

Change of Subject Code

FS to FCS Subject Code ECME to FCS Subject Code

The subject code that will appear in the catalog:

FCS – Family and Child Studies

- 1. Family Studies (FS) to Child and Family Studies (FCS) and**
- 2. Early Childhood and Multicultural Education (ECME) to FCS**

The Family & Child Studies Program (FCS) is targeted to begin Fall 2016 as the culmination of an intensive, 4-year review and revision of two existing programs in the Department of Individual, Family and Community Education (IFCE). These programs are:

Family Studies (FS); and

Early Childhood Multicultural Education (ECME)

The establishment of the FCS Program will also involve eliminating another degree program (Human Development and Family Relations – HDFR) that currently exists under the FS Program.

Family Studies currently offers Bachelor's, Master's and Doctoral degrees, and both the HDFR and ECME Programs offer the Bachelor of Science degree. The reimagination and consolidation of these degree programs are the basis for the comprehensive revision of the degree requirements for the proposed FCS degree offerings. More generally, the proposed FCS program is grounded in a firm commitment to (a) emphasize research productivity on the part of its faculty and both undergraduate and graduate students, (b) strengthen its academic offerings at all degree levels, and (c) provide excellent mentoring of its graduate and doctoral students aimed at developing leaders and quality researchers in the field.

As noted above, the proposed FCS program is the outcome of a comprehensive review of the Family Studies, Human Development and Family Relations, and Early Childhood Multicultural Education programs at the Bachelor level, and the Family Studies program at the Master and Doctoral levels. The proposed changes are therefore not aimed at creating any new degree programs but, rather, revisions of the existing Bachelor of Science, Bachelor of Arts, Master of Arts and Doctor of Philosophy degrees in Family Studies. In line with the proposed merger, a Form C will be submitted to delete both the ECME and HDFR Bachelor of Science degrees. The revision of the FS – B.S. degree to the FCS – B.S. degree will result in three concentrations as follows:

- a) Human Development and Family Relations (HDFR – 120 credits)**
- b) Early Childhood Education and Development (ECED – 120 credits)**
- c) Early Childhood Multicultural Education Licensure (ECMEL – 121 credits), Pre-K to Grade 3**

The changes will result in a revised subject code (FCS) for all courses offered in the merged program and the FS and ECME subject code will expire for courses offered on main campus.

Reasons for Change of Subject Code

FS to FCS Subject Code ECME to FCS Subject Code

FS and ECME faculty have shared academic interests that focus on families, children, and communities. The complementarity of such interests and expertise will be significantly enhanced by the proposed merger. In addition, the merger will help us pool resources to effectively address both faculty and student involvement in academic processes and products. We envision that such a consolidation will improve the quality of our teaching, research, advisement, and other professional contributions and services. As a key corollary, students will be a part of a vibrant, innovative program and will experience a well-supported academic and learning environment.

As already indicated, the Form C to revise the existing Family Studies Bachelor of Science degree is part of a deliberative process to merge two existing programs, Early Childhood Multicultural Education and Family Studies, in the Department of Individual, Family, and Community Education in the College of Education. As part of this process, the existing ECME Bachelor of Science degree and the existing HDFR Bachelor of Science degrees will be deleted. As a result, the **revised major is named as Family and Child Studies (FCS)**. Minors in the Family Studies and Human Development and Family Relations will also be deleted, resulting in a **revised minor in Family and Child Studies (FCS)**. Another Form C has included three concentrations (Human Development and Family Relations – HDFR, Early Childhood Education and Development – ECED, and Early Childhood Multicultural Education Licensure - ECME, Pre-K to Grade 3) that effectively revise and more efficiently organize existing programs of study in three separate Bachelor degree pathways (ECME, FS, & HDFR). Overall, the revision of the existing FS Program and the merger between FS and ECME have resulted the new/revised subject code – FCS (Family and Child Studies). It may be important to note that if all gets approved, the University of New Mexico will offer a state of the art, high-quality, and rigorous undergraduate degree program for individuals seeking license for Pre-K to Grade 3 that includes deep knowledge in early childhood education, child development, and family well-being.

EXECUTIVE SUMMARY

Revision of the Family Studies (FS) and the Early Childhood and Multicultural Education (ECME) Programs

&

Proposed Family & Child Studies (FCS) Program

Merger & Changes in the Undergraduate FS and ECME,

Department of Individual, Family & Community Education

College of Education

University of New Mexico

Summary of the Revision and Merger

| Existing Programs | Proposed (Effective Fall 2016) |
|--|---|
| B. S. in FS (128 credits) | Revise to B. S. in FCS with 3 concentrations: <ul style="list-style-type: none"> - Human Development and Family Relations (120 credits) - Early Childhood Education & Development (120 credits) - Early Childhood Multicultural Education Licensure, Pre-K to Grade 3 (121 credits) |
| B. S. in Human Development and Family Relation (HDFR) | Delete |
| B. S. in ECME | Delete |
| B. A. in FS (A&S students) | B. A. in FCS (A&S students) |
| Minor in FS (21 credits) | Revise to minor in FCS (18 credits) |
| Minor in HDFR | Delete |

Vision of the Family & Child Studies Program

Enhancing the lives of children and families through inter-related theory, research, and practice that address the diverse and complex nature of their futures.

Mission of the Family & Child Studies Program

Our mission is to foster an interdisciplinary scholarly environment that enables early childhood professionals, family service providers, and researchers in the field of family and child study to

- *cultivate and disseminate systematic information and grounded knowledge about the diverse nature of families in contemporary societies*
- *understand and critically respond to the dynamic complexities of human development across the lifespan*
- *foster leadership in addressing the multiple facets of early childhood development*

Introduction

The Family & Child Studies Program (FCS) is targeted to begin Fall 2016 as the culmination of an intensive, 4-year review and revision of two existing programs in the Department of Individual, Family and Community Education (IFCE). These programs are:

Family Studies (FS); and

Early Childhood Multicultural Education (ECME)

The establishment of the FCS Program will also involve eliminating another degree program (Human Development and Family Relations – HDFR) that currently exists under the FS Program.

Family Studies currently offers Bachelor's, Master's and Doctoral degrees, and both the HDFR and ECME Programs offer the Bachelor of Science degree. The reimagination and consolidation of these degree programs are the basis for the comprehensive revision of the degree requirements for the proposed FCS degree offerings. More generally, the proposed FCS program is grounded in a firm commitment to (a) emphasize research productivity on the part of its faculty and both undergraduate and graduate students, (b) strengthen its academic offerings at all degree levels, and (c) provide excellent mentoring of its graduate and doctoral students aimed at developing leaders and quality researchers in the field.

As noted above, the proposed FCS program is the outcome of a comprehensive review of the Family Studies, Human Development and Family Relations, and Early Childhood Multicultural Education programs at the Bachelor level, and the Family Studies program at the Master and Doctoral levels. The proposed changes are therefore not aimed at creating any new degree programs but, rather, revisions of the existing Bachelor of Science, Bachelor of Arts, Master of Arts and Doctor of Philosophy degrees in Family Studies. In line with the proposed merger, a

Form C will be submitted to delete both the ECME and HDFR Bachelor of Science degrees. The revision of the FS – B.S. degree to the FCS – B.S. degree will result in three concentrations as follows:

- a) Human Development and Family Relations (HDFR – 120 credits)
- b) Early Childhood Education and Development (ECED – 120 credits)
- c) Early Childhood Multicultural Education Licensure (ECMEL – 121 credits), Pre-K to Grade 3

The changes will result in a revised subject code (FCS) for all courses offered in the merged program and the FS and ECME subject code will expire for courses offered on main campus.

Reasons for Request

FS and ECME faculty have shared academic interests that focus on families, children, and communities. The complementarity of such interests and expertise will be significantly enhanced by the proposed merger. In addition, the merger will help us pool resources to effectively address both faculty and student involvement in academic processes and products. We envision that such a consolidation will improve the quality of our teaching, research, advisement, and other professional contributions and services. As a key corollary, students will be a part of a vibrant, innovative program and will experience a well-supported academic and learning environment.

As already indicated, the Form C to revise the existing Family Studies Bachelor of Science degree is part of a deliberative process to merge two existing programs, Early Childhood Multicultural Education and Family Studies, in the Department of Individual, Family, and Community Education in the College of Education. As part of this process, the existing ECME Bachelor of Science degree and the existing HDFR Bachelor of Science degrees will be deleted. Minors in the Family Studies and Human Development and Family Relations will also be deleted, resulting in a revised minor in Family and Child Studies (FCS). The current Form C will include three concentrations (Human Development and Family Relations – HDFR, Early Childhood Education and Development – ECED, and Early Childhood Multicultural Education Licensure - ECMEL, Pre-K to Grade 3) that effectively revise and more efficiently organize existing programs of study in three separate Bachelor degree pathways (ECME, FS, & HDFR). It may be important to note that if all gets approved, the University of New Mexico will offer a state of the art, high-quality, and rigorous undergraduate degree program for individuals seeking license for Pre-K to Grade 3 that includes deep knowledge in early childhood education, child development, and family well-being.

