

# The University of New Mexico Faculty Senate

## Meeting Agenda

April 22, 2014

3:00 P.M.

Scholes Hall Roberts Room

	AGENDA TOPICS	TYPE OF ITEMS/ PRESENTER(S)
3:00	1. Approval of Agenda	<b>Action</b>
	2. <a href="#">Acceptance of the March 25, 2014 Summarized Minutes</a>	<b>Action</b>
3:05	3. <a href="#">Memorial Minute for former Regent Don Chalmers</a>	<b>Information:</b> Tim Ross
3:10	4. Faculty Senate President's Report	<b>Information:</b> Richard Holder
3:20	5. Provost Report	<b>Information:</b> Chaouki Abdallah
3:50	6. Vice President for Research Update	<b>Information:</b> Michael Dougher
	<b>CONSENT AGENDA TOPICS</b>	
4:00	7. <a href="#">2013-2014 Faculty Senate Committee Appointments</a>	<b>Action:</b> Pamela Pyle
	8. Spring 2014 Degree Candidates	<b>Action:</b> Pamela Pyle
	9. Forms C from the Curricula Committee	<b>Action:</b> Pamela Pyle
	<a href="#">Grad PhD Psychology Quantitative Methodology Emphasis</a>	
	<a href="#">Undergrad BS &amp; BA Biology- Ecology and Evolutionary Biology Concentration</a>	
	<a href="#">Grad PhD in Communication</a>	
	<a href="#">Grad MA in Elementary Education</a>	
	<a href="#">Undergraduate B.S. in Physics</a>	
	<a href="#">Undergraduate B.S. in Physics Concentration in Optics</a>	
	<a href="#">Undergraduate B.S. in Physics Concentration in Biophysics</a>	
	<a href="#">Undergraduate B.S. in Physics Concentration in Earth and Planetary Sciences</a>	
	<a href="#">Undergraduate B.S. in Astrophysics</a>	
	<a href="#">Grad PhD Psychology Concentration Health Psychology</a>	
	<a href="#">Grad PhD Psychology Health Psychology Emphasis</a>	
	<a href="#">Grad School of Engineering Shared-Credit Degrees</a>	
	<a href="#">Grad MS Geography (Plan II option in both concentrations)</a>	
	<a href="#">Grad PhD Psychology Cognitive/Learning Concentration</a>	
	<a href="#">Grad PhD Psychology Cognitive Neuroimaging Concentration</a>	
	<a href="#">Grad PhD Psychology Behavioral Neuroscience Concentration</a>	
	<a href="#">Grad PhD Psychology Cognition, Brain and Behavior Concentration</a>	
	<a href="#">Grad PhD in Latin American Studies</a>	
	<a href="#">Grad Master of Latin American Studies/Master of Public Health dual degree</a>	
	<a href="#">Grad Psychology Graduate Program Admissions</a>	
	<a href="#">Undergrad All undergrad CFA degrees: BA, BFA, BM, BME</a>	
	<a href="#">Undergrad BA Latin American Studies</a>	
	<a href="#">Undergrad Bachelor of Arts in Environment, Planning and Design</a>	
	<a href="#">Undergrad Bachelor of Arts in Environment, Planning and Design CRP Concentration</a>	
	<a href="#">Grad MA Latin American Studies- CRP concentration</a>	
	<a href="#">Grad UNM Global/National Engineering Scholars</a>	
	<a href="#">Grad PhD Psychology Clinical Concentration</a>	
	<a href="#">Grad Master of Music, Theory &amp; Composition Concentration</a>	
	<a href="#">Grad Master of Music, Music History and Literature Concentration</a>	
	<a href="#">Undergrad BSCE Civil Engineering</a>	
	<a href="#">Undergrad B.S.Cn.E. Construction Engineering</a>	
	<a href="#">Undergrad B.S.C.M. Construction Management</a>	
	<a href="#">Undergrad All Undergrad CFA degrees: BA, BFA, BM, BME</a>	
	<a href="#">Grad Minor in Arts Management</a>	
	<a href="#">Undergrad Minor in Arts Management</a>	
	<a href="#">Grad MS Speech-Language Pathology</a>	
	<a href="#">Grad Department of Psychiatry</a>	

## AGENDA TOPICS

4:05	10. <a href="#">Form D Graduate Certificate in Teaching English as a Second Language</a>	<b>Action:</b> Holbrook Mahn
4:10	11. <a href="#">A61.15 Research Allocation Committee Policy</a>	<b>Action:</b> Susanne Anderson- Riedel
4:15	12. <a href="#">A83 Annual Report</a>	<b>Action:</b> Richard Holder
4:20	13. <a href="#">C280 Leave Without Pay</a>	<b>Action:</b> Carol Parker
4:25	14. <a href="#">Faculty Senate Council Structure Proposal</a>	<b>Action:</b> Amy Neel
4:35	15. <a href="#">Divestment from Fossil Fuels</a>	<b>Information:</b> Tom Solomon
4:40	16. <a href="#">UNM Community Engagement</a>	<b>Information:</b> Monica Kowal
4:45	17. Human Resources Update	<b>Information:</b> Michael Duran/ Joey Evans
4:55	18. New Business and Open Discussion	<b>Discussion</b>
5:00	19. Adjournment	

## NOTES:

1. All faculty are invited to attend Faculty Senate meetings.
2. Full agenda packets are available at <http://www.unm.edu/~facsen/>
3. All information pertaining to the Faculty Senate can be found at <http://www.unm.edu/~facsen/>
4. Questions should be directed to the Office of the Secretary, Scholes 103, 277-4664
5. Information found in agenda packets is in draft form only and may not be used for quotes or dissemination of information until approved by the Faculty Senate.

# FACULTY SENATE SUMMARIZED MINUTES

## 2013-2014 FACULTY SENATE April 22, 2014

*(Draft – Awaiting Approval at the August 26, 2014 Faculty Senate meeting)*

The Faculty Senate meeting for April 22 was called to order at 3:00 p.m. in the Roberts Room of Scholes Hall. Faculty Senate President Richard Holder presided.

### ATTENDANCE

**Guests Present:** Provost Chaouki Abdallah; Vice President for Research Michael Dougher; Professor of Language, Literature and Social Cultural Studies Holbrook Mahn; Faculty Senate Research Allocation Committee Chair Susanne Anderson-Riedel; Senior Vice Provost Carol Parker; 350.org Tom Solomon; Chief of Human Resources Operations Michael Duran; Human Resources Projects Specialist Joseph Evans.

### APPROVAL OF THE AGENDA

The agenda was approved as written.

#### 1. Approval of summarized minutes for March 25, 2014 meeting

The minutes were approved as written with no abstentions.

#### 2. Memorial Minute for former Regent Don Chalmers

Operations Committee member Tim Ross, presented the following memorial minute for Regent Don Chalmers. This was followed by a minute of silence in his honor.

#### **Biography for Don Chalmers**

Don Chalmers, a Tulsa native, moved to New Mexico fifteen years ago. Don attended Tulane University where he was a Sigma Chi. He earned a B.S. degree in Marketing from Oklahoma State University in 1970, and did graduate work on his MBA.

Don began his business career in Houston, Texas, working for Ford Motor Company. He left Ford after five years to work as a manager in the retail automotive dealership in San Antonio, Texas. Two years later, he became partner in Sound Ford of Seattle, Washington. During the next ten years, Don built a corporation of eight automobile dealerships in the Seattle area including twelve franchises at which he employed seven hundred people. In 1987, Don sold his interests in Seattle and returned to Tulsa where he owned and managed two successful Chevrolet dealerships, Subaru, Suzuki, Hyundai, Kia and Oldsmobile dealerships. In 1996, he sold his dealerships in the Tulsa area and moved to New Mexico.

Don is owner of Don Chalmers Ford in Rio Rancho and Chalmers Capitol Ford Lincoln in Santa Fe. He is very active in the Rio Rancho, Santa Fe and Albuquerque communities. His community involvements are in one of four areas: education, healthcare, economic development and community service.

