p> <p>Multicultural Teacher and Childhood Education Doctoral Degree</p> <p>The Ph.D. and the Ed.D. in Multicultural Teacher and Childhood Education are offered in the Department of Teacher Education. This degree provides for the study of teaching and curriculum and instruction in multicultural settings. Both the Ph.D. and Ed.D. and require a core of Foundational Studies, Curriculum Theory, Pedagogy in Teacher Education, Technology and Teacher Education and Multicultural Education.</p> <p>Applications: In addition to all materials</p>	<p>p. 399</p> <p>Teaching, Learning, and Teacher Education Doctoral Degree</p> <p>The Ph.D. and the Ed.D. in Teaching, Learning, and Teacher Education are offered in the Department of Teacher Education. This degree provides for the study of teacher education, research, teaching, and learning in ethnically, culturally, and linguistically diverse settings.</p> <p>Applications: In addition to all materials required by the University of New Mexico Office of Admissions, the following must be submitted directly to the Department of</p>

<p>required by the University of New Mexico Office of Admissions, the following must be submitted directly to the Department of Teacher Education: five letters of recommendation, a letter of intent, a professional writing sample, official copies of transcripts, GRE scores, and a curriculum vitae/resume.</p> <p>Admission Requirements: 1) Meet graduate school and program requirements, including an overall GPA of 3.0; 2) Hold a valid teaching license and three (3) years of teaching in K-12 settings; 3) A Master's degree in education or related field; 4) GRE Scores; 4) Evidence of potential to conduct scholarly research and academic writing.</p> <p>A complete paper application packet must be submitted to the department of Teacher Education.</p> <p>Application Deadlines Summer/Fall Semester: March 1 Spring Semester: October 30</p> <p>Degree Requirements: The doctoral program requires 72 hours of coursework (not including the dissertation) comprised of 48 hours in the major doctoral core and 24 hours in a focused support area that will draw from academic areas outside of the College. Details for other requirements can be found in the College of Education's description of Doctoral Programs. A midpoint evaluation is completed at 24 credit hours.</p> <p>For more information contact: Department of Teacher Education Hokona Hall-Zuni, Room 121 (505) 277-4533 ted@unm.edu http://ted.unm.edu</p>	<p>Teacher Education: 1) five letters of recommendation, 2) a letter of intent, 3) a professional writing sample, 4) official copies of transcripts, 5) GRE scores, and 6) a curriculum vitae/resume.</p> <p>Admission Requirements: Meet Office of Graduate Studies and program requirements, including: 1) An overall GPA of 3.0; 2) A minimum of three years teaching experience in educational settings; 3) A Master's degree in education or related field; 4) GRE Scores; and 5) Evidence of potential to conduct scholarly research and academic writing.</p> <p>Application Deadline: A complete application must be submitted by January 15 and must include GRE scores or a registration receipt for taking the GRE.</p> <p>Degree Requirements: The doctoral program requires 72 hours of coursework (not including the dissertation) comprised of 48 hours in the major doctoral core and 24 hours in a focused support area that will draw from academic areas outside of the Teacher Education Department. Details for other requirements can be found in the College of Education's description of Doctoral Programs. A midpoint evaluation is completed at 24 credit hours.</p> <p>For more information contact: Department of Teacher Education Hokona Hall-Zuni, Room 121 (505) 277-4533 ted@unm.edu http://ted.unm.edu</p>
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Justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.*

This name change updates the doctoral degree name to align with current and evolving research-based practices for teachers and teacher educators. This name change was developed and voted on by Teacher Education Faculty. It is designed to meet the needs of education in New Mexico. The program is already being taught as part of the current teaching load in the department of teacher education and does not incur additional cost or load.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1137**

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* Christina Perry 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 Graduate Degree Program ▼
Name of New or Existing Program * MS Health Education -School Health Education Concentration
Select Category Concentration ▼ Degree Type M.S.
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)

[MS HED Current and Proposed 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)
Due to low enrollment and a loss of faculty resources the M.S. School Health Education concentration will no longer be offered. The current HED faculty are requesting that the concentration be deleted. There are no students in this concentration and prospective students are being advised to seek an alternative. In-service licensed teachers seeking a School Health Education endorsement are advised to enroll in the Community Health Education Master's program. In-service licensed teachers seeking an School Health Education endorsement are advised to enroll in the Community Health Education Master s program, which will allow them to obtain a health endorsement from NMPED after completing 24 hours of HED coursework. The endorsement option is not to be confused as a concentration area of study.

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

[Justification Budgetary Impacts.docx](#)

CURRENT CATALOG DESCRIPTION

The Master of Science in Health Education is available under both Plan I (with thesis) and Plan II (without thesis), in accordance with regulations in the preceding part of the College section of this catalog and other sections pertaining to graduate study. The specific concentrations include:

- **School Health Education.** This concentration provides preparation for graduate students wishing to teach or administer health education programs in a school setting. In addition to core courses, students will take support courses selected to meet the needs of each individual student. For students not currently certified to teach health education, the certification program may be taken concurrently.
- **Community Health Education.** This concentration is designed to prepare professional community health educators. Emphasis is on preparing individuals for careers in health education and in the application of behavioral science and public health principles to health problems and health promotion; for administrative and consultant positions in agencies and institutions at local, state, and national levels; and for positions in program planning and evaluation. The program of study for the community health concentration includes a core of courses. The support courses are selected to meet the career goals and needs of each individual student.
- **State Licensure in Elementary or Secondary Education.** Graduate students without an undergraduate teaching major or minor in health education can be certified by a planned program of study. This program consists of basic general education and professional education course work, plus core and support courses.

School Health Education Concentration

EDPY 511 Introduction to Educational Statistics	3
HED 506 Health Behavior Theory	3
HED 507 Research Design	3
HED 511 Administration Aspects of Sch/Com Health	3
HED 545 Strat. For Prevention of Sub Abuse	1
HED 551 Teaching Strategies & Curriculum Dev	2
HED 572 Program Planning in Health Education	3
HED 582 Health Promotion in Multicultural Settings	3
Total	21

Students will complete the 36 hour program with approved electives.