Justification of the Merged FCS Program

The Early Childhood Multicultural Education Program and the Family Studies Program faculty believe that the proposed merger is an appropriate evolution of programs that have been closely linked since the creation of the ECME program at UNM following the adoption of the Birth to Grade Three Teaching License by the then New Mexico State Board of Education in 1993. Three UNM faculty members from Family Studies were part of the original group that developed the licensure competencies and developed the proposal for the new ECME degree program at UNM. That program began admitting students in 1996. From 1996 to 1999 Family Studies faculty taught courses in ECME; since 1999, at least three Family Studies courses have

been taught each academic year by ECME faculty. And in the past three years, ECME faculty members have taught at least five Family Studies courses each academic year.

The original plan for ECME included five-tenure/tenure track faculty. However, this plan was never realized. From 1998 to 2000 the ECME program had 4.5-tenure/tenure track faculty. From 2000 to 2007 the ECME program operated with only 2.5 faculty. Similarly, the Family Studies program experienced significant attrition of its faculty from 1998 to 2015, decreasing from nine tenure/tenure track faculty members to only two. Given this history, a primary reason for the merger proposal is the need to create a future-oriented program with a critical mass of faculty able to sustain both quality and expansion to meet the needs of its students and to contribute meaningfully to the field of Family & Child Studies. Especially in light of the economic challenges affecting higher education, it seems clear that two programs in the College of Education, functioning separately and with only five full-time tenure-track faculty total (two FS and three ECME), would not be able to sustain quality and growth. In addition, the colleagues in Family Studies and ECME see such a merger as exactly the type of redesign and interdisciplinary initiative that the university is encouraging to respond effectively to the need for excellence in programs and creativity that reflects trends in a range of fields. More specifically, the faculty colleagues have agreed that merging the two programs would enable them to address more effectively the critical need for preparing professionals for positions of leadership in New Mexico in the context of programs and services for young children, their families, and the wider community.

Several important reasons factored into the re-design of our proposed bachelor of science degree program that includes a new early childhood teacher preparation pathway leading to state license.

First, July 2014 witnessed the state's adoption of two new early childhood licenses that replaced the original Birth to Grade 3 License. The "Birth to Pre K" and "Pre K to Grade Three" licenses. The state adopted a "non-licensure" Birth to PreK option for early childhood professionals who require a degree in early childhood but not a state license (e. g., Head Start personnel).

Second, the Early Childhood Teacher Preparation pathway in New Mexico includes a complete Associate of Arts degree program requiring 35 general education credits and 29 professional courses that are offered at almost every community college and branch campus in New Mexico. Unlike other teacher educator programs in New Mexico, Early Childhood Educator programs are under a statewide full articulation agreement that requires UNM to accept 11 of the 20 required professional courses for licensure taken at any of the other colleges in New Mexico.

Third, since 2002, the state has adopted a "universal curriculum" in early childhood which mandates that all courses for Associate and Bachelor level degrees have identical course titles, course descriptions, and course competencies, a comprehensive review of all Associate degree programs in the state revealed a wide range of quality in Associate of Arts Early Childhood programs across our state.

Fourth, we are concerned that our ability to be accountable for the quality of our program and the competency level of our graduates would be compromised by the fact that students could transfer in 86 of the 135 credits required courses from other institutions under state articulation and our own university rules.

Fifth, our governor signed into law Senate Bill 329 in April of this year. This act amends the school personnel act by reducing the general education requirements for teachers in New Mexico. In response to SB 329, our college established a Curriculum Consensus Committee to approve modifications to existing teacher preparation degree programs and to enhance our teacher preparation programs with additional course work aimed at cultural responsiveness, classroom assessment, bilingual education, and special education.

Sixth, in 2014 the provost's office encouraged undergraduate degree programs to develop 120 credit degree plans in order to align with national trends that also would address the increasing cost of higher education, and graduation rates.

To these ends, the FCS program is proposing three concentrations that address these six issues. The revised Bachelor of Science degree will offer two 120-credit concentrations and one 121-credit concentration that leads to PreK to Grade 3 New Mexico teaching license. Taken together, HDFS, ECED, and ECME Pre-K to Grade 3 concentrations will afford students with opportunities to develop deep understandings of children's growth, development and learning, family health and well-being as well as acquiring deep knowledge of the important ways in which family relationships, socialization, and community engagement factor into children's readiness for succeeding in school.

The proposed revision will offer a high-quality, state of the art program that responds to the Provost Office's of increasing graduation and reducing total number of credits in undergraduate programs offered at UNM. In the revised FCS program, the total number of credits required in two non-license concentrations of the bachelor level degree program will be 120 credits (i. e., a reduction from 135 to 120 credits) and the Pre-K to Grade 3 license pathway will be 121 credits. In addition, the proposed revision modifies and updates existing courses from both Family Studies and ECME and also includes new courses from within the College of Education in preparing teachers for the PreK to Grade 3 teaching license.

The FCS faculty strongly believe the re-designed early childhood teacher preparation concentration and the proposed non-licensure early childhood education and development concentration address shortcomings of the current undergraduate teacher preparation method in New Mexico that has heretofore focused primarily on transferability from community colleges and focus on state certification. The original Early Childhood licensure model in NM was designed prior to the adoption of the three-tier teacher licensing system in New Mexico, and the significant growth of diversity of early childhood positions in New Mexico that require higher education but not state certification. Our new design assures quality, cost efficiency, and comprehensiveness in early childhood teacher preparation, and in preparing professionals to work in a variety of positions that serve young children, families, and communities.

Impact of Long-Range Planning

The faculty who would comprise the proposed Family and Child Studies program have completed a comprehensive curriculum review and have created a 2-year schedule of undergraduate course offerings. (See **Appendix 1** for the Bachelor level schedule.) The proposed changes will allow the Department of Individual, Family, and Community Education (IFCE) to *reduce* its scheduling load because the merger of the two existing programs will include:

- Consolidating eight existing FS and ECME courses into four FCS courses.

- Scheduling fewer ITV courses (given that most of the courses in two FCS degree concentrations will only be offered on main campus).
- More efficient use of Teaching Assistants and Part Time Instructors.
- Relying on Special Education faculty to teach FCS 321. (Their expertise is specific to this course; see Appendix 2.)

In view of student graduation, curricular importance, admission to the program requirements, and increasing enrollment in our undergraduate courses, the FCS program will also need to make these changes:

- We will increase the frequency of offering one course (FCS 105: Introduction to Family and Child Studies). Although this is a core course and students are required to complete this course before being admitted into the program, it is currently taught only once a year and therefore delays student admission into the program and subsequent graduation.
- We will offer a new freshmen level course (FCS 102: Carpe Noctem: Sleep, Health & Family) once a year. A second course, 104: Children's Motivational Development, will also be developed. Although these are elective courses, they will serve as recruitment/feeder for FCS majors. In addition, based on faculty research interest and expertise, these offerings will help faculty strengthen the links between their research and undergraduate teaching. As important, students will be offered an intellectual forum for developing specific research interests in family and child studies early in their academic life.
- We will reduce the frequency of offering licensure courses to once a year instead of our offering all courses both fall and spring. Stringent advising through student advisors and program faculty utilizing detailed paper and web-based resources will be implemented to ensure students stay on track to graduate in a timely manner.

These changes will increase our ability to offer all courses in all concentrations and, therefore, in addition reducing total required credits to 120/121, we effectively minimize time-to-graduation for all undergraduate students in our program.

Faculty strength is obviously a key component of any program revision or merger. The current faculty composition of five tenure-track faculty and one lecturer with a search presently underway for a sixth tenure-track faculty member is sufficient to staff this merged program with one exception. The Family Studies Program currently holds a provisional accreditation from the National Council on Family Relations to offer the Certified Family Life Educator credential at the bachelor's level. The provision exists because no current faculty are themselves certified. Furthermore, the program currently has qualified part-time instructors but not full-time faculty to teach several of the courses related to consumer sciences. FLE certification is a preferred qualification in the current ongoing search, and adding faculty expertise in consumer sciences will be an important priority in the next few years.

Detailed Budget Analysis

In order to determine the budgetary implications and the broader resource needs of this revised undergraduate curriculum, we first articulated the current faculty expertise relative to the proposed curriculum (Table 1). Then we determined the preferred qualifications for instructors for each course (Table 1). We used these two analyses to construct a two-year staffing projection. From these analyses, we were able to determine what the staffing needs for this program will likely be (Table 2).