Currently a board member of the following education board: Vice President of University of New Mexico Board of Regents and current Chair of Finance and Facilities committee. Past board memberships in education include: University of New Mexico Foundation; College of Santa Fe Board of Trustees; Explora Science and Children's Museum; 4-H Foundation; Junior Achievement; and the New Mexico Commission on Higher Education where he was appointed by Governor Bill Richardson in 2003. Don Chalmers Ford also gives several FFA college scholarships annually as well as a UNM Presidential Scholarship.

Currently a board member of the following healthcare boards: Vice President of the University of New Mexico Health Sciences Board of Directors. Past board memberships in healthcare include: Sandoval Regional Medical Group Board; University of New Mexico Health Sciences Board of Regents; St. Joseph Community Health Foundation; University of New Mexico Hospital Clinical Operations Board; St. Joseph Community Health Services; and Central NM Affiliation of the Susan G. Komen Breast Cancer Foundation, where he also served as chairman and was instrumental in establishing the local affiliate.

Currently a board member of the following economic development boards: Albuquerque Chamber of Commerce where he served as Chairman for 2008/2009; Sandia Foundation; Lobo Development Corporation; WESST; Better Business Bureau where he has served as President; New Mexico Amigos where he also has served as President for 2008/2009 and was an Albuquerque Area Director; and Economic Forum where he also served as Chairman. Past board memberships in economic development include: Quality New Mexico; Association of Commerce and Industry; Albuquerque Economic Development; Wells Fargo Community Board; Rio Rancho Chamber of Commerce where he also served as President; NM First; and Accion New Mexico.

Currently a board member of the following community service boards: Chairman for the Fellowship of Christian Athletes National Board; Capital Campaign Chairman of National Dance Institute; Rio Rancho Community Foundation where he served as Chairman; United Way of Central New Mexico where he served as Chairman and has served as the 2004 Campaign Chairman, Major Gifts Chair and as Chairman of the Alexis de Tocqueville Society; and Rotary del Sol Club of Albuquerque where he served as President. Past board memberships include the Rotary Foundation where he served as Chairman; United Way of America National Tocqueville Society Council; Albuquerque Community Foundation; and St. John United Methodist Church Foundation.

Vocational Service within the automobile industry includes being elected by his peers to serve as a NADA Director representing New Mexico and Ford National Dealer Council; New Mexico Auto Dealers Association where he has served as President; and Albuquerque Auto Dealers Association where he served as President. He is currently President of CARS New Mexico and is a President's Circle member of NADA's DEAC.

Mr. Chalmers' honors include Don Chalmers Ford winning the President's Award from Ford Motor Company, the most prestigious customer loyalty and customer service dealer award obtainable from Ford Motor Company, for the past 11 of 12 years. Don received a Hero of the Planet award from Ford Motor Company, being one of the first six Ford dealers nationwide to receive this prestigious recognition for his social and community service. Don was one of the top five finalists out of 64 dealers from more than 19,500 nationwide for the 2003 TIME Magazine Quality Dealer award. This award recognizes outstanding new car dealers for exceptional performance in their dealership and distinguished community service. Don Chalmers Ford was awarded the 2005 New Mexico Quality Zia Award for having demonstrated, through practices and achievements, the highest level of performance excellence. This makes Don Chalmers Ford the only automobile dealership in the state and the only domestic automobile dealership in the nation to receive the top state quality award. In 2002, Don received the Leader in Philanthropy award given by the NM Chapter of the Association of Fundraising Professionals. This award is given for the financial and leadership contributions the recipient has given to his/her community and the entire state. In January 2002, Don was awarded the 2001 Outstanding Community Champion by United Way of Central New Mexico for his leadership during the campaign and influencing other organizations in the community to participate. In 2004, Don was awarded the New Mexico Spirit of Achievement by the National Jewish Hospital Foundation. Don was honored as the 2005 Outstanding Philanthropist by United Way of Santa Fe. Don Chalmers Ford was presented with the 2002 Rio Rancho Chamber of Commerce Good Neighbor Award and the 2005 Rio Rancho Chamber of Commerce Excellence in Business Award for the company's commitment and support to the Rio Rancho community, schools and economic development. In 2006, Don was honored with the Governor's Distinguished Public Service Award and entered in the Junior Achievement New Mexico Business Hall of Fame. Don Chalmers Ford was voted by ARCA's People's Choice Award for the Favorite Automotive Dealership in the Albuquerque Metro-area. Don Chalmers Ford was voted by the New Mexico Business Weekly as the Best Company to Work For in 2006. In 2010, Don was voted as a Corporate Hero in the New Mexico Business Weekly.

### 3. Faculty Senate President's Report

Faculty Senate President Richard Holder reported that the Strategic Budget Leadership Team (SBLT) recommended to President Frank, a budget recommendation which included a 3% tuition increase, 3% raise for faculty, and 2.5% for staff. At that time, the SBLT was not aware of any changes forthcoming in the healthcare package except an increase of premiums. President Frank who was under instructions from the Board of Regents, was to present a budget with a tuition increase 0% or at the most a 1% tuition increase. It was elected, to present to the Board of Regents a 1.5% tuition increase with the same amount of raises. The Board of Regents agreed that a raise was necessary but not an increase in tuition. The Board of Regents are not willing to fund the raises with the revenue of the University. The Administration was held responsible for finding the funds for the raises. Funds were found through Santa Fe with a 0.9% raise and from the Results Oriented Management (ROM) funds to put into compensation. ROM was the budget method whereby 1% of every department's budget would be taken and re-allocated according to metrics to be able to move funding towards units that are doing their best job depending on how that was defined.

Another way to fund the compensation was through changing the healthcare plan to be at a more modest level. The premiums are increasing less than they would've increased had nothing been done. The deductible was increased; therefore the University was able to save enough money to add to the compensation pool. At the last minute, 2.5% was approved to be given to staff, this was allowable by the University decreasing the amount of funds given to the Foundation yearly, which is around \$500,000.

The healthcare plan changes caused a lot of contention. In consultation with the Committee on Governance, it was decided to suggest to President Frank that he hold a General Faculty meeting and invite staff. This meeting was held on Thursday, April 10, 2014 in Woodward Hall and was well attended. There was a fair amount of discontent regarding the health plans not being explained very well. Faculty around the University feel that the Faculty Senate should go on record expressing the thoughts of faculty regarding this issue. Faculty Senate President Richard Holder will write a letter to the Board of Regents conveying the sense of the Faculty Senate to address the issues with the compensation increase, the increase in healthcare costs, and healthcare plan changes. The Faculty Senate agreed with this approach. Faculty Senate President Richard Holder requested for Faculty Senators to email him suggestions on what should be added to the letter. Faculty Senator Lee Brown commented that when he asked where the Faculty's raises would be coming from regarding HSC faculty, he was told they would come from reserves. Faculty Senator Lee Brown found out that the legislature increased the I&G reserves by not much. It's unclear where the savings went into the School of Medicine and also it is expected to increase clinical revenue to make up for that compensation. The north campus faculty is granted compensation but have to find a way to pay for it in each other their departments. Most will not allow salary increases up to 3%.

### 4. Provost Report

Provost Abdallah reported on the University's budget and funding.