Plan 1: Thesis-Required course work, 21 hours; approved elective course work, 9 hours; thesis, 6 hours (defense of thesis required). **Total program: 36 hours**

Plan 2: Non-Thesis (Passing Comprehensive Examination Required) - Required course work, 21 hours, approved elective course work, 15 hours. **Total program: 36 hours**

PROPOSED CATALOG DESCRIPTION

The Master of Science in Health Education is available under both Plan I (with thesis) and Plan II (without thesis), in accordance with regulations in the preceding part of the College section of this catalog and other sections pertaining to graduate study. The specific concentrations include:

- **Community Health Education.** This concentration is designed to prepare professional community health educators. Emphasis is on preparing individuals for careers in health education and in the application of behavioral science and public health principles to health problems and health promotion; for administrative and consultant positions in agencies and institutions at local, state, and national levels; and for positions in program planning and evaluation. The program of study for the community health concentration includes a core of courses. The support courses are selected to meet the career goals and needs of each individual student.
- **Health Education Endorsement for In-service licensed teachers.** In-service licensed teachers seeking an HED endorsement are advised to enroll in the Community Health Education Master's program, which will allow them to obtain a health endorsement from NMPED after completing 24 hours of HED coursework. Those who do not hold a secondary education teaching license (elementary licensed only) may take any methods course that has in the title, "Secondary Teaching Methods" to qualify for a Specialty Area Secondary Teaching License with NMPED. This license will allow them to teach in a high school setting.

Justification For Budgetary Impacts

There are no budgetary impacts or faculty load implications for eliminating the M.S. in School Health Education concentration. If students were admitted into this concentration as it is currently listed it would cause faculty overloads and budgetary constraints to hire part-time instructors.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1132**

Fields marked with * are required

Name of Initiator:	Megan Griffin	Email:*	griffinm@unm.edu	Date:*	10-22-12
Phone Number:*	505 277-1499	Initiator's Title*	Assistant Professor: Educational Specialties Ed Sp		
Associated Forms exist?*	Yes ▼				
Faculty Contact*	Megan Griffin	Administrative Contact*	Gloria Carol		
Department*	Educational Specialties	Admin Email*	gcarol@unm.edu		
Branch		Admin Phone*	505/277-8950		

Proposed effective term:

Semester	Spring ▼	Year	2013 ▼
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Course Information

Select Appropriate Program	Graduate Degree Program ▼		
Name of New or Existing Program	* MA Spec Ed-Mental Retardation & Severe Disabil Concentration		
Select Category	Concentration ▼	Degree Type	MA
Select Action	Name Change ▼		

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)

[Edited 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)
{REGISTRAR'S NOTE: Current full title of concentration is Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners} We request this minor revision to replace the outdated term (mental retardation) with the currently accepted term (intellectual disability). This change is consistent with the practice of prominent national organizations, as well as recently passed federal legislation. Additionally, many people find the term mental retardation offensive, and prefer the proposed replacement term.

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

[Justification for Form C.docx](#)

Below is the catalog text for the Special Education graduate programs, retrieved at <http://catalog.unm.edu/catalogs/2012-2013/colleges/education/special-ed/graduate-program.html>

I have tracked changes made to the current text:

Graduate Programs

Graduate Student Contact Information:

Della Allegros, Academic Advisor, Hokona Hall Zuni Rm. 104, dgalle06@unm.edu, 277-5018.

Application materials and program information can be found at the Special Education web site: <http://coe.unm.edu/departments/ed-specialties/special-education.html>

Degrees Offered

M.A. in Special Education Ed.D. in Special Education Ph.D. in Special Education

Transcripted Certificates Offered

Education Specialist, Special Education (Ed.Spc.) Instruction for Students with Intensive Social, Language, and Behavioral Needs Applied Behavioral Analysis: Research-based Interventions for Individuals with Disabilities Who Have Behavioral Challenges

Application Deadlines

Fall Semester	February 28
Spring Semester	September 30
Summer Session	February 28

Application deadlines are encouraged for best consideration and for financial aid eligibility; however, applications can be submitted throughout the year.

Application Process

M.A./Licensure

Application materials and program information can be found at the Special Education web site: <http://coe.unm.edu/departments/ed-specialties/special-education.html>, or by contacting the Special Education Academic Advisor (information above).

Send to Office of Admissions (address below):

- Complete Graduate Application online at <http://admissions.unm.edu>
- \$50.00 non-refundable application fee (pay with credit card online as part of Graduate Application).
- One official transcript from each college you have attended (Exception: UNM transcripts).

Send to Special Education Program (address below):

- Letter of Intent.
- Department Application form
- 3 Letters of Recommendation (Recommend at least one letter from a college instructor, one from an employer, and one from another professional contact.)
- One official transcript from each college you have attended (Exception: UNM transcripts).

Ph.D or Ed.D.

Students interested in pursuing a doctoral-level degree must make an appointment to meet with the Special Education Program Coordinator prior to applying. Contact the Academic Advisor (information above) to schedule an appointment. Application materials and program information can be found at the Special Education web site: <http://coe.unm.edu/departments/ed-specialties/special-education.html>, or by contacting the Special Education Academic Advisor (information above).

Send to Office of Admissions (address below):

- Complete Graduate Application online at <http://admissions.unm.edu>
- \$50.00 non-refundable application fee (pay with credit card online as part of Graduate Application).
- One official transcript from each college you have attended (Exception: UNM transcripts).

Send to Special Education Program (address below):

- Letter of Intent
- Department Application form
- Resume
- Professional Writing Sample
- 5 Letters of Recommendation (Recommend letters from professionals who are directly

- familiar with applicant's academic and professional work.)
- One (1) official transcript from each college you have attended (Exception: UNM transcripts).

Transcripted Graduate Certificates

Send to Office of Admissions (address below):

- Complete Graduate Application online at <http://admissions.unm.edu>
- \$50.00 non-refundable application fee (pay with credit card online as part of Graduate Application).
- One official transcript from each college you have attended (Exception: UNM transcripts).

Send to Special Education Program (address below):

- Department Application form
- (For ISLB only) One-page philosophy statement on community participation of persons with autism spectrum disorders (ASD)
- 3 Letters of Recommendation (Recommend at least one letter from a college instructor, one from an employer, and one from another professional contact.)
- One official transcript from each college you have attended (Exception: UNM transcripts)

Graduate Admissions University of New Mexico P.O. Box 4849 Albuquerque, NM 87196-4849 (505) 277-8900

University of New Mexico College of Education - Special Education MSC05 3040, Hokona Hall Zuni 273 1 University of New Mexico Albuquerque, NM 87131-0001

Graduate Degree and Graduate Licensure Programs

M.A. and M.A. with alternative licensure

Special Education offers an M.A. and an M.A. with alternative licensure. The M.A. requires 36 credit hours. Students interested in pursuing the M.A. with alternative licensure in Special Education are required to take up to 9 additional credit hours to meet state requirements. However, these additional credit hours are not required to obtain the M.A. degree.