Table 1 demonstrates that the current faculty expertise maps onto the proposed curriculum with two exceptions (marked with red shade in the table). The first, as was described in the previous section, is the lack of expertise with consumer science courses. The second is the single course in marriage and families. The program has been addressing these needs through part-time instruction, which is an acceptable short and medium term solution. The FCS program will attend to the long-term issues within its future hiring requests.

Table 1 also articulates the preferred qualifications of instructors for each course in the revised program. Those courses designated for faculty-only instruction are core courses and/or require specific faculty expertise (e.g. those electives designed around faculty research expertise). Some courses have been designated as faculty or part-time instructor depending on faculty availability. Finally, a few courses have been designated as TA or PTI only. These courses are ones in which doctoral students will gain teaching experience. Thus 20 (54%) courses have been designated as faculty-only; 16 (43%) courses are designated as faculty or TA/PTI; and 1 course (3%) has been designated for TA/PTI only. Those proportions are similar to the actual proportions of sections taught by faculty, TAs and PTIs during the last two academic years.

Table 2 displays an example two-year schedule. The frequency of courses is based on the sample plans of study appended and on historical frequency of offerings. It is an “example” in terms of the exact ratio of faculty to TA/PTI assignments. It also conforms to the preferred instructor qualifications. This example schedule demonstrates that in Academic Year 2016-2017, 5.55 regular faculty FTE are needed for this undergraduate curriculum and in AY2017-2018, 4.95 regular faculty FTE are needed. For comparison, in AY14-15, FS and ECME employed 3.7 regular faculty FTE in undergraduate instruction. Given the known course reassignments for program coordination, the new assistant professor, and for the lecturer’s other duties, there remains 1.2 regular faculty FTE in AY16-17 and 1.8 regular faculty FTE in AY17-18 for graduate instruction. That is roughly eight graduate course sections per year, which should prove adequate for the graduate programs also being proposed for the FCS program. This example schedule also demonstrates that in AY16-17, the schedule will require 6.75 FTE of TA/PTI use and in AY17-18, 7.25 FTE of TA/PTI use. For comparison, in AY14-15, FS and ECME employed 8.0 FTE of TA/PTI use in undergraduate instruction.

The changes to the undergraduate programs should have no large impact on student enrollments by themselves. The clarity of the program identity, the articulated degree pathways, and the 120/121 hour options, might attract additional majors, but that growth should be incremental and thus manageable. Therefore, we foresee no student-driven changes in the resources required for the program.

In summary, the revised undergraduate program should permit more regular faculty FTE and less TA/PTI than the current undergraduate programs while still providing sufficient regular faculty FTE for graduate instruction. The mismatches between current faculty expertise and that required in the revised program are slight and can be addressed over time. There should also be no appreciable change in number of undergraduate majors.

Curricular Changes Required at the Bachelor Level

Section A: Existing Degree Programs:

Three Bachelor level degrees currently exist in Family Studies. They are:

- 1) The Bachelor of Science (B.S.) in Family Studies (FS) in the College of Education;
- 2) The Bachelor of Arts (B.A.) in Family Studies (FS) offered in the College of Arts and Sciences; and
- 3) The Bachelor of Science (B.S.) degree in Human Development and Family Relations (HDFR) in the College of Education

One Bachelor level degree currently exists in the ECME program. It offers the Bachelor of Science (B.S.) degree in Early Childhood Multicultural Education (ECME) in the College of Education.

Section B: The Proposed FCS Degree Program

Two bachelor level degrees will be offered under the FCS Program. They are:

- 1) The Bachelor of Science (B.S.) in Family and Child Studies (FCS) in the College of Education;
- 2) The Bachelor of Arts (BA) in Family and Child Studies (FCS) in the College of A&S.

The proposed B.S. degree in FCS program will be offered with three concentrations:

- 1) Early Childhood Education and Development (ECED)
- 2) Human Development and Family Relations (HDFR)
- 3) Early Childhood Multicultural Education Licensure (ECMEL), Pre-K to Grade 3

The proposed program of studies for ECED, HDFR, and ECMEL concentrations of the FCS Bachelor of Science degree are found in **Appendix 3**.

Section C: Forms

The proposed revisions will include the following curricular forms at the undergraduate level:

Form C – Deletion and/or revision

1. Deletion of the ECME Bachelor of Science degree.
2. Deletion of the HDFR Bachelor of Science degree.
3. Revision of the FS Bachelor of Science degree into the FCS Bachelor of Science Degree
4. Creation of the Human Development and Family Relations concentration of the Bachelor of Science in FCS.
5. Creation of the Early Childhood Education and Development concentration of the Bachelor of Science in FCS.
6. Creation of Early Childhood Multicultural Education Licensure, Pre-K to Grade 3 of the Bachelor of Science in FCS
7. Revision of the FS Minor to create FCS minor
8. Deletion of the HDFR Minor.
9. Revision of the FS Bachelor of Arts degree into the FCS Bachelor of Arts degree.
10. Authorization to count ARTE as fulfilling the UNM Core Fine Arts Requirements

Form B – New courses are developed as feeder for FCS and as the requirements for the ECMEL Pre-K to Grade 3 Licensure track in FCS

- FCS 102: Carpe Noctem: Sleep, Health & the Family (3)
- FCS 302: Emergent Literacy (3)
- FCS 316 Early Childhood Pedagogy & Curriculum (3)
- FCS 321 Young Children with Diverse Abilities (3)
- FCS 405: Advanced Caregiving for Infants and Toddlers (3)
- FCS 406: Teaching and Learning Math and Science (3)
- FCS 408: Teaching and Learning Social Studies, Fine Arts & Movement (3)
- FCS 440: Student Teaching Seminar (3)

Form A – FS/ECME Courses revised for proposed FCS program that involves New Prefix or New Number or Revised Course Title.

| Existing Program | Existing Course Prefix, Number, & Title in FS | Revised Course Prefix, Number, & Title in FCS | Action |
|-------------------------|--|--|---|
| FS – Family Studies | FS 202: Infant Growth and Development | FCS 203: Infant Growth and Development | Prefix; Course Number |
| | FS 213: Marriage and Family Relationships | FCS 213: Marriage and Family Relationships | Prefix |
| | FS 281: Introduction of Family Studies | FCS 105: Introduction to Family and Child Studies | Prefix; Course Number; New Title |
| | FS 304: Growth & Development in Middle Childhood | FCS 304: Growth & Development in Middle Childhood | Prefix |
| | FS 310: Friends & Intimate Relationships | FCS 310: Friends & Intimate Relationships | Prefix |
| | FS 312: Parent- Child Interactions | FCS 312: Parent- Child Interactions | Prefix |
| | FS 313: Family Theories and Contemporary Lifestyles | FCS 313: Family Theories | Prefix |
| | FS 315: Adolescent Development in the Family | FCS 315: Adolescent Development in the Family | Prefix |
| | FS 341: Ecological Aspects of Housing | FCS 341: Ecological Aspects of Housing | Prefix |
| | FS 343: Family Management Theories | FCS 343: Family Management Theories | Prefix; remove “permission of instructor” |
| | FS 344: Consumer Decisions | FCS 344: Consumer Decisions | Prefix |
| | FS 391: Problems | FCS 391: Problems | Prefix; Instructor Permission |
| | FS 395: Field Experience I | FCS 395: Field Experience | Prefix; Instructor Permission |
| | FS 403: Growth and Development of the Preschool Child | FCS 403: Growth and Development of the Preschool Child | Prefix |
| | FS 407L: Preschool Child Laboratory | FCS 407L: Preschool Child Lab | Prefix |

| | | | |
|--|---|---|--|
| | FS 411: Marriage & Family Life Education | FCS 411: Marriage & Family Life Education | Prefix |
| | FS 412: Fathering | FCS 412: Fathering | Prefix |
| | FS 416: Adult Development in the Family | FCS 416: Adult Development in the Family | Prefix |
| | FS 443: Application of Family Management Theories | FCS 443: Application of Family Management Theories | Prefix |
| | FS 481: Families and Public Policy | FCS 481: Public Policy and Advocacy in Family and Child Studies | Prefix; Junior Standing |
| | FS 484: Ethnic Minority Families | FCS 484: The Sociocultural Context of Families | Prefix; New Title; Junior Standing |
| | FS 493: Topics | FCS 493: Topics | Prefix |
| | FS 497: Reading & Research in Honors I | FCS 497: Reading & Research in Honors I | Prefix; Instructor Permission |
| | FS 498: Reading & Research in Honors II | FCS 498: Reading & Research in Honors II | Prefix; Instructor Permission |
| | FS 499: Honors Thesis | FCS 499: Honors Thesis | Prefix; Instructor Permission |
| | | | |
| ECME – Early Childhood Multicultural Education | ECME 305: Research and Evaluation in Early Childhood | FCS 305: Research and Evaluation in Family and Child Studies | Prefix; New Title; Junior Standing |
| | ECME 311: Family and Community Collaboration II | FCS 311: Family, Language and Culture | Prefix; New Title; Credit value change (2 to 3 credits) |
| | ECME 401: Research in Child Growth, Development, and Learning | FCS 401: Research in Child Growth, Development, and Learning | Prefix |
| | ECME 402: Teaching and Learning Reading and Writing | FCS 402: Teaching and Learning Reading and Writing | Prefix; New Title |
| | ECME 417L: Methods and Materials for the Early Primary Grades Practicum | FCS 417L: Teaching and Learning Practicum | Prefix; New Title |
| | ECME 440L: Student Teaching Lab | FCS 440L: Student Teaching Lab | Prefix; New Title; Credit value change (12 to 9 credits) |