## The Best & Worst of Times

Chaouki T Abdallah

UNM Faculty Senate

April 22, 2014

# The Iron Triangle

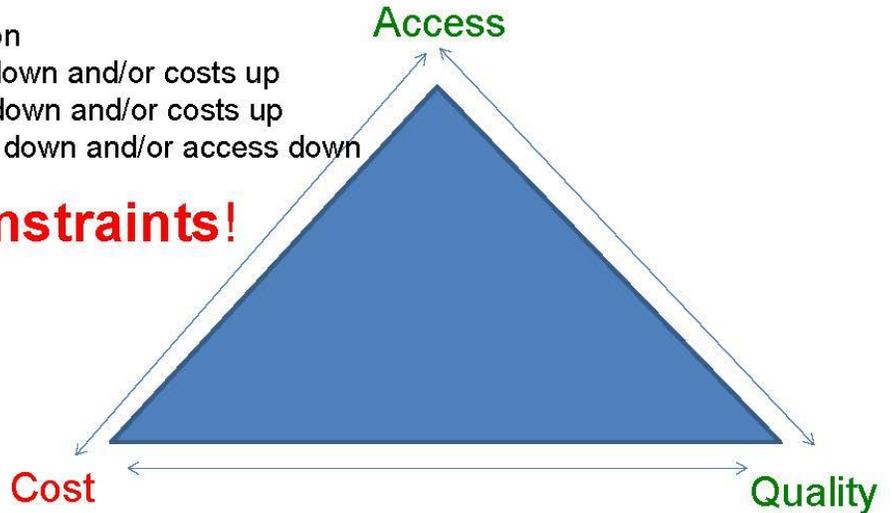
Three main concerns of any university leader:

- Increasing cost of higher education
- Challenge of providing access
- Need to maintain and improve educational quality

Three missions in tension

- Access up = quality down and/or costs up
- Quality up = access down and/or costs up
- Costs down = quality down and/or access down

**Mind the Constraints!**

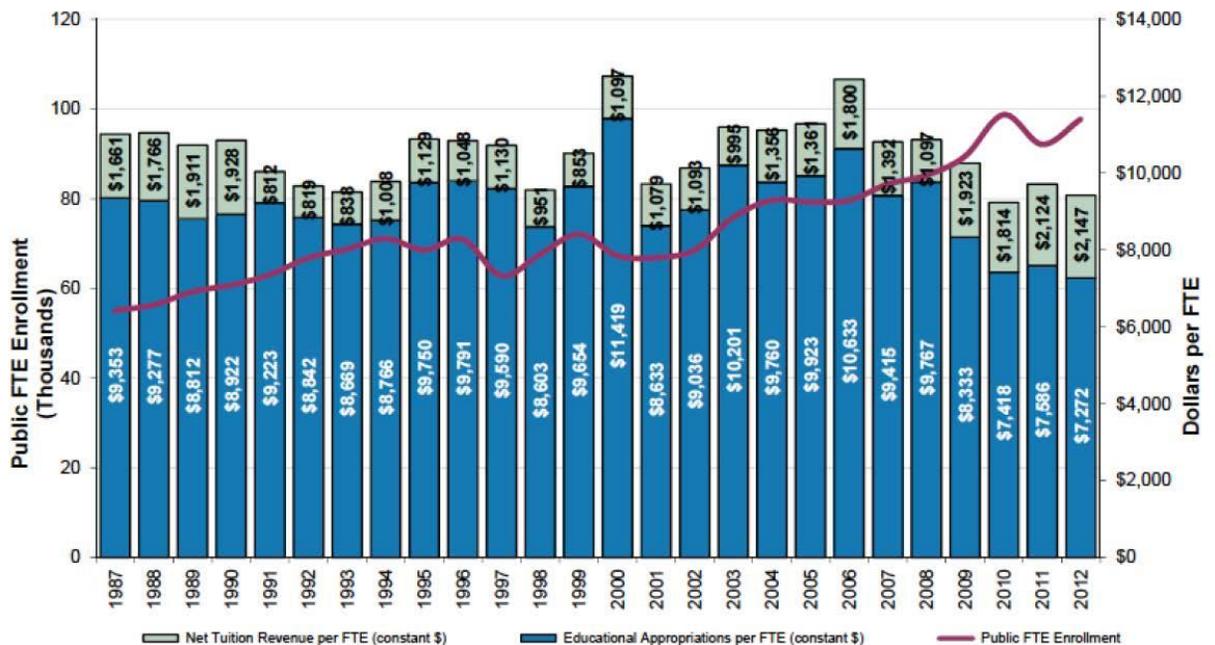


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## Office of the Provost

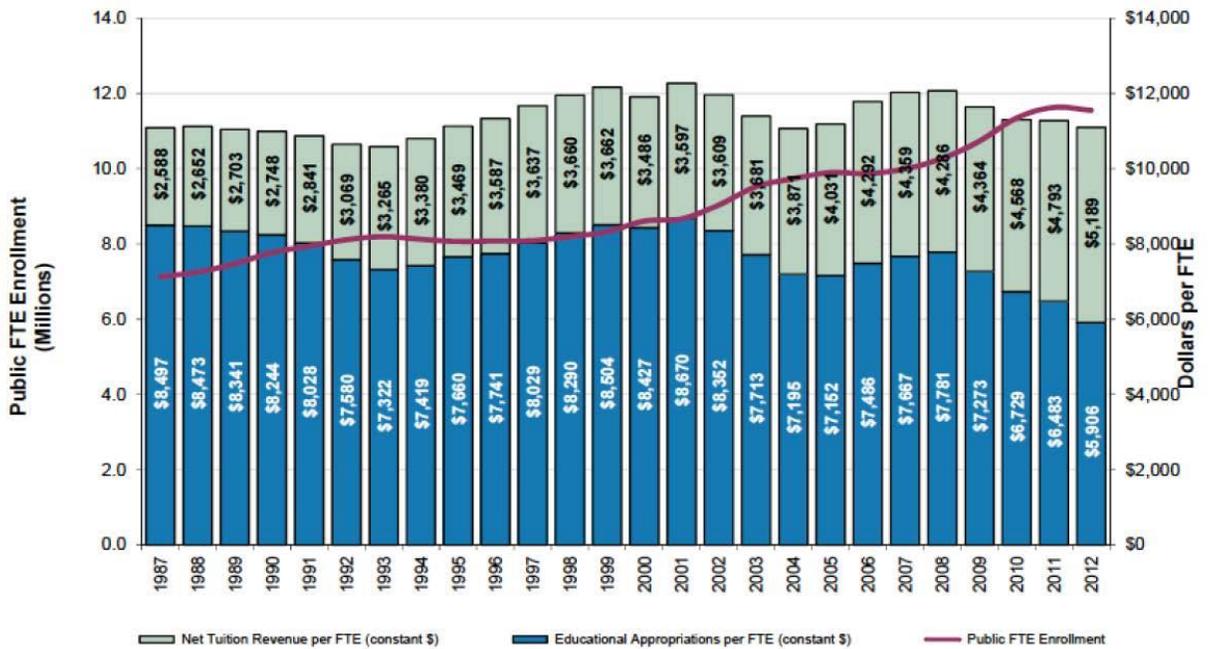
Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, New Mexico -- Fiscal 1987-2012



Note: Constant 2012 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA). Educational Appropriations include ARRA funds.  
Source: SHEEO

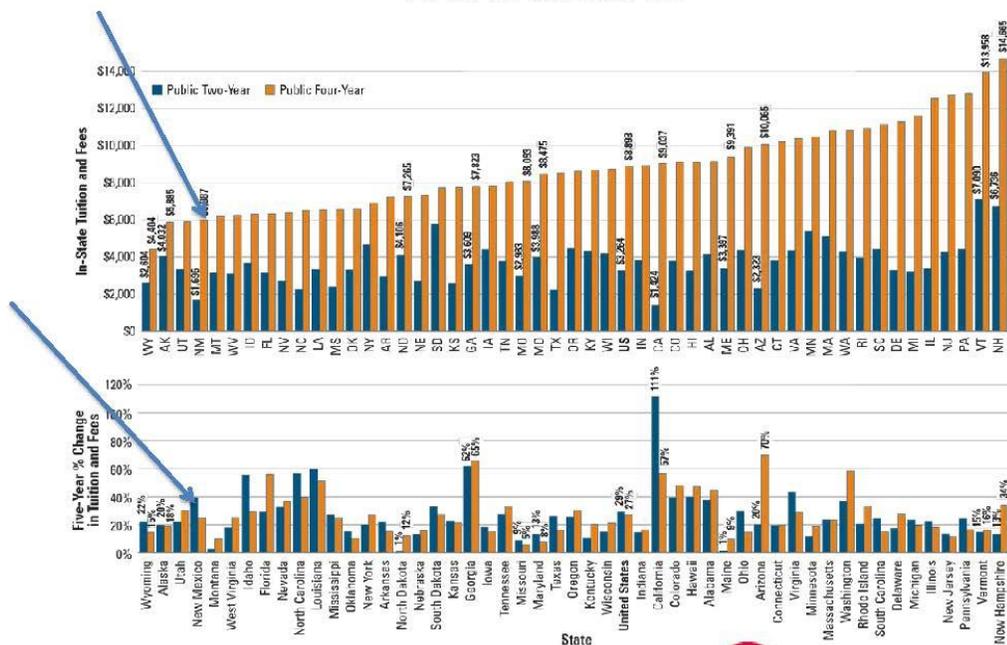
# Office of the Provost

Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, United States -- Fiscal 1987-2012