The Special Education M.A. offers two concentrations. Students will choose a concentration at the time of application. Upon acceptance, an advisor will be assigned to develop the Program of Studies with the student. In conjunction with their advisor, students will choose to complete their degree either by writing a thesis/project (Plan I) or

taking a final exam (Plan II).

Concentration I – ~~Mental Retardation~~Intellectual Disability and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners

An advisor from within this Concentration will assist the student in selecting appropriate courses, such as:

SPCD 507	Collaboration for Inclusive Education
SPCD 511	Social Construction of Disabilities
SPCD 516	The Brain, Mind and Education
SPCD 519	The Application of Applied Behavior Analysis in the Special Education Classroom
SPCD 520	Nature and Needs of Students with Mental Retardation
SPCD 527	Assessment for Diverse Exceptional Learners: Mental Retardation and Severe Disabilities

Concentration II - Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners

An advisor from this concentration will assist students with course selection and ensure a smooth progression through the program. Examples of concentration II courses are listed below.

SPCD 501	The Psychology and Education of Exceptional Persons (Prerequisite)
SPCD 502	At Risk for School Failure and Disabilities (Prerequisite)
SPCD 503	Instructional Strategies in Special Education
SPCD 504	Practicum in Special Education
SPCD 506	Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners
SPCD 508	Collaboration with Family, School and Community
SPCD 513	Curriculum Development in Special Education
SPCD 514	Teaching Reading to Students with Learning and Behavior Exceptionalities
SPCD 517	Assessment of Diverse Students with Learning and Behavior Exceptionalities
SPCD 518	Classroom Organization and Positive Behavioral Supports
SPCD 534	Social Competence, Self Determination and Resiliency

Ph.D. or Ed.D.

Students interested in pursuing a doctoral level degree must meet with the Special Education Program Coordinator prior to applying. Contact the Academic Advisor (information above) to schedule an appointment.

The doctoral program in Special Education offers the opportunity for advanced study across all areas of exceptionality. Doctoral students work closely with faculty who are actively engaged in cutting-edge research, collaboration with schools and public agencies, developing public policy, and advocating for individuals with exceptionalities and their families.

Students in the doctoral program follow a competency-based individualized program of study that develops the skills necessary to become future leaders in universities, community colleges, school districts, government, and community agencies.

All doctoral students are required to take SPCD 601 and SPCD 615.

Education Specialist Certificate (Ed.Spc.)

A sixth year Education Specialist certificate is available for persons wishing to specialize beyond their M.A. degree in Special Education but for whom the doctorate is not appropriate for his/her career objectives. The Ed.Spc. requires a minimum of 30 hours (primarily in Special Education) beyond the M.A. degree in Special Education, and includes a capstone experience, typically an in-depth project.

Graduate Certificate in Instruction for Students with Intensive Social, Language, and Behavioral Needs

The Graduate Certificate in Instruction for Students with Intensive Social, Language, and Behavioral Needs is designed for in-service general education and special education teachers, related service professionals (e.g., speech/language pathologist), and parents wishing to acquire advanced instructional skills and knowledge in the area of communication, social, and behavioral interventions for students with significant support needs. The Graduate Certificate program is open to students pursuing a graduate degree in Special Education and in other related fields (e.g., Speech Language Pathology, Family Studies, Early Childhood Education) at the University of New Mexico, and to individuals who minimally hold a bachelor's degree and are interested in having specialized training in working with students with social, language, and behavioral needs (e.g., students with autism spectrum disorders [ASD]). To obtain the certificate, students must successfully complete a minimum of 18 credit hours and an approved final capstone project.

	Total Required Course Work: (18 hours)	
SPCD 519	Applied Behavioral Analysis in the Classroom	3
SPCD 552	Teaching Students with Mental Retardation and Severe Disabilities	3
SPCD 582	Teaching Students with Intensive Communication Needs	3
SPCD 583	Introduction to Autism Spectrum Disorders	3
SPCD 584	Research and Teaching/Intervention in Autism Spectrum Disorders	3
SPCD 595	Advanced Field Experience	3

Graduate Certificate in Applied Behavior Analysis: Research-based Interventions for Individuals with Disabilities Who Have Behavioral Challenges (ABA)

The Graduate Certificate in *Applied Behavior Analysis: Research-based Interventions for Individuals with Disabilities who have Behavioral Challenges* is designed to prepare inservice special and general education teachers and related professionals as well as community providers (e.g., behavior therapists, developmental specialists, early interventionists) to conduct behavioral assessment with children and adults in need of behavior intervention services, provide behavior analytic interpretation of the results, and design and implement appropriate behavior interventions based on assessment results that will be implemented in home, school, and community settings.

The Graduate Certificate program is open to students pursuing a graduate degree in Special Education and in other related fields (e.g., Psychology) at the University of New Mexico and to individuals who minimally hold a bachelor's degree and are interested in advanced training in behavioral analysis and intervention.

The certificate offers two options, each developed prospectively with the designated faculty certificate advisor: (1) Students successfully complete a minimum of 12 hours of coursework and an approved final capstone project or (2) Students successfully complete the requirements of (1) and also successfully complete an additional 6 hours of advanced field experience to fulfill the field experience requirements for credentialing as a Board Certified Behavior Analyst (BCBA). Option (2) would prepare them to sit for the national credentialing exam for BCBAs.

	Prerequisites for Options 1 and 2	
SPCD 510	Special Education Law	3
SPCD 519	Applied Behavioral Analysis in the Classroom	3
SPCD 582	Teaching Students with Intensive Communication Needs	3
	Total Required Course Work for Option 1	12 hours
SPCD 505	Seminar in Special Education: Advanced Applied Behavior Analysis	3
SPCD 595	Advanced Field Experience	3
SPCD 619	The Application of ABA to Academic Research in Special Education	3
Elective	approved by faculty certificate advisor	3
	Total Required Course Work for Option 2	18 hours
SPCD 505	Seminar in Special Education: Advanced Applied Behavior Analysis	3
SPCD 595	Advanced Field Experience	9
SPCD 619	The Application of ABA to Academic Research in Special Education	3
Elective	approved by faculty certificate advisor	3

Justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications

As described in the online Form C, we request this minor revision to replace the outdated term (mental retardation) with the modern term (intellectual disability).