Form A – Lower Division FCS courses that are required to be offered as “Also Offered As” courses with UNM branch ECME courses. These courses are required for the Associate of Arts in ECME at branch campuses and FCS Bachelor of Science ECED and ECME Pre-K to Grade 3 concentrations on main campus.

| Existing ECME Program in Branch Campuses | Existing ECME Course Number and Title in Branch Campuses | Equivalent to FCS Course Number and Title | Action |
|--|---|---|----------------------------------|
| ECME – Early Childhood and Multicultural Education | ECME 101: Child Growth, Development & Learning | FCS 101: Child Growth, Development & Learning | Prefix; AOA ECME 101 |
| | ECME 103: Health Safety, & Nutrition | FCS 103: Health Safety, & Nutrition | Prefix; AOA ECME 103 |
| | ECME 111: Family and Community Collaboration I | FCS 111: Family and Community Collaboration | Prefix; New Title; AOA ECME 111 |
| | ECME 115: Guiding Young Children | FCS 115: Guiding Young Children | Prefix; AOA ECME 115 |
| | ECME 117: Curriculum and Implementation I | FCS 117: Curriculum Development Through Play Birth Through Age 4 | Prefix; New Title; AOA ECME 117 |
| | ECME 117L: Curriculum and Implementation Practicum I | FCS 117L: Practicum Birth through Age 4 | Prefix; New Title; AOA ECME 117L |
| | ECME 202 Introduction to Reading and Literacy Development | FCS 202: Introduction to Reading, Language & Literacy | Prefix; New Title; AOA ECME 202 |
| | ECME 217: Curriculum and Implementation II | FCS 217: Curriculum Development and Implementation Age 3 to Grade 3 | Prefix; New Title; AOA ECME 217 |
| | ECME 217L: Curriculum and Implementation Practicum II | FCS 217L: Practicum Age 3 to Grade 3 | Prefix; New Title; AOA ECME 217L |
| | ECME 220: Assessment of Children and Evaluation of Programs I | FCS 220: Assessment of Children & Evaluation of Programs | Prefix; New Title; AOA ECME 220 |
| | ECME 230: Professionalism | FCS 230: Professionalism | Prefix; AOA ECME 230 |

Form A – Courses deleted from ECME

- ECME 315: Public Policy, Leadership, Ethics & Reform in ECE
- ECME 317: Integrated Early Childhood Curriculum
- ECME 317L: Integrated Early Childhood Curriculum Practicum
- ECME 391: Problems
- ECME 325: The Social, Political, & Cultural Contexts of Children & Families
- ECME 402L: Teaching Reading & Writing Practicum
- ECME 417: Method & Materials for the Early Primary Grades
- ECME 493: Topics in Early Child Education
- ECME 497: Reading & Research in Honors I
- ECME 498: Reading & Research in Honors II
- ECME 499: Honors Thesis
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Form A – Courses deleted from FS

- FS 207L Infant Lab
- FS 444 Family Finance
- FS 495 Field Experience II

APPENDIX 1
Resource Needs for the Family and Child Studies Undergraduate Degrees

Table 1: Faculty Expertise and Preferred Instructor Qualifications for All Undergraduate FCS Courses

| Course Number | Course title | Preferred Instructor Qualifications | Kessel | Hossain | Atencio | Gutierrez-Gomez | Kelly | Lecturer | Asst. Professor |
|---------------|---------------------------------------|-------------------------------------|--------|---------|---------|-----------------|-------|----------|-----------------|
| 101 | Child Growth Dev Learn | F or TA/PTI | X | X | X | X | X | X | X |
| 102 | Carpe Noctem: Sleep | Faculty | | | | | X | | |
| 103 | Health Safety & Nutrition | F or TA/PTI | | | X | X | | X | |
| 105 | Introduction to FCS | F or TA/PTI | X | X | X | X | X | X | X |
| 111* | Family & Community Colla | | | | | | | | |
| 115 | Guiding Young Children | F or TA/PTI | X | X | X | X | X | X | X |
| 117* | Curriculum Dev & Play | | | | | | | | |
| 117L* | Practicum: Birth to Age 4 | | | | | | | | |
| 202* | Intro to Reading, Language | | | | | | | | |
| 203 | Infant Growth & Dev | TA or PTI | X | X | X | X | X | X | X |
| 213 | Marriage & Family Relation | F or TA/PTI | X | X | X | X | X | X | X |
| 217* | Curriculum Dev & Implem | | | | | | | | |
| 217L* | Practicum: Age 3 -Grade 4 | | | | | | | | |
| 220* | Assessment of Children | | | | | | | | |
| 230 | Professionalism | Faculty | X | | X | X | | X | |
| 302 | Emergent Literacy | Faculty | | | | X | | | |
| 304 | Middle Childhood | F or TA/PTI | X | X | X | X | X | X | X |
| 305 | Research & Evaluation | Faculty | X | X | X | X | X | X | X |
| 310 | Friends & Intimate Rela | F or TA/PTI | | X | | | X | | X |
| 311 | Family, Language and | Faculty | X | | X | X | | X | |
| 312 | Parent-Child Interactions | F or TA/PTI | X | X | X | X | X | X | X |
| 313 | Family Theories | F or TA/PTI | | X | | | X | | X |
| 315 | Adolescent Development | F or TA/PTI | X | X | X | X | X | X | X |
| 316 | Early Childhood Pedagogy | Faculty | | | X | X | | X | |
| 321 | Young Children with Diverse Abilities | SPED | | | | | | | |

| Course Number | Course title | Preferred Instructor Qualifications | Kessel | Hossain | Atencio | Gutierrez-Gomez | Kelly | Lecturer | Asst. Professor |
|---------------|--|-------------------------------------|--------|---------|---------|-----------------|-------|----------|-----------------|
| 341 | Ecological Aspects of | F or TA/PTI | | | | | | | |
| 343 | Family Mgmt. Theories | F or TA/PTI | | | | | | | |
| 344 | Consumer Decision | F or TA/PTI | | X | | | | | |
| 391 | Problems | Faculty | | | | | | | |
| 395 | Field Experience | Faculty | X | X | X | X | X | X | X |
| 401 | Research in Child Growth | Faculty | X | X | X | X | X | X | X |
| 402 | Teaching & Learning Read & Writing | Faculty | | | X | X | | X | |
| 403/407L | Preschool Child; Preschool Lab | Faculty | X | X | X | X | X | X | X |
| 405 | Advanced Caregiving for Infants and Toddlers | Faculty | | | X | X | | X | |
| 406 | Teaching & Learning: Math & Science | Faculty | | | | X | | X | |
| 408 | Teaching & Learning: Social Studies, Fine Arts | Faculty | | | | X | | X | |
| 411 | Marriage & Family Life | F or TA/PTI | | | | | | | |
| 412 | Fathering | Faculty | | X | | | | | |
| 416 | Adult Development | F or TA/PTI | X | X | X | X | X | X | X |
| 417L | Teach & Learn: Practicum | Faculty | X | | X | X | | X | |
| 440/440L | Student Teaching Seminar; Practicum | Faculty | | | | X | | X | |
| 443 | Application of Family | F or TA/PTI | | | | | | | |
| 481 | Public Policy & Advocacy | Faculty | X | | | | | | |
| 484 | The Sociocultural Context of Families | Faculty | X | X | X | X | X | X | X |
| 493 | Topics | Faculty | | | | | | | |
| 497 | Reading & Research in Honors I | Faculty | | | | | | | |
| 498 | Reading & Research in Honors II | Faculty | | | | | | | |

| Course Number | Course title | Preferred Instructor Qualifications | Kessel | Hossain | Atencio | Gutierrez-Gomez | Kelly | Lecturer | Asst. Professor |
|----------------------|---------------------|--|---------------|----------------|----------------|------------------------|--------------|-----------------|------------------------|
| 499 | Honors Thesis | Faculty | | | | | | | |