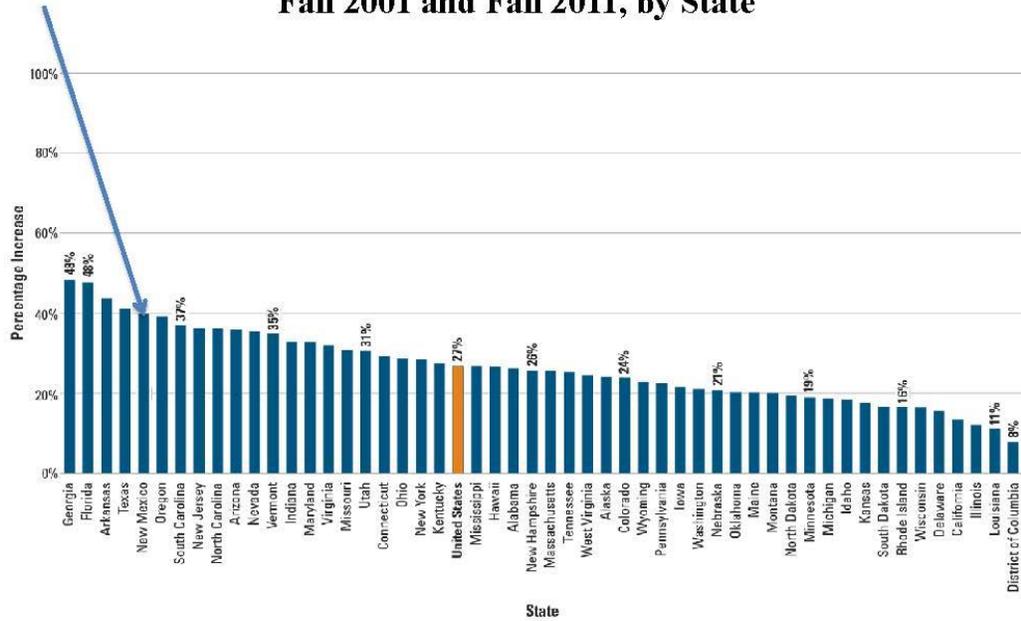
Note: Constant 2012 dollars adjusted by SHEEO Higher Education Cost Adjustment. Educational Appropriations include ARRA funds. (HECA)  
Source: SHEEO

## Average 2013-14 In-State Tuition and Fees at Public Institutions, by State, and Five-Year Percentage Changes in Inflation-Adjusted Tuition and Fees, 2008-09 to 2013-14



SOURCE: The College Board, Trends in College Pricing 2013, Figure 7.

## Percentage Increases in Total Full-Time Equivalent (FTE) Enrollment in Public Degree-Granting Institutions Between Fall 2001 and Fall 2011, by State



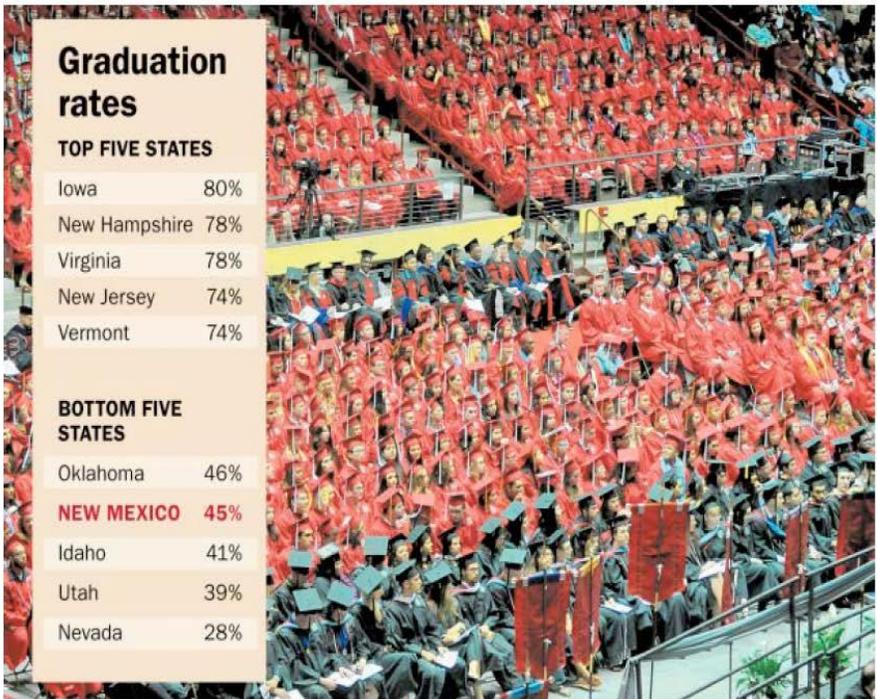
SOURCE: The College Board, *Trends in College Pricing 2013*, Figure 25.

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For detailed data, visit: [trends.collegeboard.org](http://trends.collegeboard.org).

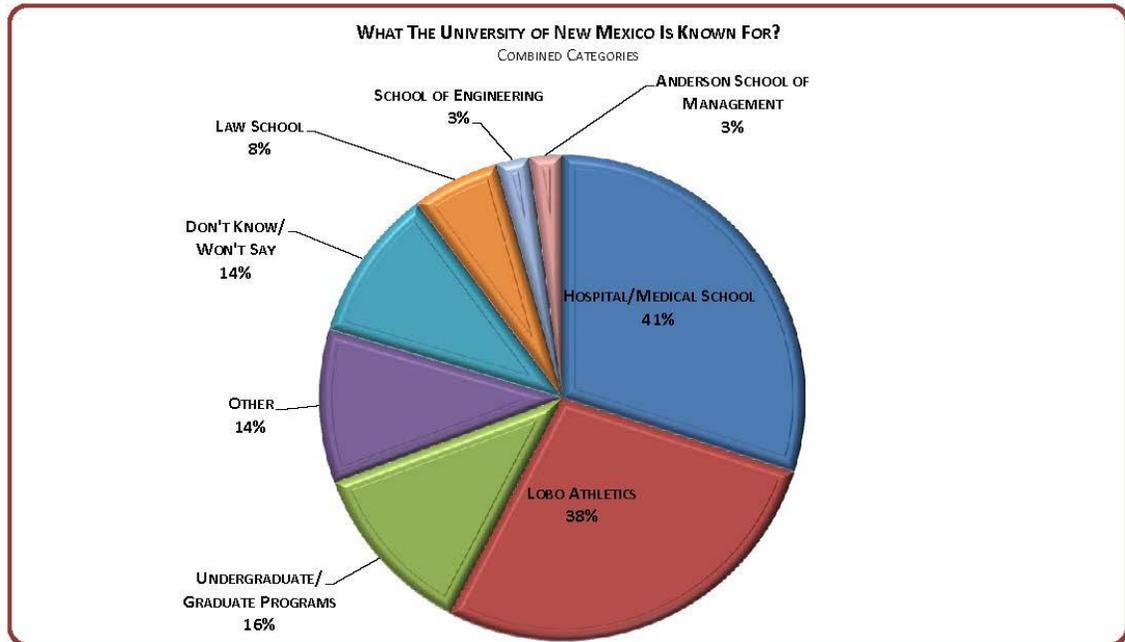
Trends in College Pricing 2013

Office of the Provost



State	(State+Net Tuition)/FTE
Iowa	\$12,300.00
New Hampshire	\$11,700.00
Virginia	\$12,000.00
New Jersey	\$15,000.00
Vermont	\$17,000.00
US	\$11,000.00
Oklahoma	\$9,900.00
New Mexico	\$9,500.00
Idaho	\$8,600.00
Utah	\$9,700.00
Nevada	\$10,100.00

