The University of New Mexico Faculty Senate

Meeting Agenda
January 27, 2015
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 November 11, 2014 Special ROM Meeting Summarized Notes	**Action**
	3. Acceptance of the November 25, 2014 Faculty Senate Meeting Summarized Minutes	**Action**
3:05	4. Posthumous Degree Request for Briana Hillard	**Action:** Florenco Olguin
3:10	5. Posthumous Degree Request for Matthew Grant	**Action:** Lisa Lindquist
3:15	6. Faculty Senate President's Report	**Information**: Pamela Pyle
3:25	7. Provost's Report	**Information:** Chaouki Abdallah

CONSENT AGENDA TOPICS

3:45	8. 2014-2015 Faculty Senate Committee Appointments	**Action:** Stefan Posse
	9. Forms C	**Action:** Stefan Posse

UG A.A. Early Childhood Multicultural Education Revision
UG Honors College Designation Revision
UG B.A. Interdisciplinary Liberal Arts Revision
UG Interdisciplinary Studies Minor Name Change
Grad M.S. Physics with a concentration in Asrophysics New
Grad Ph.D. Physics with a concentraion in Astrphysics New
UG Early Childhood Multicultural Education Certificate (VA) Revision
UG B.S. Mechanical Engineering Revision
UG B.S. Computer Science Revision
UG B.S. Enviromental Science Revision
UG B.S. Science in Computer Engineering Revision
UG B.S. Science in Electrical Engineering Revision
UG A.S. Nursing (TA) Revision
UG B.S. Mechanical Engineering Nanoscience & Nanotechnology Concentration New
Grad M.A. Special Education - Learning and Behavioral Exceptionalities Revision
UG B.A. Dance Revision
Grad Ph.D. Educational Linguistics Revision
Grad M.S. Architecture
UG A.A. Criminal Justice (TA)
UG B.S.Ed. Special Ed/Elementary Ed Dual License Program

AGENDA TOPICS

3:50	10. Request to add Mechanical Engineering ME217 to UNM Core	**Action:** School of Engineering Deans Office Representative
4:00	11. Fiscal Year 2016 Budget Development Update	**Information:** Andrew Cullen
4:20	12. Innovation Academy	**Information:** Carol Parker
4:40	13. Trip to Santa Fe Sponsored by the HSC Council: Faculty Education of Legislators on UNM Day, February 9, 2015	**Information:** Lee Brown
4:45	14. Legislative Update	**Discussion:** Connie Beimer
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 NOTES

2014-2015 FACULTY SENATE
Special Discussion on Results Oriented Management
November 11, 2014

The Faculty Senate meeting for, November 11 began at 3:00 p.m. in the Roberts Room of Scholes Hall. Faculty Senate President Pamela Pyle led the discussion.

ATTENDANCE

Guests Present: Joy Griffin-College of Education; Gloria Carol-College of Education

1. **Faculty Senate President's Report and Purpose of the Special Meeting.**

   Faculty Senate President Pamela Pyle opened the meeting reviewing the agenda topics for the meeting; Results Oriented Management, Quality Metrics at the University and the plan for Pre-65 being added back to the pool.

2. **Results Oriented Management and Quality Metrics**

   Faculty Senate President Pamela Pyle discussed Results Oriented Management and Quality Metrics.

   In the article, "Great Job Great Lives", states Provost Abdallah's theory from Purdu University. UNM Gallup held a survey that asked what makes someone happy in their life, in their workplace and when are the mostly engaged? In the survey results it was found that people are engaged when they have a mentor to encourage them to accomplish their goals and dreams. It was also found that those engaged had at least one professor in college who was excited about learning and cared for students as a person. These questions are an example of a metric. In the article lists six categories. Faculty Senate President Pamela Pyle wants to know what metric should be used to find out how to prove faculty are good mentors. She suggested for faculty to have their students self-report regarding their teachings.

   Faculty Senate President Pamela Pyle would like to present to Provost Abdallah at the next Faculty Senate meeting the metrics faculty believe in. If metrics are not suggested by the faculty it is believed that some kind of metrics will be imposed on faculty.

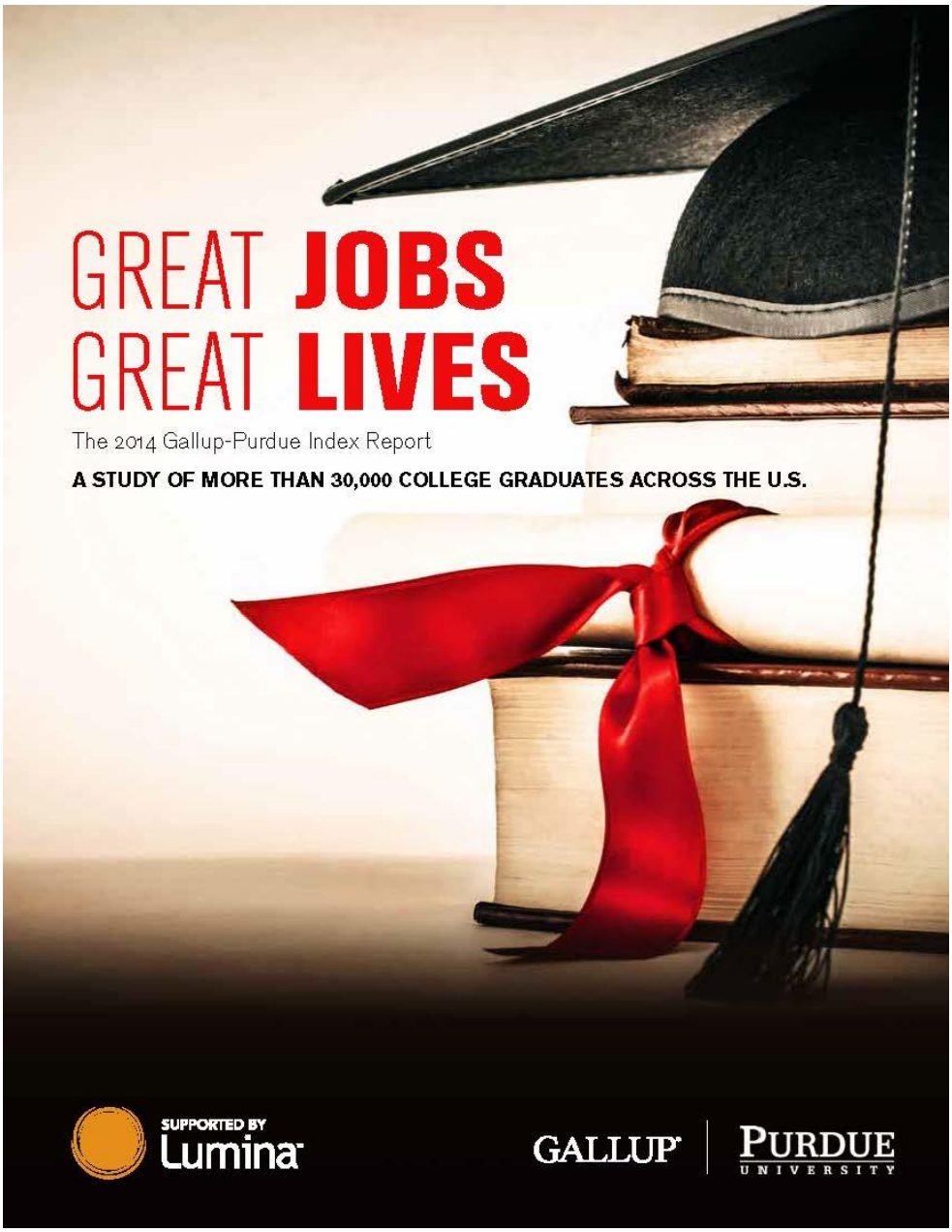
   Faculty voiced that some of their departments have proposed Quality Metrics when other departments weren't aware of such metrics to do so. Faculty Senate President Pamela Pyle assigned a task to faculty to communicate to their Chair's requesting Quality Metrics in their departments.

   Faculty's ideas:
   - Department head Chairs contacts Peer Institutions on their Quality Metrics.
   - How to come up with metrics that define each faculty or a researcher within their college department and/ or a faculty that provides service.

- Form two Taskforce: Humanities and dealing with the six measures. HSC will not have similar metrics, they hold their own metrics.
- There are 7 Task Force working on different metrics. Faculty Senator Feroza Jussawalla and another faculty member will serve on a Task Force.

Faculty Senate President Pamela Pyle requested faculty to email her if they are interested in serving on a task force with her within the next 24 hours.

Provost Abdallah requested metrics that are not going to require a lot of time or a lot of effort to gather, they need to be measurable and that mean something. He would like to see unique metric ideas given. The State is already working on the basic metrics.



If you are a college or university leader who would like to learn more about Gallup's work with institutions of higher education, please contact education@gallup.com.

INTRODUCTION

For years, the value of a college degree has been determined not by the most important outcomes of a college education, but by the easiest outcomes to measure, namely, job and graduate school placement rates and alumni salaries (usually only from their first job out of college). While these metrics have some merit, they do not provide a holistic view of college graduates' lives. These outcomes do not reflect the missions of higher education institutions, and they do not reflect the myriad reasons why students go to college.

Responding to the call for increased accountability among higher education institutions, Gallup and Purdue University focused their research efforts on outcomes that provide insight into the common and essential aspirations for college graduates, no matter what type of institution they attend. Together, Gallup and Purdue created an index that examines the long-term success of graduates as they pursue a good job and a better life. This index provides insight into the relationship between the college experience and whether college graduates have great jobs and great lives.

WORKPLACE ENGAGEMENT

Gallup's expertise on engagement in the workplace is rooted in more than 30 years of research on the 12 elements that best predict employee and workgroup performance.[1] Engagement is more than job satisfaction. It involves employees being intellectually and emotionally connected with their organizations and work teams because they are able to do what they're best at, they like what they do at work, and they have someone who cares about their development at work.

Gallup's employee engagement index, based on responses to the 12 elements, categorizes workers as engaged, not engaged, or actively disengaged. People who are engaged at work are involved in and enthusiastic about their work. They are loyal and productive. Those who are not engaged may be productive and satisfied with their workplaces, but they are not intellectually and emotionally connected to them. Workers who are actively disengaged are physically present but intellectually and emotionally disconnected from their work and workplace. They are unhappy with their work, share their unhappiness with their colleagues, and are likely to jeopardize the performance of their teams.

Gallup studies show that worldwide, having a good job is one of the most important factors in life — because it occupies an enormous amount of people's time and their self-identity.[2] In the U.S., Americans enroll in higher education institutions to prepare themselves to attain that "good" job.[3] Additional recent Gallup research shows that only 30% of Americans are engaged in their jobs, meaning that the U.S. workplace is missing staggering amounts

1 *The Relationship Between Engagement at Work and Organizational Outcomes: Q¹² Meta-Analysis*

2 See *State of the American Workplace: Employee Insights for U.S. Business Leaders*, published 2013. Available online at http://www.gallup.com/strategicconsulting/163007/state-american-workplace.aspx.

3 Cooperative Institutional Research Program (CIRP) surveys

of economic benefit that comes from workforces that are more engaged. If higher education does not lead graduates to an engaging job, then it has fallen down on a central expectation of students and their families who support them through college.

WELL-BEING

Well-being is the combination of all the things that are important to each individual — it is how people think about and experience their lives. A common misconception is to confine well-being to just some areas — to believe that well-being is only about being happy or wealthy, or to make it synonymous with physical health. Rather, it is about the interaction and interdependency between many aspects of life such as finding fulfillment in daily work and interactions, having strong social relationships and access to the resources people need, feeling financially secure, being physically healthy, and taking part in a true community.

Understanding the need for a metric for institutions to measure well-being and monitor its improvement, Gallup and Healthways have developed the Gallup-Healthways Well-Being 5 View. This survey is based on findings from the Gallup-Healthways Well-Being Index and years of joint research.[4] The Well-Being 5 View asks 10 questions to gauge well-being in five elements:

Purpose Well-Being: Liking what you do each day and being motivated to achieve your goals

Social Well-Being: Having strong and supportive relationships and love in your life

Financial Well-Being: Effectively managing your economic life to reduce stress and increase security

Community Well-Being: The sense of engagement you have with the areas where you live, liking where you live, and feeling safe and having pride in your community

Physical Well-Being: Having good health and enough energy to get things done on a daily basis

Gallup categorizes people's well-being in each of the elements as "thriving," "struggling," and "suffering," based on their responses. Those who are thriving are strong, consistent, and progressing, while those who are struggling are moderate or inconsistent. Those who are suffering are at high risk.

Because each of the elements of well-being is additive, an individual who is thriving in two elements should have a cumulative advantage over someone who is thriving in just one. Someone thriving in three of the five areas should have an even greater advantage, and so on.[5] For example, with some employers, Gallup has seen the annual health-related costs decrease incrementally according to how many well-being elements employees are thriving in. Thriving in all five areas is the pinnacle of well-being where individuals see the greatest advantage.

Previous Gallup research indicates that as of 2013, 29% of people in the U.S. are not thriving in any of these elements.[6] Understanding how people think about and experience their lives is one of the first steps in determining the appropriate interventions that organizations, communities, and higher education need to take to solve their biggest challenges. This research has the ability to provide colleges and universities with insight on how to improve the lives of current undergraduates in these key areas, which are within their control. While there is no one way to achieve high well-being, except through work and accountability — institutions can help provide their students with goals that are ultimately more fulfilling than income alone.

4 http://www.gallup.com/poll/128186/Gallup-Healthways-Index-work.aspx

5 Rath, T. & Harter, J. (2011). The Economics of wellbeing. Available online at http://www.gallup.com/strategicconsulting/126908/Economics-Wellbeing.aspx

6 Study of 21,556 Gallup U.S. Panel Members (Weighted to U.S. Census Statistics), December 2013.

ALUMNI ATTACHMENT

Gallup's research across hundreds of organizations in many industries shows that fully engaged customers buy more, stay with you longer, and are more profitable than average customers — in good economic times and in bad. The Gallup-Purdue Index measures graduates' current emotional attachment to their alma mater by adapting Gallup's research on customer engagement to assess graduates' perceptions of their colleges both in retrospect to their undergraduate experiences and their views as current alumni.

Because students spend a significant amount of resources preparing for life outside of college, it is crucial to gauge whether the experiences they had in college have promoted a well-lived life. This includes if they perceive that the college was a great fit for them, having professors who cared and made learning exciting, and, most importantly, feeling that their school prepared them well for life outside of college. The Gallup-Purdue Index will uncover which college experiences and perceptions are related to greater gains in the workplace and in well-being.

EXECUTIVE SUMMARY

When thinking about the ultimate outcome of a college degree, there is almost universal agreement about the value people seek and expect: to increase the probability of getting a good job and having a better life. Yet, there is not a single college or university in the U.S. that has rigorously researched and measured whether their graduates have "great jobs" and "great lives."

Findings from the inaugural administration of the Gallup-Purdue Index — which includes interviews with more than 30,000 U.S. graduates — yield important insights for colleges, educators, employers, and students on the factors that contribute to these outcomes for college graduates.

Chief among these is that where graduates went to college — public or private, small or large, very selective or not selective — hardly matters at all to their current well-being and their work lives in comparison to their experiences in college. For example, if graduates had a professor who cared about them as a person, made them excited about learning, and encouraged them to pursue their dreams, their odds of being engaged at work more than doubled, as did their odds of thriving in their well-being. And if graduates had an internship or job where they were able to apply what they were learning in the classroom, were actively involved in extracurricular activities and organizations, and worked on projects that took a semester or more to complete, their odds of being engaged at work doubled also. Feeling supported and having deep learning experiences means everything when it comes to long-term outcomes for college graduates.

That these six elements of the college experience are so strongly related to graduates' lives and careers is almost hard to fathom. When it comes to finding the secret to success, it's not "where you go," it's "how you do it" that makes all the difference in higher education. Yet few college graduates achieve the winning combination. Only 14% of graduates strongly agree they were supported by professors who cared, made them excited about learning, and encouraged their dreams. Further, just 6% of graduates strongly agree they had a meaningful internship or job, worked on a long-term project, and were actively involved in extra-curricular activities. Those who strongly agree to having all six of these experiences during their college time are rare — only 3%.

The implications are broad. When a student is trying to decide between an elite Ivy League school, a large public university, or a small private college, what should he or she consider to help make the decision? When an employer is evaluating two recent graduates from different backgrounds and institutions, which educational background should distinguish one applicant over the other, and why? When colleges and universities are setting internal strategy, designing new programs and curricula, deciding what performance measures faculty should be compensated for, and attracting future students, what are they to do?

The answers to these questions are not simple enough to answer in one paragraph or one report. The data presented in this report suggest, however, that the answers lie in thinking about things that are more lasting than selectivity of an institution or any of the traditional measures of college. Instead, the answers may lie in *what* students are doing in college and *how* they are experiencing it. Those elements — more than any others — have a profound relationship to a person's life and career. Yet they are being achieved by too few. It should be a national imperative — owned by higher education institutions, students, parents, businesses, non-profits, and government alike, to change this.

SOME OF GALLUP'S MOST IMPORTANT FINDINGS INCLUDE:

WORKPLACE ENGAGEMENT – GREAT JOBS

- Thirty-nine percent of college graduates are engaged at work.
- There is no distinction between graduates of public versus private colleges on employee engagement, but there is a substantial difference between graduates of for-profit institutions and the rest.
- There were no differences in employee engagement by race or ethnicity, or by whether the graduate had been the first in the family to attend college.
- As many graduates from the Top 100 *U.S. News & World Report* schools are engaged in their work as graduates from other institutions.
- If an employed graduate had a professor who cared about them as a person, one who made them excited about learning, *and* had a mentor who encouraged them to pursue their dreams, the graduate's odds of being engaged at work more than doubled. Only 14% of graduates have had all three.
- If employed graduates feel their college prepared them well for life outside of it, the odds that they are engaged at work increase nearly three times.

WELL-BEING – GREAT LIVES

- Fifty-four percent are thriving in purpose well-being; 49% are thriving in social well-being, 47% in community well-being, 42% in financial well-being, and 35% in physical well-being.
- Only 11% of college graduates are thriving — strong, consistent, and progressing — in all five elements of well-being. More than one in six graduates are not thriving in any of the elements.
- If college graduates are engaged at work, the odds are nearly five times higher that they will be thriving in all five elements of well-being. The odds of thriving in all areas of well-being more than double for college graduates when they feel their college prepared them well for life outside of it.
- There is no distinction between graduates of public versus private colleges on well-being. However, there is a big difference on well-being for graduates of for-profit colleges.
- As many graduates from the Top 100-ranked schools in *U.S. News & World Report* are thriving in all elements of well-being as graduates from all other institutions.
- Higher well-being is related to graduates' experiences. Graduates who felt "supported" during college (that professors cared, professors made them excited about learning, and had a mentor) are nearly three times as likely to be thriving than those who didn't feel supported.
- The higher the amount of school loans that graduates took out for their undergraduate education, the worse off their well-being is. Fourteen percent of graduates who did not take out any loans are thriving in their well-being, compared with 4% of graduates with $20,000 to $40,000 in loans — the current average loan debt.

ALUMNI ATTACHMENT TO ALMA MATER

- Graduates who felt "supported" during their time in college are six times more likely to be emotionally attached to their alma mater.
- Overall, only 29% of college graduates "strongly agree" that college prepared them well for life outside of college, but agreement raises the odds of graduates' attachment nearly nine times.
- Twenty-nine percent of graduates who are attached to their alma mater are thriving in well-being, versus 4% who are actively unattached to their colleges.

GALLUP-PURDUE INDEX

WORKPLACE ENGAGEMENT

Illustrating the importance of a college degree in today's job market, Gallup Daily tracking surveys in 2013 show that nearly twice as many college-educated adults in the U.S. are employed full time for an employer (58%) as those with no more than a high school degree (34%). And illustrating the difference that these "good jobs" can make in Americans' daily existence, those who are employed for an employer are more likely to be positive about their lives — particularly when they think about the future. When asked to rate what they think their lives will be like in five years, Americans who are employed for an employer give their lives an average rating of 8.0 on a 10-point scale, where 10 is the best possible life[7]. Those who are not employed for an employer give their future lives an average rating of 7.4.

Consistent with findings among the larger U.S. population, the majority of graduates (57%) surveyed in the Gallup-Purdue Index study are employed full time for an employer. This group includes nearly two-thirds (65%) of recent graduates who received their degrees between 2010 and 2014. Graduates who obtained their degrees after 1980 are the most likely to be working full time, while full-time employment drops precipitously among graduates who received their degrees earlier — placing them near or older than the typical retirement age.

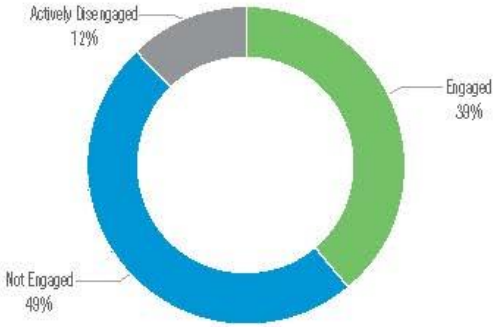
More male graduates than female graduates are employed full time for an employer (63% vs. 52%) — in step with the gender patterns that Gallup sees in its measures of employment in the U.S. and worldwide.[8] More graduates who majored in science (63%) or business (61%) are working full time than those who majored in the social sciences (53%) or the arts and humanities (52%).

NEARLY FOUR IN 10 EMPLOYED COLLEGE GRADUATES ARE ENGAGED AT WORK

But simply having a job isn't enough. Gallup studies show that workplace engagement and people's well-being are closely associated and that an engaging workplace increases the odds of higher well-being, regardless of policy or incentive.[9]

Overall, the Gallup-Purdue Index shows that 39% of college graduates who are employed full time for an employer (excluding the self-employed) are engaged in the workplace, the plurality (49%) are not engaged, and 12% are actively disengaged. While the Gallup-Purdue study did not include non-college graduates, a separate Gallup Daily tracking study shows that 30% of Americans overall are engaged and that engagement tends to be higher among those with less than a college degree. However, direct comparisons between the studies should be avoided because of methodological differences.[10]

ENGAGEMENT IN THE WORKPLACE
Among graduates who are employed full time for an employer



7 Based on the Cantril Self-Anchoring Striving Scale.

8 Clifton, J. & Maslar, J. (2011) Good jobs: the new global standard. Available online at http://www.gallup.com/poll/116431/Research-Reports.aspx

9 See *State of the American Workplace: Employee Insights for U.S. Business Leaders*, published 2013. Available online at http://www.gallup.com/strategicconsulting/163007/state-american-workplace.aspx.

10 Ibid.

EMPLOYMENT STATUS OF U.S. COLLEGE GRADUATES
By decade of graduation

	ALL	<1949	1950-59	1960-69	1970-79	1980-89	1990-99	2000-09	2010-14
Employed Full Time (Employer)	57%	-	3%	11%	39%	61%	69%	75%	65%
Employed Full Time (Self)	5%	7%	4%	5%	7%	7%	6%	4%	2%
Employed Part Time, Do Not Want Full Time	11%	19%	20%	22%	17%	11%	10%	7%	7%
Unemployed	3%	-	-	1%	3%	2%	2%	3%	6%
Employed Part Time, Want Full Time	5%	-	1%	3%	4%	5%	4%	4%	11%
Not in Work Force	18%	74%	72%	58%	30%	14%	10%	8%	9%

EMPLOYMENT STATUS OF U.S. COLLEGE GRADUATES
By gender and major

	ALL	MEN	WOMEN	SCIENCE MAJOR	SOCIAL SCIENCES MAJOR	BUSINESS MAJOR	ARTS & HUMANITIES MAJOR	OTHER
Employed Full Time (Employer)	57%	63%	52%	63%	53%	61%	52%	57%
Employed Full Time (Self)	5%	7%	4%	4%	4%	7%	6%	6%
Employed Part Time, Do Not Want Full Time	11%	8%	14%	10%	14%	9%	13%	11%
Unemployed	3%	3%	3%	2%	3%	3%	3%	3%
Employed Part Time, Want Full Time	5%	5%	6%	4%	4%	4%	7%	6%
Not in Work Force	18%	15%	22%	17%	23%	16%	19%	18%

Slightly more employed female college graduates, despite the gender equality issues they face in the workplace (including lower pay), than employed male graduates are engaged at work (42% vs. 36%). This is consistent with the gender patterns that Gallup has found in its previous national studies of the American workplace over the years and in its own client employee engagement database.[11]

There were no differences in employee engagement by race or ethnicity, or by whether the graduate had been the first in the family to attend college.

COLLEGE PREPARATION FOR LIFE OUTSIDE OF COLLEGE DRIVES WORKPLACE ENGAGEMENT

If employed graduates feel their college prepared them well for life outside of it, the odds that they are engaged at work rise nearly three times. Experiences in college that contribute to feeling prepared for life after college, such as internships or jobs where students are able to apply what they are learning in the classroom, active involvement in extracurricular activities and organizations, and working on a project that took a semester or more to complete are part of this preparation.

Employed graduates are more likely to be engaged in the workplace if they had any of these experiences individually, but if they took part in all three, their odds of engagement more than doubled. Fifty-nine percent of graduates who experienced all three are engaged at work, compared with 30% of those who did not have any of these experiences.

Only 6% of all college graduates strongly agree that they experienced all three, with roughly one-third strongly agreeing they worked on a long-term project (32%), and fewer than three in 10 strongly agreeing they had an internship or job (29%) or were actively involved in extracurricular activities (20%).

The support that graduates recall receiving from the institution as students, and whether graduates feel that their institutions were passionate about their long-term success, are important well after college.

If an employed graduate recalls having a professor who cared about them as a person, one who made them excited about learning, *and* having a mentor who encouraged them to pursue their dreams, the graduate's odds of being engaged at work more than double. Fifty-seven percent of graduates who recalled receiving support in all three are engaged at work, compared with 25% who did not receive this support.

11 See *State of the American Workplace: Employee Insights for U.S. Business Leaders*, published 2013. Available online at http://www.gallup.com/strategicconsulting/163007/state-american-workplace.aspx.

The odds of being engaged at work are:

2.6x Higher if … [College] prepared me well for life outside of college.

2.4x Higher if … [College] passionate about the long-term success of its students.

2.2x Higher if … I had a mentor who encouraged me to pursue my goals and dreams.

1.9x Higher if … My professors at [College] cared about me as a person.

2.0x Higher if … I had at least one professor at [College] who made me excited about learning.

2.3x **Higher if … graduates experience all three**

2.0x Higher if … I had an internship or job that allowed me to apply what I was learning in the classroom.

1.8x Higher if … I worked on a project that took a semester or more to complete.

1.8x Higher if … I was extremely active in extracurricular activities and organizations while attending [College].

2.4x **Higher if … graduates experience all three**

Only 14% of all college graduates strongly agree that they had support in all three areas. College graduates are most likely to strongly agree that they had a professor who excited them about learning (63%), while 27% strongly agree that they had a professor who cared about them personally, and 22% strongly agree that they had a mentor who encouraged them.

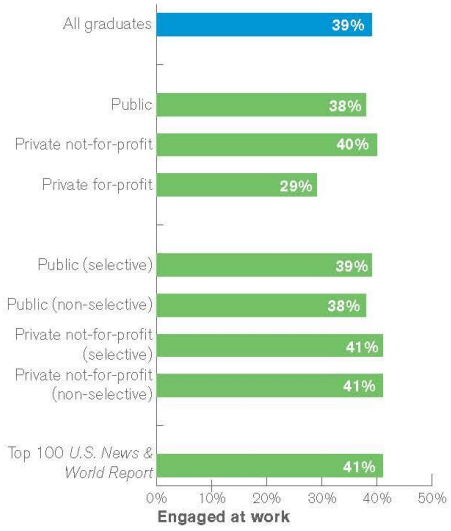
Unfortunately, those who strongly agree to having experienced all six elements of support and experiential and deep learning during their college time are rare: just 3% of all college graduates. This suggests that colleges can give students the knowledge and experiences that help make them engagement-ready and savvy enough to identify and seek out workplaces that foster engagement.

THE UNDERGRADUATE EXPERIENCE: SUPPORT AND EXPERIENTIAL AND DEEP LEARNING	% STRONGLY AGREE
I had at least one professor at [College] who made me excited about learning.	63%
My professors at [College] cared about me as a person.	27%
I had a mentor who encouraged me to pursue my goals and dreams.	22%
All three	**14%**
I worked on a project that took a semester or more to complete.	32%
I had an internship or job that allowed me to apply what I was learning in the classroom.	29%
I was extremely active in extracurricular activities and organizations while attending [College].	20%
All three	**6%**
All six	**3%**

INSTITUTIONAL CHARACTERISTICS: TYPE OF SCHOOL DOESN'T MATTER MUCH TO ENGAGEMENT

Similar percentages of employed graduates of not-for-profit private colleges and employed graduates of public colleges are engaged at work. Graduates of private, for-profit institutions, however, are considerably less likely to be engaged at work (29%) than are graduates of private, not-for-profit institutions (40%) or public institutions (38%).

ENGAGEMENT IN THE WORKPLACE
Among graduates who are employed full time for an employer



Other aspects of institutions such as the type of degrees they grant — bachelor's, master's, or doctorate — or the region where they are located in the U.S. do not make a difference in whether graduates are engaged in the workplace. Graduates of smaller schools, however, are less likely to be engaged in the workplace than graduates of larger schools with full-time undergraduate populations of 10,000 or more.

Being a graduate of a more selective college does not predict workplace engagement. As many graduates of institutions with selective admissions processes (based on the Carnegie Classification) are engaged at work as graduates of other schools. The percentage of graduates of the highly selective schools that make the *U.S. News & World Report* Top 100 list who are engaged at work (41%) is in line with the overall average (39%).

ADDITIONAL INSTITUTIONAL VARIABLES: ARTS, SOCIAL SCIENCES MAJORS MORE LIKELY TO BE ENGAGED

What graduates studied in school appears to contribute more to their likelihood of being engaged than where they studied it. Slightly more employed graduates who majored in the arts and humanities (41%) and social sciences (41%) are engaged at work than either science (38%) or business (37%) majors.

But the longer it takes graduates to get their degree, the lower their engagement. Four in 10 (40%) employed graduates who finished their degree in four or fewer years are engaged in the workplace, compared with about one-third (34%) of those who took five and a half or more years to graduate. Finishing school in four years actually doubles the odds of engagement for working graduates.

As many graduates of selective schools are engaged as graduates of other schools.

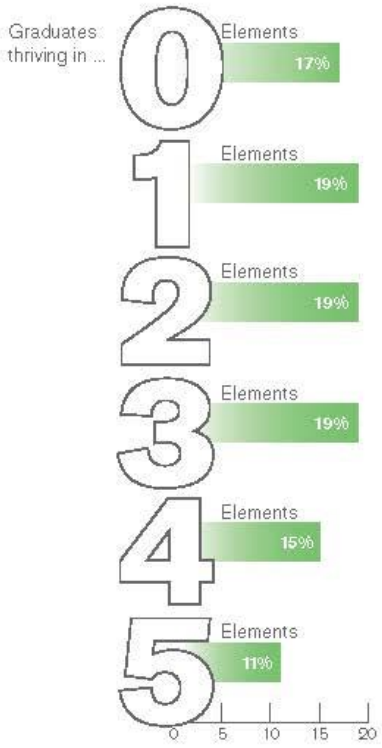
WELL-BEING

College graduates expect that a college education will lead to a better life. Gallup Daily tracking studies in the U.S. suggest that it does on a relative scale: People's evaluations of their current lives rise with education, with college graduates and those with post-graduate education giving their lives the highest ratings. The Gallup-Purdue Index finds nearly nine in 10 graduates say they are satisfied with their lives, and on average, rate their current lives a 7.4 on a 10-point scale, where 10 is the best possible life.[12]

The majority of the graduates surveyed are thriving — strong, consistent, and progressing — in one or more of the five interrelated elements of well-being, but on average, they are thriving in just two elements. In fact, only 11% of graduates are reaping the cumulative advantages of thriving in all five elements — in line with the relatively small percentages Gallup generally sees among the larger U.S. population in other research. More than one in six (17%) graduates are not thriving in any of the elements. Altogether, this suggests that many graduates are still waiting to experience that "great life."

This is particularly true of recent graduates — some of whom are likely still paying off their school loans and just starting their professional careers. Three percent of graduates who received their degrees in the past four years are thriving in all five elements. In contrast, well-being is higher across all five elements for older graduates. For instance, graduates who received their degrees in the 1950s and 1960s are much more likely to be thriving in all elements. As many as 26% of graduates who received their degrees in the 1960s are thriving in all elements. This highlights the important role that age plays in determining the relative influence of experiences on one's well-being.[13]

ON AVERAGE, COLLEGE GRADUATES THRIVING IN TWO ELEMENTS OF WELL-BEING



12 Based on the Cantril Self-Anchoring Striving Scale

13 Bhattacharjee, A., & Mogilner, C. (2014). "Happiness from Ordinary and Extraordinary Experiences," *Journal of Consumer Research*, 41 (June).

GRADUATES THRIVING IN ALL FIVE ELEMENTS
by decade of graduation

All	11%
<1959	24%
1960-69	26%
1970-79	16%
1980-89	11%
1990-99	9%
2000-09	6%
2010-14	3%

MAJORITY OF GRADUATES THRIVING IN PURPOSE WELL-BEING

More college graduates are thriving in purpose well-being than any other element of well-being. These graduates like what they do every day and get to learn or do something interesting on a daily basis, leading more than half of them (54%) to be thriving in this area. Other Gallup research shows that people with thriving purpose well-being are more than twice as likely to be thriving in their lives overall.

Fewer college graduates are doing as well in the element of social well-being. Still, the positive energy and encouragement that graduates feel they get from their friends and family lead nearly half of them (49%) to be thriving in this area. A similar percentage of graduates (47%) like living in their communities and are engaged enough to be thriving in community well-being.

Slightly more than four in 10 graduates (42%) are thriving in the element that is more traditionally associated with their long-term success — financial well-being. Still, those graduates who are thriving in financial well-being feel financially secure and do not regularly worry about money.

Fewer college graduates are thriving in physical well-being than in any other element, with about one in three (35%) strongly agreeing that their physical health is near-perfect and that they felt active and productive every day during the past week.

WORKPLACES AND INSTITUTIONS ARE KEY DRIVERS OF WELL-BEING

If employed graduates are engaged at work, the odds are nearly five times higher that they will be thriving in all five elements of well-being. Further, workplace engagement has a strong, positive relationship to each of the well-being elements individually.

When graduates are emotionally attached to their college or university — meaning that they strongly agree that their college or university was the perfect school for them and they can't imagine a world without it — they are twice as likely to be thriving in all elements of well-being.

The odds of thriving in all areas of well-being also more than double for college graduates when they agree that their college prepared them well for life outside of it, and the odds nearly double when they agree that their college was passionate about their long-term success.

54% **Purpose Well-Being**
I like what I do every day.
I learn or do something interesting every day.

42% **Financial Well-Being**
I have enough money to do everything I want to do.
In the last seven days, I have worried about money.

49% **Social Well-Being**
Someone in my life always encourages me to be healthy.
My friends and family give me positive energy every day.

47% **Community Well-Being**
The city or area where I live is a perfect place for me.
In the last 12 months, I have received recognition for helping to improve the city or area where I live.

35% **Physical Well-Being**
In the last seven days, I have felt active and productive every day.
My physical health is near-perfect.

Odds of thriving in all areas of well-being are:

4.6x Higher if … Engaged at work

2.5x Higher if … [College] prepared me well for life outside of college.

2.0x Higher if … Emotionally attached to school

1.9x Higher if … [College] passionate about the long-term success of its students.

1.7x Higher if … I had a mentor who encouraged me to pursue my goals and dreams.

1.5x Higher if … I had at least one professor at [College] who made me excited about learning.

1.7x Higher if … My professors at [College] cared about me as a person.

1.9x **Higher if … graduates experience all three**

1.5x Higher if … I had an internship or job that allowed me to apply what I was learning in the classroom.

1.1x Higher if … I worked on a project that took a semester or more to complete.

1.4x Higher if … I was extremely active in extracurricular activities and organizations while attending [College].

1.3x **Higher if … graduates experience all three**

WORKPLACE ENGAGEMENT INCREASES WITH THRIVING

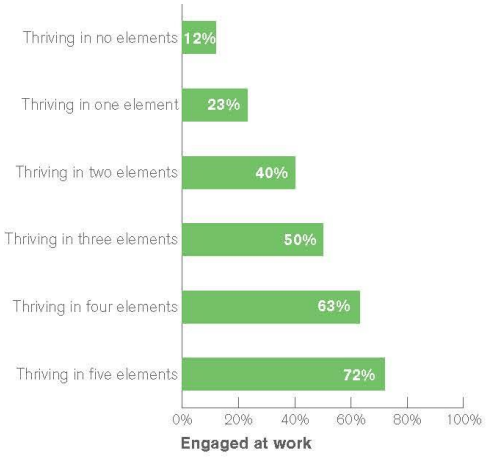
Workplace engagement also increases for graduates as the number of elements they are thriving in also increases. Only 12% of graduates who are thriving in none of the elements are engaged with their work. On the other hand, 72% of graduates who are thriving in all five elements are engaged with their work.

INSTITUTIONAL CHARACTERISTICS: SCHOOL TYPE NOT RELATED TO WELL-BEING

Although what they experience in college stays with graduates long after they leave it, the type of school that graduates received their degrees from is not related to thriving in all five areas of their well-being.

Similar percentages of graduates of not-for-profit private institutions and public institutions are thriving in all five elements of well-being. However, considerably fewer graduates of private, for-profit institutions have thriving well-being in all areas than are graduates of private, not-for-

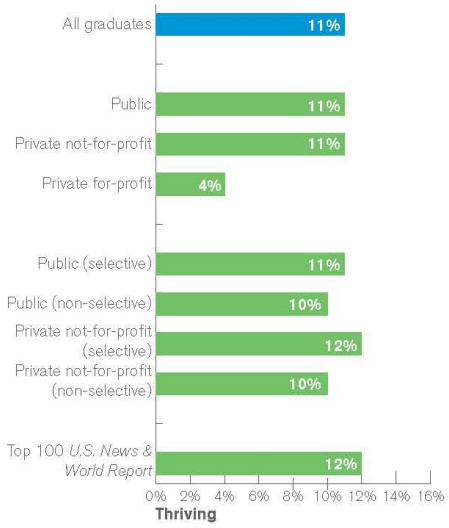
ENGAGEMENT AND WELL-BEING



profit institutions. Only 4% of graduates of private, for-profit institutions are thriving in all areas of well-being.

Other aspects of institutions, such as their size, the type of degrees they grant — baccalaureate, master's, or doctorate — or the region where they are located in the U.S., do not make a difference in whether graduates are thriving in all five elements of well-being. The percentage of graduates of more selective schools (based on the Carnegie Classification) who are thriving in all five elements is similar to the percentage of graduates of other schools. Twelve percent of graduates of *U.S. News & World Report* Top 100 schools are thriving — in line with the overall average (11%).

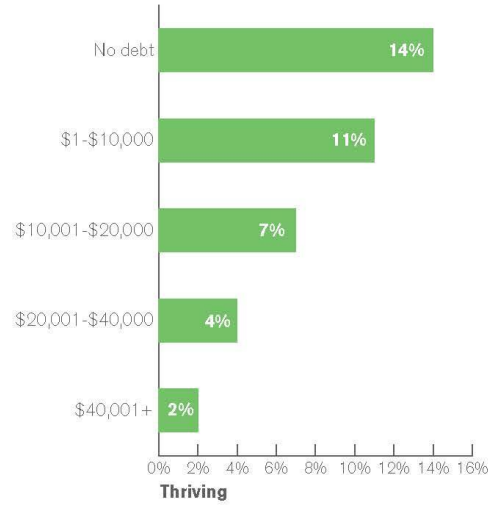
THRIVING WELL-BEING IN ALL FIVE ELEMENTS



ADDITIONAL INSTITUTIONAL VARIABLES: LOAN DEBT CAN CRIPPLE WELL-BEING

With average student loan debts topping $29,000 in 2012[14], many of today's graduates can expect to be paying for their education for a long time. And they may keep paying in other ways. The amount of student loans that graduates take out to pay for their undergraduate degree is related to their well-being in every element. The higher the loan amount, the worse the well-being. Only 4% of graduates who owed between $20,000 and $40,000 are thriving in all areas, compared with 14% of those who did not take out loans.

LOAN DEBT FOR UNDERGRADUATE EDUCATION AND WELL-BEING



High student loan debt also may inhibit entrepreneurial activity, particularly among those who graduated after 1990. The higher the loan amount that graduates reported they took out for their undergraduate education, the less likely they are to say they started a business.

More college graduates who felt supported in college — because they had a mentor who encouraged them to pursue their goals and dreams, a professor who made them excited about learning, and felt their professors cared about them as a person — are thriving in all areas of their well-being. Seventeen percent of those who felt supported are thriving in all five areas, compared with 6% of those who did not feel supported.

Such support may matter even more to long-term well-being than other college experiences. Graduates who engaged in experiential and deep learning — by taking part in paid internships, being active in extracurricular activities and with organizations, *and* completing a long-term project — are slightly more likely to be thriving in all areas of well-being. Thirteen percent who had these experiences are thriving, compared with 10% who did not have these experiences.

14 Source: Institute for College Access & Success' Project on Student Debt

ENGAGEMENT AND WELL-BEING AMONG THOSE WITH ASSOCIATE'S DEGREES

In a separate study, Gallup looked at these same measures of engagement, well-being, and experiential learning and support among those with two-year degrees. While the results should not be directly compared with those who have bachelor's degrees or more education, the study did reveal some interesting information about these graduates.

ENGAGEMENT

Fifty-four percent of those with associate's degrees who participated in the study work full time for an employer. Nearly four in 10 (39%) of those workers are engaged at work, while the plurality are not engaged (49%), and 12% are actively disengaged.

WELL-BEING

Six percent of those with associate's degrees are thriving in all five areas of their well-being. Nearly one in four of those with two-year degrees are not thriving in any element of well-being. The highest percentage are thriving in purpose well-being, with nearly half (48%) thriving in this area, followed by social well-being (41%) and community well-being (39%). They are less likely to be doing well in the areas of financial well-being and physical well-being; three in 10 or fewer are thriving in either element.

SUPPORT AND EXPERIENTIAL AND DEEP LEARNING

Only 12% of those with associate's degrees strongly agree they were supported by professors who cared, made them excited about learning, and encouraged their dreams. Very few (2%) strongly agree they had a meaningful internship or job, worked on a long-term project, and were actively involved in extra-curricular activities.

ALUMNI ATTACHMENT

Though it was not the primary emphasis of this study, many colleges and universities spend inordinate resources to drive alumni giving and are concerned with alumni attachment to the school after graduation. Gallup explores this connection between the "customers of higher education" and their alma maters by looking at their level of agreement with two questions: "I can't imagine a world without [College name]" and "[College name] was the perfect school for people like me." Graduates who strongly agree with both items are considered "emotionally attached."

When graduates are emotionally attached to their college or university, they are two times more likely to be thriving in all elements of well-being, and they are two times more likely to be engaged with their jobs. These interconnections make it important to look at the strength of the existing emotional bonds between graduates and their alma maters and what may contribute to them.

Overall, slightly fewer than one in five graduates (18%) are still emotionally attached to their schools. Nine percent are actively emotionally unattached — meaning that they strongly disagree that their schools were perfect for them and that they can't imagine a world without their schools. Slightly more female graduates are attached (20%) to their schools than are male graduates (16%). Those who received their degrees before 1970 also have higher-than-average attachment to their graduating institutions, rising well above one-quarter in the two oldest graduate groups.

PREPARATION, PASSION STRONGEST DRIVERS OF ALUMNI ATTACHMENT

Overall, 29% of college graduates "strongly agree" that their college prepared them well for life outside of college. Nearly as many graduates (24%) "strongly agree" that their college is passionate about the long-term success of its students. These two items are strongly related to graduates' attachment to their schools, just as they are to well-being and workplace engagement. Strongly agreeing with the first

The odds of being emotionally attached to alma mater are:

statement raises the odds of graduates' attachment nearly nine times, and strongly agreeing with the second increases the odds more than eight times.