Table 2: Example Two-Year Schedule For Undergraduate FCS Courses

| FCS Courses | | Fall 2016 | Spring 2017 | Summer 2017 | Fall 2017 | Spring 2018 |
|--------------|--|-----------|-------------|-------------|-----------|-------------|
| 101 | Child Growth Dev Learn | F | F | | TA/PTI | TA/PTI |
| 102 | Carpe Noctem: Sleep | F | | | F | |
| 103 | Health Safety & Nutrition | | TA/PTI | | | TA/PTI |
| 105 | Introduction to FCS | F | F | | F | F |
| 111* | Family & Community Colla | | | | | |
| 115 | Guiding Young Children | TA/PTI | TA/PTI | | TA/PTI | TA/PTI |
| 117* | Curriculum Dev & Play | | | | | |
| 117L* | Practicum: Birth to Age 4 | | | | | |
| 202* | Intro to Reading, Language | | | | | |
| 203 | Infant Growth & Dev | TA/PTI | | | TA/PTI | |
| 213 | Marriage & Family Relation | TA/PTI | TA/PTI | TA/PTI | TA/PTI | TA/PTI |
| 217* | Curriculum Dev & Implem | | | | | |
| 217L* | Practicum: Age 3 –Grade 4 | | | | | |
| 220* | Assessment of Children | | | | | |
| 230 | Professionalism | | F | | | F |
| 302 | Emergent Literacy | | F | | | F |
| 304 | Middle Childhood | | TA/PTI | | | TA/PTI |
| 305 | Research & Evaluation | F | F | | F | F |
| 310 | Friends & Intimate Rela | TA/PTI | TA/PTI | | TA/PTI | TA/PTI |
| 311 | Family, Language and | F | | | F | |
| 312 | Parent-Child Interactions | TA/PTI | TA/PTI | | TA/PTI | TA/PTI |
| 313 | Family Theories | TA/PTI | | | TA/PTI | |
| 315 | Adolescent Development | TA/PTI | TA/PTI | | TA/PTI | TA/PTI |
| 316 | Early Childhood Pedagogy | F | | | F | |
| 321 | Young Children with Diverse Abilities | | F (ITV) | | | F (ITV) |
| 341 | Ecological Aspects of | | Y | | | Y |
| 343 | Family Mgmt. Theories | TA/PTI | TA/PTI | | TA/PTI | TA/PTI |
| 344 | Consumer Decision | | | TA/PTI | | |
| 391 | Problems | ARR | ARR | ARR | ARR | ARR |
| 395 | Field Experience | F | F | F | F | F |
| 401 | Research in Child Growth | F | | | F | |
| 402 | Teaching & Learning Read & Writing | F | | | F | |
| 403/ 407L | Preschool Child; Preschool Lab | | F | | | F |
| 405 | Advanced Caregiving for Infants and Toddlers | F | | | F | |
| 406 | Teaching & Learning: Math & Science | | F | | | F |
| 408 | Teaching & Learning: Social Studies, Fine Arts | F | | | F | |
| 411 | Marriage & Family Life | TA/PTI | | | TA/PTI | |
| 412 | Fathering | | TA/PTI | | | TA/PTI |
| 416 | Adult Development | TA/PTI | | | TA/PTI | |
| 417L | Teach & Learn: Practicum | | TA/PTI | | | TA/PTI |
| 440/ 440L | Student Teaching Seminar; Practicum | F (ITV) | | | F (ITV) | |
| 443 | Application of Family | TA/PTI | | | TA/PTI | |
| 481 | Public Policy & Advocacy | F | F | | F | F |
| 484 | The Sociocultural Context of Families | F | F | F | F | F |
| 493 | Topics | ARR | ARR | ARR | ARR | ARR |
| 497 | Reading & Research in Honors I | ARR | ARR | ARR | ARR | ARR |
| 498 | Reading & Research in Honors II | ARR | ARR | ARR | ARR | ARR |
| 499 | Honors Thesis | ARR | ARR | ARR | ARR | ARR |

* – Branch Campus Only; F – Course will be offered by regular faculty; TA/PTI – Course will be offered by TA/ PTI; ARR – will be arranged by faculty

APPENDIX 2

Memos addressing potential duplication

MEMORANDUM FROM SPECIAL EDUCATION PROGRAM REGARDING FCS 321

Wednesday, April 16, 2014 at 10:58:40 AM Mountain Daylight Time

Subject: FS 321

Date: Wednesday, March 26, 2014 at 10:51:39 AM Mountain Daylight Time

From: Elizabeth Keefe

To: David Atencio

Dear David:

Thank you for presenting the FS 321 course to the Special Education Faculty on October 3rd, 2013. The faculty voted unanimously to support the offering of this course as part of the new Early Childhood degree. This course does not have significant overlap with any existing SPCD courses. There are special education faculty who would be interested in teaching this course if needed.

Sincerely,

Liz Keefe
Program Coordinator, Special Education

Page 1 of 1

| [April 21, 2016](#)~~January 14, 2016~~

Memorandum from TEELP regarding the entire sequence

From: Cheryl Torrez <catorrez@unm.edu>
Subject: RE: Family and Child Studies Form B approvals
Date: April 11, 2013 11:30:35 AM MDT
To: David Atencio <datencio@comcast.net>

David, **We see no conflict at all with these courses.** Thanks for your outstanding work! Also, I was in Zuni recently, and a few students were interested in ECME. So, if you receive emails, just a heads up.
Thanks, Cheryl

Cheryl A. Franklin Torrez, Ph.D.
Associate Professor and Interim Department Chair
Department of Teacher Education
The University of New Mexico
MSC 05 2040
Albuquerque, NM 87131-000
(505) 277-9611

From: David Atencio [datencio@comcast.net]
Sent: Monday, April 08, 2013 8:12 AM
To: Cheryl Torrez
Cc: David Atencio
Subject: Family and Child Studies Form B approvals

Good morning Cheryl,

I hope you are off to another exciting and breezy Monday morning! As I shared with you earlier, part of the merger of the Family Studies Program and the ECME program into the new Family and Child Studies program involves the creation of new courses that are in accordance with the revised Birth to PreK and the PreK to Grade Three teacher preparation pathways. These two new degree pathways were approved by the Professional Practices and Standards Council from PED for UNM, NMSU ENMU, WNMU, and NMHU on November 18, 2011. As you may know, we have a universal curriculum for all Associate Degree and Bachelor level degree early childhood programs in New Mexico. Our universal curriculum aligns with the core competencies for both the Birth to PreK and PreK to Grade Three licenses.

As part of the curriculum review process, we respectfully request your review of the attached syllabi for possible duplication with any of your department's courses. Please let me know if I can assist with any questions your faculty may have for us. On behalf of my FCS colleagues, I thank you for assistance with this important task.

Thanks again,
David



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ
Governor

March 5, 2012

Dr. David Atencio
ECME Program Coordinator
1 University of New Mexico
Simpson Hall
Albuquerque, New Mexico 87131

Dear Dr. Atencio:

I am pleased to accept the recommendation of the Professional Practices and Standards Council (PPSC) which met on November 18, 2011 to approve Teacher Quality statewide universal early childhood education licensure programs for birth to PreK and PreK to grade 3.

The approved programs apply only to four year universities, specifically Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, University of New Mexico and Western New Mexico University. Also this program does not apply to any early childhood alternative licensure programming.

The community colleges involved do not need NMPED licensure approval, but are expected to provide the universal coursework for transferability and transparency among all state approved early childhood programs.

Your program will provide much-needed support to the school districts in our state.

Please extend my appreciation to your administrators, faculty, and your staff for your preparation and the presentation of your program to the members of the PPSC. I wish you and your staff at ECME every success.

Warm regards,

A handwritten signature in cursive script that reads "Hanna Skandera".