# What do they know about us?



THE UNIVERSITY of NEW MEXICO



# What do they think of us?

**UNM'S GENERAL REPUTATION ON THREE KEY ATTRIBUTES**

2006 TOTAL SAMPLE (N=929)  
2014 TOTAL SAMPLE (N=658)  
RANKED BY HIGHEST PERCENTAGE 2014 "VERY GOOD"

		VERY GOOD 5	4	3	2	VERY BAD 1	DK/ WS	MEAN †
<b>RESEARCH</b>	<b>2014</b>	<b>30%</b>	<b>33%</b>	<b>16%</b>	<b>4%</b>	<b>1%</b>	<b>16%</b>	<b>4.1</b>
	<b>2006</b>	<b>29%</b>	<b>31%</b>	<b>17%</b>	<b>3%</b>	<b>1%</b>	<b>20%</b>	<b>4.1</b>
<b>TEACHING</b>	<b>2014</b>	<b>23%</b>	<b>39%</b>	<b>24%</b>	<b>2%</b>	<b>1%</b>	<b>10%</b>	<b>3.9</b>
	<b>2006</b>	<b>23%</b>	<b>37%</b>	<b>24%</b>	<b>3%</b>	<b>1%</b>	<b>12%</b>	<b>3.9</b>
<b>COMMUNITY SERVICE</b>	<b>2014</b>	<b>18%</b>	<b>23%</b>	<b>23%</b>	<b>8%</b>	<b>3%</b>	<b>26%</b>	<b>3.6</b>
	<b>2006</b>	<b>13%</b>	<b>20%</b>	<b>23%</b>	<b>8%</b>	<b>2%</b>	<b>33%</b>	<b>3.5</b>

THE UNIVERSITY of NEW MEXICO



**PERCEPTIONS OF UNM BASED ON SPECIFIC ATTRIBUTES**

2003 TOTAL SAMPLE (N=800)

2006 TOTAL SAMPLE (N=929)

2014 TOTAL SAMPLE (N=658)

RANKED BY HIGHEST PERCENTAGE 2014 "CLOSELY DESCRIBES"

		CLOSELY DESCRIBES				DOESN'T DESCRIBE AT ALL		MEAN †
		5	4	3	2	1	DK/WS	
UNM IS VALUED WITHIN THE COMMUNITY	2014	49%	30%	10%	3%	2%	6%	4.3
	2006	QUESTION NOT ASKED						
	2003	QUESTION NOT ASKED						
UNM'S TUITION FEES ARE HIGH	2014	33%	16%	19%	9%	6%	16%	3.7
	2006	29%	20%	18%	9%	9%	16%	3.6
	2003	20%	13%	18%	11%	16%	22%	3.1
UNM IS NEW MEXICO'S BEST UNIVERSITY	2014	30%	25%	26%	8%	6%	5%	3.7
	2006	30%	27%	23%	5%	8%	7%	3.7
	2003	42%	16%	17%	6%	8%	12%	3.9
UNM'S CAMPUS IS SAFE	2014	13%	26%	30%	12%	6%	13%	3.3
	2006	QUESTION NOT ASKED						
	2003	QUESTION NOT ASKED						

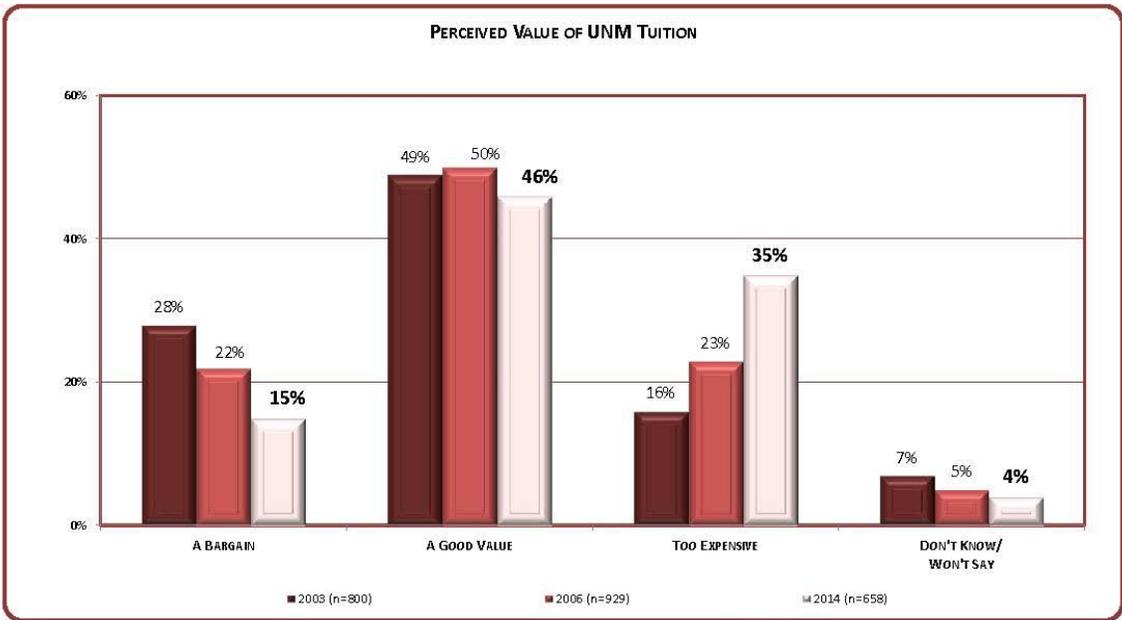
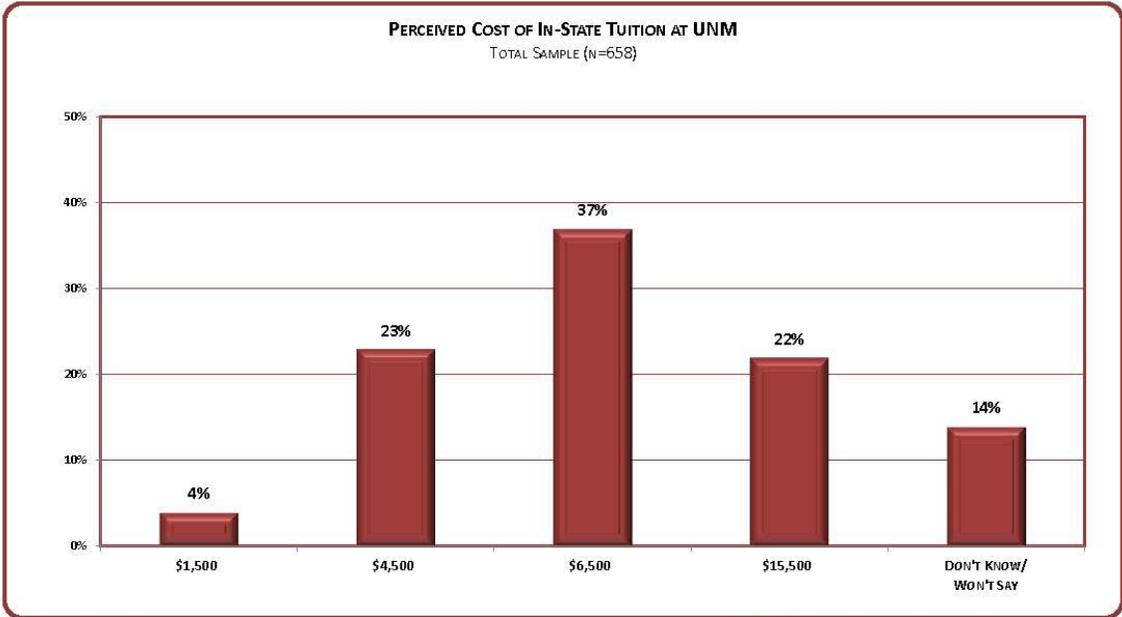
**LEVEL OF AGREEMENT WITH VARIOUS STATEMENTS REGARDING UNM**