The support that graduates recall receiving from their institution as students is also important well into their post-graduate careers. Forty-eight percent of graduates who say they had a professor who cared about them as a person, one who made them excited about learning, *and* had a mentor who encouraged them to pursue their dreams are emotionally attached, compared with 2% who did not receive any of this support.

Experiences such as internships or jobs, active involvement in extracurricular activities and organizations, and working on a long-term project are also related to attachment, but not nearly to the same degree as support. Thirty-nine percent of graduates who report experiencing all of these are emotionally attached, compared with 9% who did not have any these experiences.

INSTITUTIONAL CHARACTERISTICS: GRADUATES OF PRIVATE, SELECTIVE SCHOOLS MORE LIKELY TO FEEL ATTACHED

Slightly more graduates of private colleges feel emotionally attached to their college (20%) than are graduates of public colleges (17%). But half as many graduates of private, for-profit schools (11%) are as attached as graduates who attended private, not-for-profit schools (20%).

Among graduates of public and private, not-for-profit institutions, more of those who attended schools with selective admissions (Carnegie Classifications) are attached to their school than those who attended schools that do not use this criterion.

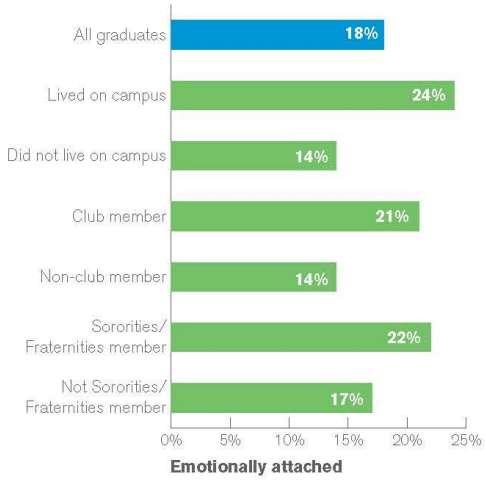
ADDITIONAL INSTITUTIONAL VARIABLES: TIME, INVOLVEMENT ON CAMPUS RELATES TO ATTACHMENT

The time that graduates spent on campus as undergraduates and how involved they were relates to their current emotional attachment to their school. For example, more

graduates who attended the same college until graduation are emotionally attached to their school (20%) than those who transferred from a two-year (16%) or four-year college or university (13%). And more graduates who lived on their college's campus (24%) are attached than those who spent no time living on campus (14%).

Alumni who participated in school clubs or fraternities or sororities exhibit higher attachment. Twenty-one percent of graduates who say they were members of clubs on campus (about 56% of all graduates surveyed) are emotionally attached to their schools, compared with 14% who say they were not members of these clubs. Twenty-two percent of those who were in sororities or fraternities (16% of all graduates claimed membership) are attached, compared with 17% who were not members of sororities or fraternities.

EMOTIONAL ATTACHMENT AND CAMPUS INVOLVEMENT



The well-being of emotionally attached college graduates is much higher than that of actively unattached graduates. Twenty-nine percent of attached college graduates are thriving in all five elements of well-being, whereas just 4% of actively unattached college graduates are thriving in all five elements of well-being.

FINAL THOUGHTS

The initial findings from the 2014 Gallup-Purdue Index shed light on how the effects of certain powerful college experiences can be felt years and even decades after graduation. College students, their families, and the American public all expect that college is a transformative experience that leads to great jobs and great lives. All too often, however, that is not the case. Higher education has the power to change that. A national dialogue on improving the college experience should focus on ways to provide students with more emotional support, and with more opportunities for deep learning experiences and real-life applications of classroom learning. By taking action, colleges, educators, students, and their families can move the needle so more college graduates experience that great job and great life.

METHODOLOGY

Results for the Gallup-Purdue Index are based on Web surveys conducted Feb. 4 – March 7, 2014, with a random sample of approximately 1,557 respondents with an associate's degree and 29,560 respondents with a bachelor's degree or higher, aged 18 and older, with Internet access, living in all 50 U.S. states and the District of Columbia.

The Gallup-Purdue Index sample was compiled from two sources — the Gallup Panel and the Gallup Daily Tracking survey.

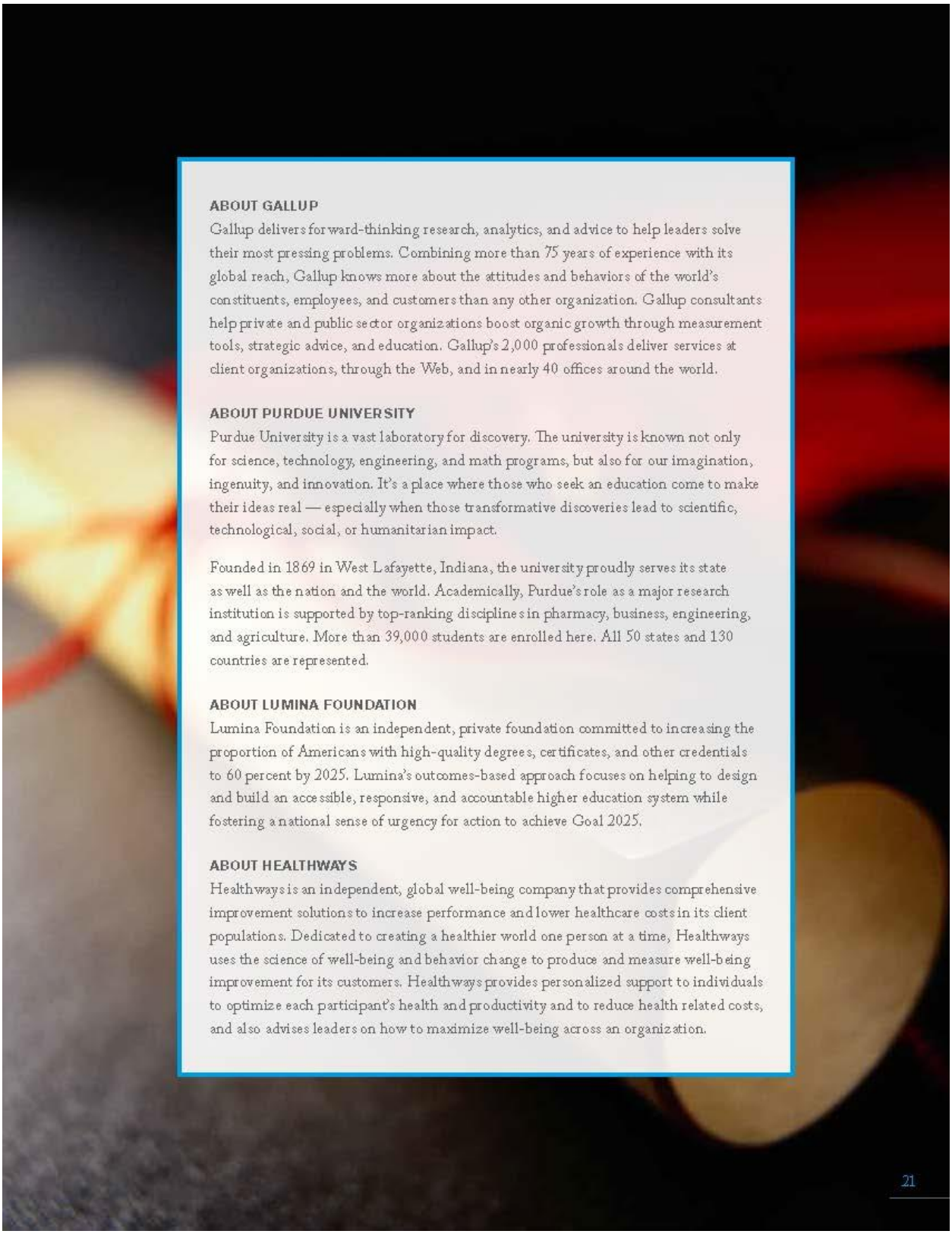
> The Gallup Panel is a proprietary, probability-based longitudinal panel of U.S. adults who are selected using random-digit-dial (RDD) and address-based sampling methods. The Gallup Panel is not an opt-in panel. The Gallup Panel includes 60,000 individuals. Panel members can be surveyed by phone, mail, or Web. Gallup Panel members with a college degree, and who have access to the Internet, were invited to take the Gallup-Purdue Index survey online.
>
> Gallup Daily tracking includes two parallel surveys — the U.S. Daily and the Gallup-Healthways Well-Being Index®. Each sample of national adults includes a minimum quota of 50% cellphone respondents and 50% landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using RDD methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday. Gallup Daily tracking respondents with a college degree, who agreed to future recontact, were invited to take the Gallup-Purdue Index survey online.

Gallup-Purdue Index interviews are conducted with respondents via the Web, in English only. Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of gender, age, race, Hispanic ethnicity, education, and region. Demographic weighting targets are based on the most recent Current Population Survey figures for the aged 18 and older associate's degree population and U.S. bachelor's degree or higher population. Weighting was conducted separately for the two groups (associate's degree population and bachelor's degree population).

All reported margins of sampling error include the computed design effects for weighting.

> For results based on the total sample of associate's degree respondents, the margin of sampling error is ±3.8 percentage points at the 95% confidence level.
>
> For results based on employee engagement of associate's degree respondents, the margin of sampling error is ±4.8 percentage points at the 95% confidence level.
>
> For results based on the total sample of bachelor's degree or higher respondents, the margin of sampling error is ±0.9 percentage points at the 95% confidence level.
>
> For results based on employee engagement of bachelor's degree or higher respondents, the margin of sampling error is ±1.0 percentage points at the 95% confidence level.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.



ABOUT GALLUP

Gallup delivers forward-thinking research, analytics, and advice to help leaders solve their most pressing problems. Combining more than 75 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of the world's constituents, employees, and customers than any other organization. Gallup consultants help private and public sector organizations boost organic growth through measurement tools, strategic advice, and education. Gallup's 2,000 professionals deliver services at client organizations, through the Web, and in nearly 40 offices around the world.

ABOUT PURDUE UNIVERSITY

Purdue University is a vast laboratory for discovery. The university is known not only for science, technology, engineering, and math programs, but also for our imagination, ingenuity, and innovation. It's a place where those who seek an education come to make their ideas real — especially when those transformative discoveries lead to scientific, technological, social, or humanitarian impact.

Founded in 1869 in West Lafayette, Indiana, the university proudly serves its state as well as the nation and the world. Academically, Purdue's role as a major research institution is supported by top-ranking disciplines in pharmacy, business, engineering, and agriculture. More than 39,000 students are enrolled here. All 50 states and 130 countries are represented.

ABOUT LUMINA FOUNDATION

Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with high-quality degrees, certificates, and other credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an accessible, responsive, and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025.

ABOUT HEALTHWAYS

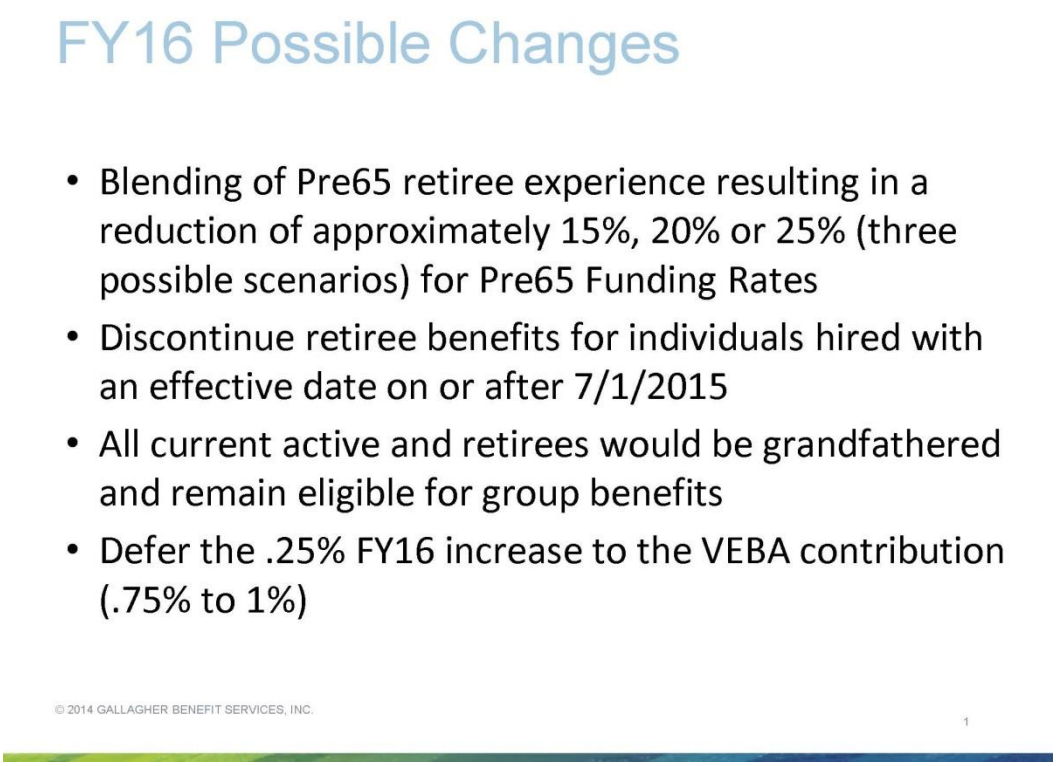
Healthways is an independent, global well-being company that provides comprehensive improvement solutions to increase performance and lower healthcare costs in its client populations. Dedicated to creating a healthier world one person at a time, Healthways uses the science of well-being and behavior change to produce and measure well-being improvement for its customers. Healthways provides personalized support to individuals to optimize each participant's health and productivity and to reduce health related costs, and also advises leaders on how to maximize well-being across an organization.

ABOUT GALLUP-HEALTHWAYS PARTNERSHIP

In 2008, Gallup and Healthways initiated a 25-year partnership merging decades of clinical research and development expertise, health leadership, and behavioral economics research to track and understand the key factors that drive well-being. This partnership marked a transformation for American health by developing a national measure of well-being, the Gallup-Healthways Well-Being Index. The Well-Being Index provided the first in-depth look into Americans' perceptions of their daily experiences and the choices that impact their well-being, and after 2 million surveys, we now have the world's largest data set on well-being.

In 2012, building upon the success of the Gallup-Healthways Well-Being Index, Gallup and Healthways announced the creation of a global joint venture between the two firms to develop the next generation of Gallup-Healthways well-being assessment tools. This collaboration has already produced the Gallup-Healthways Well-Being 5 to measure an individual's well-being and the Gallup-Healthways Well-Being 5 View to evaluate organization and workgroup-level well-being. Research is continuing to further advance the science of well-being on topics such as how an individual's sense of purpose, social relationships, financial security, connection to community, and physical health can be leveraged for overall well-being improvement. Our scientific measurement helps organizations establish a baseline, benchmark their population, determine gaps, prioritize and implement interventions, and ultimately realize the full benefit of their investment in well-being. Measurement is a foundational step in the process of systematic and meaningful well-being improvement.

3. The “Sample Proposed ROM Quality Metrics”, is written up information of what what Provost Abdallah presented to the Deans.



4. **Healthcare Updates-How Incorporating Pre-65 Retirees Back in the Pool with Affect Benefit Costs**

   Faculty Senate President Pamela Pyle discussed the strategy for Pre-65 being added back in the pool and what the affects will be.

   Faculty are concerned that putting the Pre-65 retirees back in the pool is to cover up the money that was taken from UNM employees initially.

   Faculty was not willing to support incorporating Pre-65 Retirees in the pool until more information is given.

Illustrative FY15 Rate Blending Resulting in a 25% decrease in Pre65 Funding Rates

- **Change to active employees: UNM Health Plan**

	UNM Health Plan - Effective 7/1/2014						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$441.00	$352.80	$88.20	$308.70	$132.30	$264.60	$176.40
Employee & Spouse	$906.00	$724.80	$181.20	$634.20	$271.80	$543.60	$362.40
Employee & Child(ren)	$817.00	$653.60	$163.40	$571.90	$245.10	$490.20	$326.80
Employee & Family	$1,285.00	$1,028.00	$257.00	$899.50	$385.50	$771.00	$514.00

	UNM Health Plan - Effective 7/1/2014 - 100% BLENDED						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$457.00	$365.60	$91.40	$319.90	$137.10	$274.20	$182.80
Employee & Spouse	$938.00	$750.40	$187.60	$656.60	$281.40	$562.80	$375.20
Employee & Child(ren)	$847.00	$677.60	$169.40	$592.90	$254.10	$508.20	$338.80
Employee & Family	$1,332.00	$1,065.60	$266.40	$932.40	$399.60	$799.20	$532.80

	UNM Health Plan - Effective 7/1/2014 - 100% BLENDED – Net Increase						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact
Employee Only	$457.00	$12.80	$3.20	$11.20	$4.80	$9.60	$6.40
Employee & Spouse	$938.00	$25.60	$6.40	$22.40	$9.60	$19.20	$12.80
Employee & Child(ren)	$847.00	$24.00	$6.00	$21.00	$9.00	$18.00	$12.00
Employee & Family	$1,332.00	$37.60	$9.40	$32.90	$14.10	$28.20	$18.80

Illustrative FY15 Rate Blending Resulting in a 25% decrease in Pre65 Funding Rates

- **Change to pre 65 retirees: UNM Health Plan**

	UNM Health Plan - Effective 7/1/2014						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$610.00	$457.50	$152.50	$396.50	$213.50	$335.50	$274.50
Pre 65 Retiree & Spouse	$1,253.00	$939.75	$313.25	$814.45	$438.55	$689.15	$563.85
Pre 65 Retiree & Child(ren)	$1,131.00	$848.25	$282.75	$735.15	$395.85	$622.05	$508.95
Pre 65 Retiree & Family	$1,778.00	$1,333.50	$444.50	$1,155.70	$622.30	$977.90	$800.10

	UNM Health Plan - Effective 7/1/2014 - 100% BLENDED						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$457.00	$342.75	$114.25	$297.05	$159.95	$251.35	$205.65
Pre 65 Retiree & Spouse	$938.00	$703.50	$234.50	$609.70	$328.30	$515.90	$422.10
Pre 65 Retiree & Child(ren)	$847.00	$635.25	$211.75	$550.55	$296.45	$465.85	$381.15
Pre 65 Retiree & Family	$1,332.00	$999.00	$333.00	$865.80	$466.20	$732.60	$599.40

	UNM Health Plan - Effective 7/1/2014 - 100% BLENDED – Net Decrease						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact
Pre 65 Retiree Only	$457.00	($114.75)	($38.25)	($99.45)	($53.55)	($84.15)	($68.85)
Pre 65 Retiree & Spouse	$938.00	($236.25)	($78.75)	($204.75)	($110.25)	($173.25)	($141.75)
Pre 65 Retiree & Child(ren)	$847.00	($213.00)	($71.00)	($184.60)	($99.40)	($156.20)	($127.80)
Pre 65 Retiree & Family	$1,332.00	($334.50)	($111.50)	($289.90)	($156.10)	($245.30)	($200.70)

Illustrative FY15 Rate Blending Resulting in a 25% decrease in Pre65 Funding Rates

- **Change to active employees: BCBS of NM**

	BCBS of NM - Effective 7/1/2014						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$424.00	$339.20	$84.80	$296.80	$127.20	$254.40	$169.60
Employee & Spouse	$871.00	$696.80	$174.20	$609.70	$261.30	$522.60	$348.40
Employee & Child(ren)	$786.00	$628.80	$157.20	$550.20	$235.80	$471.60	$314.40
Employee & Family	$1,236.00	$988.80	$247.20	$865.20	$370.80	$741.60	$494.40

	BCBS of NM - Effective 7/1/2014 - 100% BLENDED						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$439.00	$351.20	$87.80	$307.30	$131.70	$263.40	$175.60
Employee & Spouse	$902.00	$721.60	$180.40	$631.40	$270.60	$541.20	$360.80
Employee & Child(ren)	$814.00	$651.20	$162.80	$569.80	$244.20	$488.40	$325.60
Employee & Family	$1,279.00	$1,023.20	$255.80	$895.30	$383.70	$767.40	$511.60

	BCBS of NM - Effective 7/1/2014 - 100% BLENDED – Net Increase						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact
Employee Only	$439.00	$12.00	$3.00	$10.50	$4.50	$9.00	$6.00
Employee & Spouse	$902.00	$24.80	$6.20	$21.70	$9.30	$18.60	$12.40
Employee & Child(ren)	$814.00	$22.40	$5.60	$19.60	$8.40	$16.80	$11.20
Employee & Family	$1,279.00	$34.40	$8.60	$30.10	$12.90	$25.80	$17.20

Illustrative FY15 Rate Blending Resulting in a 25% decrease in Pre 65 Funding Rates

- **Change to Pre 65 Retirees: BCBS of NM**

	BCBS of NM - Effective 7/1/2014						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$587.00	$440.25	$146.75	$381.55	$205.45	$322.85	$264.15
Pre 65 Retiree & Spouse	$1,205.00	$903.75	$301.25	$783.25	$421.75	$662.75	$542.25
Pre 65 Retiree & Child(ren)	$1,088.00	$816.00	$272.00	$707.20	$380.80	$598.40	$489.60
Pre 65 Retiree & Family	$1,711.00	$1,283.25	$427.75	$1,112.15	$598.85	$941.05	$769.95

	BCBS of NM - Effective 7/1/2014 - 100% BLENDED						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$439.00	$329.25	$109.75	$285.35	$153.65	$241.45	$197.55
Pre 65 Retiree & Spouse	$902.00	$676.50	$225.50	$586.30	$315.70	$496.10	$405.90
Pre 65 Retiree & Child(ren)	$814.00	$610.50	$203.50	$529.10	$284.90	$447.70	$366.30
Pre 65 Retiree & Family	$1,279.00	$959.25	$319.75	$831.35	$447.65	$703.45	$575.55

	BCBS of NM - Effective 7/1/2014 - 100% BLENDED - Net decrease						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact
Pre 65 Retiree Only	$439.00	($111.00)	($37.00)	($96.20)	($51.80)	($81.40)	($66.60)
Pre 65 Retiree & Spouse	$902.00	($227.25)	($75.75)	($196.95)	($106.05)	($166.65)	($136.35)
Pre 65 Retiree & Child(ren)	$814.00	($205.50)	($68.50)	($178.10)	($95.90)	($150.70)	($123.30)
Pre 65 Retiree & Family	$1,279.00	($324.00)	($108.00)	($280.80)	($151.20)	($237.60)	($194.40)

Illustrative FY15 Rate Blending Resulting in a 25% decrease in Pre65 Funding Rates

- **Change to active employees: Presbyterian**

		Presbyterian - Effective 7/1/2014					
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$576.00	$460.80	$115.20	$403.20	$172.80	$345.60	$230.40
Employee & Spouse	$1,183.00	$946.40	$236.60	$828.10	$354.90	$709.80	$473.20
Employee & Child(ren)	$1,068.00	$854.40	$213.60	$747.60	$320.40	$640.80	$427.20
Employee & Family	$1,679.00	$1,343.20	$335.80	$1,175.30	$503.70	$1,007.40	$671.60

		Presbyterian - Effective 7/1/2014 - 100% BLENDED					
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$596.00	$476.80	$119.20	$417.20	$178.80	$357.60	$238.40
Employee & Spouse	$1,224.00	$979.20	$244.80	$856.80	$367.20	$734.40	$489.60
Employee & Child(ren)	$1,105.00	$884.00	$221.00	$773.50	$331.50	$663.00	$442.00
Employee & Family	$1,737.00	$1,389.60	$347.40	$1,215.90	$521.10	$1,042.20	$694.80

		Presbyterian - Effective 7/1/2014 - 100% BLENDED – Net Increase					
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact
Employee Only	$596.00	$16.00	$4.00	$14.00	$6.00	$12.00	$8.00
Employee & Spouse	$1,224.00	$32.80	$8.20	$28.70	$12.30	$24.60	$16.40
Employee & Child(ren)	$1,105.00	$29.60	$7.40	$25.90	$11.10	$22.20	$14.80
Employee & Family	$1,737.00	$46.40	$11.60	$40.60	$17.40	$34.80	$23.20

Illustrative FY15 Rate Blending Resulting in a 25% decrease in Pre65 Funding Rates

- **Change to Pre65 Retirees: Presbyterian**

		Presbyterian - Effective 7/1/2014					
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$780.00	$585.00	$195.00	$507.00	$273.00	$429.00	$351.00
Pre 65 Retiree & Spouse	$1,602.00	$1,201.50	$400.50	$1,041.30	$560.70	$881.10	$720.90
Pre 65 Retiree & Child(ren)	$1,446.00	$1,084.50	$361.50	$939.90	$506.10	$795.30	$650.70
Pre 65 Retiree & Family	$2,273.00	$1,704.75	$568.25	$1,477.45	$795.55	$1,250.15	$1,022.85

		Presbyterian - Effective 7/1/2014 - 100% BLENDED					
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$596.00	$447.00	$149.00	$387.40	$208.60	$327.80	$268.20
Pre 65 Retiree & Spouse	$1,224.00	$918.00	$306.00	$795.60	$428.40	$673.20	$550.80
Pre 65 Retiree & Child(ren)	$1,105.00	$828.75	$276.25	$718.25	$386.75	$607.75	$497.25
Pre 65 Retiree & Family	$1,737.00	$1,302.75	$434.25	$1,129.05	$607.95	$955.35	$781.65

		Presbyterian - Effective 7/1/2014 - 100% BLENDED - Net decrease					
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact
Pre 65 Retiree Only	$596.00	($138.00)	($46.00)	($119.60)	($64.40)	($101.20)	($82.80)
Pre 65 Retiree & Spouse	$1,224.00	($283.50)	($94.50)	($245.70)	($132.30)	($207.90)	($170.10)
Pre 65 Retiree & Child(ren)	$1,105.00	($255.75)	($85.25)	($221.65)	($119.35)	($187.55)	($153.45)
Pre 65 Retiree & Family	$1,737.00	($402.00)	($134.00)	($348.40)	($187.60)	($294.80)	($241.20)

Illustrative FY15 Rate Blending resulting in a 20% Reduction in Pre65 Funding Rates

- Change to active employees: UNM Health Plan

	UNM Health Plan - Effective 7/1/2014						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	**Rates**	**UNM Pays (80%)**	**Employee Pay (20%)**	**UNM Pays (70%)**	**Employee Pay (30%)**	**UNM Pays (60%)**	**Employee Pay (40%)**
Employee Only	$441.00	$352.80	$88.20	$308.70	$132.30	$264.60	$176.40
Employee & Spouse	$906.00	$724.80	$181.20	$634.20	$271.80	$543.60	$362.40
Employee & Child(ren)	$817.00	$653.60	$163.40	$571.90	$245.10	$490.20	$326.80
Employee & Family	$1,285.00	$1,028.00	$257.00	$899.50	$385.50	$771.00	$514.00

	UNM Health Plan - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate Reduction						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	**Rates**	**UNM Pays (80%)**	**Employee Pay (20%)**	**UNM Pays (70%)**	**Employee Pay (30%)**	**UNM Pays (60%)**	**Employee Pay (40%)**
Employee Only	$453.00	$362.40	$90.60	$317.10	$135.90	$271.80	$181.20
Employee & Spouse	$930.00	$744.00	$186.00	$651.00	$279.00	$558.00	$372.00
Employee & Child(ren)	$840.00	$672.00	$168.00	$588.00	$252.00	$504.00	$336.00
Employee & Family	$1,320.00	$1,056.00	$264.00	$924.00	$396.00	$792.00	$528.00

	UNM Health Plan - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate – Net Increase						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	**Rates**	**UNM $ Impact**	**Employee $ Impact**	**UNM $ Impact**	**Employee $ Impact**	**UNM $ Impact**	**Employee $ Impact**
Employee Only	$453.00	$9.60	$2.40	$8.40	$3.60	$7.20	$4.80
Employee & Spouse	$930.00	$19.20	$4.80	$16.80	$7.20	$14.40	$9.60
Employee & Child(ren)	$840.00	$18.40	$4.60	$16.10	$6.90	$13.80	$9.20
Employee & Family	$1,320.00	$28.00	$7.00	$24.50	$10.50	$21.00	$14.00

Illustrative FY15 Rate Blending resulting in a 20% Reduction in Pre65 Funding Rates

- Change to pre 65 retirees: UNM Health Plan

	UNM Health Plan - Effective 7/1/2014						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	**Rates**	**UNM Pays (75%)**	**Employee Pay (25%)**	**UNM Pays (65%)**	**Employee Pay (35%)**	**UNM Pays (55%)**	**Employee Pay (45%)**
Pre 65 Retiree Only	$610.00	$457.50	$152.50	$396.50	$213.50	$335.50	$274.50
Pre 65 Retiree & Spouse	$1,253.00	$939.75	$313.25	$814.45	$438.55	$689.15	$563.85
Pre 65 Retiree & Child(ren)	$1,131.00	$848.25	$282.75	$735.15	$395.85	$622.05	$508.95
Pre 65 Retiree & Family	$1,778.00	$1,333.50	$444.50	$1,155.70	$622.30	$977.90	$800.10

	UNM Health Plan - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate Reduction						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	**Rates**	**UNM Pays (75%)**	**Employee Pay (25%)**	**UNM Pays (65%)**	**Employee Pay (35%)**	**UNM Pays (55%)**	**Employee Pay (45%)**
Pre 65 Retiree Only	$488.00	$366.00	$122.00	$317.20	$170.80	$268.40	$219.60
Pre 65 Retiree & Spouse	$1,002.00	$751.50	$250.50	$651.30	$350.70	$551.10	$450.90
Pre 65 Retiree & Child(ren)	$905.00	$678.75	$226.25	$588.25	$316.75	$497.75	$407.25
Pre 65 Retiree & Family	$1,422.00	$1,066.50	$355.50	$924.30	$497.70	$782.10	$639.90

	UNM Health Plan - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate- Net decrease						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	**Rates**	**UNM $ Impact**	**Pre 65 Retiree $ Impact**	**UNM $ Impact**	**Pre 65 Retiree $ Impact**	**UNM $ Impact**	**Pre 65 Retiree $ Impact**
Pre 65 Retiree Only	$488.00	($91.50)	($30.50)	($79.30)	($42.70)	($67.10)	($54.90)
Pre 65 Retiree & Spouse	$1,002.00	($188.25)	($62.75)	($163.15)	($87.85)	($138.05)	($112.95)
Pre 65 Retiree & Child(ren)	$905.00	($169.50)	($56.50)	($146.90)	($79.10)	($124.30)	($101.70)
Pre 65 Retiree & Family	$1,422.00	($267.00)	($89.00)	($231.40)	($124.60)	($195.80)	($160.20)

Illustrative FY15 Rate Blending resulting in a 20% Reduction in Pre65 Funding Rates

- Change to active employees: BCBS of NM

	BCBS of NM - Effective 7/1/2014						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$424.00	$339.20	$84.80	$296.80	$127.20	$254.40	$169.60
Employee & Spouse	$871.00	$696.80	$174.20	$609.70	$261.30	$522.60	$348.40
Employee & Child(ren)	$786.00	$628.80	$157.20	$550.20	$235.80	$471.60	$314.40
Employee & Family	$1,236.00	$988.80	$247.20	$865.20	$370.80	$741.60	$494.40

	BCBS of NM - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate Reduction						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$436.00	$348.80	$87.20	$305.20	$130.80	$261.60	$174.40
Employee & Spouse	$895.00	$716.00	$179.00	$626.50	$268.50	$537.00	$358.00
Employee & Child(ren)	$808.00	$646.40	$161.60	$565.60	$242.40	$484.80	$323.20
Employee & Family	$1,271.00	$1,016.80	$254.20	$889.70	$381.30	$762.60	$508.40

	BCBS of NM - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate - Net increase						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact
Employee Only	$436.00	$9.60	$2.40	$8.40	$3.60	$7.20	$4.80
Employee & Spouse	$895.00	$19.20	$4.80	$16.80	$7.20	$14.40	$9.60
Employee & Child(ren)	$808.00	$17.60	$4.40	$15.40	$6.60	$13.20	$8.80
Employee & Family	$1,271.00	$28.00	$7.00	$24.50	$10.50	$21.00	$14.00

Illustrative FY15 Rate Blending resulting in a 20% Reduction in Pre65 Funding Rates

- Impact to pre 65 retirees: BCBS of NM

	BCBS of NM - Effective 7/1/2014						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$587.00	$440.25	$146.75	$381.55	$205.45	$322.85	$264.15
Pre 65 Retiree & Spouse	$1,205.00	$903.75	$301.25	$783.25	$421.75	$662.75	$542.25
Pre 65 Retiree & Child(ren)	$1,088.00	$816.00	$272.00	$707.20	$380.80	$598.40	$489.60
Pre 65 Retiree & Family	$1,711.00	$1,283.25	$427.75	$1,112.15	$598.85	$941.05	$769.95

	BCBS of NM - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate Reduction						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$470.00	$352.50	$117.50	$305.50	$164.50	$258.50	$211.50
Pre 65 Retiree & Spouse	$964.00	$723.00	$241.00	$626.60	$337.40	$530.20	$433.80
Pre 65 Retiree & Child(ren)	$870.00	$652.50	$217.50	$565.50	$304.50	$478.50	$391.50
Pre 65 Retiree & Family	$1,369.00	$1,026.75	$342.25	$889.85	$479.15	$752.95	$616.05

	BCBS of NM - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate Net decrease						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact
Pre 65 Retiree Only	$470.00	($87.75)	($29.25)	($76.05)	($40.95)	($64.35)	($52.65)
Pre 65 Retiree & Spouse	$964.00	($180.75)	($60.25)	($156.65)	($84.35)	($132.55)	($108.45)
Pre 65 Retiree & Child(ren)	$870.00	($163.50)	($54.50)	($141.70)	($76.30)	($119.90)	($98.10)
Pre 65 Retiree & Family	$1,369.00	($256.50)	($85.50)	($222.30)	($119.70)	($188.10)	($153.90)

Illustrative FY15 Rate Blending resulting in a 20% Reduction in Pre65 Funding Rates

- Change to active employees: Presbyterian

	Presbyterian - Effective 7/1/2014						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$576.00	$460.80	$115.20	$403.20	$172.80	$345.60	$230.40
Employee & Spouse	$1,183.00	$946.40	$236.60	$828.10	$354.90	$709.80	$473.20
Employee & Child(ren)	$1,068.00	$854.40	$213.60	$747.60	$320.40	$640.80	$427.20
Employee & Family	$1,679.00	$1,343.20	$335.80	$1,175.30	$503.70	$1,007.40	$671.60

	Presbyterian - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate Reduction						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$592.00	$473.60	$118.40	$414.40	$177.60	$355.20	$236.80
Employee & Spouse	$1,216.00	$972.80	$243.20	$851.20	$364.80	$729.60	$486.40
Employee & Child(ren)	$1,097.00	$877.60	$219.40	$767.90	$329.10	$658.20	$438.80
Employee & Family	$1,725.00	$1,380.00	$345.00	$1,207.50	$517.50	$1,035.00	$690.00

	Presbyterian - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate - Net increase						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact
Employee Only	$592.00	$12.80	$3.20	$11.20	$4.80	$9.60	$6.40
Employee & Spouse	$1,216.00	$26.40	$6.60	$23.10	$9.90	$19.80	$13.20
Employee & Child(ren)	$1,097.00	$23.20	$5.80	$20.30	$8.70	$17.40	$11.60
Employee & Family	$1,725.00	$36.80	$9.20	$32.20	$13.80	$27.60	$18.40

Illustrative FY15 Rate Blending resulting in a 20% Reduction in Pre65 Funding Rates

- Change to pre 65 retirees: Presbyterian

	Presbyterian - Effective 7/1/2014						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$780.00	$585.00	$195.00	$507.00	$273.00	$429.00	$351.00
Pre 65 Retiree & Spouse	$1,602.00	$1,201.50	$400.50	$1,041.30	$560.70	$881.10	$720.90
Pre 65 Retiree & Child(ren)	$1,446.00	$1,084.50	$361.50	$939.90	$506.10	$795.30	$650.70
Pre 65 Retiree & Family	$2,273.00	$1,704.75	$568.25	$1,477.45	$795.55	$1,250.15	$1,022.85

	Presbyterian - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate Reduction						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$624.00	$468.00	$156.00	$405.60	$218.40	$343.20	$280.80
Pre 65 Retiree & Spouse	$1,282.00	$961.50	$320.50	$833.30	$448.70	$705.10	$576.90
Pre 65 Retiree & Child(ren)	$1,157.00	$867.75	$289.25	$752.05	$404.95	$636.35	$520.65
Pre 65 Retiree & Family	$1,818.00	$1,363.50	$454.50	$1,181.70	$636.30	$999.90	$818.10

	Presbyterian - Effective 7/1/2014 - Partially BLENDED - 20% Pre 65 Rate - Net decrease						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact
Pre 65 Retiree Only	$624.00	($117.00)	($39.00)	($101.40)	($54.60)	($85.80)	($70.20)
Pre 65 Retiree & Spouse	$1,282.00	($240.00)	($80.00)	($208.00)	($112.00)	($176.00)	($144.00)
Pre 65 Retiree & Child(ren)	$1,157.00	($216.75)	($72.25)	($187.85)	($101.15)	($158.95)	($130.05)
Pre 65 Retiree & Family	$1,818.00	($341.25)	($113.75)	($295.75)	($159.25)	($250.25)	($204.75)

Illustrative FY15 Rate Blending resulting in a 15% Reduction in Pre65 Funding Rates

- Change to active employees: UNM Health Plan

	UNM Health Plan - Effective 7/1/2014						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$441.00	$352.80	$88.20	$308.70	$132.30	$264.60	$176.40
Employee & Spouse	$906.00	$724.80	$181.20	$634.20	$271.80	$543.60	$362.40
Employee & Child(ren)	$817.00	$653.60	$163.40	$571.90	$245.10	$490.20	$326.80
Employee & Family	$1,285.00	$1,028.00	$257.00	$899.50	$385.50	$771.00	$514.00

	UNM Health Plan - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate Reduction						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$450.00	$360.00	$90.00	$315.00	$135.00	$270.00	$180.00
Employee & Spouse	$924.00	$739.20	$184.80	$646.80	$277.20	$554.40	$369.60
Employee & Child(ren)	$834.00	$667.20	$166.80	$583.80	$250.20	$500.40	$333.60
Employee & Family	$1,311.00	$1,048.80	$262.20	$917.70	$393.30	$786.60	$524.40

	UNM Health Plan - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate - Net increase						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact
Employee Only	$450.00	$7.20	$1.80	$6.30	$2.70	$5.40	$3.60
Employee & Spouse	$924.00	$14.40	$3.60	$12.60	$5.40	$10.80	$7.20
Employee & Child(ren)	$834.00	$13.60	$3.40	$11.90	$5.10	$10.20	$6.80
Employee & Family	$1,311.00	$20.80	$5.20	$18.20	$7.80	$15.60	$10.40

Illustrative FY15 Rate Blending resulting in a 15% Reduction in Pre65 Funding Rates

- Change to pre 65 retirees: UNM Health Plan

	UNM Health Plan - Effective 7/1/2014						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$610.00	$457.50	$152.50	$396.50	$213.50	$335.50	$274.50
Pre 65 Retiree & Spouse	$1,253.00	$939.75	$313.25	$814.45	$438.55	$689.15	$563.85
Pre 65 Retiree & Child(ren)	$1,131.00	$848.25	$282.75	$735.15	$395.85	$622.05	$508.95
Pre 65 Retiree & Family	$1,778.00	$1,333.50	$444.50	$1,155.70	$622.30	$977.90	$800.10

	UNM Health Plan - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate Reduction						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$519.00	$389.25	$129.75	$337.35	$181.65	$285.45	$233.55
Pre 65 Retiree & Spouse	$1,065.00	$798.75	$266.25	$692.25	$372.75	$585.75	$479.25
Pre 65 Retiree & Child(ren)	$961.00	$720.75	$240.25	$624.65	$336.35	$528.55	$432.45
Pre 65 Retiree & Family	$1,511.00	$1,133.25	$377.75	$982.15	$528.85	$831.05	$679.95

	UNM Health Plan - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate - Net decrease						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact
Pre 65 Retiree Only	$519.00	($68.25)	($22.75)	($59.15)	($31.85)	($50.05)	($40.95)
Pre 65 Retiree & Spouse	$1,065.00	($141.00)	($47.00)	($122.20)	($65.80)	($103.40)	($84.60)
Pre 65 Retiree & Child(ren)	$961.00	($127.50)	($42.50)	($110.50)	($59.50)	($93.50)	($76.50)
Pre 65 Retiree & Family	$1,511.00	($200.25)	($66.75)	($173.55)	($93.45)	($146.85)	($120.15)

Illustrative FY15 Rate Blending resulting in a 15% Reduction in Pre65 Funding Rates

- Change to active employees: BCBS of NM

	BCBS of NM - Effective 7/1/2014						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$424.00	$339.20	$84.80	$296.80	$127.20	$254.40	$169.60
Employee & Spouse	$871.00	$696.80	$174.20	$609.70	$261.30	$522.60	$348.40
Employee & Child(ren)	$786.00	$628.80	$157.20	$550.20	$235.80	$471.60	$314.40
Employee & Family	$1,236.00	$988.80	$247.20	$865.20	$370.80	$741.60	$494.40

	BCBS of NM - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate Reduction						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$433.00	$346.40	$86.60	$303.10	$129.90	$259.80	$173.20
Employee & Spouse	$889.00	$711.20	$177.80	$622.30	$266.70	$533.40	$355.60
Employee & Child(ren)	$803.00	$642.40	$160.60	$562.10	$240.90	$481.80	$321.20
Employee & Family	$1,262.00	$1,009.60	$252.40	$883.40	$378.60	$757.20	$504.80

	BCBS of NM - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate - Net increase						
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact
Employee Only	$433.00	$7.20	$1.80	$6.30	$2.70	$5.40	$3.60
Employee & Spouse	$889.00	$14.40	$3.60	$12.60	$5.40	$10.80	$7.20
Employee & Child(ren)	$803.00	$13.60	$3.40	$11.90	$5.10	$10.20	$6.80
Employee & Family	$1,262.00	$20.80	$5.20	$18.20	$7.80	$15.60	$10.40

Illustrative FY15 Rate Blending resulting in a 15% Reduction in Pre65 Funding Rates

- Change to pre 65 retirees: BCBS of NM

	BCBS of NM - Effective 7/1/2014						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$587.00	$440.25	$146.75	$381.55	$205.45	$322.85	$264.15
Pre 65 Retiree & Spouse	$1,205.00	$903.75	$301.25	$783.25	$421.75	$662.75	$542.25
Pre 65 Retiree & Child(ren)	$1,088.00	$816.00	$272.00	$707.20	$380.80	$598.40	$489.60
Pre 65 Retiree & Family	$1,711.00	$1,283.25	$427.75	$1,112.15	$598.85	$941.05	$769.95

	BCBS of NM - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate Reduction						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$499.00	$374.25	$124.75	$324.35	$174.65	$274.45	$224.55
Pre 65 Retiree & Spouse	$1,024.00	$768.00	$256.00	$665.60	$358.40	$563.20	$460.80
Pre 65 Retiree & Child(ren)	$925.00	$693.75	$231.25	$601.25	$323.75	$508.75	$416.25
Pre 65 Retiree & Family	$1,454.00	$1,090.50	$363.50	$945.10	$508.90	$799.70	$654.30

	BCBS of NM - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate Reduction						
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact
Pre 65 Retiree Only	$499.00	($66.00)	($22.00)	($57.20)	($30.80)	($48.40)	($39.60)
Pre 65 Retiree & Spouse	$1,024.00	($135.75)	($45.25)	($117.65)	($63.35)	($99.55)	($81.45)
Pre 65 Retiree & Child(ren)	$925.00	($122.25)	($40.75)	($105.95)	($57.05)	($89.65)	($73.35)
Pre 65 Retiree & Family	$1,454.00	($192.75)	($64.25)	($167.05)	($89.95)	($141.35)	($115.65)

Illustrative FY15 Rate Blending resulting in a 15% Reduction in Pre65 Funding Rates

- Change to active employees: Presbyterian

		Presbyterian - Effective 7/1/2014					
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$576.00	$460.80	$115.20	$403.20	$172.80	$345.60	$230.40
Employee & Spouse	$1,183.00	$946.40	$236.60	$828.10	$354.90	$709.80	$473.20
Employee & Child(ren)	$1,068.00	$854.40	$213.60	$747.60	$320.40	$640.80	$427.20
Employee & Family	$1,679.00	$1,343.20	$335.80	$1,175.30	$503.70	$1,007.40	$671.60

		Presbyterian - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate Reduction					
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM Pays (80%)	Employee Pay (20%)	UNM Pays (70%)	Employee Pay (30%)	UNM Pays (60%)	Employee Pay (40%)
Employee Only	$588.00	$470.40	$117.60	$411.60	$176.40	$352.80	$235.20
Employee & Spouse	$1,208.00	$966.40	$241.60	$845.60	$362.40	$724.80	$483.20
Employee & Child(ren)	$1,090.00	$872.00	$218.00	$763.00	$327.00	$654.00	$436.00
Employee & Family	$1,714.00	$1,371.20	$342.80	$1,199.80	$514.20	$1,028.40	$685.60

		Presbyterian - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate - Net increase					
		Annualized Salary $34,999 and below		Annualized Salary $35,000 - $49,999		Annualized Salary $50,000 and Above	
Active Employees	Rates	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact	UNM $ Impact	Employee $ Impact
Employee Only	$588.00	$9.60	$2.40	$8.40	$3.60	$7.20	$4.80
Employee & Spouse	$1,208.00	$20.00	$5.00	$17.50	$7.50	$15.00	$10.00
Employee & Child(ren)	$1,090.00	$17.60	$4.40	$15.40	$6.60	$13.20	$8.80
Employee & Family	$1,714.00	$28.00	$7.00	$24.50	$10.50	$21.00	$14.00

Illustrative FY15 Rate Blending resulting in a 15% Reduction in Pre65 Funding Rates

- Change to pre 65 retirees: Presbyterian

		Presbyterian - Effective 7/1/2014					
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$780.00	$585.00	$195.00	$507.00	$273.00	$429.00	$351.00
Pre 65 Retiree & Spouse	$1,602.00	$1,201.50	$400.50	$1,041.30	$560.70	$881.10	$720.90
Pre 65 Retiree & Child(ren)	$1,446.00	$1,084.50	$361.50	$939.90	$506.10	$795.30	$650.70
Pre 65 Retiree & Family	$2,273.00	$1,704.75	$568.25	$1,477.45	$795.55	$1,250.15	$1,022.85

		Presbyterian - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate Reduction					
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM Pays (75%)	Employee Pay (25%)	UNM Pays (65%)	Employee Pay (35%)	UNM Pays (55%)	Employee Pay (45%)
Pre 65 Retiree Only	$663.00	$497.25	$165.75	$430.95	$232.05	$364.65	$298.35
Pre 65 Retiree & Spouse	$1,362.00	$1,021.50	$340.50	$885.30	$476.70	$749.10	$612.90
Pre 65 Retiree & Child(ren)	$1,229.00	$921.75	$307.25	$798.85	$430.15	$675.95	$553.05
Pre 65 Retiree & Family	$1,932.00	$1,449.00	$483.00	$1,255.80	$676.20	$1,062.60	$869.40

		Presbyterian - Effective 7/1/2014 - Partially BLENDED - 15% Pre 65 Rate - Net decrease					
		Annualized Salary $24,999 and below		Annualized Salary $25,000 - $34,999		Annualized Salary $35,000 and Above	
Pre 65 Retirees	Rates	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact	UNM $ Impact	Pre 65 Retiree $ Impact
Pre 65 Retiree Only	$663.00	($87.75)	($29.25)	($76.05)	($40.95)	($64.35)	($52.65)
Pre 65 Retiree & Spouse	$1,362.00	($180.00)	($60.00)	($156.00)	($84.00)	($132.00)	($108.00)
Pre 65 Retiree & Child(ren)	$1,229.00	($162.75)	($54.25)	($141.05)	($75.95)	($119.35)	($97.65)
Pre 65 Retiree & Family	$1,932.00	($255.75)	($85.25)	($221.65)	($119.35)	($187.55)	($153.45)

5. **Adjournment**

Meeting adjourned at 4:00 p.m.