This minor change in terminology should not impact long-range planning, budgets, or faculty workload.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1118**

Fields marked with * are required

Name of Initiator: Gloria Napper-Owen

Email:* napperow@unm.edu

Date:* 10-02-12

Phone Number:* 505 277-0835

Initiator's Title* Associate Professor: Physical Perform

Dev

Associated Forms exist?*

Yes ▼

Faculty Contact* Gloria Napper-Owen

Administrative Contact* Todd Seidler

Department* Health, Exercise & Sports Sciences

Admin Email* tseidler@unm.edu

Branch Main Campus

Admin Phone* 277-2783

Proposed effective term:

Semester

Fall ▼

Year

2013 ▼

Course Information

Select Appropriate Program

Undergraduate Degree Program ▼

Name of New or Existing Program

* Dual Degree BS Athletic Training & BS-ED Physical Education

Select Category

Major ▼

Degree Type

BS-Ed

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)

[ATEP PETE Catalog.pdf](#)

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

Reason(s) for Request * (enter text below or upload a doc/pdf file)
See attached file
[ATEP PETE curr req reasons.pdf](#)

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

[Justification and workload Dual Mjr.pdf](#)

Current Catalog Copy

Dual Degree BS Athletic Training & BSED Physical Education

For secondary licensure

Students must obtain a "B-" or better in all athletic training and physical education courses to advance in the UNM-ATEP. A Grade of C (not C-) or better is required for all other courses that count toward the 163 hour degree.

COURSE		HOURS
First Year		
Fall		
ENGL 101	Comp I: Exposition	3
CHEM 111L	Elements of General Chemistry	4
HED 164L	Standard First Aid/Lab	3
PEP 273	Introduction to Athletic Training	3
PEP 284	Athletic Training Observation Lab	3
PEP 222	Target Activities	1
PEP 223	Invasion Games	1
Total		18
Spring		
ENGL 102	Comp II: Analysis & Arg.	3
MATH 120 or 121	Interm Algebra or College Algebra	3
BIOL 123/124L	Biology for Health Related Sciences & Non Majors	4
HED 171	Personal Health Management	3
PEP 285	Athletic Training Clinical I	3
PEP 225	Net Games	1
PEP 228	Outdoor Pursuits	1
Total		18
Second Year		
Fall		
BIOL 237/247L	Human Anatomy & Physiology I for the Health Sciences/Lab	4
EMS 113	Emergency Medical Technician – Basic	8
EMS 142	Emergency Medical Technician – Basic Lab	2
PEP 286	Evaluation of Athletic Injuries – Extremities	3
PEP 239	Dance	1
Total		18
Spring		
BIOL 238/248L	Human Anatomy & Physiology II for the Health Sciences/Lab	4
PEP 277	Kinesiology	3
STAT 145	Intro to Statistics	3
PSY 105	General Psychology	3
PEP 287	Evaluation of Athletic Injuries – Trunk/Torso	3
Total		16
Third Year		
Fall		
PEP 288	Motor Learning and Performance	3
PEP 326L	Fundamentals of Exercise Physiology	3
PEP 374	Therapeutic Modalities	3
PEP 481	Athletic Training Clinical II	3
NUTR 244	Human Nutrition	3
UNM Core	Second Language	3
Total		18
Spring		
PEP 289	Tests and Measurements in Physical Education	3
PEP 473	Rehabilitation of Athletic Injuries	3
PEP 375	Pharmacology in Athletic Training	3
PEP 483	Athletic Training Clinical III	3
CJ 130	Public Speaking	3

HIST 101/102	Western Civilization – Humanities Requirement	3
		Total 18
Fourth Year		
Fall		
PEP 373	General Medical Conditions in Athletic Training	3
PEP 488	Athletic Training Clinical IV	3
HIST 161/161L/162	U.S. History – Humanities Requirement	3
HIST 260	History of New Mexico	3
PEP 301	Teaching of Team Sports	2
PEP 444	Teaching of Physical Education I	3
		Total 17
Spring		
PSY 220	Developmental Psychology	3
PEP 474	Athletic Training Administration	3
EDPY 310	Classroom Learning Theories	3
PEP 410	Classroom Assessment in PE	3
PEP 430	Behavior Management/Classroom Management	2
HED 451	Teaching Strategies and Curriculum in Health	2
		Total 16
Fifth Year		
Fall		
PEP 485	Diversity in Sport & PE	3
PEP 470	Designs for Fitness	3
EDUC 438	Reading in the Content Field	3
UNM Core	Fine Arts	3
UNM Core	Humanities	3
UNM Core	Social/Behavior Science	3
		Total 18
Spring		
PEP 461	Secondary Student Teaching	6
		Total 6
		Curriculum Total 163

Proposed Catalog Copy

Dual Degree BS Athletic Training & BSEd Physical Education

For secondary licensure

Students must obtain a "B-" or better in all athletic training and physical education courses to advance in the UNM-ATEP. A Grade of C (not C-) or better is required for all other courses that count toward the 166 hour degree.