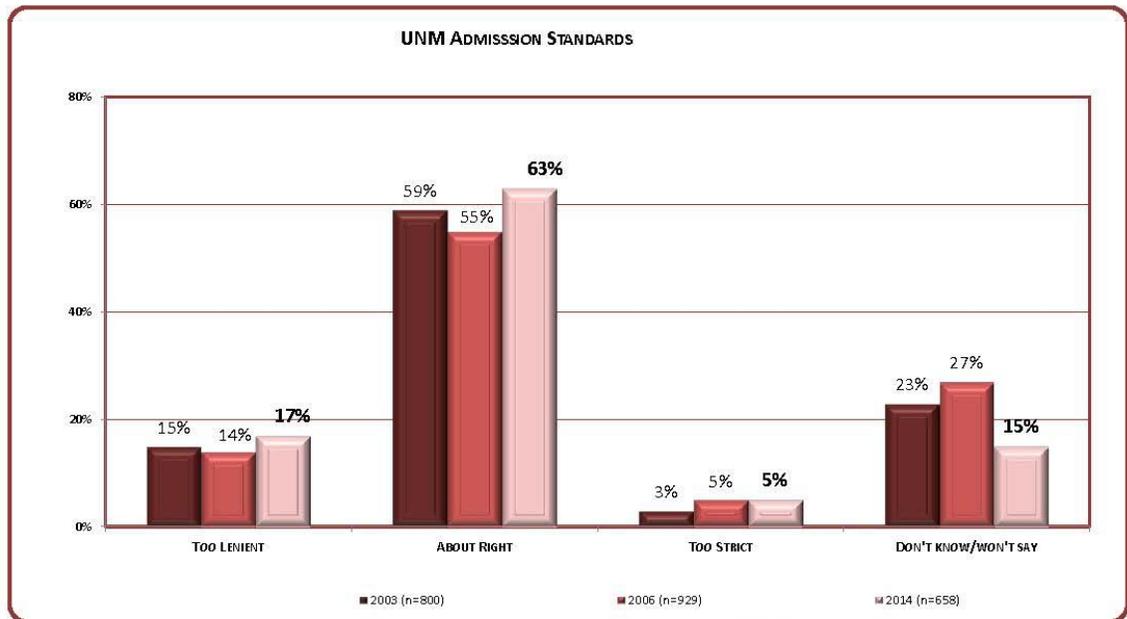
2006 TOTAL SAMPLE (N=929)

2014 TOTAL SAMPLE (N=658)

RANKED BY HIGHEST PERCENTAGE 2014 "STRONGLY AGREE"

		STRONGLY AGREE				STRONGLY DISAGREE		MEAN †
		5	4	3	2	1	DK/WS	
UNM PROVIDES SERVICES DIRECTLY TO ALBUQUERQUE AND THE STATE, INCLUDING HEALTH CARE, SOCIAL SERVICES, ECONOMIC DEVELOPMENT, POLICY STUDIES, AND CULTURAL EVENTS	2014	36%	33%	18%	3%	2%	9%	4.1
	2006	32%	33%	16%	3%	1%	14%	4.1
UNM OFFERS NEW MEXICANS ACCESS TO A VARIETY OF HIGH-QUALITY EDUCATIONAL, RESEARCH, AND SERVICE PROGRAMS	2014	30%	36%	20%	5%	2%	7%	3.9
	2006	33%	38%	17%	4%	2%	7%	4.0
UNM ADVANCES STUDENTS' UNDERSTANDING OF THE WORLD, ITS PEOPLES, AND CULTURES	2014	22%	26%	30%	5%	3%	14%	3.7
	2006	22%	33%	23%	8%	2%	12%	3.8
UNM'S INTERNATIONALLY-KNOWN PROGRAMS PLACES IT AMONG AMERICA'S MOST DISTINGUISHED PUBLIC RESEARCH UNIVERSITIES	2014	12%	21%	26%	12%	5%	24%	3.3
	2006	12%	23%	26%	10%	5%	24%	3.4

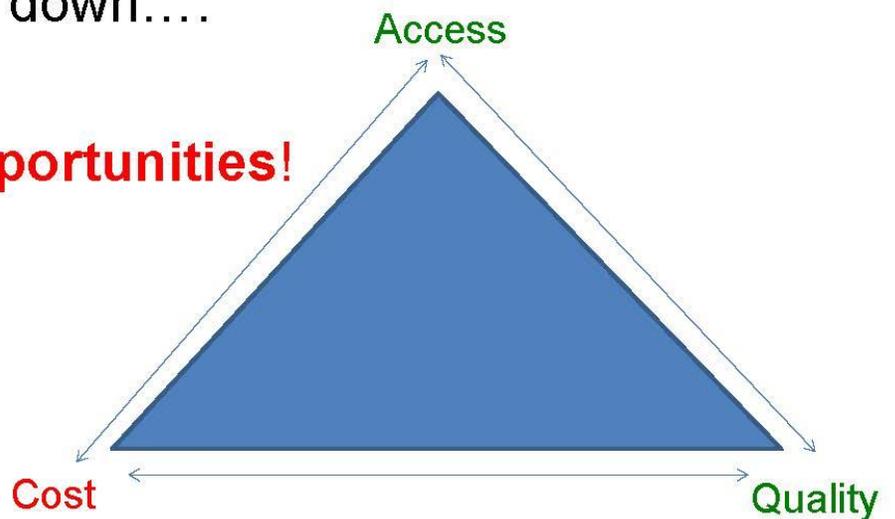




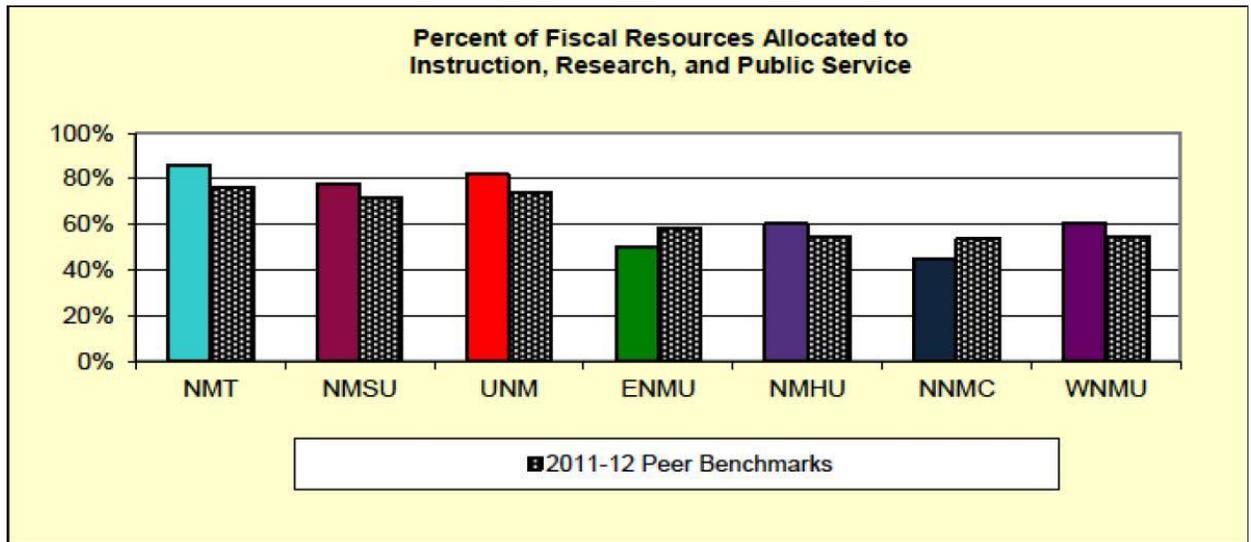
## What Gets Me up in the Morning

- Keep Access,
- Increase Quality,
- Keep Costs down....