FACULTY SENATE SUMMARIZED MINUTES

2014-2015 FACULTY SENATE
November 25, 2014

(Draft – Awaiting Approval at the January 27, 2014 Faculty Senate meeting)

The Faculty Senate meeting for November 25 was called to order at 3:00 p.m. in the Roberts Room of Scholes Hall. Faculty Senate President Pamela Pyle presided.

ATTENDANCE

Guests Present: Allen Ernst-UNM West and Branch Initiatives; Amy Neel-Speech and Hearing Sciences; Melinda Tinkle-Faculty Senate Honorary Degree; Tomas Aguirre-Dean of Students; Michael Trujillo – Chicana/o Studies Program; John Carr-Geography; Dorothy Anderson-VP of Human Resources.

APPROVAL OF THE AGENDA

The agenda was approved as written.

1. **Approval of summarized minutes for October 28, 2014 meeting**

   The minutes were approved as written with no abstentions.

   The minutes from Special Faculty Senate meeting for November 11, 2014 will be approved at the January 27, 2014 meeting.

2. **Memorial Minute for Dr. Flora Clancy**

   Flora Simmons Clancy, Professor of Art History in the Department of Art and Art History, passed away on October 20th after a six-month battle with cancer. Dr. Clancy received her BFA from Pratt Institute, and both her MFA and PhD degrees from Yale. She initially came to UNM as a full-time Lecturer in the fall of 1979 prior to the completion of her doctoral dissertation; she had previously taught at Colgate University. After rising through the faculty ranks at UNM, Dr. Clancy became chair of the Department of Art and Art History in the fall of 1997, a position she held until 2000. She retired from UNM in 2005.

   Dr. Clancy was an expert in PreColumbian art history, with a specific emphasis in Mayan art. In addition to multiple articles and book chapters, she published the book Maya: Treasures of an Ancient Civilization in 1985; Pyramids in 1994; Sculpture in the Ancient Maya Plaza: The Early Classical Period in 1999; and The Monuments of Piedras Negras, An Ancient Mayan City in 2009. In 1991 she co-edited, with Peter Harrison, Vision and Revision in Maya Studies.

   A memorial service will be held at UNM' s Alumni Chapel at 3 p.m. on December 4th. In lieu of flowers, donations can be made to Dumbarton Oaks in Washington, DC in Flora's name to benefit the study of PreColumbian art.
   A memorial service will be held at UNM's Alumni Chapel at 3:00 p.m. on Thursday, December 4.

3. **Faculty Senate President's Report**

   Faculty Senate President Pyle and Health Science Center (HSC) Chancellor Paul Roth discussed and finalized a plan that HSC Degree Candidates will be approved by the HSC Board and the Main Campus Candidates will be approved by the Academic/Student Affairs Research (ASAR) Committee with both being approved by the Board of Regents (BOR). Regent Quillen and Regent Hosmer stated that degrees from the HSC side are being bogged down in the curriculum workflow at Dean and Registrars level. Faculty Senate President Pyle will work with Associate Vice President of Enrollment Management Terry Babbitt to resolve this issue.

Following the November 11, 2014 Special Faculty Senate meeting discussion on Results Oriented Management, Faculty Senate President Pamela Pyle will be meeting with schools and colleges individually to discuss their comments and concerns. Faculty Senate President Pyle expressed that there are more creative ways to evaluate faculty's work. Faculty Senate Pyle requested for Senators to communicate their thoughts with her before holiday break.

The Faculty Focus is scheduled for Thursday, December 4, 2014 at 5:15 p.m. in George Pearl Hall located in the School of Architecture and Planning building. Faculty around campus will be honored at this event that will be showing their work. The three revolving BOR will be recognized for their service.

The display of political signs throughout campus is allowed.

Dean of Students Tomas A. Aguirre reported on four students who were in a car accident over the weekend. Two of the students are at home and the other two have passed. Briana Hillard was a senior in Business Administration and a sister in Pi Beta Phi. Matthew Grant was a senior in Criminology and Psychology a member of Sigma Alpha Epilson. Dean Aguirre is working with both of their colleges for them to be awarded Posthumous Degrees. Julia Thompson is at home. She is a junior studying Speech and Hearing and Psychology. Joe Mendoza is at home. He is a junior studying Mass Communications. Dean Aguirre follows the Student Incident Grid which opens communication regarding the incident and what is needed in a timely manner which involved the President, Provost and Deans.

4. Provost's Report

Provost Chaouki Abdallah reported that the budget is uncertain but the University of New Mexico expects a 2% increase with some compensation coming from the State.

The cost for students is around $1300 a semester that does not include text book fees. There are ways to help students save money. For example, faculty will order their materials that student need early in the previous semester so students are able to purchase used books. This will help students save money, bookstores and publishers to keep their revenue and help students get the materials needed to learn their field.

Honorary Degree Nominations
Honorary Degree Committee Chair Melinda Tinkle (College of Nursing) presented the 2015 Honorary Degree Candidates. The 2015 Honorary Candidates have been previously considered and approved by the Honorary Degree Committee and the Faculty Senate Graduate Committee, ballots with the candidate's biography was distributed to senators.

An open discussion of the candidates required a closed session. Confidentiality is maintained until the process is complete. The Faculty Senate voted unanimously to move into closed Executive Session to discuss the limited personnel matter related to the Honorary Degree candidates. All non-senators were asked to leave the room for the discussion. The Senate discussed the candidate and asked questions of Professor Tinkle. After the discussion concluded, the Faculty Senators turned in their ballots. The Faculty Senate unanimously voted to re-open the meeting.

After re-opening the meeting and allowing for non-senators to be reseated, the Faculty Senate unanimously voted to certify that the matter discussed in Executive Session was limited to the Honorary Degree Candidate.

5. 2014-2015 Faculty Senate Committee Appointments

The 2014-2015 Faculty Senate Committees appointments were approved by unanimous voice vote of the Faculty Senate.

Faculty Senate Committee Appointments Needing Senate Approval

Information Technology Use Committee				
First	**Last**	**Title**	**Department**	**Committee**
Jonathan	Wheeler	Lecturer	University Libraries	Information Technology Use Committee
Eugene	Koshkin	Clinician Ed-Associate Professor	Anesthesiology Department	Information Technology Use Committee
Scott A	Ness	Professor	Internal Medicine IM	Information Technology Use Committee

Research Allocation Committee				
First	**Last**	**Title**	**Department**	**Committee**

Fall 2014 Degree Candidates

The Fall 2014 Degree Candidates were approved by unanimous voice vote of the Faculty Senate.

6. Form D – Graduate Certificate in Law, Enviroment, and Geography

Assistant Professor of Geography John Carr presented on Form D Graduate Certificate in Law, Enviroment, and Geography. The program is for one year. The proposal is part of a broader planning process that the Department of Geography has been working on for the past five years. Within the last 8 years, the Department of Geography increased from a two member department to a 10 member department. When the proposal was first submitted there were three faculty members with Law Degrees which brought a strength to their department by pushing a focus to law enviroment in Geography that includes an Undergraduate Minor. A shared credit degree program was recently created with Enviromental Economics. The idea is to use the faculty and the shared credits to create a product that can offer students into the program.

Form D, Graduate Certificate in Law, Enviroment, and Geography was approved by unanimous voice vote of the Faculty Senate.

7. Faculty Athletics Representative Report to the Faculty Senate

Faculty Athletics Representative Amy Neel reported to the Faculty Senate. Her representation for the Faculty Athletics is a NCAA mandated position by the Athletic Association. Every NCAA school has to have a Faculty Athletics representative. One of two faculty venues for Academic oversight of the Athletics Department. The other is the Faculty Senate Athletics Council Chaired by Alfred Mathewson from School of Law. The Athletic Council has a Academic Integrity sub-committee Chaired by Marie Lobo from College of Nursing. The Faculty Athletics Representative is a representative of the institution and its faculty while assisting in maintaining the welfare of student athletes. The University of North Carolina under went a review to obtain results for a comprehensive report of academic integrity issues at their University. A Student Services Manager named Debbie Krager from the African American Studies Program devised independent courses for struggling students. Student Athletes were steered to take these courses. A number of faculty and administrators were aware of these irregularities but took no action. The NCAA did not fine irregularities at the time this was occuring but they are now investigating the University. Representative Neel assured the Faculty Senate that these irregularities will not happen at the University of New Mexico. She has put in place the Academic Integrity sub-committee to review all courses who have high enrollment of student athletes. This will be reviewed at the beginning of each semester. If there is a course of concern Representative Neel will meet with the advisor and the faculty. After every semester Representative Neel will receive the athletes grades to monitor any issues. She encouraged all faculty who have questions or concerns to contact her.

8. Foundations of Excellence Self-Study Report from the First Year Steering Committee

Associate Vice Provost Greg Heilman and Associate Professor of Speech and Hearing Amy Neel reported on the Foundations of Excellence Self-Study Report from the First Year Steering Committee.

Foundations of Excellence

Faculty Senate • Nov. 25, 2014

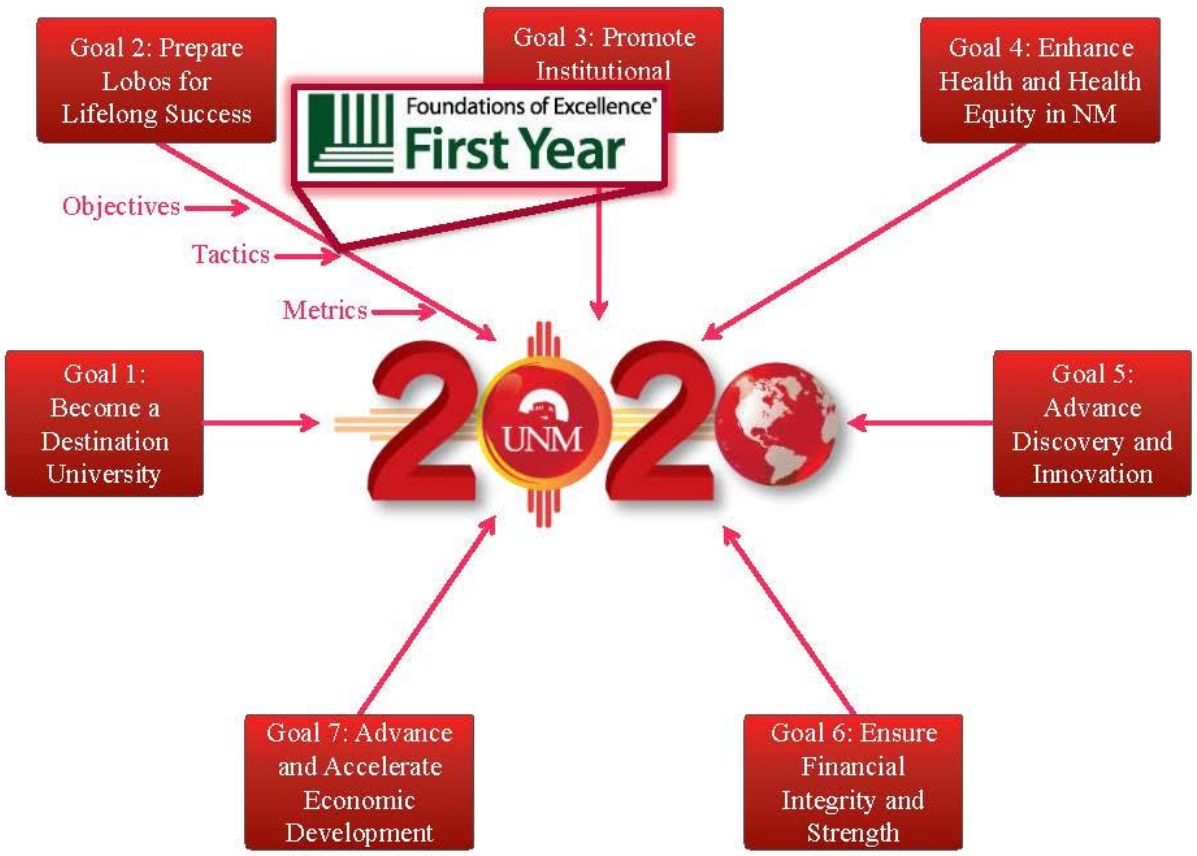
THE UNIVERSITY of NEW MEXICO

FoE: Timeline

- Self-Study Kick-Off Sept. 2012
- Dimension Reports March 2013
- Final Report June 2013
- Implement Aug. 2013 - May 2015

UNM


UNM Freshmen!
Fou
EVERYONE'S A
LOBO
John N. Gardner
Institute for Excellence
in Undergraduate Education
George Kuh
http://provost.unm.edu/ac
UNM
UNM


Goal 2: Prepare Lobos for Lifelong Success
Goal 3: Promote Institutional
Goal 4: Enhance Health and Health Equity in NM
Foundations of Excellence
First Year
Objectives
Tactics
Metrics
Goal 1: Become a Destination University
2020
UNM
Goal 5: Advance Discovery and Innovation
Goal 7: Advance and Accelerate Economic Development
Goal 6: Ensure Financial Integrity and Strength

F.Y.S.C.

First Year Steering Committee

Terry Babbitt

AVP for Enrollment Management

Tim Gutierrez

AVP, Student Services

Co-Chairs

Tomas Aguirre

Dean of Students

Joe Suilmann

FoE, Program Coordinator

Kate Krause

Dean, University College and Honors College

Greg Heileman

Associate Provost for Curriculum

Diane Marshall

Associate Dean, College of Arts & Sciences

Amy Neel

Assoc. Professor, Speech & Hearing Sciences

Jennifer Gomez-Chavez

Director, Student Academic Success

Vanessa Harris

Dir., University Advisement Center

Subcommittees

Communication

Carolina Aguirre

Dir. STEM Up

New Student Orientation

Sonia Rankin

Assoc. Dean, University College

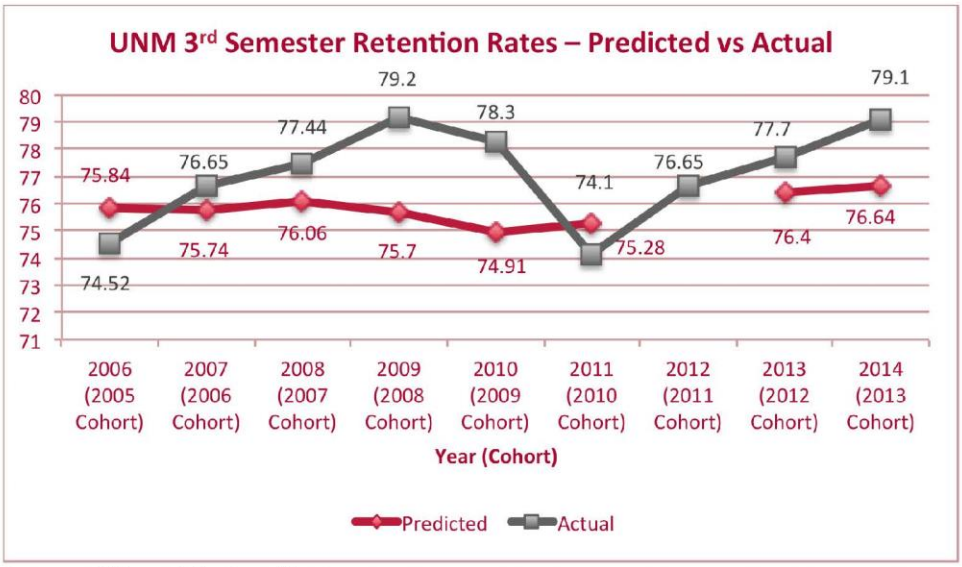
Data & Assessment

Tim Schroeder

Dir. STEM Gateway Program

UNM

Early Results



Source: Office of the President

Note: High School GPA is a key variable in these projections, and that information was not entered into Banner for the 2011 cohort, resulting in a gap in projected retention rates.

UNM

First-Year Mission Statement

As this state's flagship research university serving a highly diverse student body, the University of New Mexico is committed to offering a high-quality education marked by a challenging and supportive environment that provides all students with the foundation for academic and personal success in the first year and beyond.

UNM

Transition to College

- First-Year Communication
- Student Placement
- Introductory Studies
  - English Stretch & Studio
  - MaLL
- New Student Orientation

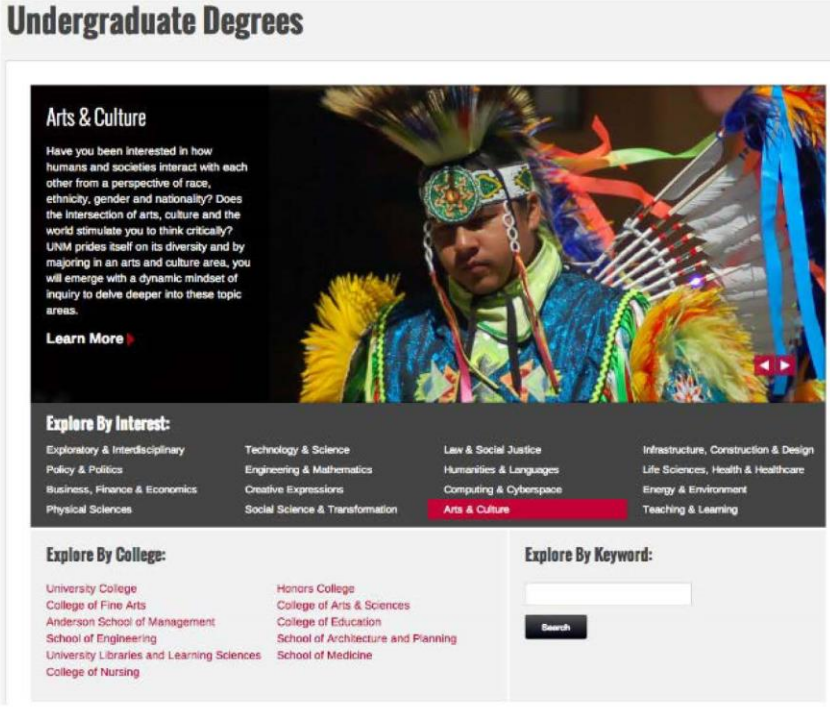
UNM

New Student Orientation Redesign

Our mission is to welcome students to the UNM community and introduce them to their role in the creation of new knowledge. We will do this by sharing resources and strategies that encourage students to reach ambitious academic goals and exceed their own expectations.

UNM

Curriculum: Pathways to Success



degrees.unm.edu

UNM

Undergraduate Degrees

2013-14 Degree Plan
Computer Engineering, BS

School of Engineering: Department of Electrical & Computer Engineering

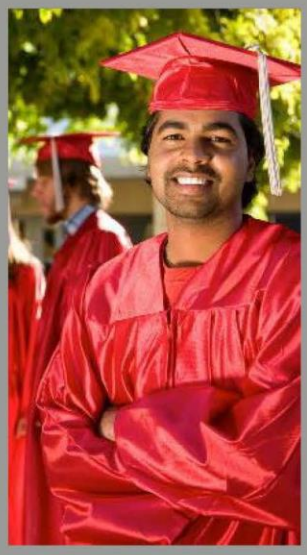
Graph View

4 Year Plan | Starting Math:150 | CNM to UNM Transfer

Term 1 Hours Towards Degree: 17 Crucial course: !	Hours	Minimum Grade	Notes
ENGL 101: Composition 1: Exposition	3	C	
! MATH 162: Calculus I	4	C	
ECE 101: Introduction to Electrical & Computer Engineering	1	C	
ECE 131: Introduction to Programming	3	C	
! PHYC 160: General Physics I	3	C	
ECON 105: Macroeconomics or ECON 106: Microeconomics	3	C	
Term Hours:	**17**		

Term 2 Hours Towards Degree: 34 Crucial course: !	Hours	Minimum Grade	Notes
ENGL 102: Composition II: Analysis and Argument	3	C	
! MATH 163: Calculus II	4	C	
! PHYC 161: General Physics II	3	C	
PHYC 161L: General Physics II Lab	1	C	
ECE 231: Intermediate Programming	3	C	
Humanities	3	C	
Term Hours:	**17**		

Curriculum



- Degree Maps (degrees.unm.edu)
- 120 Credit-Hour Minimum
- FLCs
- Writing-Intensive Courses
- Center for Teaching Excellence
- Diversity Requirement

UNM

Connecting Students with Resources

- Student Success Centers
- students.unm.edu
- Early Alerts & LoboAchieve
- Advising Redesign

UNM

High-Impact Practices

Nationally, 1st year students who participate in HIPs

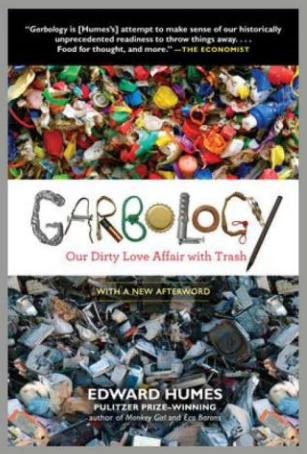
- Are more engaged (as measured by the NSSE),
- Are retained at higher rates,
- Earn higher GPAs,
- Accumulate more credit hours per semester, and
- Graduate at higher rates.

At UNM, they also matriculate to a degree-granting college in fewer semesters.

UNM

High-Impact Practices

- Lobo Reading Experience
- Community Engagement
- Themed Residence Floors
- MyUniversity
- Academic Coaching
- Undergraduate Research
- Supplemental Instruction



UNM

We are UNM

Student Team

Sound Director	Sean Trauth
Editor	Eric Barreras
Multimedia Journalist	Bianca Martinez
Creative Director	Emily Garrity
Videographer	Marshall Broyles

Supporting Programs

University Communication and Marketing

Office of Academic Affairs

Communication & Journalism Department

College of Fine Arts, Department of Music

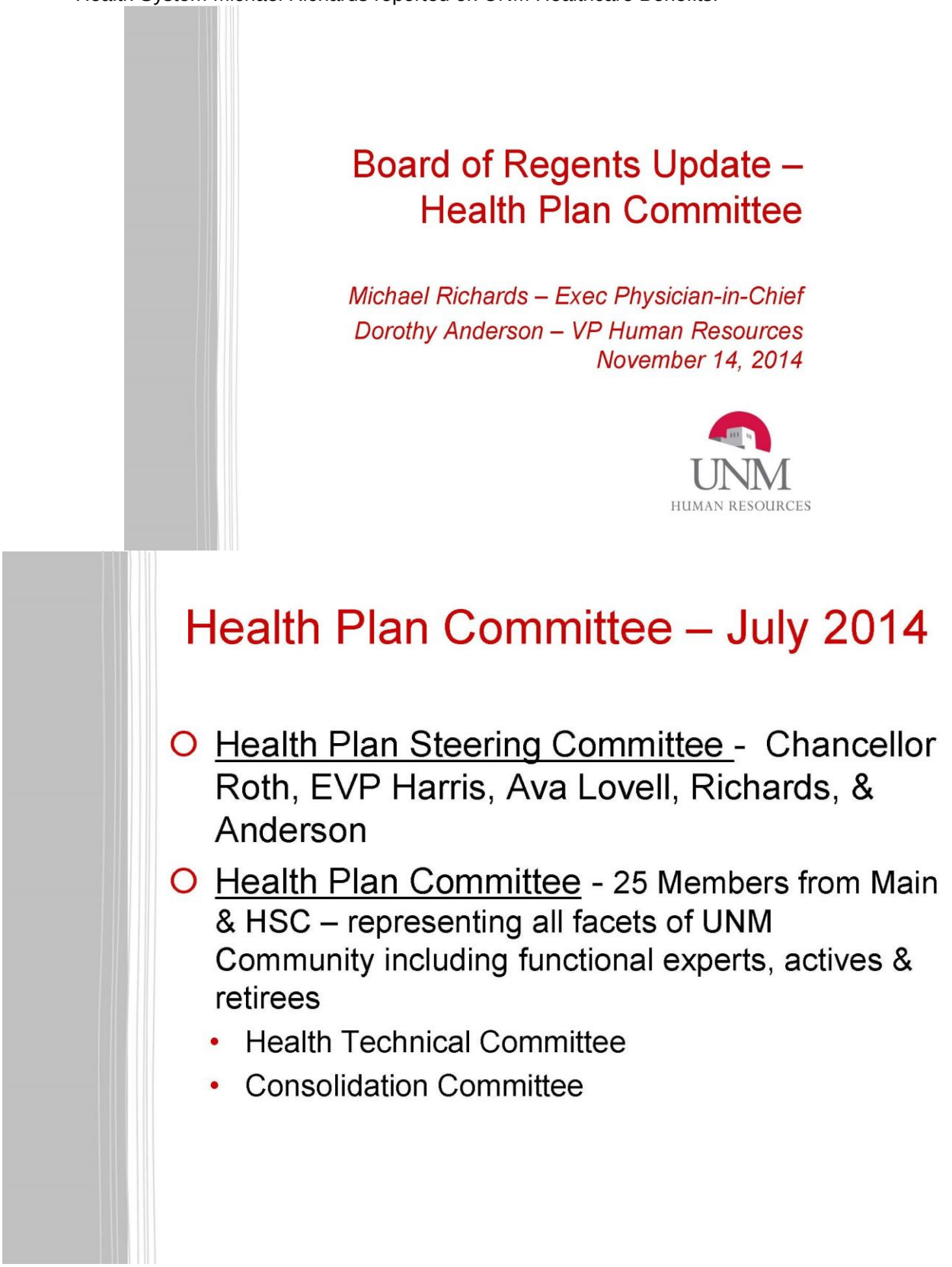
College of Fine Arts, Department of Cinematic Arts

View "We Are UNM"

UNM

9. UNM Healthcare Benefits

Vice President of Human Resources Dorothy Anderson and Executive Physician-in-Chief of UNM Health System Michael Richards reported on UNM Healthcare Benefits.



Charge of the Committee

- To research and make recommendations for consolidation and integration by Dec. 2014
- To recommend a plan design with the following attributes: affordable, reduced cost, high-quality health care, sustainability, contemporary, and is attractive to former, current, & future employees
- Recommendations should have minimum disruption and still preserve choice
- Recommendations that are cost neutral

Recommendations - Immediate

- **Immediately** - Increase employee/dependent engagement in disease management and wellness programs through targeted programs and communication.
- **Immediately** – Continue collaborative efforts with UNM School of Pharmacy to identify opportunities to reduce Rx costs with enhanced service. Explore other options to reduce Rx cost while preserving choice.
- **Immediately** - Begin full *evaluation* of the possibility of modifying a current UNM Hospital Clinic or building a new facility dedicated to student, retiree, employee, and dependent only services.
- **Immediately** - All four employers (UNM, UNMMG, SRMC and UNMH) join together to expand collective purchasing opportunities. Each employer will retain autonomy over contracts/agreements, financial responsibilities, and assets/liabilities.

Recommendations – FY16 & FY17

- **FY16** - Develop plan design structures with additional incentives to increase LoboCare utilization across all TPAs. The estimated cost to UNM is approximately $900K.
- **FY16** - Begin decreasing the number of TPAs administering UNM's medical plans with a goal of moving to a capitated ACO payment model.
- **FY16** – Defer the planned .25% VEBA contribution increase for VEBA participants.
- **FY16 & FY17** - Continue *evaluation* of implementing a High Deductible Health Plan (HDHP) and Health Savings Account (HSA) for active employees to be offered in addition to other plans.

Recommendation – Compromise Blending Of Rates

- **FY16** – A blending of pre-65 experience with active employee experience; analysis is based on FY15 rates & resulted in approximately:
  - A 20% reduction to the pre-65 retiree premiums;
  - A 2.5% increase in the premiums for active employee; and
  - An increase to the AAL of 8% ($94M to $101.5M).
- Although proposed premiums may differ for pre65 retirees and actives, options are for one integrated pool to be treated as one population with the same plan offerings & inflation trend increases.
- Accept the recommendation from the Health Plan Committee in lieu of a vote from Active Employee Health Participants.
- Evaluate the possibility of adjusting the Pre-65 participant premiums prior to July 1, 2015 with no increase to active rates.
- *Vote from committee members – 11 support; 0 oppose; and 1 abstain*

Discussion Item without Consensus

- TBD – Discontinue post-retirement benefits for employees hired with an effective date of July 1, 2015 or later.
  - Concern – negative impact to recruitment efforts
  - Concern – uncertainty regarding insurance market changes – pend until after 2016
  - Comment – reflects current trend in industry
  - Comment – eliminates future unfunded liability for those employees
  - Further Clarification – eliminate only pre65 benefits or all post retirement benefits

Next Steps

- Begin communications campaign to promote total value of current UNM benefit package including retirement (ERB)
- Focus efforts on moving forward on immediate recommendations
- Begin efforts required to implement FY16 recommendations
- Begin efforts to implement recommendation for blending of pre65 retirees & active employees
- Continue to evaluate:
  - Possibility of an employee, retiree, student and dependent only clinic that is centrally located
  - Possibility of offering a HDHP with a HSA as a plan option for active employees
  - Possibility of discontinuing post-retirement benefits for new employees
- Continue collaborative efforts with UNM (Main/HSC) Community - Active Faculty & Staff; Retirees and other partners regarding benefits

FY16 Health Insurance - Anticipated Monthly Cost Active Employees (BCBS: Single & Family)

Scenario 1 - No blending of Pre65 experience and continue with scheduled .25% VEBA Increase
Scenario 2 - Blending of Pre65 experience with 20% reduction for Pre65s and 2.5% premium increase for actives; and defer .25% scheduled VEBA increase

Annual Salary of $25,000	Scenario 1		Scenario 2	
Insurance Coverage	**Single**	**Family**	**Single**	**Family**
Current Employee Contribution	84.80	247.20	84.80	247.20
FY16 7% Increase Trending	5.94	17.30	5.94	17.30
Fy16 2.5% Increase Blending	-	-	2.12	6.18
FY16 .25% VEBA Increase	5.21	5.21	-	-
Total Increase From FY15	11.14	22.51	8.06	23.48
FY16 Monthly Cost	95.94	269.71	92.86	270.68
Net Monthly Inc to Employee	11.14	22.51	8.06	23.48
Implementing Scenario 2	Single Plan - Employee savings of $3.09 per month			
Implementing Scenario 2	Family Plan - Employee increase of .97 per month			

Annual Salary $40,000	Scenario 1		Scenario 2	
Insurance Coverage	**Single**	**Family**	**Single**	**Family**
Current Employee Contribution	127.20	370.80	127.20	370.80
FY16 7% Increase Trending	8.90	25.96	8.90	25.96
Fy16 2.5% Increase Blending	-	-	3.18	9.27
FY16 .25% VEBA Increase	8.33	8.33	-	-
Total Increase From FY15	17.24	34.29	12.08	35.23
FY16 Monthly Cost	144.44	405.09	139.28	406.03
Net Monthly Inc to Employee	17.24	34.29	12.08	35.23
Implementing Scenario 2	Single Plan - Employee savings of $5.15 per month			
Implementing Scenario 2	Family Plan - Employee increase of .94 per month			

Annual Salary $70,000	Scenario 1		Scenario 2	
Insurance Coverage	**Single**	**Family**	**Single**	**Family**
Current Employee Contribution	169.60	494.40	169.60	494.40
FY16 7% Increase Trending	11.87	34.61	11.87	34.61
Fy16 2.5% Increase Blending	-	-	4.24	12.36
FY16 .25% VEBA Increase	14.58	14.58	-	-
Total Increase From FY15	26.46	49.19	16.11	46.97
FY16 Monthly Cost	196.06	543.59	185.71	541.37
Net Monthly Inc to Employee	26.46	49.19	16.11	46.97
Implementing Scenario 2	Single Plan - Employee savings of $10.34 per month			
Implementing Scenario 2	Family Plan - Employee savings of $2.22 per month			

11.23.14

FY16 Health Insurance - Anticipated Monthly Cost Active Employees (Presbyterian: Single & Family)

Scenario 1 - No blending of Pre65 experience and continue with scheduled .25% VEBA Increase
Scenario 2 - Blending of Pre65 experience with 20% reduction for Pre65s and 2.5% premium increase for actives; and defer .25% scheduled VEBA increase

Annual Salary of $25,000	Scenario 1		Scenario 2	
Insurance Coverage	**Single**	**Family**	**Single**	**Family**
Current Employee Contribution	115.20	335.80	115.20	335.80
FY16 7% Increase Trending	8.06	23.51	8.06	23.51
Fy16 2.5% Increase Blending	-	-	2.88	8.40
FY16 .25% VEBA Increase	5.21	5.21	-	-
Total Increase From FY15	13.27	28.71	10.94	31.90
FY16 Monthly Cost	128.47	364.51	126.14	367.70
Net Monthly Inc to Employee	13.27	28.71	10.94	31.90
Implementing Scenario 2	Single Plan - Employee savings of $2.33 per month			
Implementing Scenario 2	Family Plan - Employee increase of $3.19 per month			

Annual Salary $40,000	Scenario 1		Scenario 2	
Insurance Coverage	**Single**	**Family**	**Single**	**Family**
Current Employee Contribution	172.80	503.70	172.80	503.70
FY16 7% Increase Trending	12.10	35.26	12.10	35.26
Fy16 2.5% Increase Blending	-	-	4.32	12.59
FY16 .25% VEBA Increase	8.33	8.33	-	-
Total Increase From FY15	20.43	43.59	16.42	47.85
FY16 Monthly Cost	193.23	547.29	189.22	551.55
Net Monthly Inc to Employee	20.43	43.59	16.42	47.85
Implementing Scenario 2	Single Plan - Employee savings of $4.01 per month			
Implementing Scenario 2	Family Plan - Employee increase of $4.26 per month			

Annual Salary $70,000	Scenario 1		Scenario 2	
Insurance Coverage	**Single**	**Family**	**Single**	**Family**
Current Employee Contribution	230.40	671.60	230.40	671.60
FY16 7% Increase Trending	16.13	47.01	16.13	47.01
Fy16 2.5% Increase Blending	-	-	5.76	16.79
FY16 .25% VEBA Increase	14.58	14.58	-	-
Total Increase From FY15	30.71	61.60	21.89	63.80
FY16 Monthly Cost	261.11	733.20	252.29	735.40
Net Monthly Inc to Employee	30.71	61.60	21.89	63.80
Implementing Scenario 2	Single Plan - Employee savings of $8.82 per month			
Implementing Scenario 2	Family Plan - Employee increase of $2.21 per month			

11.23.14

Meeting adjourned at 5:00 p.m.

Posthumous Degree Request Form

Request Initiator: Robert Del Campo Contact: 7-0018 / delcampo@unm.edu

Relationship to student or UNM: Assoc. Dean of Major College

Would you like the Dean of Students to contact the family regarding this request? [X] Yes [ ] No

Dean of Students Notification: _____

Student Name:	Briana Hillard	
Student ID:	101552081	
College:	ASM	Degree: BBA
Major(s):	Business Administration	
Concentration(s):	Marketing	
Minor(s):		

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available "posthumous degrees" of appropriate type and level to be bestowed upon a student who dies before s/he is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:

1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;

2. The student must have completed a minimum of half of the credits required for the degree;

3. Requests for posthumous degrees may be initiated by the student's family, the faculty of the department and/or college, or a UNM administrator;

4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;

5. The degree will be noted as "posthumous" on both the diploma and the transcript.

Approvals	Name	Signature	Date
Department :	Florencio Olguin		11-24-14
College :	Robert C. Del Campo		11/24/14
Faculty Senate:			
Senate Graduate Committee (if necessary):			

Updated: 9/25/2012

The University of New Mexico
Anderson School of Management
MSC05 3090
Albuquerque, New Mexico 87131

To: Faculty Senate Operations Committee, MSC05 3340

From: Robert DelCampo, Associate Dean, Anderson School of Management

Date: 1/13/15

Re: Request to award posthumous degree for Briana Hillard (101552081)

Please accept this memo to support recommendations from the Anderson School of Management faculty and approval from the UNM Faculty Senate to award a posthumous degree to Briana Hillard (101552081) with a Bachelor of Business Administration degree with a concentration in Marketing Management.

Ms. Hillard was a student in degree status and in good standing as a student at Anderson School of Management in the academic year prior to her death on November 21, 2014. Ms. Hillard completed 82 hours and had 46 credits remaining to complete her degree. She had a cumulative GPA of 3.07.

Please contact me if you need any further information or clarification through email.

Thank you,

Robert DelCampo
Associate Dean
Anderson School of Management
delcampo@mgt.unm.edu
505.277.0018

Posthumous Degree Request Form

Request Initiator: Miquela R. Ortiz Contact: miquela@unm.edu

Relationship to student or UNM: Academic Advisor

Would you like the Dean of Students to contact the family regarding this request? ☒ Yes ☐ No

Dean of Students Notification: _____

Student Name:	Matthew K. Grant		
Student ID:	101-528-219		
College:	Arts + Sciences	Degree:	BA
Major(s):	Sociology		
Concentration(s):			
Minor(s):			

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

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These degrees may be granted under the following circumstances and terms:

1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;

2. The student must have completed a minimum of half of the credits required for the degree;

3. Requests for posthumous degrees may be initiated by the student's family, the faculty of the department and/or college, or a UNM administrator;

4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;

5. The degree will be noted as "posthumous" on both the diploma and the transcript.

Approvals	Name	Signature	Date
Department :	Richard L. Wood		12/9/14
College :	Stephanie Hands		12/10/14
Faculty Senate:			
Senate Graduate Committee (if necessary):			

Updated: 9/25/2012

THE UNIVERSITY of NEW MEXICO

To: Regents of the University of New Mexico
Faculty Senate, University of New Mexico
Office of the University Secretary
MSC05 3340

From: Richard L. Wood, Chair
Department of Sociology

Date: January 15, 2015

Re: Posthumous Degree request for Matthew Grant

On recommendation of the faculty of the Department of Sociology, and with their authorization, I hereby request the posthumous award of a Bachelor of Arts degree in Sociology to Matthew Grant, Banner Student ID #101528219.

Mr. Grant died tragically in an automobile accident in late 2014. At the time of his death Mr. Grant was a student in good standing in the Department of Sociology at UNM main campus, and was within a semester or two of completing his degree.

By all accounts, Mr. Grant was a fine student and a delight to have in the classroom. His tragic death represents a loss to the University and to the people of New Mexico; we would like to honor his memory by awarding him this posthumous degree.

Respectfully submitted,

Dr. Richard L. Wood
Chair, Department of Sociology
University of New Mexico

Faculty Senate Committee Vacancies

CDAC	
Faculty from North Campus	2014-2016
Faculty from School of Architecture and Planning	2014-2016

Curricula	
Faculty from School of Law	2014-2016

Teaching Enhancement	
Faculty Member	2014-2017
Faculty Member	2014-2017

Undergraduate	
Faculty from College of Arts and Sciences	2014-2017
Faculty from College of Education	2014-2017
Faculty from Valencia Branch	2014-2017

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1463

Fields marked with * are required

Name of Initiator: Rosa Auletta **Email:** rauletta@unm.edu **Phone Number:** 505 925-8546 **Date:** 09-29-2014

Associated Forms exist? No Initiator's Title Lecturer II: Valencia County Branch

Faculty Contact Rosa M. Auletta Administrative Contact Laura Musselwhite

Department Education Admin Email lmusselwhite

Branch Valencia Admin Phone 925-8601

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Associate of Arts in Early Childhood Multicultural Education (VA)

Select Category Degree Degree Type A.A.

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)

AAECME revised 2014.xlsx

☐ **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)
Changes are requested to reduce the number of credits needed to graduate with the A.A. degree and to remain compliant with requirements for the B.S. in ECME. The UNM Valencia Curriculum Committee has reviewed this Form C and its back-up documentation and has approved the changes.