COURSE		HOURS
First Year		
Fall		
ENGL 101	Comp I: Exposition	3
BIOL 123/124L	Biology for Health Related Sciences & Non Majors	4
HED 164L	Standard First Aid/Lab	3
PEP 273	Introduction to Athletic Training	3
PEP 284	Athletic Training Observation Lab	3
PEP 222	Target Activities	1
PEP 223	Invasion Games	1
Total		18
Spring		
ENGL 102	Comp II: Analysis & Arg.	3
MATH 120 or 121	Interm Algebra or College Algebra	3
CHEM 111L	Elements of General Chemistry	4
HED 171	Personal Health Management	3
PEP 285	Athletic Training Clinical I	3
PEP 225	Net Games	1
PEP 228	Outdoor Pursuits	1
Total		18
Second Year		
Fall		
BIOL 237/247L	Human Anatomy & Physiology I for the Health Sciences/Lab	4
EMS 113	Emergency Medical Technician – Basic	8
EMS 142	Emergency Medical Technician – Basic Lab	2
PEP 286	Evaluation of Athletic Injuries – Extremities	3
PEP 239	Dance	1
Total		18
Spring		
BIOL 238/248L	Human Anatomy & Physiology II for the Health Sciences/Lab	4
PEP 277	Kinesiology	3
STAT 145	Intro to Statistics	3
PSY 105	General Psychology	3
PEP 287	Evaluation of Athletic Injuries – Trunk/Torso	3
Total		16
Third Year		
Fall		
PEP 288	Motor Learning and Performance	3
PEP 326L	Fundamentals of Exercise Physiology	3
PEP 374	Therapeutic Modalities	3
PEP 481	Athletic Training Clinical II	3
NUTR 244	Human Nutrition	3
UNM Core	Second Language	3
Total		18
Spring		
PEP 289	Tests and Measurements in Physical Education	3
PEP 473	Rehabilitation of Athletic Injuries	3
PEP 375	Pharmacology in Athletic Training	3
PEP 483	Athletic Training Clinical III	3
CJ 130	Public Speaking	3

HIST 101/102	Western Civilization – Humanities Requirement	3	
		Total	18
Fourth Year			
Fall			
PEP 373	General Medical Conditions in Athletic Training	3	
PEP 488	Athletic Training Clinical IV	3	
HIST 161/161L/162	U.S. History – Humanities Requirement	3	
HIST 260	History of New Mexico	3	
PEP 301	Physical Education in Secondary Schools	3	
PEP 444	Teaching and Learning in Physical Education	3	
		Total	18
Spring			
PSY 220	Developmental Psychology	3	
PEP 474	Athletic Training Administration	3	
CJ 314	Intercultural Comm	3	
PEP 410	Classroom Assessment in PE	3	
PEP 430	Classroom Management/Behavior Management in PE	3	
UNM Core	Fine Arts Elective	3	
		Total	18
Fifth Year			
Fall			
PEP 485	Diversity in Sport & PE	3	
PEP 470	Designs for Fitness	3	
EDUC 438	Reading in the Content Field	3	
UNM Core	Fine Arts	3	
UNM Core	Humanities	3	
UNM Core	Social/Behavior Science	3	
		Total	18
Spring			
PEP 461	Secondary Student Teaching	6	
		Total	6
		Curriculum Total	166

The proposed curriculum revision is being made for the following reasons:

1. HED 451 (2 hrs) is part of the School Health undergraduate program in Health Education. Faculty in the program and in the HESS department voted in Spring 2012 to begin sunsetting the School Health program. There will come a time when students in the physical education teacher education program will not be able to enroll in this course. Therefore, the request is made to eliminate from this degree program.
2. PEP 301 has been offered as a two credit course. This course has traditionally met 4 hours per week and meets the time requirement for a 3 hour courses. Additionally, the workload as part of the methods block is consistent with workload for a 3 hour course. Furthermore, we request a name change from Teaching Team Sports to Physical Education in Secondary Schools to better reflect the content for preparing teachers for the role of a secondary physical education teacher. (Form A submitted)
3. PEP 430 has been offered as a two credit course. This course has traditionally met 4 hours per week and meets the time requirement for a 3 hour courses. Additionally, the workload as part of the methods block is consistent with workload for a 3 hour course. (Form A submitted)
4. We request a name change to PEP 444 to Teaching and Learning in Physical Education, as we believe this title better reflects the content in the general methods course. (Form A submitted)
5. In the current program curriculum, only 9 hours of English (Writing & Speaking) hours were included. As per licensure requirements, all candidates must have 12 hours of English (Writing and Speaking). Therefore, CJ 314 was added, and EDPY 310 was eliminated because this is not a licensure requirement. Additionally, the program did not want to add another 3 hour course requirement to an already lengthy dual major.
6. In the current program, only 3 hours of Fine Arts course work was required. As per licensure requirements, candidates must have 6 hours in fine arts. Therefore, 3 more hours were added to the curriculum.

Justification for Dual Major in ATEP & PETE curriculum request.

The Dual Major in Athletic Training and Physical Education Teacher Education program provides preparation for individuals who will become athletic trainers in the secondary setting and seek secondary licensure in physical education. The proposed program revision is being requested to, a) avoid the need for course substitutions when HED 451 is no longer a viable course, b) bring PEP 301 and PEP 430 into alignment with required workload for both faculty and students on courses that meet 4 hours per week, c) change titles of courses that have been offered for many years to more closely reflect content for today's physical education teachers in the school setting, and d) bring the PETE curriculum in this dual major into alignment with licensure requirements by adding 3 hours in English (Writing and Speaking) and 3 elective hours in Fine Arts.

Long range planning impact.

Each semester program faculty meets with graduating students to listen to feedback about the program of studies. From this discussion, there is a collective reflection on the knowledge and skills required for teacher candidates to meet the New Mexico Competencies for Entry Level Physical Education teachers. We believe the proposed curriculum revision addresses the skills and knowledge outlined in the teacher competencies.

Workload implications.

Program faculty has a three year course matrix that identifies the rotation of courses through the fall-spring-summer academic year. The change in credit for PEP 301 and PEP 430 from 2 hours to 3 hours may potentially require a teaching assistant to take on the responsibility for a one hour professional activity course rather than requiring the faculty member assigned to either PEP 301 or 430 the load of teaching a one hour professional activity course to create a full 3 hour load. If a TA is assigned to teach a professional activity course (PEP), the TA may teach the PEP course in addition to a regular load of non-professional activity courses (PENP) in that semester's contract. Ultimately the TA's contract may cost more in that semester because of the additional course in the PEP program.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1096**

Fields marked with * are required

Name of Initiator:	Gloria Napper-Owen		Email:*	napperow@unm.edu	Date:*	09-12-12
Phone Number:*	505 277-0835	Initiator's Title*	Associate Professor: Physical Perform Dev			
Associated Forms exist?*	Yes ▼					
Faculty Contact*	Gloria Napper-Owen	Administrative Contact*	Todd Seidler			
Department*	Health, Exercise & Sports Sciences	Admin Email*	tseidler@unm.edu			
Branch	Main	Admin Phone*	277-2783			

Proposed effective term:

Semester	Fall ▼	Year	2013 ▼
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Course Information