Hanna Skandera
Secretary Designate of Education

HS/MM/egm

cc: Mary Lou Lovato, NMPED Professional Licensure

Revised 01.04.11

APPENDIX 3

PROPOSED FCS PROGRAM OF STUDIES FOR

- 1. B.S. in Human Development and Family Relations concentration (HDFR)**
- 2. General Education courses for the HDFR concentration**
- 3. B. S. in Early Childhood Education and Development concentration (ECED)**
- 4. Required General Education courses for the ECED concentration**
- 5. B.S. in Early Childhood Multicultural Education Licensure Pre-K to Grade 3 concentration (ECMEL)**
- 6. Required General Education courses for the ECMEL Pre-K to Grade 3 concentration**
- 7. Minor in Family and Child Studies**
- 8. B.A. in Family and Child Studies (for A&S students)**

| |
|---|
| B.S. in Family and Child Studies |
|---|

Concentration: Human Development and Family Relations – HDFR (proposed)**Family and Child Studies Courses**

| | | |
|---|--|-------------------|
| FCS Core Curriculum | | 12 Credits |
| FCS 105 | Introduction to Family and Child Studies | 3 |
| FCS 305 | Research and Evaluation in Family and Child Studies | 3 |
| FCS 481 | Public Policy and Advocacy in Family and Child Studies | 3 |
| FCS 484 | The Sociocultural Context of Children and Families | 3 |
| HDFR Concentration Core Curriculum | | 13 Credits |
| FCS 213 | Marriage and Family Relationships | 3 |
| FCS 312 | Parent-Child Interactions | 3 |
| FCS 395 | Field Experience | 3 |
| FCS 403 | Growth and Development of the Preschool Child | 3 |
| FCS 407L | Preschool Child Lab | 1 |
| Family Relations | | 9 Credits |
| FCS 310 | Friends and Intimate Relationships | 3 |
| FCS 313 | Family Theories and Contemporary Lifestyles | 3 |
| FCS 411 | Marriage and Family Life Education | 3 |
| FCS 412 | Fathering | 3 |
| Human Development | | 9 Credits |
| FCS 203 | Infant Growth and Development | 3 |
| FCS 304 | Growth and Development in Middle Childhood | 3 |
| FCS 315 | Adolescent Development in the Family | 3 |
| FCS 416 | Adult Development in the Family | 3 |
| Family Resource Management | | 6 Credits |
| FCS 341 | Ecological Aspects of Housing | 3 |
| FCS 343 | Family Management Theories | 3 |
| FCS 344 | Consumer Decisions | 3 |
| FCS 443 | Application of Family Management Theories | 3 |
| Total FCS Required Hours* | | 49 Credits |

| | |
|--|------------|
| Total Credits (including 40 upper division credits) | 120 |
| | |
| FCS Courses | 49 Credits |
| Gen Ed Courses | 40 Credits |
| Minor (Optional)* | 18 Credits |
| Electives | 13 Credits |

*** 67 FCS credits are required to major in FCS (HDFR concentration) without a minor.**

Note: A course in human sexuality is required for the Certified Family Life Educator (CFLE) designation. Consult NCFR's website for details.

Family and Child Studies
General Education Requirements – HDFR concentration (Total Credits = 40)

AREA 1: Writing and Speaking – 9 credit hours

ENGL 110 OR ENGL 111/112 OR 113 AND ENGL 120

Choose 1 additional course from the following: ENGL 219, ENGL 220, CJ 130, PHIL 156, UHON 201

AREA 2: Mathematics – 3 credit hours

STAT 145

AREA 3: Physical and Natural Sciences – 7 credit hours

BIO 110/112L OR BIO 123/124L AND choose 1 additional course from the following:

| | | |
|--|--|--|
| ANTH 120: Arch. Method & Theory | CHEM 101: Chemistry in Our Community | PHYC 102: Introduction to Physics |
| ANTH 122L: Req. Lab for ANTH 120 (1cr) | CHEM 111L: Elem of General Chemistry (4cr) | PHYC 102L: Opt. Lab for PHYC 102 (1cr) |
| Pre-Spring 2013 ANTH 121L: Arch. M&T(4cr) | CHEM 121: General Chemistry I | PHYC 105: Physics and Society |
| ANTH 150: Evol & Human Emergence | CHEM 123L: Req. Lab for Chem 121 (1cr) | PHYC 151: General Physics |
| ANTH 151L: Opt. Lab for ANTH 150 (1cr) | CHEM 122: General Chemistry II | PHYC 151L: Opt. Lab for PHYC 151 (1cr) |
| ANTH 160: Human Life Course | CHEM 124L: Req. Lab for Chem 122 (1cr) | PHYC 152: General Physics |
| ANTH 161L: Opt. Lab for ANTH 160 (1cr) | CHEM 131L: (Honors) Gen. Chemistry I (4cr) | PHYC 152L: Opt Lab for PHYC 152 (1cr) |
| ASTR 101: Intro to Astronomy | CHEM 132L: (Honors) Gen. Chemistry II (4cr) | PHYC 160: General Physics |
| ASTR 101L: Opt. Lab for ASTR 101 (1cr) | EPS 101: Intro to Geology | PHYC 160L: Opt. Lab for PHYC 160 (1cr) |
| BIOL 110: Biology for Non-Majors | EPS 105L: Opt. Lab for EPS 101 (1cr) | PHYC 161: General Physics |
| BIOL 112: Opt. Lab for BIOL 110 (1cr) | EPS 201L: Earth History (4cr) | PHYC 161L: Opt. Lab for PHYC 161 (1cr) |
| | ENVS 101: The Blue Planet | *NTSC 261L: Physical Science (4cr) |
| | ENVS 102L: Opt. Lab for ENVS 101 | *NTSC 262L: Life Science (4cr) |
| | GEOG 101: Physical Geography | *NTSC 263L: Environmental Science (4cr) |
| | GEOG 105L: Opt. Lab for GEOG 101 (1cr) | UHON 203: Science in the 21st Century |

AREA 4: Social and Behavioral Sciences – 6 credit hours. Choose 2 courses from the following:

| | | |
|---|---|--|
| AFTS / CCS / NATV / SUST / WMST 109: Intro to Comparative and Global Ethnic Societies | ECON 105: Intro to Macroeconomics | POLS 110: The Political World |
| AMST 182: Intro to Env. Sci. & Technology | ECON 106: Intro to Microeconomics | POLS 200: American Politics |
| AMST 185: Race, Class & Ethnicity | CRP 181: Intro to Environmental Problems | POLS 220: Comparative Politics |
| ANTH 101: Intro to Anthropology | ENGF 200: Technology in Society | POLS 240: International Politics |
| ANTH 130: Cultures of the World | GEOG 102: Human Geography | SOC 101: Intro to Sociology |
| PSY 105: General Psychology | LING 101: Intro to Linguistics | UHON 204: Individual & Collective |

AREA 5: Humanities – 6 credit hours: Choose 2 courses from the following

| | | |
|---|---|--|
| AFST 104: Intro to Africana Studies Studies | ENGL 150: Study of Literature | NATV 150: Intro to Native American |
| AMST 186: Intro to Southwest Studies | ENGL 292/293: World Literatures | PHIL 101: Intro to Philosophical Problems |
| CCS 201: Intro to Chicana & Chicano Studies | GEOG 140: World Regional Geography | PHIL 201: Greek Thought |
| CLST 107: Greek Mythology | HIST 101/L: Western Civilization (to 1648) | PHIL 202: From Descartes to Kant |
| CLST 204: Greek Civilization | HIST 102/L: Western Civilization (from 1648) | RELG 107: Living World Religions |
| CLST 205: Roman Civilization | HIST 161/L: History of the US to 1877 | RELG 263: Eastern Religions |
| CLCS 223/224: Literary Questions | HIST 162: History of the US since 1877 | RELG 264: Western Religions |
| COMP 222: Fairy and Folk Tales | HIST 181: History of Early Latin America | UHON - Honors Legacy Sem, 100-200 level |
| COMP 224: Literary Questions | HIST 182: Modern Latin American History | UHON 205: Humanities Society & Culture |
| MLNG 101: Languages | | |

AREA 6: Foreign Language – 3 credit hours

One course chosen from any lower-division non-English language offerings from the Dept. of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other depts. and programs (except Latin 105).

AREA 7: Fine Arts – 3 credit hours required. Choose 1 course from the following:

| | | |
|--|--|---|
| ARCH 121: Intro to Architecture | DANC 105: Dance Appreciation | THEA 105: Intro to Theatre Appreciation |
| Pre-Fall 2010 Arch 101: Intro to Architecture Appreciation | FA 284: Experiencing the Arts | Pre-Fall 2010 THEA 122: Theatre |
| ARTH 101: Intro to Art | MA 210: Intro to Film and Study | UHON 207: Fine Art as Global Perspective |

ARTH 201: History of Art 1

MUS 139: Music Appreciation

ARTH 202: History of Art 2

MUS 142: Rock Music Appreciation

Any 3 credit hour studio or performance course offered by the Department of Art and Art History, Music, Theatre and Dance, Media Arts or IFDM.