Justification for revision to AAECME.docx

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Long term and budget Impact on ECME deg.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

AAECME -Associate of Arts in Early Childhood Multicultural Education

Total Hours 61

(2015-2016) Catalog

Student Name _____ **Advisor** _____ **Banner ID** _____

Writing and Speaking: (9 Credits)	**SEM**	**GRD**	**CR**
ENGL 110 or 112 or 113*			
ENGL 120			
**			

**Completion of both ENGL 111 and 112 (6-credits) is an option to completing the first level of the Writing & Speaking core. ENGL 111 counts as an elective; ENGL 112 meets is applied to the core requirement. ENGL 113 is a 4-credit course; three credits are Writing & Speaking core and one is an elective towards graduation.*

***An additional course is required. Select C&J 220, **or** one course from ENGL 290 or Linguistics 101. Students pursuing a BS in ECME at UNM must take C&J 220 **and** select an additional course from ENGL 290 or Linguistics 101.*

Mathematics: (3 Credits)

MATH 111

A mathematics alternative such as Math 121, or 123 or 150 or 162 or 180 may be substituted. Students pursuing a BS in ECME at UNM must also take Math 112 and one option from Math 215, Math 129, or STAT 145.

Physical & Natural Sciences: (8 Credits)

_____

_____

Students pursuing a BS in ECME at UNM should take all three NTSC courses. Any two science courses in the UNM Core Curriculum which includes a lab will meet the requirements for the AA degree and are transferable for the BS.

Social and Behavior Sciences: (3 Credits)

_____

Select from AMST 182 or 185, ANTH 101 or 130, ECON 105 or 106, GEOG 102, LING 101, POLS 110 or 220, PSY 105, SOC 101.
Students pursuing a BS in ECME at UNM must take an additional course selected from the courses above.

Humanities (6 Credits)

History 101 or 102

History 161 or 162

Students who intend to continue their studies at UNM must also take HIST260 and an additional HIST selected from the UNM Core Curriculum in Humanities.

Foreign Language: (3 Credits)

_____

Select one course from the UNM Core Curriculum in Foreign Language or Sign Language.

ECME Core Requirements (29 Credits)

ECME 101
ECME 103
ECME 111
ECME 115
ECME 117 and ECME 117L
ECME 202
ECME 217 and ECME 217 L
ECME 220
ECME 230

Total Required: (61 Credits)

Students transferring to UNM Main and other 4 year institutions should be aware that core curriculum requirements are not necessarily met upon the completion of this certificate.

Last Revision 10/30/2014

Justification for revision to AAECME – Associates of Arts in Early Childhood Multicultural Education

The changes to the Associates of Arts degree in Early Childhood Multicultural Education are needed to align the AA degree requirements with the BS degree, and to reduce the number of credits needed to graduate with the AA in ECME.

Changes:

To reduce the credit requirement, I am recommending that we eliminate the Fine Arts courses (6 credits). This reduces the total credit requirement from 67 to 61.

To remain compliant with the degree plan for the BS degree in ECME, I have changed the Math 120 requirement to Math 111. Since both are three-credit classes, this change does not impact the total number of credits.

The comments in each core curriculum reflect the most current requirements in the BS degree plan for students planning on transferring to Main Campus for the BS degree in ECME.

The AAECME degree plan:

Writing and Speaking: 9 credits: English 110, or 112, or 113.
English 120
An additional course will be required. Students must take C&J 220, Communications for Teachers, or one choice from: English 290 or Linguistics 101.
Note: C&J 130 is currently an acceptable substitute. C&J 220 is required in the BS degree plan.

Mathematics: 3 credits: Math 111.

Physical and Natural Science: 8 credits preferably from the NTSC choices.

Social and Behavior Sciences: 3 credits. Choose from AMST 182 or 185, ANTH 101 or 130, ECON 105 or 106, GEOG 102, LING 101, POLS 110 OR 220, PSY 105, SOC 101.

Humanities: 6 credits: History 101 or 102
History 161 or 162

Foreign Language: 3 credits

ECME Core courses: All 11 courses for a total of 29 credits.
ECME 101, 103, 111, 115, 117, 117L, 202, 217, 217L, 220, and 230

Total: 61 credits

Impact on Long-range planning:

The associate of arts degree in early childhood multicultural education provides students with the knowledge and skills needed to work with children, birth through age eight, and their families in a variety of settings including childcare centers, Head Start programs, family care settings, preschools, and in public schools as early childhood teaching assistants.

Budget impact: These changes have no budgetary impact and may increase the number of ECME degrees awarded. ECME classes are currently taught by a graduate student. One full-time faculty member from Developmental English is qualified to teach ECME courses and is teaching a Dual Credit ECME course this semester. Due to the reduction of Developmental English classes, this instructor will switch to teaching mostly ECME courses. She will teach ECME Dual Credit courses as well as courses on campus.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1455

Fields marked with * are required

Name of Initiator: Catherine Krause **Email:** kkrause@unm.edu **Phone Number:** 505 277-3429 **Date:** 09-25-2014

Associated Forms exist? Yes Initiator's Title Associate Professor: Economics

Faculty Contact Ursula Shepherd Administrative Contact Holly Meyer

Department Honors Admin Email hmeyer@unm.edu

Branch Admin Phone 277-4211

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Honors College Designation

Select Category Department Degree Type

Select Action Revision

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

Designation Sept 2014.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)
Minor changes: shorten the description, simplify the required course list and clarify that some classes must be UHON and up to 6 CH can be other courses as approved.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Current Honors Designation Language

Honors College Designation

The Honors College designation is awarded to Honors College students who do not earn a major or minor in the Honors College, but who gain an Honors experience by completing a program of Honors coursework. Students who complete the requirements for the designation are expected to produce work that integrates ideas and methods from different disciplines, to analyze and evaluate foundational and primary works and to demonstrate strong skills in written and oral communication.

Requirements:

1. Admission to the Honors College.
2. Maintenance of a 3.20 GPA.
3. The successful completion of 15 credit hours in Honors classes to include:

    - A minimum of 3 credit hours in 100-level Honors College courses.
    - A minimum of 3 credit hours in 200-level Honors courses.
    - A minimum of 6 credit hours in 300- and/or 400-level Honors courses.

At least 9 credit hours must be completed in Honors College (UHON) courses. Up to 6 credit hours in Honors courses offered by other units may be used to satisfy designation requirements.

Proposed New Catalog Language

Honors College Designation

The Honors College designation is awarded to Honors College students who do not earn a major or minor in the Honors College, but who gain substantive Honors experience by completing a program of Honors coursework.

Requirements:

All candidates for the Honors College designation must be admitted to the Honors College and maintain a 3.20 cumulative GPA.

Successful candidates for the designation must complete 15 credit hours of UHON or other approved courses, including:

- 3 credit hours at each of the 100- and 200-levels.
- 9 additional credit hours, at least 6 of which must be upper division (300- or 400-level).

At least 9 credit hours must be completed in Honors College (UHON) courses. Up to 6 credit hours in approved courses offered by other units may be used to satisfy designation requirements.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1454

Fields marked with * are required

Name of Initiator: Catherine Krause **Email:** kkrause@unm.edu **Phone Number:** 505 277-3429 **Date:** 09-25-2014

Associated Forms exist? Yes Initiator's Title Dean of Honors and Professor: Economics

Faculty Contact Ursula Shepherd Administrative Contact Holly Meyer

Department Honors Admin Email hmeyer@unm.edu

Branch Admin Phone 277-4211

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Bachelor of Arts in Interdisciplinary Liberal Arts

Select Category Major Degree Type BA

Select Action Revision

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

updating the degree map for honors.msg
BA Sept 2014.docx

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

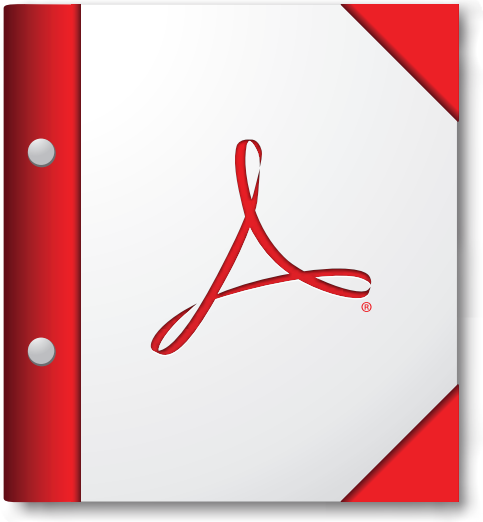
Reason(s) for Request (enter text below or upload a doc/pdf file)
The new requirements are simplified. Approval by the Honors College Degree Committee is made consistent. General degree requirements are described in the first section and specific course requirements in list form. Extraneous language is deleted.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)



For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!

Current Catalog Language for Honors BA

Bachelor of Arts in Interdisciplinary Liberal Arts

Introduction

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

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

Requirements

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

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

    - 3 credit hours of UHON 121 or 122;
    - A minimum of 3 credit hours of UHON 200-level courses;
    - A minimum of 6 credit hours of UHON 300-level courses; and

- A minimum of 3 credit hours of UHON 400-level courses in addition to UHON 490, 491, or 498 to satisfy the honors thesis/project requirement.
- A minimum of 6 credit hours of experiential seminars as approved by the Honors College Degree Committee. International experiential programs and courses are preferred, but not required.
- 6-9 credit hours of an interdisciplinary honors thesis/project (UHON 490, 491, and 498).
- 9-12 credit hour integrative honors block to be taken concurrently in one semester. The honors block must include an integrative synthesis seminar, and must be approved by the Honors College Degree Committee. It may be structured as one of the following:

    1. Designated Honors College International Programs
    2. Theme-based courses or modules
    3. Research and experiential tracks

6. 18 credit hours of upper-division courses (300- to 400-levels), approved by the Associate Dean of Honors, in courses that enrich a student's knowledge in the following:

-
    -
        - New environments and developing technologies;
        - Intercultural knowledge and competence;
        - Personal and social responsibility, including civic knowledge and engagement;
        - Research fundamentals and methodology.

Requested New Language for Honors BA

Bachelor of Arts in Interdisciplinary Liberal Arts

Introduction

The faculty of The University of New Mexico Honors College offer a Bachelor of Arts degree in Interdisciplinary Liberal Arts. This baccalaureate degree program provides the opportunity for students in the Honors College to develop a broad, interdisciplinary and experiential liberal arts education, similar to that offered by many small liberal arts colleges, but within the context of a flagship research institution. The Interdisciplinary Liberal Arts major provides students with a foundation in social and behavioral studies, physical and natural sciences, humanities, communications, mathematics, and fine arts and allows students to focus on a specific area of interdisciplinary study.

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

Requirements

All candidates for the Interdisciplinary Liberal Arts major must be admitted to the Honors College and maintain a 3.5 cumulative GPA. To be admitted, Honors College majors develop a program of study approved by the Honors College Degree Committee. That program will include a minor or a second major from a field of study that complements or enhances a student's area of research interest, methodological instruction to support the student's thesis, and 18 credit hours of upper-division courses (300-or 400-levels) from any UNM department that enrich a student's knowledge in the following:

- New environments and developing technologies;
- Intercultural knowledge and competence;
- Personal and social responsibility, including civic knowledge and engagement; and
- Research fundamentals and methodology.

The program of study also must meet the following requirements:

1. A minimum of 120 total credit hours;
2. At least 36 credit hours completed in UHON courses, including completion of the following:
    - 3 credit hours at each of the 100-, 200-, and 300-levels.
    - 6-9 credit hours of an interdisciplinary honors thesis/project (UHON 490, 491)
    - 3 additional credit hours at the 400-level.
    - 18 elective credit hours of UHON courses, at least 12 of which must be upper division (300- or 400-level) and at least 9 of which must be an honors integrative block.
3. A minimum of 12 credit hours of a single non-English language or evidence of equivalent proficiency. Information about non-English language programs can be found at the Foreign Languages and Literatures department Web site, or the Spanish and Portuguese department Web site.
4. Completion of UNM core requirements, some of which can be completed through Honors (UHON) courses.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1453

Fields marked with * are required

Name of Initiator: Catherine Krause **Email:** kkrause@unm.edu **Phone Number:** 505 277-3429 **Date:** 09-25-2014

Associated Forms exist? Yes Initiator's Title Dean of Honors and Professor: Economics

Faculty Contact Ursula Shepherd Administrative Contact Holly Meyer

Department Honors Admin Email hmeyer@unm.edu

Branch Admin Phone 277-4211

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Interdisciplinary Studies Minor

Select Category Minor 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)

Minor Sept 2014.docx

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

Reason(s) for Request (enter text below or upload a doc/pdf file)
The name change from Interdisciplinary Studies to Interdisciplinary Liberal Arts is to make it consistent with the title of the Honors BA. The other changes simplify the requirements and make it more flexible. REGISTRAR'S NOTE: FORM REQUESTS BOTH NAME CHANGE AND REQUIREMENTS REVISION.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

This is the existing Honors Minor language in the catalog:

Honors College Interdisciplinary Studies Minor

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

Requirements
Admission to the Honors College.
Maintenance of a 3.20 GPA.
Successful completion of 24 credit hours:
3 hours of UHON 121 or 122;
3 or more hours of UHON taken from the following:
201, 202, 203, 204, 205, 207, 221, 222, 299;
12 or more credit hours of UHON courses taken at or above the 300-level.
3 or more credit hours of UHON courses taken at the 400 level.
6 or more hours of Honors College experiential interdisciplinary seminars taken from UHON:
324 and 324L, 492, 493, 495, 496, 498.

This is our proposed new one:

Interdisciplinary Liberal Arts Minor

The Interdisciplinary Liberal Arts Minor in the Honors College is intended to complement, broaden and enhance a student's educational choices while at UNM. Students who complete the minor in Interdisciplinary Liberal Arts are expected to produce original work that integrates ideas and methods from different disciplines, to analyze and evaluate foundational and primary works, to gain knowledge of diverse cultures and to acquire civic knowledge and apply ethical reasoning.

Requirements

All candidates for the Interdisciplinary Studies minor must be admitted to the Honors College and maintain a 3.20 cumulative GPA.

Successful candidates for the minor must complete 24 credit hours of UHON or other approved courses, including:

- 3 credit hours at each of the 100-, 200-, 300-, and 400-levels.
- 12 additional credit hours, at least 6 of which must be upper division (300- or 400-level).

At least 15 credit hours must be completed in Honors College (UHON) courses. Up to 9 credit hours in approved courses offered by other units may be used to satisfy minor requirements.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1423

Fields marked with * are required

Name of Initiator: Ylva M Pihlstrom **Email:** ylva@unm.edu **Phone Number:** 505 277-4492 **Date:** 09-04-2014

Associated Forms exist? Yes Initiator's Title Associate Professor: Physics Astronomy Department

Faculty Contact Ylva Pihlstrom Administrative Contact Lina Sandve

Department Physics and Astronomy Admin Email lsandve@unm.edu

Branch Admin Phone 277-1516

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program Ph.D. in Physics with a concentration in Astrophysics

Select Category Concentration Degree Type Ph.D.

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)

phdcat.txt

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

Reason(s) for Request (enter text below or upload a doc/pdf file)
We want to create a concentration in Astrophysics within the Physics M.S. and Ph.D. program.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

phdjust.txt
PhDAssessment.pdf

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Ph.D. in Physics with a concentration in Astrophysics

The Doctor of Philosophy in Physics with a concentration in Astrophysics requires a minimum of 48 semester hours of graduate work exclusive of dissertation. These hours must include ASTR 536 and 537, the choice of three from PHYC 466, 505, 511 and 521, and four electives of which the following are recommended: ASTR 526, 538, 539 and PHYC 581 when the topic is Cosmology or High Energy Astrophysics. Details must be discussed with a graduate advisor each semester.

The Astrophysics concentration is motivated by a goal to create a program that is well aligned with the career goals of Astrophysics students. With a stronger emphasis on astrophysics background in their education, they will be better prepared for their following careers. The creation of an Astrophysics concentration also intends to raise our graduate program profile for students within astrophysics, thereby attracting more, and higher quality astrophysics students to UNM.

The required courses for the concentration already exist, and they are also being taught with the necessary frequency for the proposed concentration. The required classes can thus be completed on the same timescale as for the existing degrees with the same student workload.

Our current Physics PhD program contains four preliminary exams covering undergraduate physics (thermodynamics and statistical mechanics (SM), electricity and magnetism (EM), classical mechanics (CM) and quantum mechanics (QM)) that the students have to pass at 60% level in no more than six sittings. Similarly, the Astrophysics Concentration will require the students to pass four preliminary exams, one within the subject of astrophysics, and the choice of three out of the four SM, EM, CM and QM preliminary exams. The new astrophysics preliminary exam will be prepared and graded by a subcommittee of the astronomy faculty, and is considered a small addition to the present faculty workload. The workload will be rotated amongst the astronomy faculty members.

Students taking the Astrophysics concentration will exit with a PhD degree in Physics, and to ensure that they graduate with a sufficient level of knowledge and exposure to the important physics topics of classical mechanics and quantum mechanics, we will require incoming students to take one semester of undergraduate courses in these subjects (PHYC 491 and/or PHYC 303) unless they have not taken equivalent courses previously.

It is important the new concentration will be assessed properly, and we intend to follow the same assessment procedures as for our existing degrees (see attached pdf named PhDAssessment.pdf).

Budget and faculty workload: The formation of the concentration will not have an effect on the Department’s overall budget and/or the total number of graduate students in physics. Other than a minor addition of preparing preliminary exams in astrophysics, there is no significant effect on the workload of the faculty as the required and elective courses already exist and are being taught frequently within the program.

Template
Academic Program
Assessment of Student Learning Plan
University of New Mexico

Instructions:

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of the Provost.* Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically when possible.

*If you have any questions, please contact the Assessment Office at assess@unm.edu or 277-4130.

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: Arts and Science
2. Department: Physics and Astronomy
3. Date: May 1, 2009

B. Academic Program of Study*

PhD Physics

C. Contact Person(s) for the Assessment Plan

Dinesh Loomba, Associate Professor, Graduate Committee Chair, dloomba@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

☐ *[Attach Cover Sheet for Student Learning Outcomes and associated materials.]*

OR

[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

A. *Physics knowledge.* Students have a solid foundation of advanced knowledge in broad areas of physics.

B. *Ability to conduct independent research.* Students are able to conduct independent research in commercial, government and academic settings.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students have a thorough grasp of undergraduate physics
A.2 Students are experts in some particular field of physics

B.1. Students are able to make professional written and oral presentations of research results
B.2. Students can conduct independent and original scientific research that meets international standards

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Students have to pass a written exam that tests advanced undergraduate physics in the areas of Classical Mechanics, Quantum Physics, Electromagnetism and Thermodynamics. The exams are given at the beginning of each semester by the exam committee. The exam scores are archived.	X	X	X	
A.2. Students have to pass a candidacy exam where they must show competency in a particular area of physics or astronomy in which they intend to pursue a PhD. The exam consists of an oral presentation and a question and answer section. The results are documented by the student's candidacy examination committee and become part of the student's file. The students will be examined in the categories listed in Appendix 1.	X	X	X	
B.1. The dissertation committee evaluates the written and the oral presentation and submits evaluation sheets (see Appendix 2).	X	X	X	
B.2. Students have to complete a research project and produce results that can be published in a scientific journal. No later than one year after the thesis defense a paper should be	X	X	X	

submitted. Students must write a dissertation and publicly defend it. The dissertation committee evaluates the written and the oral presentation and submits evaluation sheets (see Appendix 2).				

2. **How will learning outcomes be assessed?**
   A. <u>What</u>:
      i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

All SLOs are assessed in each of the three assessment tools described here. These are based on tools we already employ or have recently employed for our own assessment purposes. They focus, in turn, on narrower course-specific, broader programmatic, and more practical, post-degree educational (and employment) goals, although there is some overlap. Obviously, significant and valuable assessment of our programs and students is carried out in other formal and informal ways less well matched to the University's current assessment effort. The forms used are included as Appendices.

- Students are advised each semester and remedial undergraduate course work is recommended if necessary. Students can transfer to the MS degree program (thesis or non-thesis option) if the exam is not passed at the PhD level.
- Members of the examination committee for the candidacy exam must fill out a standard from that evaluates the student performance. Annually the graduate committee summarizes these evaluations and discusses the results to initiate changes in our curriculum and advisement procedures if necessary.
- Members of the dissertation committee must fill out a standard form that evaluates the student performance during the PhD defense. Annually the graduate committee summarizes these evaluations and provides feedback and recommendations to the faculty.

      ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

Instructor reports and the preliminary (written) exam, candidacy exam and dissertation defense results are direct assessment and form the majority of our assessment effort. Exit Interviews are indirect.

      *iii. Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define*

qualitative criteria and measure performance, attach them to the plan as they are available.

To create an assessment report, the Department's Graduate Committee (GC) will synthesize the results from the tools described above. For example, as we have already been doing for several years, we get direct feedback on how the students perform on the written prelim exams. This information is used by graduate advisors to tailor student curricula in order to fill gaps in their knowledge uncovered by the exam. The graduate committee also receives feedback on how well students are performing in their core courses during the semester and this too is used in tailoring their curriculum.

Exit Interviews will be analyzed to determine, for example, how many of our PhDs go into academic positions (e.g. Postdocs) versus industry. Feedback from the students as to the quality of the program will also continue to be synthesized.

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

For prelim exams, the group will include students in their first 2.5 years in the program. For the candidacy exam it will include all students who successfully passed their prelim exams and remained in the program. For Exit Interviews, from all students graduating with a PhD.

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
   [Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-20010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

The GC will be the body responsible for collecting the assessment reports and analyzing them to identify problem areas that may point to a change in the degree program; major changes will be recommended by the GC to the full faculty for approval. The information will be reviewed, a summary report written, and this report presented to the faculty on 3 year timescales. In this way, a positive feedback loop is maintained.

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**
   Briefly describe:
   1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
   2. *the process for consideration of the implications of assessment for change:*

a. to assessment mechanisms themselves,
b. to curriculum design,
c. to pedagogy
…in the interest of improving student learning.

3. How, when, and to whom will recommendations be communicated?

As mentioned above, the GC will lead the assessment process, but with input from other faculty involved in teaching the relevant courses. The GC is responsible for gathering the evidence, leading the analysis, and creating recommendations. As a result of such discussions, any significant recommended changes will be presented by the GC to the full faculty for discussion and approval. This will occur every five years, unless more urgent modifications are deemed necessary.

Appendices – Candidacy Exam Report, Dissertation Exam Report and Exit Interview

PhD Candidacy Exam- Internal Assessment Form
Department of Physics and Astronomy

This form should be filled out by each member of the dissertation committee following the student's proposal presentation. The form must be signed and returned to the graduate coordinator.

Student Name		
Proposed Dissertation Title		
Committee Chair		
Your Name		
Date of Exam		**Signature** ----------

5=excellent, 4=very good, 3=good, 2=fair, 1=poor

Score

1. Student's grasp of the material:

(a) Definition of the problem: clarity of the statement of the problem and its motivation

(b) Analysis of related and previous work:

(c) Student's knowledge of the field:

(d) Research plan: realistic research plan, clear formulation of tasks, reasonable schedule

Comments:

2. Student's ability to communicate

(a) Quality of the presentation

(b) Ability to answer questions

Comments:

3. Supervision of the student and resources available for the research

Comments:

4. Overall assessment of the proposal

(score does not have to be an average of the previous scores)

Comments:

THE UNIVERSITY OF NEW MEXICO
Office of Graduate Studies
Department of Physics and Astronomy
REPORT ON THESIS AND DISSERTATION

Author: _____ ID: _____ Unit: Physics and Astronomy

Thesis/Dissertation Director: _____ Reader: _____

Title to Thesis/Dissertation: _____

_____

1a. Please rate the thesis/dissertation on the following:

		Excellent	*Very Good*	*Good*	*Fair*	*Inferior*
a.	Substance	☐	☐	☐	☐	☐
b.	Methodology	☐	☐	☐	☐	☐
c.	Originality	☐	☐	☐	☐	☐
d.	Style	☐	☐	☐	☐	☐
e.	Evaluation of the work as a whole	☐	☐	☐	☐	☐

1b. Please rate the oral presentation on the following:

		Excellent	*Very Good*	*Good*	*Fair*	*Inferior*
a.	Clarity	☐	☐	☐	☐	☐
b.	Completeness	☐	☐	☐	☐	☐
c.	Pedagogical quality and style	☐	☐	☐	☐	☐
d.	Response to questions	☐	☐	☐	☐	☐
f.	Evaluation of the work as a whole.	☐	☐	☐	☐	☐

2. Please summarize briefly your reaction to the thesis/dissertation :

_____

_____

3. Do you recommend the acceptance of this manuscript for the degree?

_____ Yes _____ No

Reader: Please sign and pass this form on to the committee chairperson.

_____ _____
Reader Date

_____ _____
Chairperson of Committee Date

_____ _____
Chairperson, Major Graduate Unit Date

Graduate Unit Chairperson: Please collect all readers' forms and submit to the Graduate Office in a sealed envelope.

COMMITTEE CHAIR: Please continue thesis/dissertation review on the backside.

TO BE COMPLETED BY THE COMMITTEE CHAIR:

Please identify the sub-field of your student's thesis/dissertation

☐ Astronomy & Astrophysics

☐ Biological Physics

☐ Condensed-Matter Physics

☐ Optics and Photonics

☐ Quantum Information Science

☐ Subatomic Physics

☐ Other Areas: Please describe

_____
_____
_____
_____
_____

MS ☐ or PhD ☐

Number of published journal papers: _____

Number of conference presentation: _____

Number of journal papers submitted and to be submitted: _____

Exit interview data for Physics PhD and MS graduates:

How long (# months) to PhD/MS? …….

Position after graduation: ……

Plans for the future: Industry, University, 4-year College, Research Lab

Research Advisor: …….

Research Area:

Astronomy & Astrophysics
Biological Physics
Condensed-Matter Physics
Optics and Photonics
Quantum Information Science
Subatomic Physics
Other Area …explain

Course work (rate from 1 to 10 (best)): …….

Comments:

Qualifying examination (rate from 1 to 10 (best)):

Comments:

Rate research experience (rate from 1 to 10 (best)):

Comments:

Other comments and suggestions: …….

UNM P&A Alumni Questionnaire
University of New Mexico Department of Physics & Astronomy

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1422

Fields marked with * are required

Name of Initiator: Ylva M Pihlstrom **Email:** ylva@unm.edu **Phone Number:** 505 277-4492 **Date:** 09-04-2014

Associated Forms exist? Yes Initiator's Title Associate Professor: Physics Astronomy Department

Faculty Contact Ylva Pihlstrom Administrative Contact Lina Sandve

Department Physics and Astronomy Admin Email lsandve@unm.edu

Branch Admin Phone 277-1516

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program M.S. in Physics with a concentration in Astrophysics

Select Category Concentration Degree Type M.S.

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)

mscat.txt

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

Reason(s) for Request (enter text below or upload a doc/pdf file)
We want to create a concentration in Astrophysics within the Physics M.S. and Ph.D. program.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

msjust.txt
MSAssessment.pdf

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

M.S. in Physics with a concentration in Astrophysics

The Master of Science in Physics with a concentration in Astrophysics follows the same requirement for Plan I (non-thesis) and Plan II (thesis) M.S. Physics requirements for the number of credit hours. Under the Astrophysics concentration the hours must include ASTR 536 and the choice of three of PHYC 466, 505, 511, 521 and ASTR 537. Details must be discussed with a graduate advisor each semester.

The M.S. Astrophysics concentration is following the motivation of the creation of the Astrophysics Ph.D. concentration. This is motivated by a goal to create a program that is well aligned with the career goals of Astrophysics students. With a stronger emphasis on astrophysics background in their education, they will be better prepared for their following careers. The creation of an Astrophysics concentration also intends to raise our graduate program profile for students within astrophysics, thereby attracting more, and higher quality astrophysics students to UNM.

The required courses for the concentration already exist, and they are also being taught with the necessary frequency for the proposed concentration. The required classes can thus be completed on the same timescale as for the existing degrees with the same student workload.

Our current M.S. program contains two separate plans. Under plan I the student presents a written thesis, and plan II offers a non-thesis opton. If they chose the non-thesis plan, they must pass three preliminary exams covering undergraduate physics (thermodynamics and statistical mechanics (SM), electricity and magnetism (EM), classical mechanics (CM) and quantum mechanics (QM)). The M.S. students have to pass these at a 50% level in no more than five sittings. Similarly, the Astrophysics Concentration will require the students under a non-thesis option to pass three preliminary exams, one within the subject of astrophysics, and the choice of two out of the four SM, EM, CM and QM preliminary exams. The new astrophysics preliminary exam will be prepared and graded by a subcommittee of the astronomy faculty, and is considered a small addition to the present faculty workload. The workload will be rotated amongst the astronomy faculty members.

Students taking the Astrophysics M.S. concentration will exit with a degree in Physics, and to ensure that they graduate with a sufficient level of knowledge and exposure to the important physics topics of classical mechanics and quantum mechanics, we will require incoming students to take one semester of undergraduate courses in these subjects (PHYC 491 and/or PHYC 303) unless they have not taken equivalent courses previously.

It is important the new concentration will be assessed properly, and we intend to follow the same assessment procedures as for our existing degrees (see attached pdf named MSAssessment.pdf).

Budget and faculty workload: The formation of the concentration will not have an effect on the Department’s overall budget and/or the total number of graduate students in physics. Other than a minor addition of preparing preliminary exams in astrophysics, there is no significant effect on the workload of the faculty as the required and elective courses already exist and are being taught frequently within the program.

Template
Academic Program
Assessment of Student Learning Plan
University of New Mexico

Instructions:

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of the Provost.* Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically when possible.

*If you have any questions, please contact the Assessment Office at assess@unm.edu or 277-4130.

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: Arts and Science
2. Department: Physics and Astronomy
3. Date: May 1, 2009

B. Academic Program of Study*

MS Physics

C. Contact Person(s) for the Assessment Plan

Dinesh Loomba, Associate Professor, Graduate Committee Chair, dloomba@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

☐ *[Attach Cover Sheet for Student Learning Outcomes and associated materials.]*

OR

[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

A. *Physics knowledge.* Students have a solid foundation of advanced knowledge in broad areas of physics.

B. *Ability to participate in research.* Students are able to participate in research in commercial, government and academic settings.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students have a thorough grasp of undergraduate physics
A.2 Students have a good understanding of the core areas in physics at the graduate level

B.1. Students are able to make professional written and oral presentations of research results
B.2. Students can apply physics to research problems

E. Assessment of Student Learning Three-Year Plan

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. **Student Learning Outcomes**
   [Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Non-thesis option: Students have to pass a written exam that tests advanced undergraduate physics in the areas of Classical Mechanics, Quantum Physics, Electromagnetism and Thermodynamics. The exams are given at the beginning of each semester by the exam committee. The exam scores are archived. Thesis option: Students must demonstrate their grasp of UG physics in their written thesis and oral defense (presentation and question/answer section). The thesis will be evaluated by the committee and the scores archived.	X	X	X	
A.2. In Classical Mechanics, Quantum Physics, Electromagnetism and Thermodynamics students must receive a grade of B^- or better.	X	X	X	
B.1. Non-thesis option: The instructor of the problems course evaluates the student's ability to make written and oral presentations. Thesis option: The thesis committee evaluates the written and the oral presentations and submits evaluation sheets.	X	X	X	
B.2. Non-thesis option: Students have to take at least three research hours with a faculty member. The faculty member submits an evaluation of the student's performance.	X	X	X	

Thesis option: Students must write a thesis and publicly defend it. The thesis committee evaluates the written and the oral presentation and submits evaluation sheets.				

2. How will learning outcomes be assessed?

A. What:

i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

All SLOs are assessed in each of the three assessment tools described here. These are based on tools we already employ or have recently employed for our own assessment purposes. They focus, in turn, on narrower course-specific, broader programmatic, and more practical, post-degree educational (and employment) goals, although there is some overlap. Obviously, significant and valuable assessment of our programs and students is carried out in other formal and informal ways less well matched to the University's current assessment effort. The forms used are included as Appendices.

- Students are advised each semester and remedial undergraduate course work is recommended if necessary. Students can obtain an MS degree with and without thesis depending on their preference and the exam scores.
- The faculty advisor provides immediate feedback to the student based on his/her performance in problems courses where written and oral presentations are made.
- In the thesis option, members of the examination committee for the defense must fill out a standard form that evaluates the student performance. Annually the graduate committee summarizes these evaluations and provides feedback and recommendations to the faculty.

ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

Instructor reports and the preliminary (written) exam and dissertation defense results are direct assessment and form the majority of our assessment effort. Exit Interviews are indirect.

iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

To create an assessment report, the Department's Graduate Committee (GC) will synthesize the results from the tools described above. For example, as we have already been doing for several years, we get direct feedback on how the students perform on the written prelim exams. This information is used by graduate advisors to tailor student curricula in order to fill gaps in their

knowledge uncovered by the exam. The graduate committee also receives feedback on how well students are performing in their core courses during the semester and this too is used in tailoring their curriculum.

Exit Interviews will be analyzed to determine, for example, where our MSs go after receiving their degrees. Feedback from the students as to the quality of the program will also continue to be synthesized.

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

For prelim exams, the group will include all MS students in the program. For Exit Interviews, from all students graduating with an MS.

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
   [Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-20010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

The GC will be the body responsible for collecting the assessment reports and analyzing them to identify problem areas that may point to a change in the degree program; major changes will be recommended by the GC to the full faculty for approval. The information will be reviewed, a summary report written, and this report presented to the faculty on 3 year timescales. In this way, a positive feedback loop is maintained.

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**
   Briefly describe:
   1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
   2. *the process for consideration of the implications of assessment for change:*
      a. to assessment mechanisms themselves,
      b. to curriculum design,
      c. to pedagogy
      ...in the interest of improving student learning.
   3. *How, when, and to whom will recommendations be communicated?*

As mentioned above, the GC will lead the assessment process, but with input from other faculty involved in teaching the relevant courses. The GC is responsible for gathering the evidence, leading the analysis, and creating recommendations. As a result of such discussions, any significant

recommended changes will be presented by the GC to the full faculty for discussion and approval. This will occur every two years, unless more urgent modifications are deemed necessary.

Appendices – MS Problems Course Report, Dissertation Exam Report and Exit Interview form

MS Problems Course - Internal Assessment Form
Department of Physics and Astronomy

This form must be filled out by the instructor and returned to the graduate advisor at the end of the semester.

Student Name		
Brief Description of the Problems / Research Course		
Instructor Name		
Semester		**Signature** ----------

5=excellent, 4=very good, 3=good, 2=fair, 1=poor

Score

1. Student's grasp of the material

Comments:

2. Student's ability to communicate scientifically (oral and / or written)

Comments:

3. Quality of the research performed

Comments:

4. Overall performance

(score does not have to be an average of the previous scores)

Comments:

Course grade (A^+ ... F)

THE UNIVERSITY OF NEW MEXICO
Office of Graduate Studies
Department of Physics and Astronomy
REPORT ON THESIS AND DISSERTATION

Author: _____ ID: _____ Unit: Physics and Astronomy

Thesis/Dissertation Director: _____ Reader: _____

Title to Thesis/Dissertation: _____

_____

1a. Please rate the thesis/dissertation on the following:

		Excellent	*Very Good*	*Good*	*Fair*	*Inferior*
a.	Substance	☐	☐	☐	☐	☐
b.	Methodology	☐	☐	☐	☐	☐
c.	Originality	☐	☐	☐	☐	☐
d.	Style	☐	☐	☐	☐	☐
e.	Evaluation of the work as a whole	☐	☐	☐	☐	☐

1b. Please rate the oral presentation on the following:

		Excellent	*Very Good*	*Good*	*Fair*	*Inferior*
a.	Clarity	☐	☐	☐	☐	☐
b.	Completeness	☐	☐	☐	☐	☐
c.	Pedagogical quality and style	☐	☐	☐	☐	☐
d.	Response to questions	☐	☐	☐	☐	☐
f.	Evaluation of the work as a whole.	☐	☐	☐	☐	☐

2. Please summarize briefly your reaction to the thesis/dissertation :

_____

_____

3. Do you recommend the acceptance of this manuscript for the degree?

_____ Yes _____ No

Reader: Please sign and pass this form on to the committee chairperson.

_____ _____
Reader Date

_____ _____
Chairperson of Committee Date

_____ _____
Chairperson, Major Graduate Unit Date

Graduate Unit Chairperson: Please collect all readers' forms and submit to the Graduate Office in a sealed envelope.

COMMITTEE CHAIR: Please continue thesis/dissertation review on the backside.

TO BE COMPLETED BY THE COMMITTEE CHAIR:

Please identify the sub-field of your student's thesis/dissertation

☐ Astronomy & Astrophysics

☐ Biological Physics

☐ Condensed-Matter Physics

☐ Optics and Photonics

☐ Quantum Information Science

☐ Subatomic Physics

☐ Other Areas: Please describe

_____
_____
_____
_____
_____

MS ☐ or PhD ☐

Number of published journal papers: _____

Number of conference presentation: _____

Number of journal papers submitted and to be submitted: _____

Exit interview data for Physics PhD and MS graduates:

How long (# months) to PhD/MS? …….

Position after graduation: ……

Plans for the future: Industry, University, 4-year College, Research Lab

Research Advisor: …….

Research Area:

Astronomy & Astrophysics
Biological Physics
Condensed-Matter Physics
Optics and Photonics
Quantum Information Science
Subatomic Physics
Other Area …explain

Course work (rate from 1 to 10 (best)): …….

Comments:

Qualifying examination (rate from 1 to 10 (best)):

Comments:

Rate research experience (rate from 1 to 10 (best)):

Comments:

Other comments and suggestions: …….

UNM P&A Alumni Questionnaire
University of New Mexico Department of Physics & Astronomy

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1413

Fields marked with * are required

Name of Initiator: Rosa Auletta **Email:** rauletta@unm.edu **Phone Number:** 505 925-8546 **Date:** 08-08-2014

Associated Forms exist? No Initiator's Title Lecturer II: Valencia County Branch

Faculty Contact Rosa M. Auletta Administrative Contact Laura Musselwhite

Department Education Admin Email lmusselwhite@unm.edu

Branch Valencia Admin Phone 925-8601

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Early Childhood Multicultural Education Certificate (VA)

Select Category Certificate Degree Type

Select Action Revision

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

ECME Certificate revised 2014.xlsx

☐ **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)
These changes are needed to update the certificate with new core course names for Math and English and to reduce the credit load requirement.

2014 Revised ECME Cert.pdf

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Justification for revised ECME Certificate.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Early Childhood Multicultural Education Certificate (ECME)
(2014-2015) Catalog

Student Name _____ **Advisor** _____ **Banner ID** _____

Writing and Speaking: (3 Credits)	**SEM**	**GRD**	**CR**
ENGL 110, 112, or 113*			

**Completion of both ENGL 111 and 112 (6-credits) is an alternative to completing the Writing & Speaking core. ENGL 111 counts as an elective; ENGL 112 meets the core requirement. ENGL 113 is a 4-credit course; three credits are Writing & Speaking core and one is an elective.*

Mathematics: (3 Credits)

MATH 111			

In place of MATH 111 an alternative mathematics course (e.g., MATH 121) may be selected.

Early Childhood Multicultural Education Core Requirements (29 Credits)

ECME 101			
ECME 103			
ECME 111			
ECME 115			
ECME 117 and ECME 117L			
ECME 202			
ECME 217 and ECME 217 L			
ECME 220			
ECME 230			

Total Required: (35 Credits)
Students transferring to UNM Main and other 4 year insitutions should be aware that core curriculum requirements are not necessarily met upon the completion of this certificate.

> I have read and understand the requirements of this degree.

_____ _____
Signature Date

Early Childhood Multicultural Education Certificate

Student Name _____ **Advisor** _____ **Banner ID** _____

Writing and Speaking: (~~6~~ 3 Credits)	**SEM**	**GRD**	**CR**
ENGL ~~101~~ 110, or 111 and 112, or 113	_____	_____	_____
~~ENGL 102~~	_____	_____	_____

Mathematics: (3 Credits)

MATH ~~120~~ 111	_____	_____	_____

In place of MATH ~~120~~ 111 an advanced level mathematics courses (e.g., MATH 121, 150, 162, 180) may be selected for students who place into a higher math course. MATH 101 and 102 or MATH 120,

~~**Social & Behavioral Sciences: (3 Credits)**~~ remove completely

_____	_____	_____	_____

Select one course from the UNM Core Curriculum in Social and Behavioral Sciences or Fine Arts.

Early Childhood Multicultural Education Core Requirements: (~~26~~ 29 Credits)

ECME 101	_____	_____	_____
ECME 103	_____	_____	_____
ECME 111	_____	_____	_____
ECME 115	_____	_____	_____
ECME 117 and ECME 117L	_____	_____	_____
ECME 202	_____	_____	_____
ECME 217 and ECME 217L	_____	_____	_____
ECME 220	_____	_____	_____
~~ECME 230~~ do not remove	_____	_____	_____

Total Required: (~~38~~ 35 Credits)

Students transferring to UNM Main and other 4 year institutions should be aware that core curriculum requirements are not necessarily met upon the completion of this certificate.

- I have read and understand the requirements of this degree.

_____ Signature

_____ Date

Documentation for new ECME Certificate -- Fall 2015 **9/9/2014**

The changes to the ECME Certificate are needed to update the English and Math course name changes and to reduce the number of credits required to obtain the certificate.

There was an error in the calculation of ECME credits required for the certificate for some years. Although the error was corrected in the new catalog, the overall total credit requirement remained incorrect. The old degree plan in the catalog indicates that the ECME courses totaled 26 credits. In fact the total was 29 credits which has been corrected in the current catalog.

Changes:

To reduce the credit requirement, I am recommending that we reduce the number of Writing and Speaking credits from 6 to 3 credits making only English 110, or 112, or 113 the requirement.

To remain compliant with the degree plan in the Main Campus catalog, I am changing the Math 120 requirement to Math 111. Since both are three credit courses, this does not impact the total number of credits. An advanced level mathematics course can be substituted such as Math 101 **and** 102, or 120, or higher such as 121, 150, 162, 180.

Eliminate the Social & Behavioral Sciences 3 credit class to reduce the overall number of credits.

The Certificate plan:

Writing and Speaking: 3 credits: English 110, or 112, or 113.

Math: 3 credits: Math 111

Early Childhood Multicultural Education Core Requirements: 29 credits

ECME 101, 103, 111, 115, 117, 117L, 202, 217, 217L, 220, and 230.

Total Required: 35 credits

Impact on Long-range planning:

This program is designed for students who wish to work in this field or continue to an A.A. degree or transfer to a four-year college or university to complete a bachelor's degree in early childhood education, child development or related field. All the above courses are required for the associate's degree and articulate with our A.A. ECME degree.