Select Appropriate Program	Graduate Degree Program ▼		
Name of New or Existing Program	* MS in Physical Education, concentration Curriculum & Instruction		
Select Category	Concentration ▼	Degree Type	MS
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)

[MS in C & I revision.pdf](#)

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

Reason(s) for Request * (enter text below or upload a doc/pdf file)
See attached PROCESSING NOTE TO DIANA: SEE COMMENTS.
[Reason for MS in PE curr rev.pdf](#)

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

[MS Justification.pdf](#)

Master of Science in Physical Education, Curriculum and Instruction concentration

Current Program of Study

Plan I- Thesis

Core Requirements

EDPY 511/PEP 507 Introductory Educational Statistics/Research Design in HPER	6
EDPY 503 Principles of Human Development	3
EDPY 510 Principles of Classroom Learning	3
PEP 510 Curriculum Construction in PE	3
PEP 526 Motor Assessment of Individuals with Disabilities	3
PEP 570 Analysis of Teaching in PE	3
PEP 571 Concepts in PE	3
PEP 590 Supervision of PE Programs	3
PEP 516 Seminar in PE	3
PEP 599 Masters Thesis	6
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36	

Plan II- Non-Thesis

EDPY 500/502 Survey Research Methods in Education/Survey of Statistics in Education

OR

EDPY 511/PEP 507 Introductory Educational Statistics/Research Design in HPER	6
EDPY 503 Principles of Human Development	3
EDPY 510 Principles of Classroom Learning	3
PEP 510 Curriculum Construction in PE	3
PEP 526 Motor Assessment of Individuals with Disabilities	3
PEP 570 Analysis of Teaching in PE	3
PEP 571 Concepts in PE	3
PEP 590 Supervision of PE Programs	3
PEP 516 Seminar in PE	3
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30	

Electives

Three hours within Physical Education or a related area approved by advisor.

Master of Science in Physical Education, Curriculum and Instruction concentration

Proposed

Plan I- Thesis

Core Requirements

EDPY 511/PEP 507 Introductory Educational Statistics/Research Design in HPER	6
PEP 510 Curriculum Construction in PE	3
PEP 526 Motor Assessment of Individuals with Disabilities	3
PEP 570 Analysis of Teaching in PE	3
PEP 572 Critical Issues in Elementary PE	3
PEP 573 Critical Issues in Secondary PE	3
PEP 590 Supervision of PE Programs	3
PEP 599 Masters Thesis	6
	<hr/>
	30

Electives

Six hours within Physical Education or a related area approved by advisor.

Plan II – Non-Thesis

EDPY 500/502 Survey Research Methods in Education/Survey of Statistics in Education	6
PEP 510 Curriculum Construction in PE	3
PEP 526 Motor Assessment of Individuals with Disabilities	3
PEP 570 Analysis of Teaching in PE	3
PEP 572 Critical Issues in Elementary PE	3
PEP 573 Critical Issues in Secondary PE	3
PEP 590 Supervision of PE Programs	3
	<hr/>
	24

Electives

Nine hours within Physical Education or a related area approved by advisor.

GRE Scores will no longer be required for this concentration.

Justification, impact on long –range planning, and faculty workload

Program faculty concluded an academic program review in Spring 2012 and determined a need to revise the degree concentration based on the knowledge, skills, and habits of mind desired for professional physical education candidates. In the three year course matrix, each course included in the program is scheduled every two years. Because the masters candidates typically teach full time and take courses on a part time basis, the rotation of two years does not delay degree completion.

Each course fits into the two year rotation for faculty workload. One course in the current curriculum, PEP 571, will be sunsetted in order to add PEP 573 into the rotation. As these courses are assigned to and taught by regular faculty, there is no budget implication for part time instruction. The opportunity for increased electives in the program of studies enables students to enroll in courses from supporting areas to broaden their knowledge and skills. Candidates will be encouraged to enroll in electives in semesters during which fewer concentration courses are offered, e.g. fall semester when program faculty workload is heavily dominated by undergraduate courses.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C969**

Fields marked with * are required

Name of Initiator: Coleen Arviso

Phone Number:* 505 863-7708

Email:* ccarviso@unm.edu

Date:* 09-29-11

Initiator's Title* IT Faculty: Gallup Branch

Associated Forms exist?* Yes ▼

Faculty Contact* Coleen Arviso

Administrative Contact* Jody Sowers

Department* Business and Technology

Admin Email* Business and Technology

Branch Gallup

Admin Phone* Certificate Accounting

Proposed effective term:

Semester Fall ▼

Year 2012 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program * NEW Bookkeeping Certificate (GA)

Select Category Certificate ▼

Degree Type Certificate

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)

[BOOKKEEPING CERTIFICATE.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)
New Certificate program will include more coursework that articulates to AA Business Administration. This will emphasize more relevant areas by offering Accounting Certificate which will enable students to earn more credits that articulate.

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

BOOKKEEPING CERTIFICATE

The Certificate in Bookkeeping will prepare a student in understanding of bookkeeping principles and financial reporting practices.

Please consult with your advisor for current transferability information.

CERTIFICATE REQUIREMENTS

36 TOTAL CREDITS

GENERAL EDUCATION REQUIREMENTS

(6 CREDITS):

COMMUNICATION (3):

English 101 Comp 1 3cr

MATH (3):

Math 120 Intermediate Algebra 3cr

BUSINESS TECHNOLOGY CORE

(30 CREDITS):

CJ 221 Interpersonal Communication 3cr

MGMT 101 Fundamental Accounting 1 3cr

MGMT 102 Fundamental Accounting 11 3cr

MGMT 113 Management-An Intro 3cr

Econ 106 Introduction Microeconomics 3cr

CS 150L Computing for Business Students 3cr

MGMT 103* Bookkeeping 3cr

MGMT 190* Special Topics (Tax Preparation) 3cr

BTSC 222* Payroll Accounting 3cr

IT121* Introduction to Electronic Spreadsheets 3cr

For Advisement: Contact the Business Management & Technology Division Head at (505) 863-7511.