Additional Requirement - 3 credits hours

NUTR 120 OR 224

| |
|---|
| B.S. in Family and Child Studies |
|---|

Concentration: Early Childhood Education & Development – ECED (proposed)**Family and Child Studies Courses**

| | | |
|---|--|-------------------|
| FCS Degree Core Curriculum | | 12 Credits |
| FCS 105 | Introduction to Family and Child Studies | 3 |
| FCS 305 | Research and Evaluation in Family and Child Studies | 3 |
| FCS 481 | Public Policy and Advocacy in Family and Child Studies | 3 |
| FCS 484 | The Sociocultural Context of Children and Families | 3 |
| Concentration Curriculum (lower division) | | 12 Credits |
| FCS 101 | Child Growth, Development and Learning | 3 |
| FCS 102 | Carpe Noctem: Sleep, Health & the Family | 3 |
| FCS 103 | Health, Safety, & Nutrition | 2 |
| FCS 111 | Family and Community Collaboration | 3 |
| FCS 115 | Guiding Young Children | 3 |
| FCS 117 | Curriculum Development through Play | 3 |
| FCS 202 | Introduction to Language, Literacy, & Reading | 3 |
| FCS 203 | Infant Growth and Development | 3 |
| FCS 213 | Marriage and Family Relationships | 3 |
| FCS 217 | Curriculum Development & Implementation Age 3 to Gr. 3 | 3 |
| FCS 220 | Assessment of Children & Evaluation of Programs | 3 |
| FCS 230 | Professionalism | 2 |
| Concentration Core Curriculum (upper division) | | 21 Credits |
| FCS 302 | Emergent Literacy | 3 |
| FCS 311 | Family, Language and Culture | 3 |
| FCS 312 | Parent-Child Interactions | 3 |
| FCS 316 | Early Childhood Pedagogy & Curriculum | 3 |
| FCS 401 | Research in Child Growth, Development and Learning | 3 |
| FCS 403 | Growth and Development of the Pre-School Child | 3 |
| FCS 405 | Advanced Caregiving for Infants and Toddlers | 3 |
| FCS Electives (upper division) | | 24 Credits |
| FCS 304 | Growth and Development in Middle Childhood | 3 |
| FCS 310 | Friends and Intimate Relationships | 3 |
| FCS 313 | Family Theories and Contemporary Lifestyles | 3 |
| FCS 315 | Adolescent Development in the Family | 3 |
| FCS 321 | Young Children with Diverse Abilities | 3 |
| FCS 341 | Ecological Aspects of Housing | 3 |
| FCS 343 | Family Management Theories | 3 |
| FCS 344 | Consumer Decisions | 3 |
| FCS 395 | Field Experience I | 3 |
| FCS 407L | Pre-School Child Lab | 1 |
| FCS 411 | Marriage and Family Life Education | 3 |
| FCS 412 | Fathering | 3 |
| FCS 416 | Adult Development in the Family | 3 |
| FCS 443 | Application of Family Management Theories | 3 |
| Total Professional Courses | | 69 Credits |

| | |
|--|-----|
| Total Credits (including 40 credits upper division) | 120 |
| FCS Courses | 69 |
| Gen Ed Courses | 40 |
| Electives | 11 |

General Education Requirements – ECED concentration (Total Credits = 40)

AREA 1: Writing and Speaking – 9 credit hours

ENGL 110 OR ENGL 111/112 OR 113 AND ENGL 120

Choose 1 additional course from the following: ENGL 219, ENGL 220, CJ 130, PHIL 156, UHON 201

AREA 2: Mathematics – 3 credit hours (choose one of the following)

STAT 145, Math 129, or Math 215

AREA 3: Physical and Natural Sciences – 7 credit hours

BIO 110/112L OR BIO 123/124L AND choose 1 additional course from the following:

| | | |
|--|--|--|
| ANTH 120: Arch. Method & Theory | CHEM 101: Chemistry in Our Community | PHYC 102: Introduction to Physics |
| ANTH 122L: Req. Lab for ANTH 120 (1cr) | CHEM 111L: Elem of General Chemistry (4cr) | PHYC 102L: Opt. Lab for PHYC 102 (1cr) |
| Pre-Spring 2013 ANTH 121L: Arch. M&T(4cr) | CHEM 121: General Chemistry I | PHYC 105: Physics and Society |
| ANTH 150: Evol & Human Emergence | CHEM 123L: Req. Lab for Chem 121 (1cr) | PHYC 151: General Physics |
| ANTH 151L: Opt. Lab for ANTH 150 (1cr) | CHEM 122: General Chemistry II | PHYC 151L: Opt. Lab for PHYC 151 (1cr) |
| ANTH 160: Human Life Course | CHEM 124L: Req. Lab for Chem 122 (1cr) | PHYC 152: General Physics |
| ANTH 161L: Opt. Lab for ANTH 160 (1cr) | CHEM 131L: (Honors) Gen. Chemistry I (4cr) | PHYC 152L: Opt Lab for PHYC 152 (1cr) |
| ASTR 101: Intro to Astronomy | CHEM 132L: (Honors) Gen. Chemistry II (4cr) | PHYC 160: General Physics |
| ASTR 101L: Opt. Lab for ASTR 101 (1cr) | EPS 101: Intro to Geology | PHYC 160L: Opt. Lab for PHYC 160 (1cr) |
| BIOL 110: Biology for Non-Majors | EPS 105L: Opt. Lab for EPS 101 (1cr) | PHYC 161: General Physics |
| BIOL 112: Opt. Lab for BIOL 110 (1cr) | EPS 201L: Earth History (4cr) | PHYC 161L: Opt. Lab for PHYC 161 (1cr) |
| | ENVS 101: The Blue Planet | *NTSC 261L: Physical Science (4cr) |
| | ENVS 102L: Opt. Lab for ENVS 101 | *NTSC 262L: Life Science (4cr) |
| | GEOG 101: Physical Geography | *NTSC 263L: Environmental Science (4cr) |
| | GEOG 105L: Opt. Lab for GEOG 101 (1cr) | UHON 203: Science in the 21st Century |

AREA 4: Social and Behavioral Sciences – 6 credit hours. Choose 2 courses from the following:

| | | |
|---|---|--|
| AFTS / CCS / NATV / SUST / WMST 109: Intro to Comparative and Global Ethnic Societies | ECON 105: Intro to Macroeconomics | POLS 110: The Political World |
| AMST 182: Intro to Env. Sci. & Technology | ECON 106: Intro to Microeconomics | POLS 200: American Politics |
| AMST 185: Race, Class & Ethnicity | CRP 181: Intro to Environmental Problems | POLS 220: Comparative Politics |
| ANTH 101: Intro to Anthropology | ENGF 200: Technology in Society | POLS 240: International Politics |
| ANTH 130: Cultures of the World | GEOG 102: Human Geography | SOC 101: Intro to Sociology |
| PSY 105: General Psychology | LING 101: Intro to Linguistics | UHON 204: Individual & Collective |

AREA 5: Humanities – 6 credit hours: Choose 2 courses from the following

| | | |
|---|---|--|
| AFST 104: Intro to Africana Studies Studies | ENGL 150: Study of Literature | NATV 150: Intro to Native American |
| AMST 186: Intro to Southwest Studies | ENGL 292/293: World Literatures | PHIL 101: Intro to Philosophical Problems |
| CCS 201: Intro to Chicana & Chicano Studies | GEOG 140: World Regional Geography | PHIL 201: Greek Thought |
| CLST 107: Greek Mythology | HIST 101/L: Western Civilization (to 1648) | PHIL 202: From Descartes to Kant |
| CLST 204: Greek Civilization | HIST 102/L: Western Civilization (from 1648) | RELG 107: Living World Religions |
| CLST 205: Roman Civilization | HIST 161/L: History of the US to 1877 | RELG 263: Eastern Religions |
| CLCS 223/224: Literary Questions | HIST 162: History of the US since 1877 | RELG 264: Western Religions |
| COMP 222: Fairy and Folk Tales | HIST 181: History of Early Latin America | UHON - Honors Legacy Sem, 100-200 level |
| COMP 224: Literary Questions | HIST 182: Modern Latin American History | UHON 205: Humanities Society & Culture |
| MLNG 101: Languages | | |

AREA 6: Foreign Language – 3 credit hours

One course chosen from any lower-division non-English language offerings from the Dept. of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other depts. and programs (except Latin 105).

AREA 7: Fine Arts – 3 credit hours required. Choose 1 course from the following:

| | | |
|--|---|---|
| ARCH 121: Intro to Architecture | DANC 105: Dance Appreciation | THEA 105: Intro to Theatre Appreciation |
| Pre-Fall 2010 Arch 101: Intro to Architecture Appreciation | FA 284: Experiencing the Arts | Pre-Fall 2010 THEA 122: Theatre |
| ARTH 101: Intro to Art | MA 210: Intro to Film and Study | UHON 207: Fine Art as Global Perspective |
| ARTH 201: History of Art 1 | MUS 139: Music Appreciation | |
| ARTH 202: History of Art 2 | MUS 142: Rock Music Appreciation | |

Any 3 credit hour studio or performance course offered by the Department of Art and Art History, Music, Theatre and Dance, Media Arts or IFDM.