Budget impact: These changes have no budgetary impact and may increase the number of ECME certificates awarded. ECME classes are currently taught by a graduate student. One full-time faculty member from Developmental English is qualified to teach ECME courses and is teaching a Dual Credit ECME course this semester. The plan is for her to continue to teach ECME Dual Credit courses as well as courses on campus.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1412

Fields marked with * are required

Name of Initiator: Anna Mae Apodaca **Email:** aapodaca@unm.edu **Phone Number:** 505 277-2762 **Date:** 07-31-2014

Associated Forms exist? No Initiator's Title Coord,Program Advisement: SOE Mechanical Engineeri

Faculty Contact Dr. Chris Hall Administrative Contact Anna Mae Apodaca

Department Mechanica Engineering Admin Email aapodaca@unm.edu

Branch Albuq Admin Phone 7-2762

Proposed effective term

Semester Please Select Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program BS Mechanical Engineering

Select Category Major Degree Type BS

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)

BSME_Curriculum_Changes_road_map.xlsx

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

Reason(s) for Request (enter text below or upload a doc/pdf file)
Please see attached info to omit chem 122 & 124L and add physics 160L to the ME curriculum

Form C BSME Curriculum Change.docx

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

UNM Bachelors of Science
In Mechanical Engineering

Freshman Year 1st semester		Freshman Year 2nd semester		Cr Hrs
CHEM 121 General Chemistry	3	ENGL 102 Composition II: Analysis & Arg.	3	
CHEM 123L General Chemstry Lab	1	PHYC 160 General Physics	3	
ENGL 101 Composition I: Exposition	3	PHYC 160L General Physics Laboratory	1	
ME 160L Mechanical Engineering Design I	3	MATH 163 Calculus II	4	
MATH 162 Calculus I	4	CS 151L Computer Programming FNM	3	
UNM Core Humanities	3	UNM Core Fine Arts	3	
	17		17	**34**
Sophomore Year 1st semester		**Sophomore Year 2nd semester**		
ME 260L Mechanical Engineering Design II	3	ME 306 Dynamics	3	
CE 202 Engineering Statics	3	ECE 203 Circuit Analysis I	3	
PHYC 161 General Physics	3	MATH 316 Applied Ordinary Diff. Eqns.	3	
MATH 264 Calculus III	4	ME 318L Mechanical Engineering Lab.	4	
ME 217 Energy, Environment & Society	3	Core Writing and Speaking (not 101 or 102)	3	
	16		16	**32**
Junior Year 1st semester		**Junior Year 2nd semester**		
ME 317L Fluid Mechanics	4	ME 360L Mechanical Engineering Design III	3	
ME 301 Thermodynamics	3	ME 357 Intro. to Mechanical Vibrations	3	
CE 302 Mechanics of Materials	3	ME 370L Engineering Material Science	3	
MATH Elective	3	ME 352L Materials Laboratory	1	
Core Humanities Elective	3	ECON 105 Intro to Macroeconomics	3	
	16	Core Second Language	3	
			16	**32**
Senior Year 1st semester		**Senior Year 2nd semester**		
ME 320L Heat Transfer	4	ME 460 Mechanical Engineering Design V	4	
ME 459 Mechanical Engineering Design IV	3	Technical Elective	3	
ME 380 Anal &Degn Mech Control Systems	3	ME Engineering Science Elective	3	
ME Engineering Science Elective	3	ME Engineering Science Elective	3	
	13		13	**26**
			TOTAL	**124**

UNM SCHOOL of ENGINEERING

Department of Mechanical Engineering

July 31, 2014

To: Office of the Registrar/Curriculum Committee

From: Dr. Chris Hall, Chair

Cc: Anna Mae Apodaca, Advisement Coordinator

RE: Curriculum Change for BS in Mechanical Engineering

This request changes the BSME Curriculum from 130 credit hours to 124 credit hours, while maintaining the integrity of the BSME degree program. The changes have been approved by the ME Department Faculty and have been reviewed and recommended by the ME Department's external Advisory Council.

Here is a summary of the curriculum changes:

1. Omit CHEM 122 / 124L from Spring of freshman year (- 4 credit hours)
2. Add PHYC 160L lab to Spring of freshman year (+ 1 credit hour)
3. Omit the requirement of ME 302 OR 314 in Spring of junior year (- 3 credit hours)

These changes have a small effect on enrollment in the affected Chemistry and Physics courses, and both departments have been informed of the changes.

The University of New Mexico · MSC01 1150 · 1 University of New Mexico · Albuquerque, NM 87131-0001
Phone 505.277.2761 Fax 505.277.1571 www.me.unm.edu
Mechanical Engineering Building, Room 202

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1396

Fields marked with * are required

Name of Initiator: Lourdes McKenna **Email:** lourdes@unm.edu **Phone Number:** 505 277-3112 **Date:** 06-03-2014

Associated Forms exist? No Initiator's Title Dept Administrator 2: Computer Science

Faculty Contact Lance Williams Administrative Contact Lourdes McKenna

Department Computer Science Admin Email lourdes@cs.unm.edu

Branch Admin Phone 277-3112

Proposed effective term

Semester Spring Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program BS Computer Science

Select Category Degree Degree Type

Select Action Revision

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

Form C Undergrad 2014.docx
BSCS 4-Year Plan.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)
Compliance with Provost's recommendation for 120 credit requirement for engineering bachelor's degree programs.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Budgetary and Faculty Load Implications Form C.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

CS Undergraduate Curriculum

Current Information	New Information
Graduation Requirements To receive the Bachelor of Science in Computer Science, a student must satisfy all general University of New Mexico regulations concerning baccalaureate programs and must complete all work defined by the following groups. Only courses with a grade of C- or better may be used to satisfy any of the requirements defined herein. The following courses cannot be used to satisfy any of the requirements listed below: Reserve Officers Training (ROTC), recreational physical education (PE-NP), Introductory Studies courses (e.g., IS-E 100) and mathematics courses prior to calculus. If in doubt about the applicability of a course. contact an undergraduate advisor in the Computer Science Department. Graduation criteria for the B.S.C.S. is as follows: 1. Completion of 130 credit hours. 2. Completion of at least 42 credit hours in courses numbered 300 or above. 3. Completion of 51 credit hours in computer science consisting of the following courses, which total 42 credit hours, completed with a grade of C or better: One of CS 151L or CS 152L (with grades of B- or better) CS 241L Data Organization CS 251L Intermediate Programming CS 261 Mathematical Foundations of Computer Science ECE 238L Computer Logic Design CS 293 Social and Ethical Issues in Computing CS 341L Introduction to Computer Architecture and Organization CS 351L Design of Large Programs CS 361L Data Structures and Algorithms I CS 362 Data Structures and Algorithms II CS 357L Declarative Programming CS 375 Numerical Computation CS 460 Software Engineering CS 481 Computer Operating Systems	Graduation Requirements To receive the Bachelor of Science in Computer Science, a student must satisfy all general University of New Mexico regulations concerning baccalaureate programs and must complete all work defined by the following groups. Only courses with a grade of C- or better may be used to satisfy any of the requirements defined herein. The following courses cannot be used to satisfy any of the requirements listed below: Reserve Officers Training (ROTC), recreational physical education (PE-NP), Introductory Studies courses (e.g., IS-E 100) and mathematics courses prior to calculus. If in doubt about the applicability of a course. contact an undergraduate advisor in the Computer Science Department. Graduation criteria for the B.S.C.S. is as follows: 1. Completion of 120 credit hours. 2. Completion of at least 42 credit hours in courses numbered 300 or above. 3. Completion of 51 credit hours in computer science consisting of the following courses, which total 42 credit hours, completed with a grade of C or better: One of CS 151L or CS 152L (with grades of B- or better) CS 241L Data Organization CS 251L Intermediate Programming CS 261 Mathematical Foundations of Computer Science ECE 238L Computer Logic Design CS 293 Social and Ethical Issues in Computing CS 341L Introduction to Computer Architecture and Organization CS 351L Design of Large Programs CS 361L Data Structures and Algorithms I CS 362 Data Structures and Algorithms II CS 357L Declarative Programming CS 375 Numerical Computation CS 460 Software Engineering CS 481 Computer Operating Systems

The remaining 9 credit hours are technical electives of the student's choosing to be taken from among the Computer Science Department offerings. (Certain courses in the Department of Electrical and Computer Engineering are also acceptable as technical electives.) All courses used as technical electives are subject to the approval of an undergraduate advisor and must be completed with a grade of B or better.	The remaining 9 credit hours are technical electives of the student's choosing to be taken from among the Computer Science Department offerings. (Certain courses in the Department of Electrical and Computer Engineering are also acceptable as technical electives.) All courses used as technical electives are subject to the approval of an undergraduate advisor and must be completed with a grade of B or better.
CS 259L may be substituted for CS 152L and CS 251L but only 5 credit hours credit is awarded. The computer science credit hour requirement is reduced to 50, but the overall graduation requirement remains at 130.	CS 259L may be substituted for CS 152L and CS 251L but only 5 credit hours credit is awarded. The computer science credit hour requirement is reduced to 50, but the overall graduation requirement remains at 120.
The following additional rules apply:	The following additional rules apply:
Department offerings below the 300-level cannot be used as technical electives. The following courses also cannot be used as technical electives: CS 394, 401, 492, 494.	Department offerings below the 300-level cannot be used as technical electives. The following courses also cannot be used as technical electives: CS 394 and 494.
At most 3 credit hours of CS 499 may be used toward satisfaction of this requirement. At least 15 credit hours at or above the 300-level used to satisfy this requirement must be taken from full-time University of New Mexico Computer Science Department faculty. At least 18 credit hours must be taken in the Computer Science Department at the University of New Mexico.	At most 3 credit hours of CS 499 may be used toward satisfaction of this requirement. At least 15 credit hours at or above the 300-level used to satisfy this requirement must be taken from full-time University of New Mexico Computer Science Department faculty. At least 18 credit hours must be taken in the Computer Science Department at the University of New Mexico.
4. Completion of the Mathematics sequence: MATH 162 Calculus I, with a grade of B- or better MATH 163 Calculus II MATH 314 or 321 Linear Algebra STAT 345 Elements of Mathematical Statistics and Probability Theory	4. Completion of the Mathematics sequence: MATH 162 Calculus I, with a grade of B- or better MATH 163 Calculus II MATH 314 or 321 Linear Algebra STAT 345 Elements of Mathematical Statistics and Probability Theory
5. 9 credit hours of communications skills: ENGL 110 (or ENGL 112; or ENGL 113), ENGL 120 and one of ENGL 219 (Technical and Professional Writing), ENGL 220 (Expository Writing) or CJ 130 (Public Speaking).	5. 9 credit hours of communications skills: ENGL 110 (or ENGL 112; or ENGL 113), ENGL 120 and one of ENGL 219 (Technical and Professional Writing), ENGL 220 (Expository Writing) or CJ 130 (Public Speaking).

Part of this requirement may be satisfied by passing an authorized proficiency examination. ENGL 110 and 120 are waived if the student obtains: an ACT score of 25 or higher (prior to October 1989) an ACT score of 29 or higher (after October 1989) an SAT score of 580 or higher (prior to April 1995) or an SAT score of 650 or higher (after April 1995) When a student is exempted from ENGL 110 and 120, the student's total credit requirement is still the minimum required by the University for a bachelor's degree. Students may have to take additional credit hours to meet that minimum. 6. Satisfaction of University Core Curriculum requirements with a grade of C or better in humanities, social sciences, fine arts, and second language(s), and additional non-technical courses to total a minimum of 30 credit hours. See the description of the Core Curriculum in this Catalog. 7. Four (3 or more credit) science courses taken by science and engineering majors, two of which must come from one of the following sequences, including the laboratories. The remaining credit hours can be more advanced courses in the discipline chosen for the sequence or they can be additional introductory laboratory science credit hours. ASTR 270-270L, 271-271L BIOL 201, 202, 203L, 204L CHEM 121, 123L, 122, 124L EPS 101-105L and 201L or ENVS 101-102L and EPS 201L PHYC 160, 160L-161, 161L Physics is recommended. 8. Course work sufficient to satisfy requirements of a minor. Minors approved by the College of Arts and Sciences are generally acceptable for Computer Science majors. The UNM Catalog should be consulted for the requirements for	Part of this requirement may be satisfied by passing an authorized proficiency examination. ENGL 110 and 120 are waived if the student obtains: an ACT score of 25 or higher (prior to October 1989) an ACT score of 29 or higher (after October 1989) an SAT score of 580 or higher (prior to April 1995) or an SAT score of 650 or higher (after April 1995) When a student is exempted from ENGL 110 and 120, the student's total credit requirement is still the minimum required by the University for a bachelor's degree. Students may have to take additional credit hours to meet that minimum. 6. Satisfaction of University Core Curriculum requirements with a grade of C or better in humanities, social sciences, fine arts, and second language(s), and additional non-technical courses to total a minimum of 30 credit hours. See the description of the Core Curriculum in this Catalog. 7. Four (3 or more credit) science courses taken by science and engineering majors, two of which must come from one of the following sequences, including the laboratories. The remaining credit hours can be more advanced courses in the discipline chosen for the sequence or they can be additional introductory laboratory science credit hours. ASTR 270-270L, 271-271L BIOL 201, 202, 203L, 204L CHEM 121, 123L, 122, 124L EPS 101-105L and 201L or ENVS 101-102L and EPS 201L PHYC 160, 160L-161, 161L Physics is recommended. 8. Course work sufficient to satisfy requirements of a minor. Minors approved by the College of Arts and Sciences are generally acceptable for Computer Science majors. The UNM Catalog should be consulted for the requirements for

completing a minor in various fields of study. An interdisciplinary minor of not less than 24 credit hours can be developed to suit the goals of individual students; such a minor must be approved by the Undergraduate Curriculum Committee of the department.	completing a minor in various fields of study. An interdisciplinary minor of not less than 24 credit hours can be developed to suit the goals of individual students; such a minor must be approved by the Undergraduate Curriculum Committee of the department.
The following courses taken from the Department of Electrical and Computer Engineering satisfy this requirement:	The following courses taken from the Department of Electrical and Computer Engineering satisfy this requirement:
Minor in Computer Engineering: ECE 203, 206L, 213, 321, 322, 338 and 438.	Minor in Computer Engineering: ECE 203, 206L, 213, 321L, 322L, 338 and 438.
Minor in Electrical Engineering: ECE 203, 206L, 213, 314, 321 and two of ECE 322, 340, 360, 371, or 445.	Minor in Electrical Engineering: ECE 203, 206L, 213, 314, 321L, 322L, and two of 340, 345, 360, or 371.
No course included in the mathematics requirement for CS majors (STAT 345, MATH 314, 321 or 375) may be applied toward the mathematics minor.	No course included in the mathematics requirement for CS majors (STAT 345, MATH 314 or 321L, and 375) may be applied toward the mathematics minor.
Mathematics minors may not use Department of Mathematics courses for Teachers and Education Students in constructing the minor. MATH 317 and MATH 327 cannot be used in constructing the minor. Statistics minors must substitute 6 credit hours of advance statistics for STAT 145 (not accepted by the department) and STAT 345 (already required of all computer science majors).	Mathematics minors may not use Department of Mathematics courses for Teachers and Education Students in constructing the minor. MATH 317 and MATH 327 cannot be used in constructing the minor. Statistics minors must substitute 3 credit hours of advance statistics for STAT 145 (not accepted by the department).
Students minoring in business cannot minor in Management Information Systems (MIS). In particular, the following courses cannot be used in constructing the minor: MGMT 290 (STAT 245, 329, 330, 331, 336, 337 and 437, 439, 449, 450, 459, 460, 461, or any course related to CS or computer applications.	Students minoring in business cannot minor in Management Information Systems (MIS). In particular, the following courses cannot be used in constructing the minor: STAT 245, MGMT 329, 330, 331, 336, 337 and 437, 449, 450, 459, 461, or any course related to CS or computer applications.
Courses taken to satisfy the requirements for a minor may also be used to satisfy the requirements of categories 1, 2, 5, 6 and 7.	Courses taken to satisfy the requirements for a minor may also be used to satisfy the requirements of categories 1, 2, 5, 6 and 7.
All courses taken to satisfy the graduation requirements are subject to final approval by an undergraduate advisor. At most, 24 credit hours taken for CR/NC may be applied toward the	All courses taken to satisfy the graduation requirements are subject to final approval by an undergraduate advisor. At most, 24 credit hours taken for CR/NC may be applied toward the

baccalaureate degree. Courses taken for CR/NC may only be used to satisfy graduation requirement 1 (completion of 130 credit hours). No one course may be used to satisfy more than one requirement of categories 3, 4, and 8. Due to the cross listing of various courses within the University and the different requirements for the minor from department to department, this has a number of implications. For example, mathematics minors cannot count the required sequence in mathematics toward the minor in mathematics, and computer engineering minors cannot use ECE 438 as a technical elective in fulfilling requirement	baccalaureate degree. Courses taken for CR/NC may only be used to satisfy graduation requirement 1 (completion of 120 credit hours).
Curriculum in Computer Science The following schedule is intended to be a guide for students when planning their course load for any particular semester. It should be noted that the schedule must normally be adjusted to compensate for any deficiencies or advanced preparation on the part of the student prior to beginning the freshman year. Students must take the ACT or SAT to aid in proper placement in Math and English. Students should not begin any Computer Science courses until they have knowledge of mathematics equivalent to MATH 150 (Pre-Calculus Mathematics). General electives include courses in humanities, social and behavioral sciences, the fine arts and foreign languages. For first degree students general electives includes courses used to satisfy University of New Mexico Core Curriculum requirements. It is recommended that a student not attempt more than 12 credit hours of technical material in one semester.	**Curriculum in Computer Science** The following schedule is intended to be a guide for students when planning their course load for any particular semester. It should be noted that the schedule must normally be adjusted to compensate for any deficiencies or advanced preparation on the part of the student prior to beginning the freshman year. Students must take the ACT or SAT to aid in proper placement in Math and English. Students should not begin any Computer Science courses until they have knowledge of mathematics equivalent to MATH 150 (Pre-Calculus Mathematics). General electives include courses in humanities, social and behavioral sciences, the fine arts and foreign languages. For first degree students general electives includes courses used to satisfy University of New Mexico Core Curriculum requirements. It is recommended that a student not attempt more than 12 credit hours of technical material in one semester.

		Credit Hours
First Year	**First Semester**	
ENGL 110 (*or* ENGL 112; *or* ENGL 113	Accelerated Composition (*or* Composition II; *or* Enhanced Composition)	3
CS 152L	Computer Programming Fundamentals for Computer Science Majors	3
MATH 162	Calculus I	4
	Laboratory Science I	4
	Core Requirement	3
		17
First Year	**Second Semester**	
ENGL 120	Composition III	3
CS 261	Mathematical Foundations of Computer Science	3
CS 251L	Intermediate Programming	3
MATH 163	Calculus II	4
	Laboratory Science II	4
		17
Second Year	**First Semester**	
CS 241L	Data Organization	3
CS 293	Social and Ethical Issues in Computing	1
ECE 238L	Computer Logic Design	4
MATH 314	Linear Algebra with Applications	3
	Laboratory Science III	3
	Minor/Core/Electives	3
		17

		Credit Hours
First Year	**First Semester**	
ENGL 110 (*or* ENGL 112; *or* ENGL 113	Accelerated Composition (*or* Composition II; *or* Enhanced Composition)	3
CS 152L	Computer Programming Fundamentals for Computer Science Majors	3
MATH 162	Calculus I	4
	Laboratory Science I	4
		14
First Year	**Second Semester**	
ENGL 120	Composition III	3
CS 261	Mathematical Foundations of Computer Science	3
CS 251L	Intermediate Programming	3
MATH 163	Calculus II	4
	Laboratory Science II	4
		17
Second Year	**First Semester**	
CS 241L	Data Organization	3
CS 293	Social and Ethical Issues in Computing	1
ECE 238L	Computer Logic Design	4
MATH 314 or 321L	Linear Algebra with Applications Linear Algebra	3
	Laboratory Science III	3
	Minor/Core/Electives	3
		17

Second Year	**Second Semester**	
CS 351	Design of Large Programs	4
	English Communications Elective	3
	Laboratory Science IV	3
	Minor/Core/Electives	6
		16
Third Year	**First Semester**	
CS 375	Introduction to Numerical Computing	3
CS 361L	Data Structures and Algorithms I	3
STAT 345	Elements of Mathematical Statistics and Probability Theory	3
	Minor/Core/Electives	9
		18
Third Year	**Second Semester**	
CS 357L	Declarative Programming	3
CS 362	Data Structures and Algorithms II	3
CS 4xx	Elective	3
	Minor/Core/Electives	6
		15
Fourth Year	**First Semester**	
CS 341L	Introduction to Computer Architecture and Organization	3
CS 4xx	Elective	3
CS 4xx	Elective	3
	Minor/Core/Electives	6
		15
Fourth Year	**Second Semester**	
CS 460	Software Engineering	3
CS 481	Computer Operating Systems	3
	Minor/Core/Electives	9
		15

Second Year	**Second Semester**	
CS 351	Design of Large Programs	4
	English Communications Elective	3
	Laboratory Science IV	3
	Minor/Core/Electives	3
		13
Third Year	**First Semester**	
CS 375	Introduction to Numerical Computing	3
CS 361L	Data Structures and Algorithms I	3
STAT 345	Elements of Mathematical Statistics and Probability Theory	3
	Minor/Core/Electives	6
		15
Third Year	**Second Semester**	
CS 357L	Declarative Programming	3
CS 362	Data Structures and Algorithms II	3
CS 4xx	Elective	3
	Minor/Core/Electives	6
		15
Fourth Year	**First Semester**	
CS 341L	Introduction to Computer Architecture and Organization	3
CS 4xx	Elective	3
CS 4xx	Elective	3
	Minor/Core/Electives	6
		15
Fourth Year	**Second Semester**	
CS 460	Software Engineering	3
CS 481	Computer Operating Systems	3
	Minor/Core/Electives	8
		14

COMPUTER SCIENCE DEPARTMENT

Sample Schedule

FALL		SPRING		
First Semester		**Second Semester**		**Freshman**
English 101	3	English 102	3	
CS152L	3	CS 251L	3	
Math 162L	4	CS 261	3	
Lab Science I	4	Math 163L	4	
		Lab Science II	4	
Total	14	Total	17	
First Semester		**Second Semester**		**Sophomore**
CS 241L	3	CS 351L	4	
E CE 238	4	Lab Science IV	3	
Math 314	3	English Comm Elective	3	
Lab Science III	3	Core Requirement	6	
CS 293	1			
Total	14	Total	16	
First Semester		**Second Semester**		**Junior**
CS 361	3	CS 357	3	
CS 375	3	CS 362	3	
Stat 345	3	CS elective	3	
Minor/Core/Electives	6	Minor/Core/Electives	6	
Total	15	Total	15	
First Semester		**Second Semester**		**Senior**
CS 341	3	CS 460	3	
CS Elective	3	CS 481	3	
CS Elective	3	Minor/Core/Electives	8	
Minor/Core/Electives	6			
Total	15	Total	14	

Budgetary and Faculty Load Implications

Since there are no changes to BS degree requirements satisfied by computer science courses, impact on budget and faculty load in computer science is zero. Reducing total credit requirement from 130 to 120 will decrease demand for all university courses not explicitly satisfying CS degree requirements. Permitting State 345, Math 314, Math 317 and Math 375 to satisfy mathematics minor requirement is likely to make the mathematics minor more popular with computer science majors, leading to decreased enrollment in courses satisfying minor requirements in other areas.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1372

Fields marked with * are required

Name of Initiator: Brian Vineyard **Email:** vineyard@unm.edu **Phone Number:** 505 277-2140 **Date:** 01-24-2014

Associated Forms exist? No Initiator's Title Sr Academic Advisor: Arts Sciences Advisement

Faculty Contact Laura Crossey Administrative Contact Brian Vineyard

Department Earth & Planetary Sciences Admin Email vineyard@unm.edu

Branch Main Admin Phone 505-639-2096

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program BS Environmental Science

Select Category Major Degree Type

Select Action Revision

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

Form-C.pdf
UPDATED BS Environmental Science (with OPTIONAL Distributed Minor) Calculus Ready - Four Year Road Map.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

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Form-C.pdf

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Environmental Science

OLD Wording

Students can satisfy the requirements for a distributed minor completing CHEM 122 and 124L, PHYC 161, and 7 additional hours from Chemistry (above 122 and 124L), MATH (above 163), Physics (above 161), Biology above 124L (not including courses counted in the Ecology subdisciplinary group) or Astronomy 270 or above or, with permission, from selected Anthropology, Engineering or Geography courses.

Proposed New Wording

Students can satisfy the requirements for a Distributed Minor in support of an Environmental Science Degree by completing CHEM 122 and 124L, PHYC 161, and 3 additional hours from Chemistry (above 122 and 124L), MATH (above 163), Physics (above 161), Biology above 124L (not including courses counted in the Ecology subdisciplinary group) or Astronomy 270 or above or, with permission, from selected Anthropology, Engineering or Geography courses.

Justification:

This change is being made to allow for a Distributed Minor specific to ENVS in the degree audit program. Additionally, the old wording of 7 additional hours was a typo; it should have said 3 additional hours all along.

No impact on long-range planning, budget, or faculty workload as distributed minors have always been manually approved and only the 3 additional hour requirement has been enforced.

UNM COLLEGE of ARTS & SCIENCES

BS Environmental Science (with **OPTIONAL** Distributed Minor)
Calculus Ready - Four Year Road Map

Course Subject and Title	Credit Hrs.	Major	Minor or 2nd Major	Core	Upper Div.	Min. Grade	Notes
Semester One:							
ENVS 101/102L or EPS 101/105L	**4**	**4**		**4**		**C**	
MATH 162	**4**	**4**		**4**		**C**	
CHEM 121/123L	**4**	**4**		**4**		**C**	
1st English Composition	3			3		C	
Total:	**15**	**12**	**0**	**15**	**0**		
Advisement: How to use the Degree Audit							***(anytime after the 10th week)***
Semester Two:							
MATH 163	**4**	**4**				**C**	
BIOL 123/124L	**4**	**4**				**C**	
CHEM 122*/124L*	**4**		**4**			**C**	
2nd English Composition	3			3		C	
Foreign Language	3			3		C	
Total:	**18**	**8**	**4**	**6**	**0**		
Advisement: Enhanced Degree Audit skills							
Semester Three:							
PHYC 160	**3**	**3**				**C**	
Distributed Minor Elective*	**3**		**3**			**C**	
C&J 130; PHI 156; ENGL 219 or 220	3			3		C	
Core Requirement	3			3		C	
Core Requirement	3			3		C	
Total	**15**	**3**	**3**	**9**	**0**		
Transferred into the College of Arts & Sciences							***(once semester grades are in)***
Semester Four:							
ENVS 330	**3**	**3**			**3**	**C**	
PHYC 161*	**3**		**3**			**C**	
Core Requirement	3			3		C	
Core Requirement	3			3		C	
Core Requirement	3			3		C	
Total	**15**	**3**	**3**	**9**	**3**		
Advisement: Attend Departmental Orientation							***(within the 4th to 12th week)***
Semester Five:							
ENVS Group Selectons**	**4**	**4**				**C**	
ENVS Group Selectons**	**3**	**3**			**3**	**C**	
ENVS Group Selectons**	**3**	**3**			**3**	**C**	
2nd Major or Upper-Division Elective	3				3	C	
2nd Major or Upper-Division Elective	3				3	C	
Total	**16**	**10**	**0**	**0**	**12**		
Visit Career Services							
Semester Six:							
ENVS Group Selectons**	**4**	**4**			**4**	**C**	
ENVS Group Selectons**	**3**	**3**			**3**	**C**	
ENVS Group Selectons**	**3**	**3**			**3**	**C**	
2nd Major or Upper-Division Elective	3				3	C	
2nd Major or Upper-Division Elective	3				3	C	
Total	**16**	**10**	**0**	**0**	**16**		
Complete Graduation Workshop & Apply for degree							***(after 4th week)***
Advisement: Departmental Check-In							
Semester Seven:							
EPS 428 or 433 or STAT 345	**3**	**3**			**3**	**C**	
ENVS Group Selectons**	**3**	**3**			**3**	**C**	
ENVS Group Selectons**	**3**	**3**			**3**	**C**	
2nd Major or Upper-Division Elective	3				3	C	
2nd Major or Upper-Division Elective	3				3	C	
Total	**15**	**9**	**0**	**0**	**15**		
Advisement: Departmental Check-In / Senior Visit							
Semester Eight:							
EPS 490	**1**	**1**			**1**	**C**	
EPS 401	**1**	**1**			**1**	**C**	
ENVS 430	**4**	**4**			**4**	**C**	
ENVS Group Selectons**	**4**	**4**			**4**	**C**	
Total	**10**	**10**	**0**	**0**	**10**		
Advisement: Senior Visit							
Visit Graduation Fair							
Degree Total	**120**	**65**	**10**	**39**	**56**		

Students can satisfy the requirements for a distributed minor completing CHEM 122 and 124L, PHYC 161, and 3 additional hours from Chemistry (above 122 and 124L), MATH (above 163), Physics (above 161), Biology above 124L (not including courses counted in the Ecology subdisciplinary group) or Astronomy 270 or above or, with permission, from selected Anthropology, Engineering or Geography courses.

****Group Selections: 30 hours total – 26 must be upper division and at least 6 hours from 4 of the 7 groups: Spatial Analysis, Geochemistry, Geoscience, Surface Processes, Hydroscience, Climate, & Ecology**

The University of New Mexico Core Curriculum (37 units)

Writing and Speaking: (3-9 units)
Mathematics: (3 units)
Physical and Natural Sciences: (7 units)
Social and Behavioral Sciences: (6 units)
Humanities: (6 units)
Foreign Language: (non-English language; 3 units)
Fine Arts: (3 units)

Arts and Sciences College Minimum Requirements

· Total credit hours = 128
· 300/400 level credit hours = 54
· Minimum credit hours taught in A&S = 96

University Residence Requirements

a. Minimum hours = 30
b. Senior standing = 15 past 92
c. In major = One half
d. In minor = One quarter

Minimum graduation GPA = 2.00

Keep in mind that minimum grades on road map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Arts and Sciences. Minimums listed for the individual courses do NOT meet the cumulative minimum.

For more information see the catalogue at www.unm.edu

Contact Information

UC Advisor:	Email:	Website: http://uac.unm.edu/
Major Advisor:	Email:	Website: http://epswww.unm.edu/
Minor Advisor:	Email:	Website:
College Advisor: Brian Vineyard	Email: vineyard@unm.edu	Website: http://artsci.unm.edu/advisement/index.html

Important Notes

Students can satisfy the requirements for a distributed minor completing CHEM 122 and 124L, PHYC 161, and 7 additional hours from Chemistry (above 122 and 124L), MATH (above 163), Physics (above 161), Biology above 124L (not including courses counted in the Ecology subdisciplinary group) or Astronomy 270 or above or, with permission, from selected Anthropology, Engineering or Geography courses. **An alternative minor or second major may be selected.**

Please note that this roadmap is intended to serve only as a guide in determining your course sequencing. There are many additional options you can follow to reach this degree, especially when it comes to initial mathematics sequencing. Please see a Faculty or College Advisor for further guidance in determining your own unique path to an EPS or ENVS degree.

Environmental Science

OLD Wording

Students can satisfy the requirements for a distributed minor completing CHEM 122 and 124L, PHYC 161, and 7 additional hours from Chemistry (above 122 and 124L), MATH (above 163), Physics (above 161), Biology above 124L (not including courses counted in the Ecology subdisciplinary group) or Astronomy 270 or above or, with permission, from selected Anthropology, Engineering or Geography courses.

Proposed New Wording

Students can satisfy the requirements for a Distributed Minor in support of an Environmental Science Degree by completing CHEM 122 and 124L, PHYC 161, and 3 additional hours from Chemistry (above 122 and 124L), MATH (above 163), Physics (above 161), Biology above 124L (not including courses counted in the Ecology subdisciplinary group) or Astronomy 270 or above or, with permission, from selected Anthropology, Engineering or Geography courses.

Justification:

This change is being made to allow for a Distributed Minor specific to ENVS in the degree audit program. Additionally, the old wording of 7 additional hours was a typo; it should have said 3 additional hours all along.

No impact on long-range planning, budget, or faculty workload as distributed minors have always been manually approved and only the 3 additional hour requirement has been enforced.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1365

Fields marked with * are required

Name of Initiator: Christina Garcia **Email:** cgarci29@unm.edu **Phone Number:** 505 277-1435 **Date:** 11-21-2013

Associated Forms exist? Yes

Initiator's Title Academic Advisor: Electrical Computer Engineering

Faculty Contact Ramiro Jordan

Administrative Contact Christina Garcia

Department Electrical and Computer Engineering

Admin Email cgarci29@unm.edu

Branch

Admin Phone 505-277-1435

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Bachelor of Science in Computer Engineering

Select Category Degree Degree Type

Select Action Revision

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

CompE-120-12Dec13.docx

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

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

CompE-120-12Dec13.docx

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

CompE-Narration.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

BS Computer Engineering Curriculum

Effective **Fall 2014** (120 hours)

UNM Core Curriculum, Fall 2014

FRESHMAN YEAR

FALL SEMESTER			SPRING SEMESTER		
Course #	**core**	**Cr**	***Course #***	**core**	**Cr**
MATH 162: Calculus I		4	MATH 163: Calculus II		4
ECE101: Intro to ECE		1	ECE 231: Intermediate Programming		3
ECE 131: Programming Fundamentals		3	PHYSC161: General Physics		3
PHYSC 160: General Physics	*PNS	3	PHYSC161L: General Physics Lab	*PNS	1
ENGL 101: Composition I	*WS	*3*	*ENGL 102: Composition II*	*WS	3
Total		**14**	**Total**		**14**

SOPHOMORE YEAR

FALL SEMESTER			SPRING SEMESTER		
Course #	**core**	**Cr**	**Course #**	**core**	**Cr**
ECE 203: Circuit Analysis I		3	ECE 206L: Instrumentation		2
ECE 238L: Computer Logic Design		4	ECE 213: Circuit Analysis II		3
Basic Science with Laboratory	*PNS	4	ECE 300: Advanced Eng. Mathematics		4
ENGL 219: Technical Writing	*WS	3	MATH 264: Calculus III		4
*ECON 105 or 106 * Macro/Microeconomics*	*SB	3	ECE 330: Software Design *(Spring Only)*		3
Total		**17**	**Total**		**16**

JUNIOR YEAR

FALL SEMESTER			SPRING SEMESTER		
Course #	**core**	**Cr**	**Course #**	**core**	**Cr**
ECE 314: Signals and Systems *(Fall Only)*		3	ECE 331: Data Structure Alg. *(Spring Only)*		3
ECE 321L: Electronics I *(Fall Only)*		4	ECE 344L: Microprocessors		4
MATH 327: Discrete Structures		3	ECE Track Elective**		3
ECE 340: Probabilistic Methods		3			
*Foreign Language Core**	*FL	3	*Soc/Beh Science Core Elective*	*SB	3
Total		**16**	**Total**		**13**

SENIOR YEAR

FALL SEMESTER			SPRING SEMESTER		
Course #	**core**	**Cr**	**Course #**	**core**	**Cr**
ECE 419: Senior Design I *(Fall Only)*		3	ECE 420: Senior Design II *(Spring Only)*		3
ECE 437: Operating Systems *(Fall Only)*		3	ECE 440: Comp. Networks *(Spring Only)*		3
ECE Track Elective**		3	Senior Technical Elective***		3
Senior Technical Elective***		3	*Humanities Core Elective**	*HU	3
*Humanities Core Elective**	*HU	3	*Fine Arts Core**	*FA	3
Total		**15**	**Total**		**15**

**See approved list of core electives in the ECE Undergraduate Handbook.*

***ECE track electives for Computer Engineering consist of ECE 338 and 438, or ECE 335 and 435*

****Senior technical electives are developed in consultation with your academic advisor and can be taken from ECE, Computer Science, Physics, or other engineering-related courses.*

No grades below a 'C' are allowed in the Computer Engineering Program.

Updated December 11, 2013

BS Computer Engineering Graduation Requirements
Effective Fall 2014

Total credit hours: 120; All grades must be C or better in the Computer Engineering Program
For more information, see the ECE Undergraduate Handbook at www.ece.unm.edu/classes/undergrad.html

General Education Component

Written Communication (9 credits)

Engl 101◆, 102 Composition I,II (6)
Engl 219 Technical Writing (3)

Area of Knowledge (18 credits)

Core Social/Behavioral Science Elect. (3)
Econ 105 or 106 (Social & Beh. Science) (3)
Core Humanities Elective (6)
Core Fine Arts Elective (3)
Core Second-Language Elective (3)

Mathematics & Sciences Component

Mathematics (19 credits)

Math 162◆, 163◆, 264 Calculus I, II, III (12)
~~Math 316 Differential Equations (3)~~
~~Math 314, 321 or 375~~
~~Linear Algebra or Numerical Computing (3)~~
Math 327 Discrete Mathematics (3)
ECE 300- Advanced Engineering Mathematics

Science (11 credits)

Phys 160*, 161*, 161L*, General Physics (7)
Additional approved basic sciences:* (4)
(Biol 110 w/112L, 123 w/124L, 201, 202; Chem 121w/ 123L; Phys 262 w/262L; or Astr 270 w/270L, 271 w/271L)

Computer Engineering Component

Required (51 credits)

ECE 101 Introduction to ECE (1)
ECE 131 Programming Fundamentals (3)*
ECE 231 Intermediate Programming (3)
ECE 203 Circuit Analysis I (3)*
ECE 206L Instrumentation (2)
ECE 213 Circuit Analysis II (3)
ECE 238L Computer Logic Design (4)
ECE 314 Signals & Systems (3)
ECE 321L Electronics I (4)
ECE 330 Software Design (3)
ECE 331 Data Structures & Algorithms (3)
~~ECE 337 Computer Architecture & Organization (3)~~
ECE 340 Probabilistic Methods (3)
ECE 344L Microprocessors (4)
ECE 437 Operating Systems (3)
ECE 440 Computer Networks (3)
ECE 419 Senior Design I (3)
ECE 420 Senior Design II (3)

Track Electives (6 credits)

Hardware Emphasis

ECE 338 Intermediate Logic Design (3)
ECE 438 Design of Computers (3)

--or--

Software Emphasis

ECE 335 Integrated Software Systems (3)
ECE 435 Software Engineering (3)

Technical Electives (6 credits)

ECE technical elective (6)
Approved 300-level and above courses developed in consultation with your faculty advisor

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◆ *Denotes required prerequisites that must be completed prior to applying.*
* *Ten additional hours of prerequisite course work must be chosen from these courses.*
Eighteen hours of prerequisite courses must be completed prior to applying to the department.
A GPA of 2.5 or better on prerequisite coursework is required for admission to the department. A student's overall GPA must not fall below 2.0.

Bachelor of Science in Computer Engineering

- A change from 128 credit hours to 120 credit hours. The plan to make this a reality is as follows:
    - Remove six (6) credit hours
        - Math 316- Applied Ordinary Differential Equations (3 credit hours)
        - Math 314- Linear Algebra (3 credit hours)
    - Add four (4) credit hours
        - ECE 300- Advanced Engineering Math- First and second order Ordinary Differential Equations are solved with various methods including Laplace Transforms, matrices, eigenvalues and other techniques involving linear algebra. Applications will be emphasized using MATLAB. (Currently being offered as ECE 495.013)
    - Remove ECE 377- Computer Architecture and Design. This is a course that has been broken down and inserted into other courses (i.e. ECE 238L Computer Logic Design).
    - Remove three (3) credit hours of Technical Electives
        - Before, BSCPE required nine (9) credit hours of technical electives
        - Now, BSCPE will require six (6) credit hours of technical electives
- **In Total, the degree program will be reduced by nine (9) credit hours**
    - Remove Math 316 and 314- Six Credit hours
    - Add ECE 300- four (4) credit hours
    - Remove ECE 337- Three (3) Credit hours
    - Remove two technical electives – Three (3) credit hours
    - **Total hours removed- Eight (8) credit hours**

These actions will allow the degree to move to 120 credit hours without touching the Electrical and Computer Engineering Core Curriculum requirements. The changes are highlighted in yellow on the course curriculum sheet below.

BS Computer Engineering Curriculum

Effective **Fall 2014** (120 hours)

UNM Core Curriculum, Fall 2014

FRESHMAN YEAR

FALL SEMESTER			SPRING SEMESTER		
Course #	**core**	**Cr**	***Course #***	**core**	**Cr**
MATH 162: Calculus I		4	MATH 163: Calculus II		4
ECE101: Intro to ECE		1	ECE 231: Intermediate Programming		3
ECE 131: Programming Fundamentals		3	PHYSC161: General Physics		3
PHYSC 160: General Physics	*PNS	3	PHYSC161L: General Physics Lab	*PNS	1
ENGL 101: Composition I	*WS	*3*	*ENGL 102: Composition II*	*WS	3
Total		**14**	**Total**		**14**

SOPHOMORE YEAR

FALL SEMESTER			SPRING SEMESTER		
Course #	**core**	**Cr**	**Course #**	**core**	**Cr**
ECE 203: Circuit Analysis I		3	ECE 206L: Instrumentation		2
ECE 238L: Computer Logic Design		4	ECE 213: Circuit Analysis II		3
Basic Science with Laboratory	*PNS	4	ECE 300: Advanced Eng. Mathematics		4
ENGL 219: Technical Writing	*WS	3	MATH 264: Calculus III		4
*ECON 105 or 106 * Macro/Microeconomics*	*SB	3	ECE 330: Software Design *(Spring Only)*		3
Total		**17**	**Total**		**16**

JUNIOR YEAR

FALL SEMESTER			SPRING SEMESTER		
Course #	**core**	**Cr**	**Course #**	**core**	**Cr**
ECE 314: Signals and Systems *(Fall Only)*		3	ECE 331: Data Structure Alg. *(Spring Only)*		3
ECE 321L: Electronics I *(Fall Only)*		4	ECE 344L: Microprocessors		4
MATH 327: Discrete Structures		3	ECE Track Elective**		3
ECE 340: Probabilistic Methods		3			
*Foreign Language Core**	*FL	3	*Soc/Beh Science Core Elective*	*SB	3
Total		**16**	**Total**		**13**

SENIOR YEAR

FALL SEMESTER			SPRING SEMESTER		
Course #	**core**	**Cr**	**Course #**	**core**	**Cr**
ECE 419: Senior Design I *(Fall Only)*		3	ECE 420: Senior Design II *(Spring Only)*		3
ECE 437: Operating Systems *(Fall Only)*		3	ECE 440: Comp. Networks *(Spring Only)*		3
ECE Track Elective**		3	Senior Technical Elective***		3
Senior Technical Elective***		3	*Humanities Core Elective**	*HU	3
*Humanities Core Elective**	*HU	3	*Fine Arts Core**	*FA	3
Total		**15**	**Total**		**15**

**See approved list of core electives in the ECE Undergraduate Handbook.*

***ECE track electives for Computer Engineering consist of ECE 338 and 438, or ECE 335 and 435*

****Senior technical electives are developed in consultation with your academic advisor and can be taken from ECE, Computer Science, Physics, or other engineering-related courses.*

No grades below a 'C' are allowed in the Computer Engineering Program.