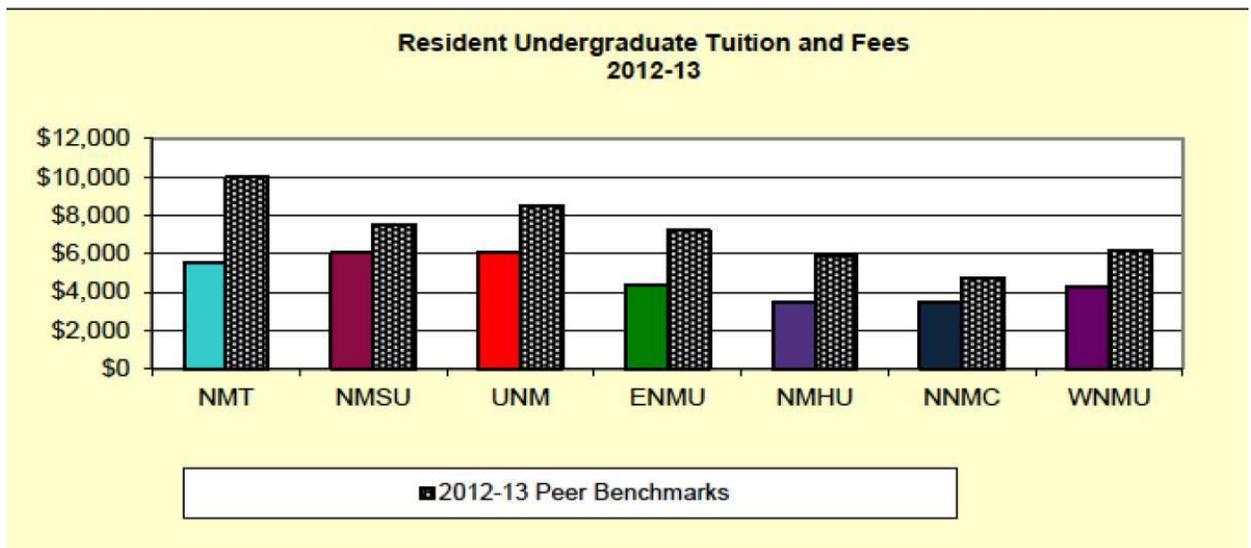
**Mind the Opportunities!**



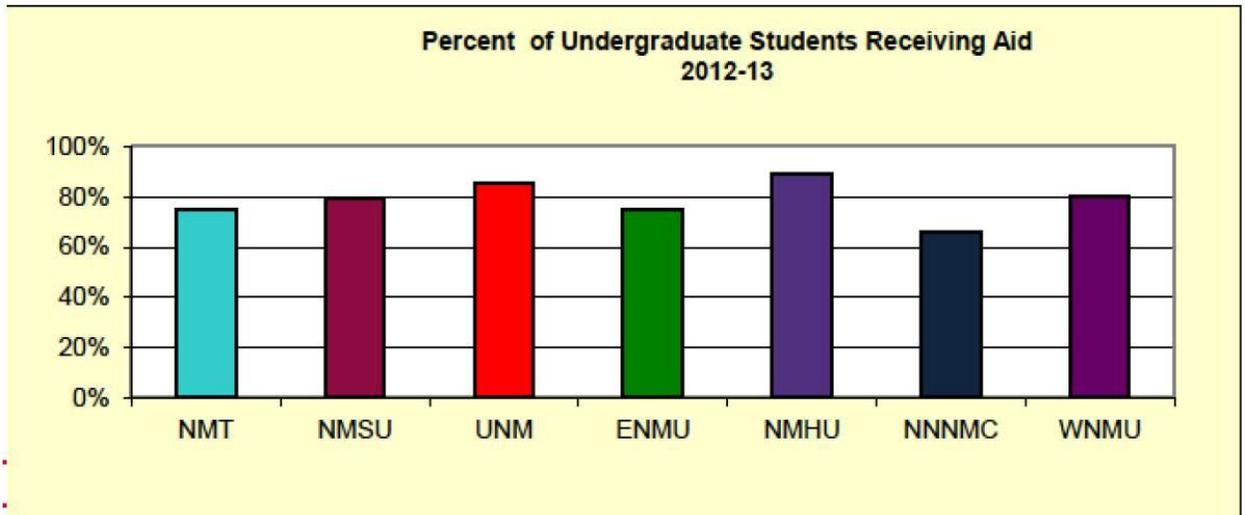
	2007-08	2008-09	2009-10	2010-11	2011-12
<b>NMT</b>	81.6%	85.3%	88.7%	88.7%	85.8%
<b>NMSU</b>	73.9%	80.9%	80.4%	78.1%	77.6%
<b>UNM</b>	72.0%	71.6%	80.4%	82.3%	81.9%
<b>ENMU</b>	54.9%	54.6%	51.7%	58.7%	50.2%
<b>NMHU</b>	56.8%	55.0%	62.1%	61.2%	60.3%
<b>NNMC</b>			64.1%	64.1%	45.3%
<b>WNMU</b>	58.8%	59.3%	62.6%	58.7%	60.3%



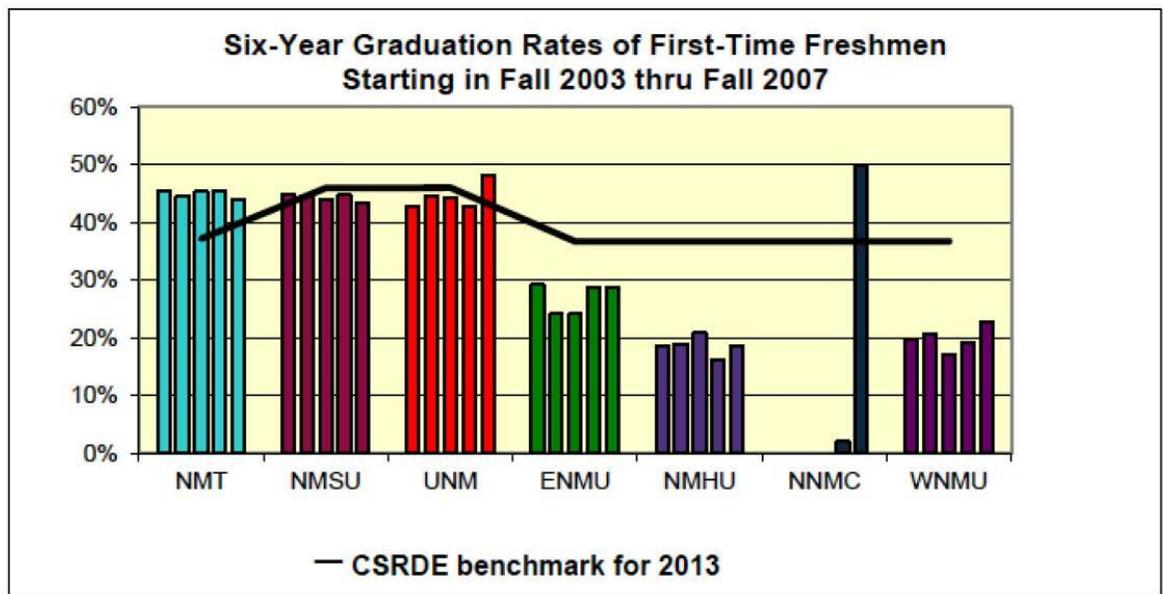
	2009-10	2010-11	2011-12	2012-13	2013-14	% Change Over Past 5 Years
<b>NMT</b>	\$4,607	\$4,941	\$5,301	\$5,496	\$5,714	24.0%
<b>NMSU</b>	\$4,998	\$5,400	\$5,827	\$6,040	\$6,221	24.5%
<b>UNM</b>	\$5,101	\$5,506	\$5,809	\$6,049	\$6,846	34.2%
<b>ENMU</b>	\$3,552	\$3,900	\$4,147	\$4,350	\$4,559	28.4%
<b>NMHU</b>	\$2,741	\$2,952	\$3,264	\$3,504	\$4,000	45.9%
<b>NNMC</b>	\$2,522	\$2,594	\$2,822	\$3,470	\$4,060	61.0%
<b>WNMU</b>	\$3,589	\$3,810	\$4,054	\$4,313	\$4,723	31.6%



	2008-09	2009-10	2010-11	2011-12	2012-13
<b>NMT</b>	53.9%	52.6%	60.5%	72.3%	74.9%
<b>NMSU</b>	76.7%	76.1%	76.5%	80.0%	79.4%
<b>UNM</b>	72.8%	75.1%	83.9%	83.9%	85.2%
<b>ENMU</b>	78.8%	78.7%	78.1%	76.6%	75.0%
<b>NMHU</b>	85.2%	81.0%	84.0%	91.0%	89.0%
<b>NNMC</b>	57.0%	64.0%	65.0%	75.0%	66.0%
<b>WNMU</b>	67.8%	61.2%	73.4%	75.5%	80.4%