Additional Requirement - 3 credits hours

NUTR 120 OR 224

[April 21, 2016](#) [January 14, 2016](#)

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| B.S. in Family and Child Studies |
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Concentration: Early Childhood Multicultural Education PreK –Grade 3 Licensure**Concentration Core Curriculum (lower division) 29 Credits**

| | | |
|----------|--|---|
| FCS 101 | Child Growth, Development and Learning | 3 |
| FCS 103 | Health, Safety, & Nutrition | 2 |
| FCS 111 | Family and Community Collaboration | 3 |
| FCS 115 | Guiding Young Children | 3 |
| FCS 117 | Curriculum Development through Play | 3 |
| FCS 117L | Curriculum Development through Play Practicum | 2 |
| FCS 202 | Introduction to Language, Literacy, & Reading | 3 |
| FCS 217 | Curriculum Development & Implementation Age 3 to Gr. 3 | 3 |
| FCS 217L | Curriculum Development & Implementation Practicum | 2 |
| FCS 220 | Assessment of Children & Evaluation of Programs | 3 |
| FCS 230 | Professionalism | 2 |

Concentration Core Curriculum (upper division) 9 Credits

| | | |
|---------|--|---|
| FCS 311 | Family, Language and Culture | 3 |
| FCS 321 | Young Children with Diverse Abilities | 3 |
| FCS 401 | Research in Child Growth, Development and Learning | 3 |

Pre K to Grade 3 Professional courses (upper division) 24 Credits

| | | |
|----------|--|---|
| FCS 402 | Teaching and Learning Reading and Writing | 3 |
| FCS 406 | Teaching and Learning Math and Science | 4 |
| FCS 408 | Teaching and Learning Social Studies, Fine Arts & Movement | 3 |
| FCS 417L | Teaching and Learning Practicum | 2 |
| FCS 440 | Student Teaching Seminar | 3 |
| FCS 440L | Student Teaching | 9 |

Concentration Requirements 12 Credits

| | | |
|----------|---|---|
| LLSS 175 | Foundations of American Indian Education | 3 |
| LLSS 453 | Theoretical and Cultural Foundations of Bilingual Education | 3 |
| EDPY472 | Classroom Assessment | 3 |
| FCS 105 | Introduction to Family and Child Studies | 3 |

Total Professional Courses 74 Credits

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| Total Credits (including 40 credits upper division) | 121 |
| Concentration Required Courses | 74 |
| Gen Ed Courses | 47 |

Family and Child Studies
General Education Requirements – ECME PreK – Grade 3 Licensure
Concentration
(Total Credits = 47)

AREA 1: Writing and Speaking – 9 credit hours

ENGL 110 OR ENGL 111/112 OR 113 AND ENGL 120

Choose 1 additional course from the following: ENGL 219, ENGL 220, CJ 130,

AREA 2: Mathematics – 6 credit hours

STAT 145, Math 215

AREA 3: Physical and Natural Sciences – 8 credit hours

NTSC 261L: Physical Science (4cr)

NTSC 262L: Life Science (4cr)

NTSC 263L: Environmental Science (4cr)

AREA 4: Social and Behavioral Sciences – 9 credit hours. Choose 3 courses from the following:

| | | |
|---|--|--------------------------------------|
| AFTS / CCS / NATV / SUST / WMST 109: | ECON 105: Intro to Macroeconomics | POLS 110: The Political World |
| AMST 182: Intro to Env. Sci. & | CRP 181: Intro to Environmental | POLS 220: Comparative |
| AMST 185: Race, Class & Ethnicity | ENGF 200: Technology in Society | POLS 240: International |
| ANTH 101: Intro to Anthropology | GEOG 102: Human Geography | SOC 101: Intro to Sociology |
| ANTH 130: Cultures of the World | LING 101: Intro to Linguistics | UHON 204: Individual & |
| PSY 105: General Psychology | | Collective |

AREA 5: Humanities – 9 credit hours: Choose 3 courses from the following:**HIST 101/L:** Western Civilization (to 1648) OR **HIST 102/L:** Western Civilization (from 1648)**HIST 161/L:** History of the US to 1877 OR **HIST 162/L:** History of the US since 1877**HIST 260:** History of New Mexico**AREA 6: Foreign Language – 3 credit hours:**

One course chosen from any lower-division non-English language offerings from the Dept. of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other depts. and programs (except Latin 105).

AREA 7: Fine Arts – 3 credit hours:**ARTE 214:** Art in the Elementary and Special Education Classroom

B.A. in Family and Child Studies**(Arts and Sciences Students)****Major: Family and Child Studies (proposed)**

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|----------------------------------|--|-------------------|
| FCS Core Curriculum | | 12 Credits |
| FCS 105 | Introduction to Family and Child Studies | 3 |
| FCS 305 | Research and Evaluation in Family and Child Studies | 3 |
| FCS 481 | Public Policy and Advocacy in Family and Child Studies | 3 |
| FCS 484 | The Sociocultural Context of Children and Families | 3 |
| | | |
| Other Required Curriculum | | 12 Credits |
| FCS 213 | Marriage and Family Relationships | 3 |
| FCS 312 | Parent-Child Interactions | 3 |
| FCS 343 | Family Management Theories | 3 |
| FCS 395 | Field Experience | 3 |
| | | |
| Additional FCS Curriculum | | 12 Credits |
| | | |
| Total Required Hours | | 36 Credits |

To fulfill additional 12 FCS credits, take any four courses from the list below:

| | | |
|---------|---|---|
| FCS 203 | Infant Growth and Development | 3 |
| FCS 304 | Growth and Development in Middle Childhood | 3 |
| FCS 310 | Friends and Intimate Relationships | 3 |
| FCS 311 | Family Language and Culture | 3 |
| FCS 313 | Family Theories and Contemporary Lifestyles | 3 |
| FCS 315 | Adolescent Development in the Family | 3 |
| FCS 321 | Young Children with Diverse Abilities | 3 |
| FCS 341 | Ecological Aspects of Housing | 3 |
| FCS 344 | Consumer Decisions | 3 |
| FCS 401 | Research in Child Growth, Dev. & Learning | 3 |
| FCS 403 | Growth and Development of the Preschool Child | 3 |
| FCS 411 | Marriage and Family Life Education | 3 |
| FCS 412 | Fathering | 3 |
| FCS 416 | Adult Development in the Family | 3 |
| FCS 443 | Application of Family Management Theories | 3 |

* For Minor and General Education Requisites, please consult with your advisor in your College.



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| Family and Child Studies Program |
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Page 1 of 1

Minor:**Family and Child Studies (proposed)****Family and Child Studies Courses**

| | | | |
|---------------------------------|--|---|-------------------|
| FCS Core Curriculum | | | 12 Credits |
| FCS 105 | Introduction to Family and Child Studies | 3 | |
| FCS 305 | Research and Evaluation in Family and Child Studies | 3 | |
| FCS 481 | Public Policy and Advocacy in Family and Child Studies | 3 | |
| FCS 484 | The Sociocultural Context of Children and Families | 3 | |
| Additional Courses | | | 6 Credits |
| FCS 202 | Introduction to Language, Literacy, & Reading | 3 | |
| FCS 203 | Infant Growth and Development | 3 | |
| FCS 213 | Marriage and Family Relationships | 3 | |
| FCS 217 | Curriculum Development & Implementation Age 3 to Gr. 3 | 3 | |
| FCS 220 | Assessment of Children & Evaluation of Programs | 3 | |
| FCS 304 | Growth and Development in Middle Childhood | 3 | |
| FCS 310 | Friends and Intimate Relationships | 3 | |
| FCS 312 | Parent-Child Interactions | 3 | |
| FCS 313 | Family Theories and Contemporary Lifestyles | 3 | |
| FCS 315 | Adolescent Development in the Family | 3 | |
| FCS 316 | Early Childhood Pedagogy & Curriculum | 3 | |
| FCS 321 | Young Children with Diverse Abilities | 3 | |
| FCS 341 | Ecological Aspects of Housing | 3 | |
| FCS 343 | Family Management Theories | 3 | |
| FCS 344 | Consumer Decisions | 3 | |
| FCS 395 | Field Experience | 3 | |
| FCS 401 | Research in Child Growth, Development and Learning | 3 | |
| FCS 403 | Growth and Development of the Preschool Child | 3 | |
| FCS 405 | Advanced Caregiving for Infants and Toddlers | 3 | |
| FCS 411 | Marriage and Family Life Education | 3 | |
| FCS 412 | Fathering | 3 | |
| FCS 416 | Adult Development in the Family | 3 | |
| FCS 443 | Application of Family Management Theories | 3 | |
| Total FCS Required Hours | | | 18 Credits |