Updated December 11, 2013

BS Computer Engineering Graduation Requirements
Effective Fall 2014

Total credit hours: 120; All grades must be C or better in the Computer Engineering Program
For more information, see the ECE Undergraduate Handbook at www.ece.unm.edu/classes/undergrad.html

General Education Component

Written Communication (9 credits)

Engl 101◆, 102 Composition I,II (6)
Engl 219 Technical Writing (3)

Area of Knowledge (18 credits)

Core Social/Behavioral Science Elect. (3)
Econ 105 or 106 (Social & Beh. Science) (3)
Core Humanities Elective (6)
Core Fine Arts Elective (3)
Core Second-Language Elective (3)

Mathematics & Sciences Component

Mathematics (19 credits)

Math 162◆, 163◆, 264 Calculus I, II, III (12)
~~Math 316 Differential Equations (3)~~
~~Math 314, 321 or 375~~
~~Linear Algebra or Numerical Computing (3)~~
Math 327 Discrete Mathematics (3)
ECE 300- Advanced Engineering Mathematics

Science (11 credits)

Phys 160*, 161*, 161L*, General Physics (7)
Additional approved basic sciences:* (4)
(Biol 110 w/112L, 123 w/124L, 201, 202; Chem 121w/ 123L; Phys 262 w/262L; or Astr 270 w/270L, 271 w/271L)

Computer Engineering Component

Required (51 credits)

ECE 101 Introduction to ECE (1)
ECE 131 Programming Fundamentals (3)*
ECE 231 Intermediate Programming (3)
ECE 203 Circuit Analysis I (3)*
ECE 206L Instrumentation (2)
ECE 213 Circuit Analysis II (3)
ECE 238L Computer Logic Design (4)
ECE 314 Signals & Systems (3)
ECE 321L Electronics I (4)
ECE 330 Software Design (3)
ECE 331 Data Structures & Algorithms (3)
~~ECE 337 Computer Architecture & Organization (3)~~
ECE 340 Probabilistic Methods (3)
ECE 344L Microprocessors (4)
ECE 437 Operating Systems (3)
ECE 440 Computer Networks (3)
ECE 419 Senior Design I (3)
ECE 420 Senior Design II (3)

Track Electives (6 credits)

Hardware Emphasis

ECE 338 Intermediate Logic Design (3)
ECE 438 Design of Computers (3)

--or--

Software Emphasis

ECE 335 Integrated Software Systems (3)
ECE 435 Software Engineering (3)

Technical Electives (6 credits)

ECE technical elective (6)
Approved 300-level and above courses developed in consultation with your faculty advisor

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◆ *Denotes required prerequisites that must be completed prior to applying.*
* *Ten additional hours of prerequisite course work must be chosen from these courses.*
Eighteen hours of prerequisite courses must be completed prior to applying to the department.
A GPA of 2.5 or better on prerequisite coursework is required for admission to the department. A student's overall GPA must not fall below 2.0.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1364

Fields marked with * are required

Name of Initiator: Christina Garcia **Email:** cgarci29@unm.edu **Phone Number:** 505 277-1435 **Date:** 11-21-2013

Associated Forms exist? Yes

Initiator's Title Academic Advisor: Electrical Computer Engineering

Faculty Contact Ramiro Jordan

Administrative Contact Christina Garcia

Department Electrical and Computer Engineering

Admin Email cgarci29@unm.edu

Branch

Admin Phone 505-277-1435

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Bachelor of Science in Electrical Engineering

Select Category Degree Degree Type

Select Action Revision

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

EE-120-12Dec13.docx

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

Reason(s) for Request (enter text below or upload a doc/pdf file)
Please see the attached document.

EE-120-12Dec13.docx

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

EE-120-Narration.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

BS Electrical Engineering Curriculum

Effective **Fall 2014** (120 hours)

UNM Core Curriculum, Fall 2014

FRESHMAN-FIRST YEAR					
FALL SEMESTER			SPRING SEMESTER		
Course #	core	CR	**Course #**	core	CR
Math 162: Calculus I		4	Math 163: Calculus II		4
ECE 101: Intro to ECE		1	Phyc 161: General Physics II		3
ECE 131: Programming Fundamentals		3	Phyc 161L: General Physics II Lab		1
Phyc 160: General Physics I		3	Econ 105 or 106* Macro/Microeconomics	*SB	3
English 101: Composition I		3	English 102: Composition II		3
		14			14
SOPHOMORE-SECOND YEAR					
FALL SEMESTER			SPRING SEMESTER		
Course #	core	CR	Course #	core	CR
ECE 203: Circuit Analysis I		3	ECE 213: Circuit Analysis II		3
ECE: 238L: Comp. Logic Design		4	ECE 206L: instrumentation		2
Phyc 262: General Physics III		3	ECE 300: Advanced Eng. Mathematics		4
Math 264: Calculus III		4	Basic Science or Math Elective		3
English 219: Technical Writing	*WS	3	Humanities	*HU	3
		17			15
JUNIOR-THIRD YEAR					
FALL SEMESTER			SPRING SEMESTER		
Course #	core	CR	Course #	core	CR
ECE 314: Signals and Systems		3	ECE 344L: Microprocessors		3
ECE 321L: Electronics I		4	ECE Completeness Course ECE 322L		4
ECE 340: Probabilistic Methods		3	ECE Completeness Course ECE 360		4
ECE Completeness Course ECE 371		3	ECE Completeness Course ECE 381		3
Social/Behavioral Science	*SB	3	Humanities	*HU	3
		16			17
SENIOR -FOURTH YEAR					
FALL SEMESTER			SPRING SEMESTER		
Course #	core	CR	Course #	core	CR
ECE 419:		3	ECE 420: Senior Design II		3
ECE Completeness Course ECE 345		3	ECE Track Elective**		3
ECE Completeness Course ECE 341		3	Senior Tech Elective***		3
ECE Track Elective**		3			
Fine Arts	*FA	3	Foreign Language	*FL	3
		15			12

◆EE Completeness courses ONLY offered in Fall are ECE 345 (3), ECE 371 (3), and ECE 341 (3).

◆EE Completeness courses ONLY offered in Spring are ECE 322L (4), ECE 360 (3), and ECE 381 (3).

**See approved list of core electives in the ECE Undergraduate Handbook.*

***ECE track electives for Electrical Engineering must be from a listed track.*

****Senior technical elective is developed in consultation with your academic advisor and can be taken from ECE, Computer Science, Physics, or other engineering-related courses. (*ECE 231: Intermediate Programming is the only exception)*

No grades below a 'C' are allowed in the Electrical Engineering Program.

Updated December 11, 2013

Electrical Engineering Graduation Requirements

Effective **Fall 2014**

Total credit hours: 120; All grades must be C or better

For more information, see the other pages in this Undergraduate Handbook, available online at www.ece.unm.ede/classes/underGrad.html

General Education Component

Written Communication (9 credit)

Engl 101◆, 102 Composition I, II (6)
Engl 219 Technical Writing (3)

Area of Knowledge (18 credits)

Core Social/Behavioral Science Elect. (3)
Econ 105 or 106 (Social & Beh. Science) (3)
Core Humanities Elective (6)
Core Fine Arts Elective (3)
Core Second-Language Elective (3)

Mathematics & Sciences Component

Mathematics (16 credits)

Math 162◆, 163◆, 264 Calculus I, II, III (12)
~~Math 316 Differential Equations (3)~~
~~Math 314 Linear Algebra (3)~~
ECE 300- Advanced Engineering Mathematics (4)

Science (13 credits)

Phys 160*, 161*, 161L*, 262* General Physics (10)
~~Chem 121 and Chem 123L* General Chemistry (4)~~
Basic Science or Mathematics 300 level and above (3)
(Chem 121 or 122, Bio 110 or 123 or 202, Astr 270 or 271)

Electrical Engineering Component

Required (36 credits)

ECE 101 Introduction to ECE (1)
ECE 131 Programming Fundamentals (3)*
ECE 203 Circuit Analysis I (3)*
ECE 206L Instrumentation (2)
ECE 213 Circuit Analysis II (3)
ECE 238L Computer Logic Design (4)
ECE 314 Signals & Systems (3)
ECE 321L Electronics I (4)
ECE 340 Probabilistic Methods (3)
ECE 344L Microprocessors (4)
ECE 419 Senior Design I (3)
ECE 420 Senior Design II (3)

EE Completeness (19 credits)

ECE 322L Electronics II (4)
ECE 345 Intro to Control Systems (3)
ECE 360 Electromagnetic Fields & Waves (3)
ECE 371 Materials & Devices (3)
ECE 341 Intro to Communication Systems (3)
ECE 381 Intro to Power Systems (3)

Track Electives (6 credits - depth)

Two courses from six tracks (6). The available tracks are:
- Digital Systems
- Electromagnetics
- Microelectronics
- Optics
- Power/Energy Systems
- Signals and Systems
- Systems and Controls

Technical Elective (3 credits - breadth)

~~ECE technical elective (9)~~ ECE Technical Elective (3)
Approved 300-level and above courses may include ECE 231, Intermediate Programming (3). Consult with the advisor.

Eighteen hours of prerequisite technical courses must be completed prior to applying to the department. A GPA of 2.50 or better on prerequisite coursework is required for admission into the department, and a student's overall GPA must not fall below 2.0

◆ *Denotes required prerequisites that must be completed prior to applying for admission to ECE.*

* *Ten additional hours of prerequisite course work must be chosen from these courses*

Bachelor of Science in Electrical Engineering

- A change from 129 credit hours to 120 credit hours. The plan to make this a reality is as follows:
    - Remove six (6) credit hours
        - Math 316- Applied Ordinary Differential Equations (3 credit hours)
        - Math 314- Linear Algebra (3 credit hours)
    - Add four (4) credit hours
        - ECE 300- Advanced Engineering Math- First and second order Ordinary Differential Equations are solved with various methods including Laplace Transforms, matrices, eigenvalues and other techniques involving linear algebra. Applications will be emphasized using MATLAB. (Currently being offered as ECE 495.013)
    - Add additional options for the Basic Science requirement. They will remove a single (1) credit hour from the lab since it will no longer be required. Also the math courses are typically three (3) credit hours only. They are as follows:
        - Chem 121 or 122
        - Bio 110 or 123 or 202
        - Astr 270 or 271
        - OR an additional math course at 300 level and above
        - **NOTE: Originally, the requirement consisted of Chem 121 with the 123L. This will allow for more options that will lead to broader master degree programs.**
    - Remove six (6) credit hours of Technical Electives
        - Before, BSEE required nine (9) credit hours of technical electives
        - Now, BSEE will require three (3) credit hours of technical electives
- **In Total, the degree program will be reduced by nine (9) credit hours**
    - Remove Math 316 and 314- Six Credit hours
    - Add ECE 300- four (4) credit hours
    - Remove Science Lab requirement- one (1) credit hour
    - Remove two technical electives – Six (6) credit hours
    - **Total hours removed- Nine (9) credit hours**

These actions will allow the degree to move to 120 credit hours without touching the Electrical and Computer Engineering Core Curriculum requirements. The changes are highlighted in yellow on the course curriculum sheet below.

BS Electrical Engineering Curriculum

Effective **Fall 2014** (120 hours)

UNM Core Curriculum, Fall 2014

FRESHMAN-FIRST YEAR					
FALL SEMESTER			SPRING SEMESTER		
Course #	core	CR	**Course #**	core	CR
Math 162: Calculus I		4	Math 163: Calculus II		4
ECE 101: Intro to ECE		1	Phyc 161: General Physics II		3
ECE 131: Programming Fundamentals		3	Phyc 161L: General Physics II Lab		1
Phyc 160: General Physics I		3	Econ 105 or 106* Macro/Microeconomics	*SB	3
English 101: Composition I		3	English 102: Composition II		3
		14			14
SOPHOMORE-SECOND YEAR					
FALL SEMESTER			SPRING SEMESTER		
Course #	core	CR	Course #	core	CR
ECE 203: Circuit Analysis I		3	ECE 213: Circuit Analysis II		3
ECE: 238L: Comp. Logic Design		4	ECE 206L: instrumentation		2
Phyc 262: General Physics III		3	ECE 300: Advanced Eng. Mathematics		4
Math 264: Calculus III		4	Basic Science or Math Elective		3
English 219: Technical Writing	*WS	3	Humanities	*HU	3
		17			15
JUNIOR-THIRD YEAR					
FALL SEMESTER			SPRING SEMESTER		
Course #	core	CR	Course #	core	CR
ECE 314: Signals and Systems		3	ECE 344L: Microprocessors		3
ECE 321L: Electronics I		4	ECE Completeness Course ECE 322L		4
ECE 340: Probabilistic Methods		3	ECE Completeness Course ECE 360		4
ECE Completeness Course ECE 371		3	ECE Completeness Course ECE 381		3
Social/Behavioral Science	*SB	3	Humanities	*HU	3
		16			17
SENIOR -FOURTH YEAR					
FALL SEMESTER			SPRING SEMESTER		
Course #	core	CR	Course #	core	CR
ECE 419:		3	ECE 420: Senior Design II		3
ECE Completeness Course ECE 345		3	ECE Track Elective**		3
ECE Completeness Course ECE 341		3	Senior Tech Elective***		3
ECE Track Elective**		3			
Fine Arts	*FA	3	Foreign Language	*FL	3
		15			12

◆EE Completeness courses ONLY offered in Fall are ECE 345 (3), ECE 371 (3), and ECE 341 (3).

◆EE Completeness courses ONLY offered in Spring are ECE 322L (4), ECE 360 (3), and ECE 381 (3).

**See approved list of core electives in the ECE Undergraduate Handbook.*

***ECE track electives for Electrical Engineering must be from a listed track.*

****Senior technical elective is developed in consultation with your academic advisor and can be taken from ECE, Computer Science, Physics, or other engineering-related courses. (*ECE 231: Intermediate Programming is the only exception)*

No grades below a 'C' are allowed in the Electrical Engineering Program.

Updated December 11, 2013

Electrical Engineering Graduation Requirements

Effective **Fall 2014**

Total credit hours: 120; All grades must be C or better

For more information, see the other pages in this Undergraduate Handbook, available online at www.ece.unm.ede/classes/underGrad.html

General Education Component

Written Communication (9 credit)

Engl 101◆, 102 Composition I, II (6)
Engl 219 Technical Writing (3)

Area of Knowledge (18 credits)

Core Social/Behavioral Science Elect. (3)
Econ 105 or 106 (Social & Beh. Science) (3)
Core Humanities Elective (6)
Core Fine Arts Elective (3)
Core Second-Language Elective (3)

Mathematics & Sciences Component

Mathematics (16 credits)

Math 162◆, 163◆, 264 Calculus I, II, III (12)
~~Math 316 Differential Equations (3)~~
~~Math 314 Linear Algebra (3)~~
ECE 300- Advanced Engineering Mathematics (4)

Science (13 credits)

Phys 160*, 161*, 161L*, 262* General Physics (10)
~~Chem 121 and Chem 123L* General Chemistry (4)~~
Basic Science or Mathematics 300 level and above (3)
(Chem 121 or 122, Bio 110 or 123 or 202, Astr 270 or 271)

Electrical Engineering Component

Required (36 credits)

ECE 101 Introduction to ECE (1)
ECE 131 Programming Fundamentals (3)*
ECE 203 Circuit Analysis I (3)*
ECE 206L Instrumentation (2)
ECE 213 Circuit Analysis II (3)
ECE 238L Computer Logic Design (4)
ECE 314 Signals & Systems (3)
ECE 321L Electronics I (4)
ECE 340 Probabilistic Methods (3)
ECE 344L Microprocessors (4)
ECE 419 Senior Design I (3)
ECE 420 Senior Design II (3)

EE Completeness (19 credits)

ECE 322L Electronics II (4)
ECE 345 Intro to Control Systems (3)
ECE 360 Electromagnetic Fields & Waves (3)
ECE 371 Materials & Devices (3)
ECE 341 Intro to Communication Systems (3)
ECE 381 Intro to Power Systems (3)

Track Electives (6 credits - depth)

Two courses from six tracks (6). The available tracks are:
- Digital Systems
- Electromagnetics
- Microelectronics
- Optics
- Power/Energy Systems
- Signals and Systems
- Systems and Controls

Technical Elective (3 credits - breadth)

~~ECE technical elective (9)~~ ECE Technical Elective (3)
Approved 300-level and above courses may include ECE 231, Intermediate Programming (3). Consult with the advisor.

Eighteen hours of prerequisite technical courses must be completed prior to applying to the department. A GPA of 2.50 or better on prerequisite coursework is required for admission into the department, and a student's overall GPA must not fall below 2.0

◆ *Denotes required prerequisites that must be completed prior to applying for admission to ECE.*

* *Ten additional hours of prerequisite course work must be chosen from these courses*

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1308

Fields marked with * are required

Name of Initiator: Roberta Vigil **Email:** greggy@unm.edu **Phone Number:** 505 737-6224 **Date:** 10-23-2013

Associated Forms exist? Yes Initiator's Title Taos-Sr Instrctnl Svcs Assoc: Taos Branch

Faculty Contact Melissa Offenhartz Administrative Contact Roberta Vigil

Department Nursing Admin Email greggy@unm.edu

Branch Taos Admin Phone 575-737-6224

Proposed effective term

Semester Fall Year 2016

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Associate of Science in Nursing (TA)

Select Category Major Degree Type Associate

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)

NMNEC-ADN-CURRICULUM copy.pdf
REVISION Comparison current and NMNEC curricula copy.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)
New Mexico Nursing Education Consortium has developed a state wide core nursing curriculum that will be adopted by all state funded nursing programs.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Budgetary and Faculty Load Implications copy.pdf

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

NMNEC CURRICULUM ADN

NMNEC Program Objectives

1. Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.

2. Integrate principles of quality improvement and safety into nursing practice within health care organizations and systems.

3. Deliver nursing care that is evidence-based.

4. Demonstrate leadership behaviors through the application of policies that apply to health care delivery.

5. Engage in effective interprofessional collaboration in the delivery of health care for quality patient outcomes.

6. Utilize technologies for the management of information and in the delivery of patient care.

NMNEC Curricular Objectives by Level 8/8/12

Level One

Upon successful completion of Level One, the student will:

1. Recognize their own values, beliefs, and attitudes and related to health and wellness.
2. Recognize and identify patient safety issues and risks.
3. Introduce an evidence-based approach to their professional nursing practice across the lifespan.
4. Identify policies and procedures application to nursing practice in the health care delivery system.
5. Communicate to identify roles and values of the health care team.
6. Access information and apply to patient scenarios.

Level Two

Upon successful completion of Level Two, the student will:

1. Recognize and assess diverse patients' values, beliefs, and attitudes related to health.
2. Apply safety measures to well patient populations.
3. Implement evidence-based practices in care of well populations across the lifespan.
4. Adhere to policies and procedures in health care delivery settings.
5. Communicate with other health care providers to meet the needs of well patients.
6. Utilize informatics for well patient care.

Level Three

Upon successful completion of Level Three, the student will:

1. Incorporate diverse patient values, beliefs, and attitudes into plan of care for patients with chronic illness.
2. Identify and interpret factors for improvement in patient safety and nursing practice.
3. Utilize an evidence-based practice approach to the delivery and evaluation of nursing care to chronically ill patients across the lifespan.
4. Utilize policies and procedures within the health care setting.
5. Participate as a member of the health care team in the delivery of care.
6. Utilize appropriate technology for the delivery of nursing care to chronically ill patients.

Level Four

Upon successful completion of Level Four, the student will:

1. Integrate diverse patient values, beliefs, and attitudes into plan of care for patients with acute illness.
2. Interpret and analyze factors and system contributions that impact the quality and safety nursing practice.
3. Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.
4. Evaluate the use of policies and procedures within the acute care setting.
5. Effectively collaborate with the health care team in the delivery of patient care.
6. Integrate use of appropriate technology for the delivery of nursing care to acutely ill patients.

Program of Study
ADN Option for NMNEC Participating Schools

9/10/12

Prerequisite & Non-Nursing General Education Courses (credits)	Nursing Courses (credits)
BASIC SCIENCES: Minimum of 4 credits from the following: • Biology • Chemistry • Microbiology **HEALTH SCIENCES:** Minimum of 12 credits from the following: • Anatomy & Physiology (6-8 credits) • Pathophysiology (4-6 credits) **GENERAL EDUCATION:** • English I (3 credits) • Psych (3 credits) • Lifespan (3 credits) • Elective ***if required*** by the specific ADN program (3 credits)	**NURSING COURSES:** **Level 1:** • Introduction to Nursing Concepts (3) • Principles of Nursing Practice (4: 1 d/3c) **Level 2:** • Health & Illness Concepts I (3) • Health Care Participant (3) • Nursing Pharmacology (3) • Assessment and Health Promotion (4: 1d/3c) **Level 3:** • Health and Illness Concepts II (3) • Professional Nrsg Concepts I (3) • Care of patients with Chronic Conditions (4:4c) **Level 4:** • Health & Illness Concepts III (4) • Clinical Intensive I (4: 1d/3c) • ADN Capstone (6)* *Details of ADN Capstone to be determined by each school.
Total minimum credits required = 25	Total nursing credits = 44

Total Credits for ADN - Minimum 69 credit hours.

Level One

8/18/12

Course Title/Credits (didactic or clinical)**:**
Introduction to Nursing Concepts (3 credits: didactic)

Course Description: This course introduces the nursing student to the concepts of nursing practice and conceptual learning.

Prerequisites: Admission into the nursing program

Co-Requisites: All concurrent Level One nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Integrate knowledge from nursing pre-and co-requisites into a conceptual learning model.
2. Apply conceptual learning to select nursing concepts.
3. Define personal values, beliefs, and attitudes about health and wellness.
4. Describe importance of identifying patient safety issues.
5. Describe roles and values of nursing and members of the health care team.
6. Describe standards and regulations that apply to nursing practice.

Level One

8/18/12

Course Title/Credits (didactic or clinical)**:**
Principles of Nursing Practice (4 credits: 1 didactic, 3 lab)

Course Description: This course introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or clinical settings. Principles of communication, assessments, safety and interventions including accurate calculation, measurement, and administration of medications will be included.

Prerequisites: Admission to the nursing program

Co-Requisites: All concurrent Level One nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Describe the different types and characteristics of communication in professional nursing practice.
2. Utilize the concepts presented in Level One nursing courses in the application to the care of the patient.
3. Demonstrate the principles of safety during the implementation of nursing skills.
4. Demonstrate the learned skills in patient based scenarios.
5. Utilize the nursing process to provide safe and effective care.

Level Two

8/14/12

Course Title/Credits (didactic or clinical)**:**
Health and Illness Concepts I (3 credits: didactic)

Course Description: This course will focus on health and illness concepts across the lifespan. Concepts covered are related to homeostasis/regulation, sexuality/reproductive, protection/movement and emotional processes.

Prerequisites: Successful completion of all Level One nursing courses

Co-Requisites: All concurrent Level II nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Describe the scope, risk factors, physiologic processes, attributes, and clinical management of selected concepts and exemplars across the lifespan.
2. Discuss evidence-based practices and health care standards of care related to the concepts/exemplars of the course.
3. Explain the collaboration necessary related to the concepts/exemplars of the course.
4. Utilize informatics and resources related to the concepts/exemplars of the course.
5. Integrate considerations of normal physiology and healthy adaptations into nursing practice of patients across the lifespan.

Level Two

8/18/12

Course Title/Credits (didactic or clinical)**:**
Health Care Participant (3 credits: didactic)

Course Description: This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.

Prerequisites: Successful completion of all Level One nursing courses

Co-Requisites: All concurrent Level Two nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Identify values, beliefs, and attitudes toward health and illness of the health care recipient.
2. Articulate the role of nursing in relation to the health of vulnerable populations and elimination of health disparities.
3. Describe the protective and predictive factors which influence the health of families, groups, communities, and populations.
4. Describe the use of evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan.
5. Describe the use of information and communication technologies in preventive care.
6. Examine the health care and emergency preparedness needs of the local community and state of New Mexico.
7. Identify clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.

Level Two

8/18/12

Course Title/Credits (didactic or clinical)**:**
Nursing Pharmacology (3 credits: didactic)

Course Description: This course introduces the nursing student to pharmacologic nursing practice from a conceptual approach.

Prerequisites: Anatomy & Physiology I & II

Co-Requisites: Pathophysiology I or II

Course Objectives: Upon successful completion of this course, the student will:

1. Identify the nurse's professional role related to pharmacotherapeutics in diverse populations across the lifespan.
2. Identify safety issues and minimize risk potential associated with pharmacotherapeutics and complementary and alternative medicine.
3. Utilize evidence-based information integrating pharmacologic and pathophysiologic concepts to guide medication therapeutics.
4. Describe health care system protocols related to pharmacotherapeutics.
5. Identify methods for communication with the health care team related to pharmacotherapeutics.
6. Utilize informatics systems related to pharmacotherapeutics.
7. Describe common classes of drugs that are used in health care, including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics.

Level Two

8/18/12

Course Title/Credits (didactic or clinical)**:**
Assessment and Health Promotion (4 credits: 1 didactic & 3 clinical)

Course Description: This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory, and/or clinical settings.

Prerequisites: Successful completion of all Level One nursing courses

Co-Requisites: All concurrent Level Two nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Assess physical health including a focus on the health/illness beliefs, values, attitudes, developmental level, functional ability, culture, and spirituality of the participant.
2. Assess family health including a focus on family health history, environmental exposures, and family genetic history to identify current and future health problems.
3. Collaborate with a community to assess their health needs.
4. Utilize community assessment data and evidence-based practice as basis for identifying community health needs.
5. Document health assessments in electronic health record or written formats.
6. Share community assessment data with other health care professionals to identify needed interventions.
7. Explain the role of the nurse in relation to advocacy for the health care recipient.
8. Analyze education materials for health literacy concerns.

Level Three

8/18/12

Course Title/Credits (didactic or clinical)**:**
Health and Illness Concepts II (3 credits: didactic)

Course Description: This course will cover health and illness concepts across the lifespan. Concepts covered are related to oxygenation and hemostasis, homeostasis and regulation, protection and movement, and cognitive and behavioral processes.

Prerequisites: Successful completion of all Level Two nursing courses

Co-requisites: All concurrent Level Three nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Relate the scope, risk factors, physiologic processes, attributes, and clinical management of selected concepts and exemplars across the lifespan.
2. Investigate evidence-based practice, standards of nursing care, and factors to improve safety related to selected concepts and exemplars.
3. Examine how members of the health care team collaborate in the delivery of care related to selected concepts and exemplars.
4. Discuss available technology for the delivery of nursing care related to selected concepts and exemplars.
5. Apply selected health and illness concepts to the nursing care of patients across the lifespan.

Level Three

8/18/12

Course Title/Credits (didactic or clinical)**:**
Professional Nursing Concepts I (3 credits: didactic)

Course Description: This course covers foundational concepts for professional development, including selected professional attributes and care competencies.

Prerequisites: Successful completion of all Level Two nursing courses

Co-Requisites: None

Course Objectives: Upon successful completion of this course, the student will:

1. Examine the ethical values, virtues, principles, and policies that guide the moral delivery of health care.
2. Related the nurse's interpretation of patient needs, concerns, and health problems with nursing decisions.
3. Discuss the factors which motivate individuals, groups, and organizations to deliver quality nursing care.
4. Determine how interactions of health care team members provide quality patient care.

Level Three

8/18/12

Course Title/Credits (didactic or clinical)**:**
Care of Patients with Chronic Conditions (4 credits: clinical)

Course Description: The focus of this course is to provide safe, evidence-based nursing care for patients with chronic conditions, across the lifespan in a variety of settings. This course builds upon curricular concepts. This course is a combination of lab and clinical.

Prerequisites: Successful completion of all Level Two nursing courses

Co-Requisites: All concurrent Level Three nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Demonstrate ethical practice in the delivery of nursing care to patients with chronic conditions.
2. Apply understanding of the principles of safe nursing care for patients with chronic conditions.
3. Demonstrate Knowledge of appropriate evidence-based protocols when providing nursing care to patients with chronic conditions.
4. Apply understanding of appropriate health care policy, finance, and regulatory environments in the care of patients with chronic conditions.
5. Communicate effectively with patients with chronic conditions and health care team members.
6. Demonstrate an understanding of the technology used in the care of patients with chronic conditions.
7. Utilize the nursing process to deliver nursing care to patients with chronic conditions.

Level Four

8/18/12

Course Title/Credits (didactic or clinical)**:**
Health and Illness Concepts III (4 credits: didactic)

Course Description: This course will cover health and illness concepts across the lifespan. Concepts covered are related to homeostasis/regulation, oxygenation/hemostasis, protection/movement and emotional processes.

Prerequisites: Successful completion of all Level Three nursing courses

Co-Requisites: All concurrent Level Fours nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Anticipate health care participants' risk for potentially harmful situations related to the concepts/exemplars of the course.
2. Integrate evidence-based practices and health care standards of care related to the concepts/exemplars of the course.
3. Differentiate the multiple roles of the health care team related to the concepts/exemplars of the course.
4. Integrate use of appropriate technology related to the concepts/exemplars of the course.
5. Interrelate risk factors, concepts, physiologic processes, patient attributes, and clinical management of the exemplars covered in this course.

Level Four

8/18/12

Course Title/Credits (didactic or clinical)**:**
Clinical Intensive I (4 credits: 1 didactic & 3 clinical)

Course Description: This is the first of two Level Four clinical courses in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical.

Prerequisites: Successful completion of all Level Three nursing courses

Co-Requisites: All concurrent Level Four Nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Integrate nursing practice concepts into their professional nursing practice.
2. Integrate diverse patient values into plan of care for patients with acute illness.
3. Interpret and analyze factors and system contributions that impact the quality and safety of nursing practice.
4. Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.
5. Evaluate the use of policies and procedures within the acute care setting.
6. Effectively collaborate with the health care team in the delivery of patient care.
7. Integrate use of appropriate technology for the delivery of nursing care to acutely ill patients.

Level Four

9/6/2012

Course Title/Credits (didactic or clinical)**:**
ADN Capstone (6 Credits: 2 didactic & 4 clinical)

Course Description: This course prepares the student for entry-level nursing practice as an associate degree graduate. The focus of this course is management of individuals across the lifespan with chronic, acute, and select complex conditions. This course is a combination of seminar, lab, and clinical.

Prerequisites: Successful completion of all Level Three ADN nursing courses

Co-Requisites: All concurrent Level Four ADN nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Integrate nursing practice concepts into professional nursing practice.
2. Integrate diverse patient values into plan of care for assigned patients.
3. Recognize and practice system contributions that impact the quality and safety of nursing practice.
4. Integrate an evidence-based approach in the delivery and evaluation of nursing care to assigned patients across the lifespan.
5. Practice in accordance with the policies and procedures in the assigned health care setting.
6. Effectively collaborate with the health care team in the delivery of patient care.
7. Integrate use of appropriate technology for the delivery of nursing care to assigned patients.

Level Four

NOTE: Each ADN Program will develop their own Capstone course for six credits. This is a sample.

Course Title/Credits (didactic or clinical)**:**
ADN Capstone (6 Credits)

Course Description: This course prepares the student for entry-level nursing practice as an associate degree graduate. The focus of this course is management of individuals across the lifespan with chronic, acute, and select complex conditions. This course is a combination of seminar, lab, and clinical.

Prerequisites: Successful completion of all Level Three ADN nursing courses

Co-requisites: All concurrent Level Four ADN nursing courses

Course Objectives: Upon successful completion of this course, the student will:

1. Integrate nursing practice concepts into professional nursing practice.
2. Integrate diverse patient values into plan of care for assigned patients.
3. Recognize and practice system contributions that impact the quality and safety of nursing practice.
4. Integrate an evidence-based approach in the delivery and evaluation of nursing care to assigned patients across the lifespan.
5. Practice in accordance with the policies and procedures in the assigned health care setting.
6. Effectively collaborate with the health care team in the delivery of patient care.
7. Integrate use of appropriate technology for the delivery of nursing care to assigned patients.

CURRENT		NMNEC	
Semester 1	**Credits**	**Semester 1**	**Credits**
NURS 112 Fund	8	NURS 202 INC	3
HCHS 125 Pharm	3	NURS 204L PNP	4
NURS 110 Prof Dev	1	NURS 239 Patho	3
BIOL 238 A&P	3	BIOL 238 A&P	3
BIOL 248L A&P	1	BIOL 248L A&P	1
Semester 2		**Semester 2**	
NURS 130 M/S I	5	HCHS 125 Pharm	3
NURS 131 MHN	4	PSYC 230 Hum Dev	3
PSY 220 Dev Psy	3	NURS 203 HCP	3
		NURS 221L AHP	4
		NURS 251 HIC I	3
Semester 3		**Semester 3**	
NURS 230 Women	4	NURS 222L Chron1	4
NURS 232 Peds	4	NURS 252 HIC II	3
NURS 234 M/S II	5	NURS 291 PNC	3
ENGL 102	3		
Semester 4		**Semester 4**	
NURS 243 M/S III	9	NURS 253 HIC III	4
NURS 242L Prac	2	NURS 258L Intens	4
NURS 245 Seminar	1	NURS 219L Cap	1-6

Because students are admitted to the UNM Taos ADN program once every two years, the implementation of the NMNEC ADN Curriculum at UNM Taos will occur in two phases.

Phase 1: Students admitted in the Fall 2014 cohort will follow the current curriculum and graduate in May 2016. This is necessary because this is the current, New Mexico Board of Nursing approved curriculum and students have already taken the required prerequisites.

Phase 2: Students who wish to apply for the following cohort, which starts in the Fall of 2016, will be held responsible for the new prerequisites starting in Fall 2014 and will follow the NMNEC curriculum upon admission to the nursing program.

Therefore, all of the nursing courses in the current curriculum must remain active until May 2016, at which point they can be retired.

Approval of the NMNEC curriculum at UNM Taos requires, in the following order: UNM Taos Curriculum Committee approval (done) > UNM Main Curriculum Committee approval (in process) > New Mexico Board of Nursing Education Committee approval > Full New Mexico Board of Nursing approval > Accreditation Commission for Education in Nursing notification

Form B - #25
Budgetary and Faculty Load Implications

Justification for course:
UNM – Taos is a full member of the New Mexico Nursing Education Consortium and, as such, is adopting the new statewide nursing curriculum effective Fall 2014 (pre-requisites) and Fall 2016 (nursing courses). The NMNEC Nursing Curriculum is a common core curriculum with set courses that must be adopted by participating schools.

Impact on long-range planning:
Adoption of the state-wide nursing curriculum by UNM-Taos aligns with NMNEC's goal of transforming the current structure of nursing education in New Mexico into a resource-efficient and easily-accessible baccalaureate program for students. Made up of key players across the state, the consortium is connected by a common nursing curriculum that allows students to receive quality education and bachelor's degrees in their home community. Each nursing program is linked to another through innovations in technology and simulation, making degrees attainable and transfers seamless. Following adoption of the statewide curriculum at the ADN level in Taos, the nursing program will partner with UNM main campus to offer students a seamless transition to baccalaureate nursing preparation.

Budget Analysis/Faculty Implications:
The following represents current funding for the nursing program for 2014:
Transfers from I and G to nursing program for 2014:

Faculty salaries, benefits, equipment, instructional facilities, and program administration – $275,500.

Note: Holy Cross Hospital provides salary/benefits for one full time (10 month) Clinical Instructor position.

Line item funding for 2014

The Nursing Program receives a $40,000 allocation that provides support for a 0.5 FTE Administrative Assistant and program supplies.

The proposed new curriculum reorganizes the presentation of nursing content and concepts but does not alter faculty workload. With the continued support of our clinical partner, Holy Cross Hospital, for the provision of salary/benefits for a full-time clinical instructor, current budget allocations are sufficient.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1291

Fields marked with * are required

Name of Initiator: Zayd Leseman **Email:** zleseman@unm.edu **Phone Number:** 505 277-4940 **Date:** 10-07-2013

Associated Forms exist? No Initiator's Title Associate Professor: SOE Mechanical Engineering

Faculty Contact Zayd Leseman
Department Mechanical Engineering
Branch

Administrative Contact Mary Jastrzemski
Admin Email maryjazz@unm.edu
Admin Phone 7-1326

Proposed effective term

Semester Spring Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program BSME Nanoscience & Nanotechnology Concentration

Select Category Concentration Degree Type

Select Action New

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

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

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

Mechanical Engineering - NanoCertificate - Reason4Request.pdf

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Mechanical Engineering - NanoCertificate - Justification.pdf

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

NanoScience and NanoTechnology Concentration in Mechanical Engineering

In an effort to encourage those students who are interested in NanoScience and NanoTechnology (NS&NT) topics we propose to offer a concentration in this area at the Bachelors Level. The concentration is designed such that it does not strain the ME Department's curriculum or put a cumbersome burden on students. NS&NT modules have been placed into some of the required courses in the ME Curriculum. Thus by simply pursuing their diploma ME students are taking most of the requirements to qualify for the concentration. The only conscious decision the students must make is to take two additional courses during their degree program that are a part of the approved list of NS&NT Concentration Courses (see below).

This effort started in 2007 with the awarding of a Nano Undergraduate Education (NUE) Award from the National Science Foundation (NSF). UNM Professors Leseman, Al-Haik, Luhrs, and Taha led this original effort. With that initial award NS&NT modules were created and added into ME 370/352L. A special topics course was also created that has now turned into ME 419/519 – a senior level NS&NT Course. In 2010, another NUE Award was granted to co-PIs Leseman, Luhrs, Pleil, and Hosein-Zadeh. This time modules were added to ME 318L and 370/352L and new course was created ENG 116. With the 2010 award we pledged to create a concentration in NS&NT at UNM. The SOE Dean's office initially signed off on this plan and Associate Dean Fleddermann has agreed to sign the necessary forms to create the NS&NT Concentration once it has cleared the ME Department. The current (2010) NUE program is up for renewal again this year. If renewed NS&NT modules will be added to ME320L and a new NS&NT elective will be offered on Nanocharacterization of Materials.

Overall Plan for a Concentration in NS&NT in ME Department

A student must take 2 or more from the following Stage 1 courses:

ENG116 Introduction to Engineering (NS&NT Topic)
ME 318L* Mechanical Engineering Laboratory
ME 370/352L* Engineering Materials Science/Material Laboratory

AND take 2 or more from the following Stage 2 elective courses:

ME 419 – Theory, Fabrication, and Characterization of Nano and Microelectromechanical Systems (NEMS/MEMS)
ME 461/462 - Special Topics (Courses on NS&NT, e.g. Nanomechanics - approved by ME UG Chair)
ME 451/452 – Undergraduate Problems (on NS&NT – approved by ME UG Chair)
ECE 495 – Special Topics (Courses on NS&NT, e.g. Introduction to Nano-BioSensors, - approved by ME UG Chair)
ECE 474L – Microelectronics Processing
CHNE 499 – Special Topics (Courses on NS&NT, e.g. Nanocharacterization of Materials, - approved by ME UG Chair)
Or any other course approved by the ME Undergraduate Chair (this accommodation is for new courses appearing in the future, these courses must be NS&NT focused)

* ME Core Courses

NanoScience and NanoTechnology Concentration in Mechanical Engineering: Supplemental Material for UNM Committee Consideration

Creating this concentration will be beneficial to UNM students and the university itself. The NanoTechnology sector is growing at a rapid rate in the field of manufacturing. Most of the high technology gadgets used today contain nanomaterials, nanosensors, or chips with nanocircuitry. Understanding the NanoScience behind these gadgets and NanoTechnological Manufacturing Processes will be of great benefit to UNM students; this concentration is about giving UNM-ME students a background in NanoScience and Nanotechnology that give them an edge in today's competitive job market. Topics in NS&NT are of interest to many of the local and international companies that may hire UNM-ME students such as Intel, Sandia National Laboratories, Air Force Research Laboratory – Kirtland, Los Alamos National Laboratories. Additionally, adding this concentration may foster interest in UNM-ME students to go to graduate school in particular it may increase the number of students in UNM's popular graduate program – NanoScience and MicroSystems (NSMS).

The desired outcome for NanoScience and NanoTechnology Concentration is UNM-ME students with enough information about NS&NT such that they can apply NS&NT to the skill set they already developed as they went through the ME Curriculum. The course sequence was designed to achieve this outcome. Courses taken from Stage 1 include general background material on the importance of size scale and the benefits of moving to this scale. Concepts introduced in lecture are reinforced in NS&NT Laboratory Modules that have been developed in parallel to the lectures. Selections from the Stage 2 courses allows the UNM-ME student to select courses that are on specific NS&NT topics that is in their realm of interest.

The course sequence for the NS&NT Concentration is designed such that it does not place a burden on the student; rather it encourages them to seek the concentration. Four courses are required for the NS&NT Concentration. Two of the courses are part of the undergraduate ME core curriculum, i.e. every ME Student must take them in order to graduate. These two courses have been enhanced with modules on NS&NT since 2007. This pedagogical effort even led to a publication[1]. These enhancements are now permanent parts of the courses. The third and fourth courses are from the list of approved electives. Each elective is a specialized topic from NS&NT. Reasonably, it is expected that 10 students per academic year will want the concentration. This constitutes approximately 20% of the ME undergraduate student population. An example of anecdotal evidence is ME 419 during AY13; this course had an enrollment of 10 undergraduate students. By making an official NS&NT Concentration it is hoped that enrollment would increase. Implementation of this concentration will not affect the budget of the ME Dept. or SOE, because it uses courses that are already taught in the current ME curriculum. Therefore, it will not change faculty workloads either.

REFERENCE:

1. M. Al-Haik, C. C. Luhrs, Z. C. Leseman, and Mahmoud Reda Taha, "Introducing Nanotechnology to Mechanical and Civil Engineering Students through Materials Science Courses," *Journal of Nano Education*, vol. 2, pg. 13-26, 2010.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1284

Fields marked with * are required

Name of Initiator: Loretta Serna **Email:** rett@unm.edu **Phone Number:** 505 277-0119 **Date:** 10-01-2013

Associated Forms exist? Yes Initiator's Title Professor: Educational Specialties Ed Spec

Faculty Contact Loretta Serna Administrative Contact Gloria Carol

Department Educational Specialties Admin Email gcarol@unm.edu

Branch Admin Phone 505/277/8950

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program MA Special Education - Learning and Behavioral Exceptionalities Concentration

Select Category Concentration Degree Type MA

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)

FormCrev9-8-14.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)
Concentration II is updating its program and aligning its curriculum according to national standards and current laws. See attachments below.

FormC-proposed catalog changes 1ts 9-8-14.docx

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Form C Proposed Catalog Changes-1ts.docx
Financial Implications.docx
CurrentConcentration II Advisement Form.doc
Proposed CIIAdvisementForm 11-27.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

FORM C
Description of Changes to Masters of Special Education -
Concentration II -- Learning and Behavioral Exceptionalities: *Studies in Instruction, Curriculum, Collaboration, and Transition of Diverse Learners*
Special Education Program, Department of Education Specialties
College of Education

The changes requested for the Special Education Program with a Concentration in Learning and Behavioral Exceptionalities (Concentration II) are proposed to update the program coursework and align its curriculum according to national standards and current laws. These changes include:

1. Aligning our coursework with the revised International Organization: *Council for Exceptional Children* initial and advanced teacher preparation standards.

2. Eliminating the requirement of prerequisite courses and incorporating one previous pre-requisite course (i.e., SPCD 502) into MA degree plan. Additionally, the remaining pre-requisite course (SPCD 501), a second SPCD reading course beyond SPCD 514, and SPCD 504 are now required only for Special Education licensure and may not be counted as part of the MA degree plan;

3. Allowing specific established courses to sunset and proposing new and existing course work to align with revised Council for Exceptional Children Professional Standards. These changes include:

   a. Add SPCD 509 (Adolescent Reading Instruction for Behavioral and Learning Exceptionalities) and SPCD 544 (Writing Instructional Strategies for students with Learning and Behavioral Exceptionalities);
   b. Addition of existing program courses to the: (1) Professional Learning and Practice Standard (SPCD 510: Special Ed. Law) as well as (2) Curricular Content Knowledge Standard option of SPCD 515 (Math/Science Instruction for Students with Learning and Behavioral Exceptionalities) and (3) Individual Learning Differences Standard option of SPCD 562 (Teaching Bilingual/Multicultural SPCD);
   c. Name change for SPCD 503 to better align to Instructional and Curriculum Planning Standard;

4. Specification of advanced focus areas in the areas of Learning Disabilities, Emotional Behavioral Disorders and Transition.

   a. Reestablish the SPCD 512 (with updated content and a new name of Transition Planning for Students with Exceptionalities to align with CEC standards) course that had sunsetted (Please Note: Although the course has sunsetted, it is still listed in the catalogue).

Please see the Justification section for rationales for these proposed changes.

Below, please find:

- The current Course Catalog description for Masters in Special Education *Concentration II: Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners.*
- New proposed changes to the Masters in Special Education *Concentration II: Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners.*

Current 2014 – 2015 Course Catalog View

Concentration in 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 the concentration 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

Universal Design in Special Education
SPCD 503 (3)

Covers the selection, adaptation, and use of instructional materials in special education. It also covers classroom organization and prescriptive use of materials and methods. There are several methods classes designed to emphasize early childhood, elementary, secondary and bilingual special education. See program for other restrictions.

Curriculum Development in Special Education
SPCD 513 (3)

Provides the special education teacher with a theoretical background and practical experience in the use of a model of curriculum development, task analysis and evaluation of pupil progress.

Transition Planning for Students with Exceptionalities
SPCD 512 (3)

Course focuses on lifespan movement of students with exceptionalities from Pre-K to 16, to employment and adult life. Participants will identify essential curricula, critical linkages within their communities, and prepare transition plans within the IEP.