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: March 22, 2013

Stephen D. Burd

(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor - 505-277-6418

(Title, position, telephone number)

burd@unm.edu

(Email address)

Anderson School of Management - Department of Marketing, Information, and Decision Sciences

(Department/Division/Program)

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

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 Spring Year 2014

Required Signatures:

Department Chair <u>Aileen G. Hounstone</u>	Date <u>3/23/13</u>
College Curricula Committee <u>[Signature]</u>	Date <u>3/25/13</u>
College or School Dean <u>[Signature]</u>	Date <u>"</u>
Dean of Library Services <u>[Signature]</u>	Date <u>3/27/13</u>
Office of the Registrar—Catalog <u>Elizabeth A. Baer</u>	Date <u>08/16/13</u>
FS Graduate Committee <u>[Signature]</u>	Date <u>9/6/2013</u>
Dean of Graduate Studies <u>[Signature]</u>	Date <u>9/9/13</u>
FS Curricula Committee <u>[Signature]</u>	Date <u>[Signature]</u>
Office of the Provost <u>[Signature]</u>	Date <u>10/16/13</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:

Copies Mailed

C190: Lecturer Annual and Promotion Reviews

Approved By: Faculty Senate

Last Updated: **Draft 10/10/13**

Responsible Faculty Committee: Policy Committee

Office Responsible for Administration: Office of the Provost and Office of the HSC Chancellor

Revisions to the Policy Rationale, Policy Statement, Applicability, and Definitions sections of this document must be approved by the full Faculty Senate.

POLICY RATIONALE

This document provides policies and procedures for annual reviews of lecturers and for promotion requirements for Senior and Principal Lecturers in accordance with **Section B: Academic Freedom and Tenure**, 2.3.2, 3.4.2, and 4.10.

POLICY STATEMENT

A. Lecturers, Senior Lecturers, and Principal Lecturers

Faculty may be appointed to the position of Lecturer I, II, or III. These appointments are for professionals with appropriate academic qualifications, who are demonstrably competent in the relevant areas of their disciplines. While not eligible for tenure, lecturers in each numerical class may hold the rank of Lecturer, Senior Lecturer, or Principal Lecturer.

1. Lecturer

Most newly hired lecturers are hired as either Lecturer I, II or III unless the department determines that they qualify as a Senior Lecturer or Principal Lecturer based on experience teaching at another college or university as described in sections **2.** and **3.** below. In such cases the designation of the newly hired lecturer will be Senior Lecturer I, II, or III; or Principal Lecturer I, II, or III.

2. Senior Lecturer

(a) Lecturers with at least five years of continuous service to the University at 0.5 FTE or greater who have demonstrated professional excellence and shown a conscientious interest in improving their professional skills.

(b) Appointment at, or promotion to, the rank of Senior Lecturer represents a judgment on the part of the department, School or College, and University that the individual has made and will continue to make sound contributions in their professional areas. The

appointment should be made only after careful investigation of the candidate's professional and leadership accomplishments and promise.

3. Principal Lecturer

(a) Senior Lecturers with at least eleven years of continuous service to the University at 0.5 FTE or greater who have sustained consistently high standards in their professional contributions, consistently demonstrated their wider service to the University community and its mission, and shown a conscientious interest in improving their professional skills. It is expected that Principal Lecturers will continue to develop and mature with regard to their professional activities and leadership within the University.

(b) Appointment at, or promotion to, the rank of Principal Lecturer represents a judgment on the part of the department, School or College, and University that the individual has attained and will continue to sustain an overall profile of professional excellence and engagement in the wider profession. The appointment should be made only after careful investigation of the candidate's professional and leadership accomplishments and promise.

B. Term Appointments and Performance Reviews

1. Annual Performance Reviews of Lecturers. All Lecturers will have annual performance reviews, which should be conducted according to **Section B: Academic Freedom and Tenure, 4.0** of the UNM Faculty Handbook and as specified in this document, as appropriately modified by each School, College, Department or equivalent to conform with each unit's standard faculty review processes and to reflect each unit's specific requirements for continuation and promotion of Lecturers. The annual review in the first year must be conducted in the spring, in time for the Chair to provide written notice to the Lecturer no later than March 31 whether the Lecturer's contract will be renewed. In the second and subsequent years, the review must be conducted in the fall, in time for the Chair to provide written notice to the Lecturer no later than December 15. The Department Chair's written notice to the Lecturer will be copied to the Dean for inclusion in the Lecturer's personnel file.

If any performance review of a Lecturer on a one-year appointment produces a negative evaluation, the Chair may exercise the University's discretion not to renew the Lecturer's contract. Alternatively, the Chair may provide the Lecturer a written description of the areas in which the Lecturer must improve if she or he is to continue as a member of the faculty. The Chair and the Lecturer must both sign this document. The Lecturer may then be issued a one year contract, with the understanding that if concerns are not adequately addressed, this contract will not be renewed.

2. Term appointments. Lecturers serve on one-year renewable term appointments. Senior Lecturers serve on renewable two-year term appointments, and Principal

Lecturers serve on renewable three-year term appointments. In addition, Lecturers who have completed at least three academic years of continuous service are eligible for renewable two-year term appointments. One-, two- and three-year term appointments are renewable at the discretion of the University. In the first contract year, written notice of renewal or non-renewal will be given to the Lecturer no later than March 31. In the second and subsequent contract years, notice of the status of the term appointment will be given no later than December 15. Those Lecturers who serve on two- or three-year term appointments will be provided written notice of the status of their appointments by December 15 of the final year of the term appointment.

Lecturers on two- or three-year term appointments will have annual performance reviews every fall. A negative review in the first year of a two- or three-year term appointment – or in the second year of a three-year term appointment - will result in a written remedial plan with specific requirements. A negative review in the second year of the two-year term appointment - or in the third year of a three-year term appointment - may result in a decision not to renew the appointment. Written notice of this decision must be given to the Lecturer no later than December 15.

3. Year Three Review of Continuing Lecturers: During the fall semester of a Lecturer's third year of service the Lecturer will be approximately half way to the earliest point at which he or she might seek promotion; after three years a Lecturer will also be eligible for a two-year term appointment. Consequently, to assess the Lecturer's progress at this time as well as the appropriateness of a two-year term appointment, the annual performance review will include an assessment based on these two issues. If the Lecturer receives a positive rating he or she can expect to retain the title of Lecturer (I, II, or III), with the assurance that promotion expectations are being met, and that the prospects for promotion are favorable. The Lecturer will continue to be eligible for renewable one-year appointments. If the Lecturer's performance has been evaluated as outstanding, the Lecturer may be offered a two-year term appointment that would start at the beginning of the next contract year. If the Lecturer receives a negative evaluation, the Chair may exercise the University's discretion not to renew the Lecturer's contract. Alternatively, the Chair may provide the Lecturer a written description of the areas in which the Lecturer must improve to continue as a member of the faculty. Both the Lecturer and the Chair must sign this document, which will be copied to the Dean. The Lecturer may then be issued a one-year contract, with the understanding that if concerns are not adequately addressed, this contract may subsequently not be renewed.