PROPOSED CATALOG VIEW

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

According to Child Count data, Specific Learning Disabilities (SLD) and Emotional/Behavioral Disorders (EBD) comprise nearly half of all students identified for special education services both nationally and in New Mexico. While all NM special educators are licensed across all special education categories, the Special Education Concentration II curriculum provides more intense focus on two disability categories that are considered nationally to be High Incidence Disabilities. Special Education Concentration II focuses on effective and intensive evidence-based practices to meet the needs of students identified with SLD and ED in general education, co-taught, resource, or self-contained special education settings through the use of ongoing student assessment data and progress monitoring for data informed collaborative instructional and transition planning and decision making.

Students are provided learning opportunities in both face to face and, increasingly, online environments. In addition, students can have the opportunity to test out data informed instructional planning in field placements or their own classrooms. Our faculty has wide-ranging interests and recent relevant experience as both K-12 special educators and researchers. As a result, students can also choose to take part in intense research investigations. Regardless of student interests, all students are provided with consistent one-on-one advising from their MA faculty advisor to gain the knowledge and skills needed.

An advisor from this concentration will assist students with course selection and ensure a smooth progression through the program. Concentration II coursework are based on the Council for Exceptional Children Standard framework and may include the following coursework:

MA in Special Education (36+ hours):

Foundations and Characteristics (3 hours)	Hours
SPCD 530/540: Introduction to EBD or LD	3
Individual Learning Differences (3 hours)	
SPCD 502: At-Risk for School Failure	3
SPCD 562: Teaching Bilingual/Multicultural SPCD	3
Learning Environments and Social Interactions (6 hours)	
SPCD 518: Classroom Organization & Positive Behavioral Supports	3
SPCD 534: Social Competence, Self-Determination, & Resiliency	3
Instructional Planning and Strategies (3 hours)	
SPCD 503: Instructional and Curriculum Design for Exceptionalities	3
Curricular Content Knowledge (6 hours; must include one reading course)	
SPCD 509: Adolescent Reading Instruction for Students with Behavioral and Learning Exceptionalities	3
SPCD 514: Teaching Reading to Students with Students with Learning and Behavior Exceptionalities	3
SPCD 544: Writing Instructional Strategies for Students with Learning and Behavioral Exceptionalities	3
SPCD 515: Mathematics/Science Instruction for Diverse Exceptional Learners	3
Professional Learning and Practice (6 hours)	
SPCD 510: Special Education Law	3
SPCD 505: Seminars in Special Education	3
Assessment (3 hours)	
SPCD 517: Assessment of Diverse Students with Learning Behavior Exceptionalities	3
Collaboration (3 hours)	
SPCD 508: Collaboration with Family/School/Community	3
Advanced Focus Areas (3 hours)	

Instructional and Curriculum Design for Exceptionalities
SPCD 503 (3)
Covers the selection, adaptation, and use of instructional materials in special education. It also covers classroom organization and prescriptive use of materials and methods.

Adolescent Reading Instruction for Students with Behavioral and Learning Exceptionalities
SPCD 509 (3)

Addresses adolescent developmental changes and specific needs of adolescents with reading disabilities. Examines evidence-based practices, strategies, and interventions for teaching reading to adolescents with learning and behavior exceptionalities. Includes using data to inform instructional decision-making.

Transition Planning for Exceptional Students
SPCD 512 (3)
Course focuses on lifespan movement of students with exceptionalities from Pre-K to 16, to post-secondary education, employment, and adult life. Participants will identify essential curricula, critical linkages in communities, and transition plans within the IEP.

Writing Instructional Strategies for Students with Learning and Behavioral Exceptionalities
SPCD 544 (3)

Focus is on materials, techniques, and programs adapted or developed for learners with extensive writing problems. Includes writing development, writing difficulties encountered by students, and effective explicit methods for assessing and instructing students.

Form C: Justification for Proposed Changes
Special Education Program: Concentration II – Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners.

Proposed Fall 2013 by Special Education Program and the Department of Education Specialties:
Proposed for Implementation in Fall 2014

The changes requested for the Special Education Program with a Concentration in Learning and Behavioral Exceptionalities (Concentration II) are proposed to update the program coursework and align its curriculum according to national standards and current laws. These changes include:

1. Aligning our coursework with the revised International Organization: *Council for Exceptional Children* initial and advanced teacher preparation standards.

2. Eliminating the requirement of prerequisite courses and incorporating one previous pre-requisite course (i.e., SPCD 502) into MA degree plan. Additionally, the remaining pre-requisite course (SPCD 501), a second SPCD reading course beyond SPCD 514, and SPCD 504 are now required only for Special Education licensure and may not be counted as part of the MA degree plan;

3. Allowing specific established courses to sunset and proposing new and existing course work to align with revised Council for Exceptional Children Professional Standards. These changes include:
   a. Removing the SPCD 506 (Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners) and SPCD 513 (Curriculum Development in Special Education) courses as required coursework and adding SPCD 509 (Adolescent Reading Instruction for Behavioral and Learning Exceptionalities) and 544 (Writing Instructional Strategies for students with Learning and Behavioral Exceptionalities);
   b. Addition of existing program courses to the: (1) Professional Learning and Practice Standard (SPCD 510: Special Ed. Law) as well as (2) Curricular Content Knowledge Standard option of SPCD 515 (Math/Science Instruction for Students with Learning and Behavioral Exceptionalities) and (3) Individual Learning Differences Standard option of SPCD 562 (Teaching Bilingual/Multicultural SPCD);
   c. Name change for SPCD 503 to better align to Instructional and Curriculum Planning Standard;

4. Specification of advanced focus areas in the areas of Learning Disabilities, Emotional Behavioral Disorders and Transition.

a. Reestablish the SPCD 512 (with updated content and a new name of Transition Planning for Students with Exceptionalities to align with CEC standards) course that had sunsetted (Please Note: Although the course has sunsetted, it is still listed in the catalogue).

Justification

Area of Revision	Current	Proposed	Reasons for the Change
1. Revision of Required Course Work for Concentration II Students	Currently, the required coursework is articulated on the CII advisement form. Please see Attached.	The proposed required coursework is reflected in the new CII advisement form. Please see Attached.	The Council for Exceptional Children (CEC) provides initial and advanced preparation guidelines that are organized along the following standards: foundations and characteristics; learning environments and social interactions; individual learning differences and instructional planning and strategies; curricular content knowledge; professional learning and practice; assessment; and collaboration. CII course requirements have been aligned to these standards and our changes reflect the need for increased academic content training for high incidence disabilities. These changes also reflect the current CEC standards required for accreditation.
2. Elimination of Prerequisite Courses	Currently, CII requires SPCD 501 and 502 as prerequisites to student coursework. These courses will be incorporated into the new degree plan.	SPCD 502 has been incorporated into the course plan under **Individual Differences** (502). Additionally, SPCD 562 has been added as an option to the **Individual**	The restructuring of coursework according to the National CEC Standards and areas of study will be in compliance with the fields' national/international organization requirements as well as accreditation and licensure standards.

		Differences Category. SPCD 501, which is required for NM licensure, has been moved to the MA + licensure category.	
3. Reorganization of specific established courses to align with specific CEC standards.	Currently, the CII course work is not current with standards and has a larger number of specialization areas.	Realign the course work to meet the CEC standards and add the needed academic content courses to meet the needs of students with dis.	Same as above.
4. Adding new and existing content course work	Currently, SPCD 506: Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners and 513: Curriculum Development in Special Education are required for an MA degree in CII.	Removing SPCD 506 and 513 as required course work and adding SPCD 544, Writing Instruction for Students with Learning and Behavioral Exceptionalities and SPCD 509 to Adolescent Reading Instruction for Students with Learning and Behavioral Exceptionalities. Additionally, including SPCD 515: Math/Science Instruction (an existing course) to the curriculum is proposed.	Addition of SPCD 544, SPCD 509, and 515 reflect new CEC emphasis on curricular content knowledge. In addition, recent Federal Legislation (NCLB & IDEA 2004) has mandated that teachers are prepared to instruct students in academic content areas in order that students are competent in common core standards. These requirements include the instruction of students with high incidence disabilities. These proposed changes are made to reflect these requirements.
6. Addition of Legal Procedural and Policy	Currently, CII does not require coursework in	Students are required to take SPCD 510 which is an	The knowledge of Special Education Law is of paramount importance as the

Courses as requirements Also, adding SPCD 562, Teaching Bilingual/Multicultural Special Education as an option for students to take in the area of Individual Learning Differences.	the area of Special Ed. Law or Teaching Bilingual Multicultural. Although these topics are covered, in part, in different courses the implementation of legal rigor, procedures and policies as well as specific bilingual issues are rarely covered.	existing course in our department. Students have an option to take SPCD 562 which is an existing course in our department.	implementation of regulations are becoming increasingly complex. Teacher knowledge in this area is important to teacher and student success. In addition, these courses align to our proposed framework under the CEC standards of: Professional Learning and Practice and Individual Learning Difference
7. Changes to SPCD 503 name.	Currently, SPCD 503 (**Universal Design**) covers the implementation of lesson plans, alignment with state academic standards, and universal design interventions.	SPCD 503 will be revised to incorporate Curriculum Development in its name and how it relates to lesson planning and implementation. The new name change, **Lesson and Curriculum Development**, will reflect this change. This topic has been present in previously taught classes and, thus, the title of the course better reflects the actual content.	With state and federal requirements for inclusion of students with disabilities in assessment, focus has shifted to alignment of IEP goals and special education lesson plans to state and national standards. As a result, SPCD 503 includes information on the Common Core State Standards and how to align those with lesson planning and, in turn, align instruction to Individualized Education Plan goals. In addition, the CEC standards specifically address both instructional and curriculum planning which necessitates more careful alignment of course titles to accreditation standards. Universal Design is still infused in all types of instructional and curriculum planning.

8. Changes in the use of specific SPCD course numbers	Currently, SPCD 506 and 513 are required CII course work.	We propose removal of these two courses (but not the course numbers) from our required course work and proposing two new courses: **SPCD 544:** Writing instruction for High Incidence Disabilities **SPCD 509:** Adolescent Reading Instruction for High Incidence Disabilities.	SPCD 544 will replace SPCD 506 to meet the mandate within the common core standards of "high order thinking skills". This information and interventions will be integrated into the content-oriented courses as well as SPCD 534. We will use the SPCD 544 prefix for the new Writing Instruction course. SPCD 513 (Curriculum Development in Special Education) content coursework will be restructured to align with the mandate to teach adolescent students the necessary skills to access the general education curriculum through reading course content and to integrate it with lesson planning and implementation so teachers can make connections with lesson modifications and how they relate to lesson planning and existing content curriculum and the reading demands placed on secondary students with disabilities. SPCD 509 prefix will be used for this course.
9. Advanced focus areas	Currently, CII is offering several course specializations: 1.Learning Disabilities 2.Emotional Behavioral Disorders	CII will emphasize **High Incidence Disabilities**. Under the U.S. Federal Regulations, this includes Learning Disabilities and Emotional Disturbance	Each of these changes are taking place to meet the demands of federal requirements and mandates as well as being aligned to the national CEC Professional Standards. This change will offer more content oriented course work as well as tier 2 and

	3.Gifted and Talented 4.Early Childhood Special Education	(i.e., Emotional and Behavioral Disorders). In doing so, we have reorganized our Introduction to Learning Disabilities and Emotional Behavioral Disorders (**540 and 530** respectively) courses work so they fall under the **CEC Foundation and Characteristic Standards** and the Methods courses (**532 and 542**) for those two disabilities will be the primary **CEC Standard focus area** course work.. Additionally, the addition of the **512 (Transition for Exceptional Students**) course will be reestablished (recently sunsetted), to address the IDEA mandates relating to the transition of students with disabilities into the work world and allow students an additional specialization option that aligns with faculty	tier 3 interventions (intensive interventions) needed for students with specific learning disabilities and emotional disturbances

		research interest areas.. The 512 course is already in existence in the program and will be added to the options students can take for their degree.	

Form C: Justification for Proposed Changes
Special Education Program: Concentration II – Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners.

Proposed Fall 2013 by Special Education Program and the Department of Education Specialties:
Proposed for Implementation in Fall 2014

The changes requested for the Special Education Program with a Concentration in Learning and Behavioral Exceptionalities (Concentration II) are proposed to update the program coursework and align its curriculum according to national standards and current laws. These changes include:

1. Aligning our coursework with the revised International Organization: *Council for Exceptional Children* initial and advanced teacher preparation standards.

2. Eliminating the requirement of prerequisite courses and incorporating one previous pre-requisite course (i.e., SPCD 502) into MA degree plan. Additionally, the remaining pre-requisite course (SPCD 501), a second SPCD reading course beyond SPCD 514, and SPCD 504 are now required only for Special Education licensure and may not be counted as part of the MA degree plan;

3. Allowing specific established courses to sunset and proposing new and existing course work to align with revised Council for Exceptional Children Professional Standards. These changes include:
    a. Sunset the SPCD 506 (Creativity) and SPCD 513 (Curriculum Development) courses and adding SPCD 509 (Adolescent Reading Instruction for Behavioral and Learning Exceptionalities) and 544 (Writing Instructional Strategies for students with Learning and Behavioral Exceptionalities);
    b. Addition of existing program courses to the: (1) Professional Learning and Practice Standard (SPCD 510: Special Ed. Law) as well as (2) Curricular Content Knowledge Standard option of SPCD 515 (Math/Science Instruction for Students with Learning and Behavioral Exceptionalities) and (3) Individual Learning Differences Standard option of SPCD 562 (Teaching Bilingual/Multicultural SPCD);
    c. Name change for SPCD 503 to better align to Instructional and Curriculum Planning Standard;

4. Specification of advanced focus areas in the areas of Learning Disabilities, Emotional Behavioral Disorders and Transition.
    a. Reestablish the SPCD 512 (with updated content and a new name of Transition Planning for Students with Exceptionalities to align with CEC standards) course that had sunsetted (Please Note: Although the course has sunsetted, it is still listed in the catalogue).

Justification

Area of Revision	Current	Proposed	Reasons for the Change
1. Revision of Required Course Work for Concentration II Students	Currently, the required coursework is articulated on the CII advisement form. Please see Attached.	The proposed required coursework is reflected in the new CII advisement form. Please see Attached.	The Council for Exceptional Children (CEC) provides initial and advanced preparation guidelines that are organized along the following standards: foundations and characteristics; learning environments and social interactions; individual learning differences and instructional planning and strategies; curricular content knowledge; professional learning and practice; assessment; and collaboration. CII course requirements have been aligned to these standards and our changes reflect the need for increased academic content training for high incidence disabilities. These changes also reflect the current CEC standards required for accreditation.
2. Elimination of Prerequisite Courses	Currently, CII requires SPCD 501 and 502 as prerequisites to student coursework. These courses will be incorporated into the new degree plan.	SPCD 502 has been incorporated into the course plan under **Individual Differences** (502). Additionally, SPCD 562 has been added as an option to the **Individual Differences** Category. SPCD 501, which is required for NM licensure,	The restructuring of coursework according to the National CEC Standards and areas of study will be in compliance with the fields' national/international organization requirements as well as accreditation and licensure standards.

		has been moved to the MA + licensure category.	
3. Reorganization of specific established courses to align with specific CEC standards.	Currently, the CII course work is not current with standards and has a larger number of specialization areas.	Realign the course work to meet the CEC standards and add the needed academic content courses to meet the needs of students with dis.	Same as above.
4. Sunsetting of specific established courses and adding new and existing content course work	Currently, SPCD 506: Creativity and 513: Special Education Curriculum are required for an MA degree in CII	Sunsetting of SPCD 506 and 513 course work and adding SPCD 544, Writing Instruction for Students with Learning and Behavioral Exceptionalities and SPCD 509 to Adolescent Reading Instruction for Students with Learning and Behavioral Exceptionalities. Additionally, including SPCD 515: Math/Science Instruction (an existing course) to the curriculum is proposed	Addition of SPCD 544, SPCD 509, and 515 reflect new CEC emphasis on curricular content knowledge. In addition, recent Federal Legislation (NCLB & IDEA 2004) has mandated that teachers are prepared to instruct students in academic content areas in order that students are competent in common core standards. These requirements include the instruction of students with high incidence disabilities. These proposed changes are made to reflect these requirements.
6. Addition of Legal Procedural and Policy Courses as requirements	Currently, CII does not require coursework in the area of Special Ed. Law or Teaching Bilingual Multicultural. Although	Students are required to take SPCD 510 which is an existing course in our department.	The knowledge of Special Education Law is of paramount importance as the implementation of regulations are becoming increasingly complex.

Also, adding SPCD 562, Teaching Bilingual/Multicultural Special Education as an option for students to take in the area of Individual Learning Differences.	these topics are covered, in part, in different courses the implementation of legal rigor, procedures and policies as well as specific bilingual issues are rarely covered.	Students have an option to take SPCD 562 which is an existing course in our department.	Teacher knowledge in this area is important to teacher and student success. In addition, these courses align to our proposed framework under the CEC standards of: Professional Learning and Practice and Individual Learning Difference
7. Changes to SPCD 503 name.	Currently, SPCD 503 (**Universal Design**) covers the implementation of lesson plans, alignment with state academic standards, and universal design interventions.	SPCD 503 will be revised to incorporate Curriculum Development in its name and how it relates to lesson planning and implementation. The new name change, **Lesson and Curriculum Development**, will reflect this change. This topic has been present in previously taught classes and, thus, the title of the course better reflects the actual content.	With state and federal requirements for inclusion of students with disabilities in assessment, focus has shifted to alignment of IEP goals and special education lesson plans to state and national standards. As a result, SPCD 503 includes information on the Common Core State Standards and how to align those with lesson planning and, in turn, align instruction to Individualized Education Plan goals. In addition, the CEC standards specifically address both instructional and curriculum planning which necessitates more careful alignment of course titles to accreditation standards. Universal Design is still infused in all types of instructional and curriculum planning.
8. Changes in the use of specific SPCD course numbers	Currently, SPCD 506 and 513 are offered as CII course work.	We are proposing to Setting these two courses (but not the course	SPCD 506 course will be sunsetted and SPCD 544 will replace it to meet the mandate within the common core

		numbers) from our required course work and proposing two new numbers for our new courses **SPCD 544:** Writing instruction for High Incidence Disabilities **SPCD 509:** Adolescent Reading Instruction for High Incidence Disabilities.	standards of "high order thinking skills". This information and interventions will be integrated into the content-oriented courses as well as SPCD 534. We will use the SPCD 544 prefix for the new Writing Instruction course. SPCD 513 (curriculum development) content coursework will be restructured to align with the mandate to teach adolescent students the necessary skills to access the general education curriculum through reading course content and to integrate it with lesson planning and implementation so teachers can make connections with lesson modifications and how they relate to lesson planning and existing content curriculum and the reading demands placed on secondary students with disabilities. SPCD 509 prefix will be used for this course.
9. Advanced focus areas	Currently, CII is offering several course specializations: 1.Learning Disabilities 2.Emotional Behavioral Disorders 3.Gifted and Talented 4.Early Childhood Special Education	CII will emphasize **High Incidence Disabilities**. Under the U.S. Federal Regulations, this includes Learning Disabilities and Emotional Disturbance (i.e., Emotional and Behavioral Disorders). In doing so, we have	Each of these changes are taking place to meet the demands of federal requirements and mandates as well as being aligned to the national CEC Professional Standards. This change will offer more content oriented course work as well as tier 2 and tier 3 interventions (intensive interventions) needed for students with specific learning disabilities and emotional

		reorganized our Introduction to Learning Disabilities and Emotional Behavioral Disorders (**540 and 530** respectively) courses work so they fall under the **CEC Foundation and Characteristic Standards** and the Methods courses (**532 and 542**) for those two disabilities will be the primary **CEC Standard focus area** course work.. Additionally, the addition of the **512 (Transition**) course will be reestablished (recently sunsetted), to address the IDEA mandates relating to the transition of students with disabilities into the work world and allow students an additional specialization option that aligns with faculty research interest areas.. The 512 course is already in existence in the program and will be	disturbances

		added to the options students can take for their degree.	

Financial Implications

These changes are revenue neutral for the COE as a whole. There is not a change in the number of credit hours for the Special Education Program – Concentration II.

Given the course changes (revised and updated) as well as the addition of an already established course that had sunsetted, the current faculty in Concentration II will be able to accommodate these changes. We have four faculty for this program concentration of studies who have specialty areas in Learning Disabilities and Emotional/Behavioral Disorders. SPCD 510 and 562 are courses that are already taught by existing faculty in the SPCD Program.

SPCD Program – Concentration II: Impact on Other Programs

Drs. Serna and Steinbrecher presented four syllabi (509, 544, and 514) to the LLSS and TED reading and writing faculty for their review. This review was to insure that these courses were not overlapping or duplicating any of the LLSS or TED reading and writing courses being offered. These faculty members stated that no duplication or overlap of courses is taking place with our proposed courses. Attached, please see the memo from Dr. Pence and Dr. Torrez.

Long Range Planning and Faculty Work Load

The following three year plan has been developed to demonstrate the offering of course work. Faculty work load will be divided by the current four faculty in Concentration II with the exception of SPCD 510 and 562. These two courses are currently being taught by faculty in Concentration I. Both of these faculty members have offered to extend their courses to Concentration II. Additionally, we are reestablishing SPCD 512 (Transition). This course will be taught by one of our new faculty members.

Concentration II
2013-2016 Three-Year Plan

SPCD Course	Fall 2013	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016
501		X	X		X	X		X	X	
502			X			X			X	
503*	X	Lesson &	Curricu	X			X			X
504		X			X			X		
505		X			X			X		
544**	Writing	X			X		X	X		
508	X			X			X			X
510	X			X			X			X
593/512		X			X			X		
509/593 ***	Adol.	Reading X	X		X	X		X	X	
514	X		X	X		X	X			X
515	X			X			X			X
517		X			X			X		
518	X			X			X			X
530	X			X			X			X
532		X			X			X		
534			X			X			X	
540	X			X	X on-line		X			X
542		X			X			X		
562		X			X			X		

Shaded Areas show Course changes/revisions or additions
*Was Universal Design and submitted as a revision to Lesson & Curriculum (503)
** The Writing Instruction… class is being added with the 544 proposed number
***The Adol Reading… class is being proposed with a new number 509
As SPCD 512 was sunsetted, we are bringing it with updates/revisions
SPCD 510 and 562 already exist in the Program – we are adding them to CII

Courses 506 and 513 are being sunsetted.

Please note: Currently, this three-year plan is being revised for 2014-2017.

MASTER OF ARTS IN SPECIAL EDUCATION, COLLEGE OF EDUCATION,
UNIVERSITY OF NEW MEXICO
SPECIAL EDUCATION PROGRAM – DEPARTMENT OF EDUCATIONAL SPECIALTIES

CONCENTRATION II - LEARNING AND BEHAVIORAL EXCEPTIONALITIES:

Studies in Instruction, Curriculum, Collaboration, and Transition of Diverse Exceptional Learners

Advisement Sheet & Degree Requirements Checklist for Student Planning to Graduate_____(date)

Name:_____Banner ID #:_____

Address:_____ Advisor:_____
_____ Email:_____

Phone: Hm_____ Wk_____ Cell:_____

Mtgs w/Advisor – Initial:_____ Others:_____

Program of Studies Submitted:_____ Approved:_____

Comprehensive exam___ project___ or thesis:___

State Educational **Licensure in Special Education** includes the following prerequisite and coursework requirements:

General Education Coursework:	OR	Course Substitutions:		Special Education Coursework *
		N.M. Teacher Assessment minimum scores:		21 Special Education Hours are required for
6 hrs English, 6 hrs Math		Basic Skills	240	**Alternate Licensure** and approved by the N.M. Public Education Dept. - see asterisked (*)
6 hrs Learning Theory, Ed. Fdn., Child/Adol. Psychology		Teacher Competency	240	courses. 9 additional hours are needed for **Standard**
24 hrs in teaching content area:			N.M. Content Knowledge	240 **Licensure** in Special Education
			Assessment (if applic.)	

* *See attached licensure sheet*

For further information on State Licensure, contact the N·M· Public Education Department Licensure & Preparation Unit (505/827-6581, 6587)

PREREQUISITES	**Semester/Year**	**University**	**Substitution/Waiver**
SPCED 502/At-Risk/Failure	_____	_____	_____
SPCED 501* Ed/Psy of Excep Persons	_____	_____	_____

COURSES MEETING DEGREE PLAN REQUIREMENTS - SPECIAL EDUCATION CONCENTRATION II

	COURSE	Competency Focus	Credit	Planned Sem/Yr	Completed Sem/Yr	Substitutions/ Waiver
CORE REQUIREMENTS	**SPCD503***	Methods & Materials:Strategies for Enhancing Learning	3			ECSE (take 551) Gifted (take 576)
	SPCD 506	Fostering Creativity, Cooperation & Problem Solving Among Diverse Lrnrs	3			
	SPCD 508	Collaboration with Family/ School/Community	3			
	SPCD 513	Curriculum Development in Special Educ	3			
	SPCD 514*	Teaching Reading to Students w/Learning & Behavioral Exceptionalities	3			
	SPCD 517*	Assessment for Diverse Lrns W/Excep	3			
	SPCD 518 *	Classroom Management & Positive Behavioral Supports	3			
	SPCD 534	Social Competence, Self-Determination & Resiliency	3			
	Addt'l reading course(SPCD **593/EC or Adol.)****	Resiliency, Literacy & Rding Skills for Young Children ***OR*** Rding Devel. for Adolescents w/Lrng & Behav Exceptional.	3			
	SPCD 504*	Practicum in Special Education	3			
	Research:	Course:_____	3			
	Electives:	Course:_____	1-3			
		Specialization (see below) □ □ □ □				
		TOTAL HOURS	**36-45**			

SPECIALIZATION AREAS

	Early Childhood Special Education	Emotional/Behavioral Disorders	Gifted and Twice Exceptional	Learning Disabilities
	SPCD 550 Intro to ECSE **SPCD 551** Tchg Young Chdrn w/Exc **SPCD 553** Advancd Field Seminar	**SPCD 530** Intro to E/BD **SPCD 532** Education & Transition of Students w/EBD **Others** as appropriate	**SPCD 570** Intro to Gifted Education **SPCD 576** Instruct. Strategies for Gifted Students **SPCD 574** Twice Excep Learner	**SPCD 540** Intro to LD **SPCD 542** Tchg Students w/LD **Others** as appropriate

	SPCD 554 Extended Study			

Possible Electives (plus others not listed): Must have approval from advisor

- ❑ SPCD 510/Special Education Law or SPCD 525/Legal Rights of Persons w/Disabilities
- ❑ SPCD 545/Language Issues/Methods: LD,CD, ELL (accepted for A.P.S. LEP requirements)

ANY OF THE SPECIALIZATION COURSES MAY COUNT AS AN ELECTIVE.

Student Name: _____ **BID:** _____

Advisor: _____ **Date:** _____

MA in Special Education (36 hours minimum):

Foundations and Characteristics (3 hours)	Planned	Complete	Waiver
SPCD 530/540: Introduction to EBD or LD			
Individual Learning Differences (3 hours)			
SPCD 502: At-Risk for School Failure			
SPCD 562: Teaching Bilingual/Multicultural SPCD			
Learning Environments and Social Interactions (6 hours)			
SPCD 518*: Classroom Management & Positive Behavioral Supports			
SPCD 534: Social Competence, Self-Determination, & Resiliency			
Instructional Planning and Strategies (3 hours)			
SPCD 503*: Instructional and Curricular Planning for Students with Learning and Behavior Exceptionalities			
Curricular Content Knowledge (6 hours; must include one reading course)			
SPCD 509*: Adolescent Reading Instruction for Students with Learning and Behavior Exceptionalities			
SPCD 514*: Teaching Reading to Students with Students with Learning and Behavior Exceptionalities			
SPCD 544: Writing Instruction for Students with Learning and Behavior Exceptionalities			
SPCD 515: Math/Science Instruction for Students with Learning and Behavior Exceptionalities			
Professional Learning and Practice (6 hours)			
SPCD 510: Special Education Law			
SPCD 505: Research in LD/EBD			
Assessment (3 hours)			
SPCD 517*: Assessment for Students with Learning and Behavior Exceptionalities			
Collaboration (3 hours)			
SPCD 508: Collaboration with Family/School/Community			
Advanced Focus Areas (3 hours)			
SPCD 512: Transition Planning for Exceptional Students			
SPCD 532: Education & Transition of Students with EBD			
SPCD 542: Teaching Students with LD			

MA + Special Education Licensure (courses in addition to MA requirements)

SPCD 201/501*: Ed/Psy of Exceptional Persons			
Additional SPCD reading course, which may include SPCD 509			
SPCD 504*: Practicum in Special Education			

* Required for special education licensure

◯ **Comprehensive Exam** ◯ **MA Project** ◯ **MA Thesis**

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1273

Fields marked with * are required

Name of Initiator: Donna Jewell **Email:** djewell@unm.edu **Phone Number:** 505 277-6711 **Date:** 09-19-2013

Associated Forms exist? No Initiator's Title Associate Chairperson: Theatre and Dance

Faculty Contact Donna Jewell Administrative Contact Sarah Lentz

Department Theatre and Dance Admin Email slentz@unm.edu

Branch Admin Phone 7-2737

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program BA in Dance

Select Category Major Degree Type dance

Select Action Revision

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

BA in Dance - Form C Catalog change fall 2013.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)
Correction of new title of the THEA 130 requirement in the BA in Dance degree. New title of the course is THEA 130 Acting I Addition of a requirement of THEA 366 Stage Management in the BA in Dance degree. Faculty note that our students need the information in the Stage Management course to aid in their future careers in dance and for them to participate more fully in departmental productions. The course requires three credits. Three credits have been removed from the dance technique requirements to balance the credit requirements of the degree.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

BA in Dance Form C Fall 2013 - Justification.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Current BA in Dance – UNM Catalog on line, Fall 2013

1. Courses outside the major: **Hours**

a. Forty hours selected from courses offered by departments of the College of Arts and Sciences, including Core Curriculum requirements (See Fine Arts graduation requirements 6). Specific requirements include an upper-division English elective and 3 hours selected from ANTH 130, 150 or PSY 220, 260. These will partially satisfy the college requirements for courses outside the major. 40

b. Six hours selected from other departments of the College of Fine Arts (Art and Art History, Fine Arts, Media Arts and Music). 6

c. Eight additional hours selected from courses outside the major offered by any college including Fine Arts (cannot be Theatre or Dance). 8

Subtotal 54

2. Major in Dance:

a. Nine hours of Theatre: 9

- THEA 194 - Introduction to Costuming
- THEA 196 - Introduction to Stage Lighting

three hours selected from:

- THEA 130 - Acting Foundations I
- THEA 231 - Voice and Movement I
- THEA 328 - Musical Theatre
- THEA 434 - Performance Art

b. Twenty-one hours in non-studio Dance Courses: 21

- DANC 105 - Dance Appreciation
- DANC 201 - Crew Practicum
- DANC 204 - Stretch and Strength
- DANC 212 - Improvisation
- DANC 240 - Music Essentials for Contemporary Dance ***-or-***
- DANC 242 - Music Essentials for Flamenco Dance
- DANC 313 - Kinesiology
- DANC 416 - Dance Pedagogy
- DANC 431 - Dance Criticism

c. Nine hours in selected concentration: 9

Contemporary Dance

- DANC 311 - Choreography I
- DANC 411 - Choreography II
- Three hours selected from: DANC 462, 463, 464, 466, 467

Flamenco

- DANC 379 - Flamenco Structure/Improvisation
- DANC 479 - Flamenco Choreography
- DANC 466 - Flamenco History

Subtotal 39

d. Twenty-six hours in dance technique selected with advisement. All students must 26

complete at least one course in each of the following areas: Ballet, Modern and Flamenco and at least one course from one of the following areas: African, Hip Hop, Jazz, Mexican Folk, Renaissance and Baroque, or Tap. Dance majors and minors may enroll in a maximum of 6 hours of dance technique during their Freshman year.

Subtotal 26

e. Nine hours of additional courses in any field, selected with advisement. 9

Subtotal 9

Total 128

Proposed changes to the BA in Dance

1.	**Courses outside the major:**	**Hours**
a.	Forty hours selected from courses offered by departments of the College of Arts and Sciences, including Core Curriculum requirements (See Fine Arts graduation requirements 6). Specific requirements include an upper-division English elective and 3 hours selected from ANTH 130, 150 or PSY 220, 260. These will partially satisfy the college requirements for courses outside the major.	40
b.	Six hours selected from other departments of the College of Fine Arts (Art and Art History, Fine Arts, Media Arts and Music).	6
c.	Eight additional hours selected from courses outside the major offered by any college including Fine Arts (cannot be Theatre or Dance).	8
	Subtotal	**54**

2. Major in Dance:

a. Twelve hours of Theatre: 12

- THEA 194 - Introduction to Costuming
- THEA 196 - Introduction to Stage Lighting
- THEA 366 – Stage Management
- THEA 367 – Stage Management Production Laboratory

three hours selected from:

- THEA 130 - Acting I
- THEA 231 - Voice and Movement I
- THEA 328 - Musical Theatre
- THEA 434 - Performance Art

b. Twenty-one hours in non-studio Dance Courses: 21

- DANC 105 - Dance Appreciation
- DANC 201 - Crew Practicum
- DANC 204 - Stretch and Strength

- DANC 212 - Improvisation
- DANC 240 - Music Essentials for Contemporary Dance ***-or-***
- DANC 242 - Music Essentials for Flamenco Dance
- DANC 313 - Kinesiology
- DANC 416 - Dance Pedagogy
- DANC 431 - Dance Criticism

c. Nine hours in selected concentration: 9

Contemporary Dance

- DANC 311 - Choreography I
- DANC 411 - Choreography II
- Three hours selected from: DANC 462, 463, 464, 466, 467

Flamenco

- DANC 379 - Flamenco Structure/Improvisation
- DANC 479 - Flamenco Choreography
- DANC 466 - Flamenco History

Subtotal 42

d. Twenty-three hours in dance technique selected with advisement. All students must complete at least one course in each of the following areas: Ballet, Modern and Flamenco and at least one course from one of the following areas: African, Hip Hop, Jazz, Mexican Folk, Renaissance and Baroque, or Tap. Dance majors and minors may enroll in a maximum of 6 hours of dance technique during their Freshman year. 23

Subtotal 23

e. Nine hours of additional courses in any field, selected with advisement. 9

Subtotal 9

Total 128

BA in Dance Form C Fall 2013 – Department of Theatre and Dance, UNM

Justification, impact on long-range planning, detailed budget analysis and faculty workload implications.

Justification

1) Correction of new title of the THEA 130 requirement in the BA in Dance degree. New title of the course is THEA 130 Acting I

2) Addition of a requirement of THEA 366 Stage Management and THEA 367 Stage Management Lab in the BA in Dance degree. Faculty note that our students need the information in the Stage Management course to aid in their future careers in dance and for them to participate more fully in departmental productions.

Impact on long-range planning

Dance students will, with the addition of this requirement, be skilled in stage management and can better serve the department production season through services as stage managers, as well as hopefully augment their professional careers with stage management skills once they graduate.

Budget Analysis

This curriculum requirement parallels that of the BA in Theatre degree requirement of Stage Management and the department annually offers these courses. There is no impact on the departmental budget.

Faculty Workload Implications

There are no new implications on faculty workload with this curriculum change. As noted above, the department annually offers both courses for the requirement in the BA in Theatre and this will sever the BA in Dance requirement as well.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1263

Fields marked with * are required

Name of Initiator: Holbrook Mahn **Email:** hmahn@unm.edu **Phone Number:** 505 277-5887 **Date:** 09-10-2013

Associated Forms exist? No Initiator's Title Professor: Language Literacy & Sociocult

Faculty Contact Holbrook Mahn Administrative Contact Esther Russell

Department LLSS Admin Email Esther Russell

Branch Admin Phone 277-6997

Proposed effective term

Semester Spring Year 2015

Course Information

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program PhD Educational Linguistics

Select Category Major Degree Type Ph.D.

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)

Program Requirements Proposed & Current .docx

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

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

Reasons for Changes.docx

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Justification & Workload.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Program Requirements (Proposed)

The program of studies for each student is tailored by the individual in consultation with his/her faculty advisor and Committee on Studies, and is approved by the Committee on Studies. Requests for transferring courses will be submitted to the Committee on Studies along with appropriate course descriptions and syllabi. If the transfer is approved by the Committee on Studies, the transferred courses will be listed on the Program of Studies submitted as part of the Application for Candidacy.

Each Program of Studies will meet the following requirements:

1. At least 72 semester hours beyond the Bachelor's degree. These 72 hours must include the following (the same course may be counted in two or more of the following areas, but only once for the 72 hour requirement):
    a. **Core Courses (24 hours)**
        i. LING 504: Phonological Analysis
        ii. LING 522: Grammatical Analysis OR LING 523: Functional Syntactic Theories
        iii. LING 531: Language in Society
        iv. LING 567: Psychology of Language
        v. LLSS 640: Seminar in Language/Literacy
        vi. LLSS 645: Seminar in Educational Studies
        vii. EDPY 502: Survey of Statistics in Education (or similar course as determined by advisor)
        viii. One course in Advanced Research Methods in Linguistics and/or Education (Possible courses include: LLSS 605: Advanced Qualitative Research Methods, LLSS 623: Ethnographic Research). Note: Other Research Methods courses may be recommended by your advisor based on your area of inquiry.

b. Area Electives (24 Hours)

Courses selected to fulfill area electives should supplement and strengthen the student's professional preparation in education, educational research, linguistics, and the area of research focus, and should be selected in conjunction with the student's advisor and Committee on Studies.

NO MORE THAN 12 credit hours may be taken in any one department.

Possible courses to fulfill the area elective requirements include, but are *not limited* to:

i. 500 or 600-level LLSS Courses (or 400-level courses carrying graduate credit)
ii. 500 or 600-level LING Courses
iii. 500 or 600-level Courses in Spanish & Portuguese
iv. 500 or 600-level OILS Courses
v. 500 or 600-level Educational Psychology Courses

c. Area of Focus (24 Hours)

At least 24 hours in an area of focus in Educational Linguistics. Courses in this area will be determined in consultation with your advisor and/or your Committee on Studies.

2. Dissertation Hours (18 Hours)

At least 18 hours of dissertation (699); no more than 9 hours each semester.

Other course requirements:

- At least 24 hours taken at UNM.
- A maximum of 45 hours transferred from other institutions.
- At least 18 hours at the 500 or 600 level.
- No more than 24 hours in 'problems, readings, or workshops'.
- Competency in a language other than English is required for graduation. The minimal acceptable level of competency is a grade of B in a fourth semester of a college level course, or its equivalent.

Program Requirements (Current)

The program of studies for each student is tailored by the individual in consultation with his/her faculty advisor and Committee on Studies, and is approved by the Committee on Studies and the coordinator of the Educational Linguistics faculty. Each Program of Studies will meet the following requirements:

1. At least 72 semester hours beyond the Bachelor's degree. These 72 hours must include the following (the same course may be counted in two or more of the following areas)

a. At least the following specific core courses in Linguistics (24 hours):

1. Phonology
   Ling 504: Phonological Analysis
   AND EITHER:
   Ling 502: Generative Theories of Phonology
   OR
   Ling 503: Phonological Representation
2. Grammar
   Ling 522: Grammatical Analysis
   Ling 523: Functional Syntactic Theories
3. Sociolinguistics
   Ling 531: Language in Society
   An advanced course in sociolinguistics
4. Psycholinguistics
   Ling 567: Psychology of Language
   An advanced course in Psycholinguistics

b. At least 24 hours in the College of Education, including LLSS 640: Seminar in Language/Literacy and LLSS 645: Advanced Seminar in Foundations of Education. Courses selected in the College of Education should supplement and strengthen the student's professional preparation in education, educational research, and the area of research focus, and should be selected in conjunction with the student's advisor and Committee on Studies. Appropriate courses are likely to be found in the following program units in the Department of LLSS or other departments in the COE (but are not limited to these):

- Bilingual/TESOL Education
- Early Childhood Multicultural Education
- Educational Thought and Sociocultural Studies
- Organization Learning and Instructional Technologies (OLIT)
- Educational Psychology (EdPsy)

Recommended courses depend on the student's focus area and academic background, but may include:

- LLSS 482: Teaching English as a Second Language
- LLSS 503: Research in Bilingual Classrooms and Communities
- LLSS 532: The Reading Process
- LLSS 545 Spanish-English Bilingualism
- LLSS 551: History of American Indian Education

- LLSS 556: 1st and 2nd Language Development in Cultural Contexts
- LLSS 557: Language, Culture, and Mathematics
- LLSS 558: Literacy Across Cultures
- LLSS 559: Second Language Literacy
- LLSS 560: Language and Education in Southwest Native American Communities
- LLSS 564: Issues in American Indian Education
- LLSS 566: Issues in Hispanic Education
- LLSS 568: Alternative Assessment Practices for English Language Learners
- LLSS 580: Seminar in the Education of the Bilingual Student
- LLSS 582: Curriculum Development in Multicultural Education
- LLSS 583: Education Across Cultures in the Southwest
- LLSS 593: Seminar in Bilingualism and Language Education
- LLSS 593: Global English Issues
- LLSS 593: Discourse Analysis in Cultural Context
- LLSS 614: Vygotsky Seminar

c. The student must display competence at conducting research within her/his area of focus, as determined by the Committee on Studies. At a minimum, research courses should include one (1) course in Statistics (e.g. Ed Psych 502: Survey of Statistics in Education or a similar course) and two (2) courses in Advanced Research Methods in Linguistics and/or Education. Possible research methods courses may include, but are not limited to these:

- LING 506: Experimental Phonetics
- LING 513: Linguistics Field Methods
- LING 529: Discourse Analysis
- LING 569: Experimental Psycholinguistics
- LLSS 502: Naturalistic Inquiry
- LLSS 567: Home Literacy & Schooling
- LLSS 593: Discourse Analysis in Cultural Context
- LLSS 605: Qualitative Research in Education
- LLSS 623: Ethnographic Research in the Classroom

d. At least 24 hours in an area of focus in Educational Linguistics

e. At least three of the seminars you select must be taught by members of the Educational Linguistics concentration faculty or visiting faculty, as approved by the Committee on Studies.

f. At least 24 hours taken at UNM.

g. A maximum of 45 hours transferred from other institutions.

h. At least 18 hours at the 500 or 600 level.

i. No more than 24 hours in 'problems, readings, or workshops'.

2. Competency in a language other than English is required for graduation. The minimal acceptable level of competency is a grade of B in a fourth semester of a college level course, or its equivalent.

3. At least 18 hours of dissertation (699); no more than 9 hours in each semester.

The changes to the Program Requirements for the doctoral program in Educational Linguistics, which were approved at an Educational Linguistics faculty meeting on March 25, 2013 are being proposed for the following reasons, which are listed in the order that they appear in the attached revised Program Requirements:

1. To outline clearly for students the way that requests for transferring will be handled.
2. To clarify how students may apply courses to meet the 72 hour requirement.
3. To clarify what core courses are required by consolidating them in one section. Previously, the core courses were separated into a section of Linguistics core courses, LLSS core courses, and research courses.
4. To change the number of required Linguistic courses from 6 to 4. The motivation for this change came from Educational Linguistics students whose main focus was on teaching English as a second or foreign language and wanted to take more methods courses in LLSS in place of additional Linguistics courses, since many of them had taken Linguistics courses in their undergraduate programs. The Educational Linguistics faculty felt that reducing the required Linguistics courses from 6 to 4 would allow students more flexibility and at the same time provide a solid foundation in the four key areas of Linguistics.
5. The change in the Area Electives was precipitated by moving the LLSS core courses out of this category and listing them under the core courses. The requirement that no more than 12 hours of the 24 area electives be taken in any one department was added to make sure that the integrity of the interdisciplinary character of the Educational Linguistics program be maintained and at the same time afford students flexibility to pursue their own areas of interest. The list of LLSS courses was eliminated because this section no longer is just for courses in the College of Education, but across a number of departments.
6. The section on research was eliminated because research courses were moved to the core courses sections and further covered in the Area Electives section.
7. Under the Area of Focus section, language was added to help students see the importance of working with their advisor and/or the Committee on Studies as they plan out their program of studies.
8. The section “e” was eliminated because it was no longer necessary. This requirement was put in during the early days of the Educational Linguistics program, when the program was getting started and addressed the possibility that a student could take courses in the COE and Linguistics without taking a course from Educational Linguistics faculty. This requirement was adopted to make sure that students were taking courses with Educational Linguistics faculty. With the development of the program, the increased number of faculty members affiliated with it, and the advisement that students are receiving, the faculty felt that this requirement is no longer necessary.