4. Promotion to Senior Lecturer. Upon completion of at least five years of service, a Lecturer will be eligible to apply for promotion to Senior Lecturer. The Lecturer interested in seeking promotion will generate a Promotion Package, the contents of which will be determined by each School or College, or equivalent. Materials

appropriate for such a package might include, but are not limited to, an updated CV, teaching evaluations by students, letters of support from other faculty members, reports from teaching observations by peers, professional recertification (if appropriate), other evidence of professional development, and a personal statement.

Each School or College or equivalent will determine how the Lecturer's promotion package is to be evaluated. The process should be similar to the process used to evaluate tenure-track and clinician educator (CE) faculty promotions, and should include input from departmental faculty members, including other Lecturers, the Department Chair, and the School or College Dean, who may use an ad-hoc advisory committee. The Department Chair's recommendation will be forwarded to the Dean. The Dean's recommendation will be forwarded to the Provost or Chancellor for Health Sciences. The Provost or Chancellor makes the final decision on promotion. The Provost/Chancellor's decision will be communicated in writing to the Lecturer, the Dean, and the Department Chair. If the promotion is approved, the Lecturer may expect the following.

- Promotion to Senior Lecturer.
- A renewable two-year term appointment.
- A salary increase that is consistent with the policies and practices of the College or School, and the Department.

Years of service at other institutions of higher learning may be used to meet the years needed to apply for promotion, at the discretion of the Department Chair and/or Associate Chair.

5. Promotion to Principal Lecturer. Upon the completion of a minimum of eleven years of service, a Senior Lecturer will be eligible to apply for promotion to Principal Lecturer, following the procedures described above for promotion to Senior Lecturer. If the promotion is approved, the Lecturer may expect the following:

- Promotion to Principal Lecturer.
- A renewable three-year term appointment.
- A salary increase that is consistent with the policies and practices of the HSC, the College or School, and the Department.
- The opportunity to apply for a one-semester of academic leave (See [Policy C250](#)) with pay to pursue other academic and/or professional opportunity activities. A Principal Lecturer will subsequently be eligible to apply for such leave every six years.

C. Denial of Promotion. In the event of a negative promotion decision (either from "Lecturer" to "Senior Lecturer" or from "Senior Lecturer" to "Principal Lecturer") the Lecturer will retain his or her former title and benefits, including – if applicable – eligibility for a two-year term appointment. After a two year period, the Lecturer may reapply for promotion.

D. Appeals: A Lecturer may appeal certain decisions not to renew his or her appointment. Non-renewal decisions made at the following time points are at the University's discretion:

- By the appropriate notice date for a Lecturer on a one-year appointment;
- By the appropriate notice date in the final appointment year of a Lecturer on a two- or three-year term appointment.

Because non-renewal decisions made at these times are at the University's discretion, such decisions can only be appealed on the basis that they violated laws, statutes, governmental regulations, or UNM policies. The Lecturer has the burden of proof.

Non-renewal or non-continuation decisions made at times other than those at which continuation or renewal is discretionary to the University may be appealed (see **Section B: Academic Freedom and Tenure**, 5.4 and 6.2 of the Faculty Handbook). These times are:

- During a contract period, if an immediate termination is imposed;
- At the end of an annual contract that does not coincide with the end of a two- or three-year term appointment.

A Lecturer may appeal an unfavorable promotion decision by the Provost or Chancellor for Health Sciences, as delineated in **Section B: Academic Freedom and Tenure**, 6.2 the Faculty Handbook.

APPLICABILITY

All UNM academic faculty and administrators, including the Health Sciences Center and Branch Campuses.

DEFINITIONS

No specific definitions are required for this Policy

Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy and Operations Committee in consultation with the responsible Faculty Senate Committee listed in Policy Heading.

WHO SHOULD READ THIS POLICY

- Board of Regents
- Faculty
- Academic staff
- Academic deans and other executives, department chairs, directors, and managers

RELATED DOCUMENTS

CONTACTS

Direct any questions about this Policy to the Office of the Provost or the Office of the Chancellor for HSC.

PROCEDURES

Ad Hoc Transition Process Used for Current Lecturers—Expires June 30, 2014.

The following implementation procedures are designed as a one-time transition and apply only to Lecturers employed by UNM on the date this Procedures Document is approved and to decisions made prior to June 30, 2014. For all new hires, the promotion path will start at year one unless credit for service elsewhere has been applied (section **B.4.** above).

The University currently employs Lecturers who have been with their departments for varying years of service. Lecturers who have taught at institutions of higher education other than UNM may use these years of service (at the discretion of their Department Chair) to qualify for ad hoc advancement.

All existing Lecturers should initially be assigned the rank of "Lecturer" (I, II, or III). For those Lecturers who have served in their departments for five years or more, a one-time ad hoc decision for promotion to "Senior Lecturer (I, II, or III)" status can be made by the Provost or Chancellor upon the recommendation of the Department Chair and Dean, based solely upon the individual's current employment file. If approved, the benefits detailed in Section **4.** above will be applied to the Lecturer. Likewise, if a Lecturer has been employed by their department for 11 years or more, a one-time ad hoc decision for promotion to "Principal Lecturer (I, II, or III)" status can be made by the Provost or Chancellor upon the recommendation of the Department Chair and Dean, based solely upon that individual's current employment file. If approved, the benefits detailed in Section **5.** above will be applied to the Lecturer.

HISTORY

DRAFT HISTORY

October 10, 2013—Policy draft approved by the Policy Committee; awaiting Faculty Senate approval.

September 17, 2013—Draft revised for Policy Committee Changes, awaiting Faculty Senate approval.

September 9, 2013 --Draft of revised policy awaiting approval of Policy Committee and Faculty Senate.

COMMENTS TO: handbook@unm.edu	FACULTY HANDBOOK HOME	TABLE OF CONTENTS	TABLE OF POLICIES	UNM HOME
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