This Form C is a revision of an existing, established program. The only impact on long-range planning will be to make sure that the core Linguistics courses are scheduled and coordinated with the LLSS core seminars and sequenced so that students are able to take them in a timely fashion. There are no budgetary or faculty workload implications since the number of Educational Linguistics students enrolled in the core Linguistics courses have not been a determining factor in whether those courses make.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1261

Fields marked with * are required

Name of Initiator: Alexander Webb **Email:** awebb4@unm.edu **Phone Number:** 505.312.4748 **Date:** 09-07-2013

Associated Forms exist? Yes Initiator's Title Assistant Professor: SAAP Architecture Program

Faculty Contact Alex Webb
Department Architecture
Branch

Administrative Contact Kathryn Padilla
Admin Email katpad@unm.edu
Admin Phone 505.277.3133

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program Master of Science in Architecture

Select Category Degree Degree Type Masters

Select Action Revision

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

MSArch_FormC_141113.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)
Program update. REGISTRAR'S NOTE: THE CURRICULUM ATTACHMENT REFERS TO CONCENTRATIONS, BUT THERE ARE NO APPROVED CONCENTRATIONS FOR THIS DEGREE. THOSE REFERENCES WILL BE CHANGED TO AREA OF FOCUS WHEN CHANGES ARE ENTERED IN THE CATALOG. ALSO, THE CREDIT HOURS INCLUDED IN THE PROGRAM TOTAL 39, NOT 36.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

MSArch_FormC_AdditionalInfo.pdf

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

FORM C - DEGREE/PROGRAM CHANGE

Date: 7/29/13

Alex Webb
(Name of individual initiating curricular change form)

Assistant Professor, 505.312.4748
(Title, position, telephone number)

awebb4@unm.edu
(Email address)

Architecture Program
(Department/Division/Program/Branch)

CIP CODE

04.0201
Assigned by Associate Provost for Academic Affairs

ROUTING (All Four Collated Sets)
1. Department Chairperson
2. College Curriculum Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of the Registrar—Catalog
6. Director of relevant Library
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate
12. Board of Regents (new degree only)

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

This form is for Masters of Science in Architecture
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 116 (2010 - 2011)

Mark Appropriate Program:

Undergraduate Degree Program ☐

Graduate Degree Program (For existing degree only) ☒

Mark appropriate category:

	NEW	REVISION OF	DELETION	NAME CHANGE
Degree (Masters — Type)	☐ Undergraduate degree only	☒	☐	☐
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐	NA	☐	☐
Subject Code	☐	☐	☐	☐

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

Please see attached.

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

Program update.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes ____ No ✓
If yes, have you resolved these issues with department/branch involved? _____(attach statement)
Proposed Effective Term: Fall (Term) , 2014 (Year)

Required Signatures:

Department Chair _____ Date _____
College Curriculum Committee _____ Date _____
College or School Faculty (if necessary) _____ Date _____
College or School Dean/Dean of Instruction _____ Date _____
Office of the Registrar—Catalog _____ Date _____
Director of relevent Library _____ Date _____
FS Graduate Committee (graduate courses) _____ Date _____
FS Undergraduate Committee (undergraduate courses) _____ Date _____
FS Curriculum Committee _____ Date _____
Assoc. Provost for Academic Affairs _____ Date _____
Faculty Senate _____ Date _____
Board of Regents _____ Date _____

Entered Banner _____
Entered Catalog _____
Copies Mailed _____

For Registrar's Office ONLY:

ATTACHMENT **FORM C**
Masters of Science in Architecture
University of New Mexico
School of Architecture and Planning
Architecture Program

EXISTING CATALOG TITLE AND REQUIREMENTS
Masters of Science in Architecture
(Post-Professional Program)

The following graduate courses are requirements for the post professional degree (1 1/2 year program).

Two semesters of graduate studios/seminars (601, 602, or 603)	12
ARCH 596 Project/Thesis Prep Seminar	3
ARCH 597 Masters Project	6
-or-	
ARCH 599 Master's Thesis	
Approved graduate electives	16

A minimum of 38 graduate credit hours is required for graduation.

PROPOSED CATALOG TITLE AND REQUIREMENTS
Masters of Science in Architecture

This is a post-professional degree and is for students who wish to obtain an advanced degree and have completed a Bachelors Degree. This program facilitates advanced research. Students are required to apply for a specific concentration of research supported by a group of faculty, please see the School of Architecture and Planning website for available concentrations. Students are expected to take advantage of the special opportunities offered by this program and our unique physical / social setting to pursue individualized educational goals. This degree is not accredited by the National Architectural Accreditation Board (NAAB). The maximum time allowed for completion is 3 years.

Entry Requirements
Completion of a Bachelors Degree, or equivalent collegiate program as approved by the faculty.

The following graduate courses are requirements for the degree (1 1/2 year program).

Required Courses	
Fall Semester	
ARCH 551 Research Methodology	3
ARCH 596 Project / Thesis Prep Seminar	6
-or-	
ARCH 604 Masters Architectural Design IV	6
Approved Graduate Electives	6
Spring Semester]	
ARCH 597 Master's Project	6
-or-	
ARCH 599 Master's Thesis	6
-and-	
Approved Graduate Electives	9
Summer Semester	
ARCH 696 Thesis Documentation and Dissemination	6
-and-	
Approved Graduate Electives	3
Total	36

PROGRAM JUSTIFICATION, IMPACT ON PLANNING, BUDGET AND WORKLOAD IMPLICATIONS	The Masters of Science in Architecture is an existing degree that required an updated curriculum. The curriculum we have built will increase admissions, attract more students, and foster a greater level of research. The long range plan is positively impacted by this update to the already existing program which will promote the UNM School of Architecture and Planning through the dissemination of Thesis and Research projects. The proposed changes leverage existing resources and only one 6 credit hour course is added to the catalogue, this course assignment will be incorporated within the existing budget. This program has an established workload for faculty and its impact will remain consistent with the previous curriculum.

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1041

Fields marked with * are required

Name of Initiator: Roberta Vigil **Email:** greggy@unm.edu **Phone Number:** 505 737-6224 **Date:** 03-12-2012

Associated Forms exist? No Initiator's Title Taos-Sr Instrctnl Svcs Assoc: Taos Branch

Faculty Contact Randi Archuleta Administrative Contact Roberta Vigil

Department Instruction Admin Email .

Branch Taos Admin Phone Associate of Arts in Criminal Justice

Proposed effective term

Semester Summer Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Associate of Arts in Criminal Justice (TA)

Select Category Major Degree Type

Select Action Deletion

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

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

Reason(s) for Request (enter text below or upload a doc/pdf file)
The Associate of Arts in Criminal Justice has been incorporated as a area of focus into the Associate of Arts in Liberal Arts. Students in the Associate of Arts in Criminal Justice will need to do a degree change to the Associate of Arts in Liberal Arts. The last term a student maybe awarded this Associates Degree is Spring 2015.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C890

Fields marked with * are required

Name of Initiator: Elizabeth Keefe **Email:** lkeefe@unm.edu **Phone Number:** 505 277-1587 **Date:** 12-16-2010

Associated Forms exist? No Initiator's Title Professor: Educational Specialties

Faculty Contact Liz Keefe Administrative Contact Ruth Luckasson

Department Educational Specialties Admin Email ruthl@unm.eud

Branch Admin Phone Special Education

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program BSEd Special Ed/Elementary Ed Dual License Program

Select Category Major Degree Type BSED

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)

DL Form C Catalog Copy 9 2 14.docx
Dual License Degree Plan C890.docx

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

Reason(s) for Request (enter text below or upload a doc/pdf file)
The reasons for the request are attached. This document also addresses the impact on other programs.

DL Form C Justification 9.30.13.docx

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

DL Form C Financial Implications 9.30.13.docx

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Current Catalog Copy

UNM | University Catalog

Special Education

Academic Calendar

Undergraduate Program

Undergraduate Student Contact Information

Della Gallegos
Academic Advisor
Hokona Hall Zuni Rm. 104
dgalle06@unm.edu
(505) 277-5018

Application materials and program information can be found at the Special Education Web site, or by contacting the Academic Advisor.

Degree Offered

Bachelor of Science in Education (B.S.Ed.) in Special Education, which results in eligibility for dual licensure in Special Education (PreK – 12) and Elementary Education (K-8).

Minor

Non-Teaching Minor

Application Information

Deadlines

Fall	April 15
Spring	November 15

Process

Pre-Requisites

- B or better in SPCD 201 and SPCD 204
- Minimum 2.5 GPA
- Passing scores on NMTA Basic Skills test

Application materials and program information can be found at the Special Education Web site, or by contacting the Special Education Academic Advisor (information above). Students are encouraged to contact the Academic Advisor to schedule a meeting with one of the faculty before applying.

Send to Special Education Program (address below):

- The Special Education Dual License Application Form
- Letter of Intent stating the reasons for applying to the program, description of relevant experiences, education and career goals
- One official transcript from each college you have attended. (Exception: UNM transcripts)
- Resume
- Three letters of recommendation (We recommend at least one letter come from a college instructor, one from an employer, and one from another professional contact)
- Documentation of passing New Mexico Teacher Assessments Basic Skills test score

College of Education
Department of Educational Specialties
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131

Undergraduate Major

B.S.Ed. Special Education Dual License Program

An undergraduate dual major in Special Education and Elementary Education is available. The Special Education Dual License Program is based on the belief that all children are valued members in the school and wider community. This challenging program prepares students to work with a diverse learning population and teaches strategies that are effective for all learners by providing:

- Diverse university and field based learning experiences
- One-on-one field support from experienced UNM supervisors
- Coursework that connects theory to practice
- Supportive faculty members who have recent experience in classroom settings
- Consistent advising from faculty beginning pre-admission through to graduation

Our state-of-the-art preparation is one of the few of its kind in the country that prepares teachers to be effective across the full continuum of educational settings for all students regardless of perceived ability. One of the ways we achieve this is through modeling interdisciplinary collaboration and co-teaching to provide a comprehensive program of study. We do not view our

program as a sequence of individual three hour courses but rather as a holistic and coherent program of study designed to prepare teachers who can help all students reach their highest potential. Through this carefully planned sequence of coursework, students gain a wealth of classroom experiences and develop effective instructional strategies for all learners. Our graduates are eligible for New Mexico licensure in special education (PreK–12) and elementary education (K–8).

Non-Teaching Undergraduate Minor

A 20-hour non-teaching undergraduate minor in Special Education is offered. Students should plan to enroll in Special Education courses during the fall and spring semesters since courses in this sequence are seldom offered during the summer sessions. Please contact the Academic Advisor (information above) to make an appointment to meet with a faculty advisor to develop a written Minor Program of Studies.

	Requirements	
SPCD 201	Education of Exceptional Persons	3
SPCD 204	Introduction to Special Education	2
	(Field Experience and Seminar)	
	Choose five of the following electives:	
SPCD 302	Introduction to Communicative Disorders	3
SPCD 420	Introduction to Mental Retardation	3
SPCD 430	Introduction to Students with Emotional and Behavioral Disorders	3
SPCD 440	Introduction to Learning Disabilities	3
SPCD 450	Introduction to Early Childhood Special Education	3
SPCD 452	Teaching Students with Mental Retardation and Severe Disabilities	3
SPCD 465	Art and the Exceptional Child	3
SPCD 467	Physical Disabilities and Causes	3
SPCD 470	Introduction to Gifted Education	3
SPCD 481	Introduction to Assistive Technology in Special Education	2

Back to Top

Keys and Symbols Reference

Courses

SPCD 201. Education of the Exceptional Person. (3)

SPCD 204. Introduction to Special Education. (2)

Proposed Catalog Copy

Please note all information under current "Special Education" – " Undergraduate Program" will remain the same.

All catalog copy relating to the Undergraduate minor will remain the same.

The catalog copy changes include adding one sentence to the catalog text as follows "This dual degree program is 137-146 credit hours depending on Teaching Field." In addition, currently the approved program of study is not in the catalog. This From C will add the proposed program of study to the catalog thereby providing more information for prospective and current students. (I have attached the currently approved advising sheet from the Dual License Form C approved in 1999 for reference purposes.)

Undergraduate Major

Special Education Dual License Program: BSED SPCD and BSED EL ED

An undergraduate dual major in Special Education and Elementary Education is available. The Special Education Dual License Program is based on the belief that all children are valued members in the school and wider community. This challenging program prepares students to work with a diverse learning population and teaches strategies that are effective for all learners by providing:

- Diverse university and field based learning experiences
- One-on-one field support from experienced UNM supervisors
- Coursework that connects theory to practice
- Supportive faculty members who have recent experience in classroom settings
- Consistent advising from faculty beginning pre-admission through to graduation

Our state-of-the-art preparation is one of the few of its kind in the country that prepare teachers to be effective across the full continuum of educational settings for all students regardless of perceived ability. One of the ways we achieve this is through modeling interdisciplinary collaboration and co-teaching to provide a comprehensive program of study. We do not view our program as a sequence of individual three-hour courses but rather as a holistic and coherent program of study designed to prepare teachers who can help all students reach their highest potential. Through this carefully planned sequence of coursework, students gain a wealth of classroom experiences and develop effective instructional strategies for all learners. Our graduates are eligible for New Mexico licensure in special education (PreK–12) and elementary education (K–8). This dual degree program is 137-146 credit hours depending on Teaching Field.

General Education Requirements (60 hours)

1) English and Communication (12 hours)
ENGL 110, ENGL 120, ENGL 219 or 220, and select 3 hours from: LING 101, CJ 130, 220, 421, 323, 331, THEA 418, 415.
2) Math (9 hours)
MATH 111, and select 6 hrs from MATH 112, 121, 129, 150, 162, 163, 180, 181, 215 or STAT 145.
3) Physical/Natural Science (12 hours)

Will accept any science courses that meet undergraduate core curriculum. Must include one lab.
4) Social and Behavioral (6 hours)
Select from SOC 101, ANTH 101, 130, ECON 105, 106, POLS 110, 200, 220, 240, PSY 105. Other social studies courses may count with approval from advisor.
5) History (12 hours)
HIST 101 or 102, HIST 161 or 162, HIST 260, and one elective as approved by advisor.
6) Second Language (3 hours)
Choose from a lower div. course in Sign Language, Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other departments and programs (except Latin 105).
7) Fine Arts (6 hours)
Select 3 hours from ARTH 101, 201, 202, DANC 105, MA 210, MUS 139, THEA105 and 3 hours fine arts elective – ARTE 214 recommended.

Pre-Requisites (5 hours)*

SPCD 201	Education of the Exceptional Person	3
SPCD 204	Introduction to Special Education	2

*Students must complete these courses with a B or better to be eligible for acceptance into the Dual License Program. *Students may apply to the program while enrolled in these courses.*

Teaching Field (6-24 hours)

Students must complete 24 hours in a Teaching Field with grades of C (not C-) or higher. Teaching Fields will be developed with advisor approval. Courses from general education/foundation requirements can be used to count toward the teaching field with advisor approval so the number of hours varies by the teaching field. Select from: Language Arts, Social Studies, Math, or Science.

Professional Coursework Recommended Sequence (66 Hours)

Semester 1 (Pre-Residency) (18)

EDUC 330L	Teaching of Reading	3
EDUC 353L	Teaching Science in El Ed	3
EDUC 361L	Teaching Math in El Ed	3
EDPY 310**	Learning and the Classroom	3
SPCD 420**	Introduction to ID	3
MSET 365**	Technology Integration for Effective Instruction	3

**Can be taken any semester

Semester 2 (Pre-Residency) (18)

SPCD 303	Methods and Materials for for Learners with Mild Disabilities	3
SPCD 304	Practicum	3
EDUC 331L	Teaching Reading in El Ed	3
EDUC 333L	Teaching Oral and Written Language	3

	in El Ed	
EDPY 303**	Human Growth and Development	3
LLSS 443**	Children's Literature	3

** Can be taken any semester

Semester 3 (Residency) (15)

SPCD 319	Classroom Organization and Management	3
SPCD 486	Differentiating Reading Instruction for Students w/ID	3
EDUC 321L	Teaching Social Studies in El Ed	3
EDUC 400	Student Teaching El Ed	6

Semester 4 (Residency) (15)

SPCD 313	Curriculum for Learners w/Dis	2
SPCD 464	Classroom Assessment and Program Planning	3
SPCD 462	Student Teaching in Special Education	7
Select from LLSS 315, 449, 456, 457, 458, 459, 469 or 482**	Diversity Requirement	3

**Can be taken any semester

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admission process.

BSED SPCD Major	**BSED EL ED Major**
SPCD 201* SPCD 204* (2) SPCD 303* SPCD 304 (3) SPCD 313 *(2) SPCD 319* SPCD 420 SPCD 462 (7) SPCD 464* SPCD 486* EDPY 303	EDUC 321L* EDUC 330L* EDUC 331L* EDUC 333L* EDUC 353L* EDUC 361L* EDUC 400 (6) EDPY 310 MSET 365 LLSS 443 Diversity Requirement: Select from LLSS 315, 449, 456, 457, 458, 459, 469 or 482
Total: 35	**Total: 36**

*Students are required to earn a "B or better" (not B-) in the following Professional Sequence courses: SPCD 201, SPCD 204, SPCD 303, SPCD 319, SPCD 464, SPCD 486, EDUC 321L, EDUC

330L, EDUC 331L, EDUC 333L, EDUC 353L, and EDUC 361L to complete requirements for the BSED Degree.

TOTAL HOURS FOR DUAL DEGREE: 137-146 depending on Teaching Field.

Current Approved Advising Sheet from Form C approved 1999 (Not in Catalog):

SPECIAL EDUCATION (K-12)/ELEMENTARY (K-8) UNDERGRADUATE DUAL LICENSE PLAN SHEET

Name: _____

GENERAL EDUCATION REQUIREMENTS: 60 Hours

A. ENGLISH (12 hours)	HRS	GR/SEM	EQUIV
Engl 101	3		
Engl 102	3		
Engl 219 or 220	3		
Ling 101 or C&J 130, 270 or 221 or 321or 323 or 331 or Thea 418 or 415	3		

B. HISTORY (12 hours)	HRS	GR/SEM	EQUIV
Hist 101 or 102 (3)	3		
Hist 161 or 162 (3)	3		
Hist 260 or 380 (3)	3		
Hist Elective (3)	3		

C. SCIENCE (12 hours) (Choose from Nat Sc 261L or 262L or 263L or Chem 105/107L,111L,121L, 131L,122L,132L or Biol 110/112L, 121L,122L,123L or Phys 102/112L, 151/153L,152/154L,160,161/163L or E&PS 101/105L,102L,103 or Astr 101. One course must be a Lab designated by L. Psy 105 & 220 or 260 may used for 6 hrs)	HRS	GR/SEM	EQUIV
Science			
Science			
Science			
Science			

TEACHING FIELD REQUIREMENTS: 24 Hours

COURSES	HRS	GR/SEM	EQUIVALENT

Ed.Fdn. or Educ. (9 hrs) Developmental, Psychological, Social/Prof. Issues

COURSES	HRS	GR/SEM	EQUIVALENT
Ed Psy 310	3		
Psych 220 or 260 or Ed Psy 303	3		
Spc Ed 420 (PRY)	3		

Lobo ID:_____

D. MATH (6-9 hours)	HRS	GR/SEM	EQUIV
Math **(3 hrs must be from Math 121, 145, 150, 162, 163, 180, 181 or 215)**	3		
MATH 111 or 112	3		
MATH	3		

E. SOCIAL SCIENCES (6 Hours)	HRS	GR/SEM	EQUIV
Soc 101 or Anth 101 or 130	3		
Econ 105 or 106 or Pol Sc 110 or 200	3		

F. FINE ARTS (6 hours)	HRS	GR/SEM	EQUIV
(3 hrs must be from Art Hi 101, 201, 202; Dance 105; Media Arts 210; Music 139,140 or Thea 122)	3		
Elective (Art 214 recommended)	3		

G. Second Language (3 hrs from a lower div. course in the depart. of Ling (Sign Lang) or Span & Portguese or Foreign Languages and Literatures.	HRS	GR/SEM	EQUIVALENT
	3		

COURSES	HRS	GR/SEM	EQUIVALENT
*SPCD 201	3		
*SPCD 204	2		

(*) Students must receive grades of B or better, and must have completed or be enrolled in this class prior to screening into Dual License Program.

OTHER COURSEWORK (Electives) (Non Major/Non Minor)

COURSE	HRS	GR/SEM	EQUIVALENT

COMMENTS/NOTES:

SPECIAL EDUCATION AND ELEMENTARY PROFESSIONAL EDUCATION REQUIREMENTS (30 hours each)

COURSES	GRADE	SEMESTER	EQUIVALENT
PRE-RESIDENCY FALL COURSES			
LLSS 443 Children's Lit (3) (PRY)			
**Spc Ed 481			
**EDUC 353L, Teaching Science in the Elem School (3) (PRY)			
**EDUC 361L, Teaching Math in the Elem School (3) (PRY)			
RESIDENCY YEAR FALL COURSES			
***Spc Ed 319 (3)			
***Spc Ed 304 (2)			
***EDUC 321L Teaching Social Studies in the Elem School (3)			
***LLSS 435 Remedial Reading (3)			
***EDUC 400 Student Teaching in the Elem School (6 hrs Fall)			

** These courses may not be taken until students are accepted into Dual License Program.
*** These courses available only during the Residency Year.

PRE-RESIDENCY YEAR SPRING COURSES	GRADE	SEMESTER	EQUIVALENT
**EDUC 331L, Teaching Reading in Elem School (3)			
**EDUC 333L Teaching Oral & Written Language/Elem School (3)			
**Spc Ed 303 (3)			
**Spc Ed 495 (3)			

RESIDENCY YEAR SPRING COURSES			
***Educ 400 Student Teaching in the Elem School (3)			
***Educ 493 T/Professional Seminar (2)			
***Spc Ed 313 (2)			
***Spc Ed 462 (7)			
*** Spc Ed 464 (3)			

** These courses may not be taken until students are accepted into the Dual License Program.
*** These courses available only during the Residency Year.

2015-15 Degree Plan: Special Education Dual License Program
Special Education, BSED and Elementary Education, BSED
College of Education: Department of Educational Specialties

Term 1: Hours Towards Degree 16	Hours	Minimum Grade	Notes
ENGL 110: Accelerated Composition or ENGL 111: Composition I and ENGL 112: Composition II or ENGL 113: Enhanced Composition	3	C	
MATH 111: Mathematics for Elementary and Middle School Teachers I	3	C	
Physical and Natural Science	4	C	
Fine Arts	3	C	
History Elective	3	C	
Term Hours	16		
Term 2: Hours Towards Degree 34	Hours	Minimum Grade	Notes
ENGL 120: Composition III	3	C	
Math	3	C	
Social and Behavioral Science	3	C	
HIST 101 or HIST 102	3	C	
Social and Behavioral Science	3	C	
Second Language	3	C	
Term Hours	18		
Term 3: Hours Towards Degree 50	Hours	Minimum Grade	Notes
ENGL 219/220	3	C	
Physical and Natural Science	4	C	
HIST 260: History of New Mexico	3	C	
Math	3	C	
Teaching Field Course	3	C	
Term Hours	16		

Term 4: Hours Towards Degree 68	Hours	Minimum Grade	Notes
HIST 161 or HIST 162	3	C	
Physical and Natural Science	4	C	
English and Communication Elective	3	C	
Fine Arts elective	3	C	
SPCD 201: Education of the Exceptional Person	3	B	
SPCD 204: Introduction to Special Education	2	B	
Term Hours	18		
Term 5: Hours Towards Degree 86	Hours	Minimum Grade	Notes
EDUC 330L: Teaching of Reading	3	B	Crucial Course
EDUC 353L: Teaching Science in the Elementary School	3	B	Crucial Course
EDUC 361L: Teaching Math in the Elementary School	3	B	Crucial Course
EDPY 310: Learning and the Classroom	3	C	
SPCD 420: Introduction to Intellectual Disability	3	C	
MSET 365: Technology Integration for Effective Instruction	3	C	
Term Hours	18		
Term 6: Hours Towards Degree 104	Hours	Minimum Grade	Notes
SPCD 303: Methods and Materials for Learners with Mild Disabilities	3	B	Crucial Course
SPCD 304: Practicum	3	C	Crucial Course
EDUC 331L: Teaching Reading in the Elementary School	3	B	Crucial Course
EDUC 333L: Teaching Oral and Written Language in the Elementary School	3	B	Crucial Course
EDPY 303: Human Growth and Development	3	C	
Teaching Field Course	3	C	
Term Hours	18		

Term 7: Hours Towards Degree 122	Hours	Minimum Grade	Notes
SPCD 319: Classroom Organization and Management	3	B	Crucial Course
SPCD 486: Differentiating Reading Instruction for Students w/ID	3	B	Crucial Course
EDUC 321L: Teaching Social Studies in the Elementary School	3	B	Crucial Course
EDUC 400: Student Teaching in the Elementary School	6	CR	Crucial Course
LLSS 443: Children's Literature	3	C	
Term Hours	18		
Term 8: Hours Towards Degree 137	Hours	Minimum Grade	Notes
SPCD 313: Curriculum for Learners w/Disabilities	2	B	Crucial Course
SPCD 464: Classroom Assessment and Program Planning	3	B	Crucial Course
SPCD 462: Student Teaching in Special Education	7	C	Crucial Course
Diversity Requirement	3	C	
Term Hours	15		

BSED SPCD/EL ED (Special Education Dual License Program): Form C Proposed Changes, Justification, and Impact on Faculty Workload and Other Programs

Area	Proposed Change	Rationale
General Education Requirements (Includes UNM Core)	Increase math requirement from 6 to 9 hours Remove option of taking 6 hours of PSY for science requirement. Consistent with Elementary Education, accept 12 hours from science courses accepted for the UNM Core Curriculum Delete Pre-Professional/Foundations area, these hours are moved to the professional sequence.	NMPED increased the math requirement for Elementary Education K-8 license to 9 hours. NMPED does not count PSY as a science and some school districts do not count PSY classes towards being Highly Qualified in science. These courses have not in fact been taken prior to the professional classes and are part of the professional sequence.
Professional Courses	Move SPCD 420, EDPY 310, EDPY303 to professional sequence. Add MSET 365 to the professional sequence Add a diversity requirement to the professional sequence. Students may select from LLSS 315, 449, 456, 457, 458, 459, 469 or 482. Add EDUC 330L to the professional sequence Add SPCD 486 to the professional sequence	These courses are typically taken as part of the professional sequence. This course will take the place of SPCD 481 and make the program of study consistent with ELED. Many students in SPCD and ELED are culturally and linguistically diverse. Adding this course will make the program of study consistent with ELED. NMPED requires 6 hours of reading instruction for the ELED degree. Although NMPED does not require a specific SPCD reading course at this time, we believe that this state approved reading

		course is essential to make sure our students are prepared to teach reading to students with and without disabilities. We anticipate from meetings with the Public Education Department that a specific SPCD reading class will be required at a future time.
	Add 1 hour of SPCD 304	SPCD 304 will replace the SPCD 495 for a level 3 field experience.
	Delete LLSS 435 from the professional sequence.	EDUC 330L replaced this course consistent with ELED program of study.
	Delete EDUC 493 (2) from the professional sequence	EDUC 493 is no longer available to be used as an interdisciplinary course, the EDUC prefix now belongs to the Department of Teacher Education.
	Delete SPCD 495	Replaced with SPCD 304.
	Delete SPCD 481 (2)	Technology competency now met with MSET 365. Assistive technology changes so rapidly that students will receive professional development for AT in the school setting. Increases consistency with ELED program of studies.
	Delete 3 hours of EDUC 400 and 1 hour of SPCD 462.	NMPED requires 6 hours of student teaching for ELED and 3 hours for SPCD. Six credit hours in each area more accurately reflects the time spent in student teaching due to our teaching clock model. Students spend 2-4 weeks in classes each of their final two semesters; the rest of the semester is spent in full-time student teaching. Students complete 26 weeks of full time student teaching across the final two semesters. We have the students identify one semester as SPCD and one semester as ELED however they are learning about both SPCD and ELED throughout the student teaching experience.
Minimum Grade Requirement	Require a B or better in selected professional coursework	TED requires minimum grades for selected professional courses, this change makes the Dual License Program more consistent

		with the ELED program.
Concentration/Teaching Field	Add Concentration/Teaching Field in Math, Science, Language Arts or Social Studies	The BSED SPCD does not currently require a transcripted teaching field though one is required within the Lobotrax audit. Currently students are completing both a teaching field and a minor for the BSED EL ED. The BSED EL ED now requires a Concentration/Teaching Field effective for the catalog year 2013. It does not make sense to require two separately configured teaching fields. We will need some flexibility in the Concentration/Teaching Field because SPCD is a PreK-12 license. Students who want to teach special education at the secondary level will be advised to take at least 6 hours of the teaching field at 300/400 level so they are better prepared for secondary level content. For example, the Social Studies concentration only requires 100/200 level courses and does not allow for 300 level courses.
Sequence	Make clear which courses are for the SPCD major and which are for the ELED major	The Dual License was originally conceived and approved as a joint degree not two separate degrees. The Banner system and Department structure do not support a joint degree.

Financial Implications

These changes are revenue neutral for the COE as a whole. There is a change of -2 credit hours for Ed Specs and +1 for the Department of Teacher Education.

Department	Added	Removed	Credit hours changed	Net Change
Educational Specialties	SPCD 486 (3)	SPCD 495 (3) SPCD 481 (2)	SPCD 462 (-1) SPCD 304 (+1)	-2 Credit Hours
Department of Teacher Education	EDUC 330L (3) MSET 365 (3)	EDUC 493 (2)	EDUC 400 (-3)	+1 Credit Hour
LLSS	One course from LLSS 315, 449, 456, 457, 458, 459, 469 or 482 (3)	LLSS 435 (3)		0

Impact on Faculty Workload and Long Range Planning

While this proposal is revenue neutral for the COE as a whole, it may require 1-2 additional sections of MSET365 be offered by the Department of Teacher Education. Extra sections of EDUC 330L are already being offered because NMPED requires 6 credit hours of reading for licensure in Elementary Education. LLSS will not be impacted because there are spaces in the choice of LLSS classes required. Faculty in Educational Specialties will not be impacted because SPCD 486 is already being offered due to NMPED reading requirements. The impact of these changes has been discussed with the Department of Teacher Education and LLSS (see "Impact on other Programs").

BSED SPCD/EL ED (Special Education Dual License Program): Impact on Other Programs

Dr. Liz Keefe met multiple times with faculty from the Department of Teacher Education. A Memorandum of Understanding regarding these changes and the relationship between the BS SPCD and BS ED ELED was developed between the Departments of Teacher Education and Educational Specialties in Spring 2013 and finalized April 25th, 2013.

Dr. Liz Keefe presented the Form C to the El Ed program on March 28th, 2013. No changes were suggested.

Dr. Liz Keefe presented the Form C to the LLSS Bilingual Ed/TESOL faculty on April 16th and May 7th, 2013 where the changes were discussed and a suggestion was made to add LLSS 482 to the choices for the diversity requirement. This change has been made. An email from Dr. Sylvia Celedon-Pattichis below confirms this approval.

From: Sylvia Celedon-Pattichis <sceledonpattichis@gmail.com>
Subject: Re: Dual License Form C
Date: September 6, 2013 1:09:58 PM MDT
To: Elizabeth Keefe <lkeefe@unm.edu>

Dear Liz,

Thank you for visiting our Bilingual/TESOL program faculty meeting on May 7, 2013 to discuss possible course offerings through our program that would meet the diversity requirement for the Dual License Program. We are very excited to collaborate in this manner.

At that meeting, he program faculty approved the following list of courses as options to meet the diversity requirement:

LLSS 315, 449, 456, 457, 458, 459, 469 or 482.

Financial Implications

These changes are revenue neutral for the COE as a whole. There is a change of -2 credit hours for Ed Specs and +1 for the Department of Teacher Education.

Department	Added	Removed	Credit hours changed	Net Change
Educational Specialties	SPCD 486 (3)	SPCD 495 (3) SPCD 481 (2)	SPCD 462 (-1) SPCD 304 (+1)	-2 Credit Hours
Department of Teacher Education	EDUC 330L (3) MSET 365 (3)	EDUC 493 (2)	EDUC 400 (-3)	+1 Credit Hour
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While this proposal is revenue neutral for the COE as a whole, it may require 1-2 additional sections of MSET365 be offered by the Department of Teacher Education. Extra sections of EDUC 330L are already being offered because NMPED requires 6 credit hours of reading for licensure. LLSS will not be impacted because there are spaces in the choice of LLSS classes required. Faculty in Educational Specialties will not be impacted because SPCD 486 is already being offered due to NMPED reading requirements. The impact of these changes has been discussed with the Department of Teacher Education and LLSS (see “Impact on other Programs” in Justification documents).

DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1371

Fields marked with * are required

Name of Initiator: Charles Fleddermann **Email:** cbf@unm.edu **Phone Number:** 505 277-5521 **Date:** 12-19-2013

Associated Forms exist? No Initiator's Title Associate Dean: School of Engineering

Faculty Contact Charles Fleddermann Administrative Contact C. Fleddermann

Department SoE Admin Email cbf@unm.edu

Branch Admin Phone 7-1423

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program Core Course ME 217

Select Category UG Core Course Degree Type BS

Select Action New

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

☐ **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 attachment in Form C section on justification, impact, etc. [REGISTRAR'S NOTE: PER DISCUSSION IN UG COMMITTEE, INITIATOR AGREED THAT STUDENTS MAY NOT TAKE BOTH ME 217 AND ENG 200 TO MEET CORE REQUIREMENT. ALSO, A FORM A HAS BEEN SUBMITTED BY ENGINEERING TO AOA GEOG 217 WITH ME 217.

ME 217 Syllabus.pdf

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

ME 217 Syllabus.pdf
ME 217 UNM Core Supplemental Information.pdf

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

ME 217 Energy, Environment and Society
Fall 2013 Semester

Andrea Mammoli - 436A Mechanical Engineering
Office hours: Tuesday 3:30P to 6:00P

Description

During the past two centuries, social and economic systems in the industrialized world have been transformed by massive use of energy, and are now dependent on its increasing supply. The ease of extraction and use of fossil fuel resources, and to a smaller extent, nuclear resources, has resulted in tremendous advances in science, technology and medicine, but has also caused a range of environmental and social problems, ranging from geopolitical instability to urban pollution and global climate change. Alternative resources, including efficiency improvements and various forms of renewables, also pose their own set of economic, technical, environmental and social challenges. In the next few decades, humanity will need to design and implement a truly sustainable energy infrastructure. The impacts of our choices of energy resource mix and utilization technologies on the environment, the economy and society are tremendous. Designing, adopting and implementing policies that will minimize the adverse impacts of energy conversion and use requires knowledge of the relevant scientific, technological, economic and socio-political issues. This course will provide a comprehensive and integrated approach to energy - its conversion, use, and impacts - and will create the interdisciplinary knowledge base that is essential for making informed decisions about emerging energy-related issues, both on a personal and a societal level.

Note: this course can be used in place of American Studies 182 in the Mechanical Engineering curriculum.

Topics Covered

1. Introduction and motivation
2. Systems tools
3. Economic tools
4. Climate change and climate modeling
5. Fossil fuel resources
6. Stationary combustion systems and the electric power grid
7. Carbon sequestration
8. Nuclear energy systems
9. Solar Resource
10. Photovoltaics
11. Solar thermal
12. Wind energy systems
13. Biomass & biofuels
14. Transportation
15. Options for the future
16. Geoengineering

Grading

Midterm exam (30%)
Final exam (40%)
Homework (30%)

Bibliography

Energy Systems Engineering - Evaluation and Implementation by Francis Vanek, Louis Albright and Largus Angenent. 2nd edition (2012) McGraw Hill **(required textbook**)

Principles of Sustainable Energy by Frank Kreith and Jan Kreider. 1st edition (2011) CRC Press ISBN-10: 1439814074

Sustainable Energy Without the Hot Air by David JC MacKay FRS (2008), UIT Cambridge Ltd, Cambridge, England, ISBN 9780954452933 / 978-1-906860-01-1. (**highly recommended second textbook**, free download available online at www.withouthotair.com)

Energy: Principles, Problems, Alternatives by Joseph Priest. 6th edition (2006), Kendall Hunt Pub Co. ISBN 9780757520716 (suggested textbook).

Sustainable Energy: Choosing Among Options by Jefferson W. Tester, Elisabeth M. Drake, Michael J. Driscoll, and Michael W. Golay, (2005) MIT Press, Cambridge, USA, ISBN-10: 0-262-20153-4 ISBN-13: 978-0-262-20153-7.

IPCC, 2007: Climate Change 2007: Synthesis Report. Contribution of Working Groups I, II and III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team Pachauri, R.K and Reisinger, A. (eds.)]. IPCC, Geneva, Switzerland.

Student Learning Outcomes

1) An understanding of the economics of power generation.

   Assessed using an assigned essay; evaluated using rubric shown below.

2) Knowledge of scientific theory and observations of global warming.
   a. Knowledge of sources of information on global warming.
   b. Knowledge of impact of greenhouse gases on global warming.
   c. Knowledge of future societal impacts of potential solutions to global warming.

   Assessed using an assigned essay; evaluated using rubric shown below.

3) An understanding of individual energy footprint though a personal energy audit.
    a. Familiarity with sources of information on societal impact of individual energy use.
    b. Ability to discuss how engineering solutions to energy problems impacts society.

   Assessed using personal energy audit project; evaluated using rubric below.

4) Knowledge of socio-economic issues related to energy production.

   Assessed using an assigned essay; evaluated using rubric shown below.

5) Knowledge of political issues related to energy production.

   Assessed using an assigned essay; evaluated using rubric shown below.

Note: Course learning outcomes are linked to the program outcomes for the Mechanical Engineering BS program, based upon the ABET program criteria. (ABET is the Accreditation Board for Engineering and Technology which accredits the engineering and computer science programs at UNM.) ME program criteria relevant to this course: 1) An understanding of the impact of engineering solutions in a global, economic, environmental and societal context; and 2) Knowledge of contemporary issues.

Student Learning Outcomes Assessment Rubric

	Poor(1)	**Inadequate (2)**	**Adequate (3)**	**Exemplary (4)**
1) Power generation economics	Cannot identify economic drivers in power generation	Can name economic issues, but cannot link to technology	Can describe basic relationships between technology and economics	Has advanced understanding of impact of technology and economics, can analyze different solutions
2a) Sources of information on global warming	Is not aware of environmental impacts of engineering solutions	Is aware of environmental impacts but cannot identify sources of information	Is aware of impacts and some sources of information	Has detailed knowledge of sources of information for environmental impacts
2b) Impact of GHG emissions	Is not aware of greenhouse effect in atmosphere	Is aware of greenhouse effect but does not understand physical basis	Can describe GH effect causes, relation to energy infrastructure	Knowledge of GHG emission causes, mitigating solutions
2c) Future environmental impacts of engineering solutions	Is not aware of environmental impacts of current engineering solutions	Is aware of current environmental impacts but cannot extrapolate progression	Is aware of current and future impacts of engineering solutions	Is aware of future engineering solutions to ameliorate current environmental impacts, and the societal adjustments required to implement them
3a) Sources of information	Cannot identify any societal impacts	Can identify societal impacts but not sources of information	Can name sources of societal impact knowledge	Can identify and compare sources of information on societal impact
3b) Impacting engineering solutions	Cannot name any engineering solutions that have had an impact on society. May not understand meaning of societal	Can enumerate only one or two impacting engineering solutions	Can enumerate several engineering solutions which have had an impact on society	Can enumerate several engineering solutions that have had an impact on societies and is aware of how impact vary
4) Socio-economic issues	Cannot identify most socio-economic issues	Can identify issues but has no clear understanding of them	Can list and analyze socio-economic issues, e.g. global warming, overpopulation, depletion of natural resources, nuclear waste, etc.	Able to identify and discuss issues, and take and defend a position.
5) Political issues	Is unaware of most political issues	Is aware of few political issues, but does not know politicians' position on issues	Is aware of most political issues and politicians position on these issues	Can identify and discuss political issues at all levels, from local to global

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Request to Add ME 217 to UNM Core

UNM core area: Social/Behavioral Sciences

Justification for adding to UNM core: ME 217 is a required course in the mechanical engineering undergraduate curriculum, created as a means for satisfying accreditation requirements in the areas of awareness of the impact of technology and engineering on society. Specifically, ABET (the Accreditation Board for Engineering and Technology) requires two program outcomes related to this: the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; and, a knowledge of contemporary issues. Currently, ME students who take this course are allowed to use it in place of one of the UNM Social Science core courses. (Transfer students are allowed to use the equivalent of AmSt 182 to replace this course.)

Inclusion of ME 217 in the UNM core will accomplish four goals: 1) ME students only become aware that ME 217 substitutes for the core through advising in the School of Engineering or the ME department. It is not unusual for students to take another Social Science core course not realizing that ME 217 is a substitute allowed by SoE. If ME 217 is part of the UNM core, students will be better able to plan their curriculum and avoid taking unnecessary courses. 2) If ME 217 is part of the core, we will be able to open it up to other engineering or computer science students as a means for satisfying the ABET requirements for those students as well. This will benefit these departments in that it will be clearer to our accreditors how these program outcomes are attained if students take the ME 217 course. 3) Currently there is only one other SoE course in the UNM core, so students not majoring in engineering or computer science do not have the opportunity to take courses taught by engineering faculty. In our technology-driven society, it would be beneficial for students in other disciplines to have access to interactions with faculty from engineering or computer science to obtain a different perspective on technology if they so desire. 4) Students transferring to SoE from other institutions are not aware that ME 217 substitutes for the UNM social science core and often take another social science course before arriving at UNM in its place. Making ME 217 explicitly part of the UNM core would solve this problem. It is also anticipated that some two-year schools in New Mexico that participate in the New Mexico state-wide engineering transfer module would be interested in offering this course as a means to facilitate seamless transfer of students to 4-year engineering programs throughout the state.

Although this course is taught by engineering faculty, the content is such that it can be easily understood by any UNM student. The content is designed to help students understand the impact of technology on society and the environment, and learn how to make decisions regarding technology taking into account societal and political issues. As such, this course would be valuable for any student seeking an understanding of how technology affects our lives and how decisions regarding technology can be made.

Impact on other departments at UNM: The impact on other departments at UNM will be minimal. Currently, ME students already take this course and so do not take their 2nd social science core course in other departments. (ME students currently are required to take Econ 105 as their other social science core course.) If other SoE departments choose to use ME 217 as a means for satisfying the UNM social science core, UNM departments teaching in the social science core will see a modest drop in enrollments in these courses.

Enrollments: ME 217 has been taught for several years, with approximate enrollments of 150 students each year. If this becomes a UNM core course, we would expect the enrollment to increase only modestly to perhaps 200 students per year assuming students from outside engineering become interested in the course.

Budget/Faculty Load: Since this course is already a requirement for the ME curriculum and has been taught for several years, the budget and faculty required to offer the course are already in place. We do not anticipate this changing if ME 217 becomes part of the UNM core.

Student Learning Outcomes: See attached course syllabus.

HED Core Competencies: ME 217 directly addresses two of the NM HED Area IV core competencies: Competency 3 Students will describe ongoing reciprocal interactions among self, society, and the environment; and Competency 4 Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.