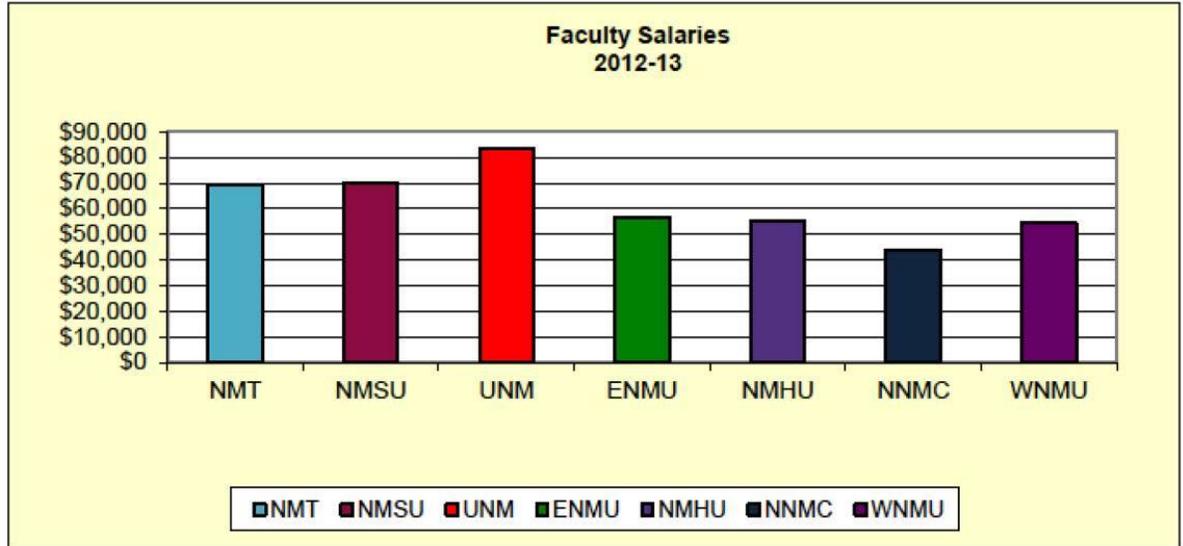


**Office of the Provost**



Note: WNMU includes associates and certificate awards in its graduation cohort.

# Office of the Provost

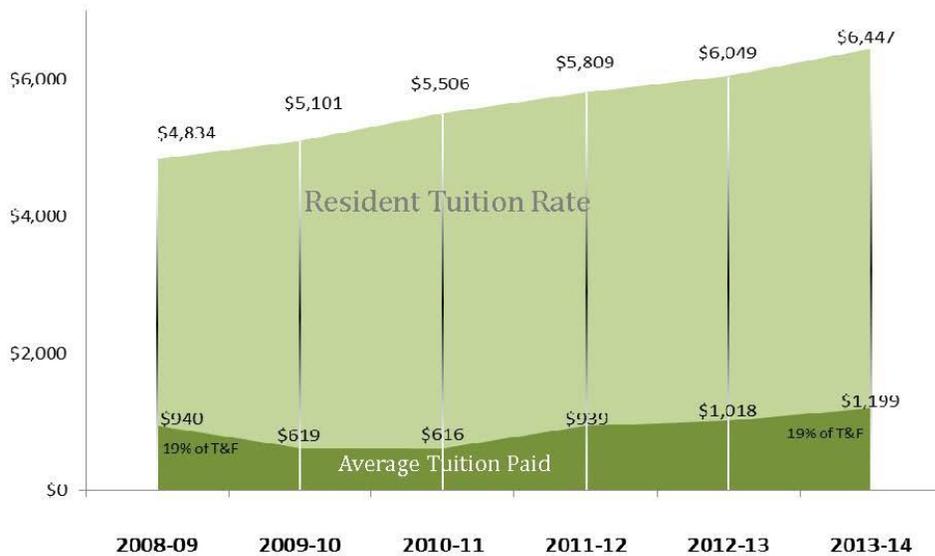


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# Office of the Provost

**Average Net Tuition and Fees Paid by Degree Seeking Undergraduates**



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# ROI for UNM Degrees

	2013 Cost	20 Year Net ROI	Annual ROI
Computer Science	\$87,920	\$884,900	13% w/o financial aid 14.1% with FA
Business	\$82,920	\$294,300	7.8% w/o FA 9.8% with FA

Source: [www.payscale.com](http://www.payscale.com)

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## Academic/Student Affairs 5 year I&G base allocation

FY11	FY12	FY13	FY14	FY15
\$149,222,359	\$147,843,667	\$147,757,220	\$168,940,686	\$172,593,120
<b>Without EU</b>			\$154,340,686	\$157,993,120

\$14.6 Million transferred into Academic Affairs for EU in FY14.  
Effective total increase from FY 12 is: \$10,149,453 or 6.8%

This translated into about 50 new faculty members, more advisers, equity adjustments, 2 consecutive raises of 3% for faculty.

<file:///Users/chaoukiabdallah/Documents/UNM-Provost-Documents/Sankey-Bridge2014/FY14%20Budget.html>

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## Office of the Provost

### Comparison of 6 Yr. Graduation Rates for Main Campus Summer Course Takers vs. Non-Takers

#### 2006 and 2007 Full-Time Beginning Freshman Cohorts

entryyear	number of summer courses*	number of degrees	total students	gradrate_6yr
2006	0	424	1479	28.67
2006	1	264	442	59.73
2006	2	206	351	58.69
2006	3	171	255	67.06
2006	4	94	134	70.15
2006	5	72	107	67.29
2006	6-10	114	169	67.46
2006	> 10	9	18	50.00
All 2006		1354	2955	45.82
2007	0	459	1495	30.70
2007	1	248	375	66.13
2007	2	209	320	65.31
2007	3	145	227	63.88
2007	4	113	156	72.44
2007	5	74	105	70.48
2007	6-10	115	159	72.33
2007	> 10	10	13	76.92
All 2007		1373	2850	48.18

\*Completed successfully with credits passed > 0.

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## Take-Aways

- We are getting hurt everytime we fall from our ambitions to our budget realities.
- We are living in a VUCA world: vulnerable, uncertain, complex, & ambiguous.
- First reports from the front are always wrong.
- For every complex problem, there is an answer that is clear, simple, and wrong. *HL Mencken*

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# Alignment



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## 5. Vice President for Research Update

Vice President for Research Michael Dougher reported that the budget for main campus research at the University through March is on track with where they were last year. It was estimated that they will end the year at \$225,000 down from where they were last year, but last year was a record high so they are not in the negative.

An equipment call request for proposals was sent out; they received \$2.5 million in requests for equipment renewal and repair. The Research Office was able to give \$500,000 for 1/5<sup>th</sup> of the people that applied. As long as the funds remain available, the Research Office will continue to send out equipment call requests for proposals. Next year there will be two calls sent out with \$500,000 each totaling of \$1 million.

The tuition decision impacted the Research Office, of which \$450,000 was intended to go to the faculty for research initiatives and equipment funding. The budget of the Research Office is through used it is F&A that is used to pay for everything in the Research Office (Basic Research Office, Pre-Award Office, Post-Award Office and the Compliance Office) which is substantial. All of the salaries that are paid through Facilities and Administration carry about 37% that equals to \$1 million annually. The Research Office had requested for some of that money to be relieved since it is the Higher Education Departments' policy that it get paid with I&G money including the Administration agreeing to do this over a three year period. About \$330,000 was going to be removed from the Research Office budget, again the Administration was responsive to those requests but when the 0% tuition was approved and the 3% increase in salary was approved, that funding was taken from the Research Office.

The Pre-Award Office is still in the works of being remodeled. Goals have been accomplished with being more responsive, making it easier, improved electronic submission process. In looking at it further, there is a disconnect between the Pre-Award and Post-Award Offices, the electronic Research Administration process can be improved.

The Office of Institutional Review Board (IRB) moved to main campus from the Health Sciences Center. The Chair of the IRB Committee had family health problems so he has had to resign from the Committee with others resigning as well. Vice President for Research Michael Dougher

requested for faculty to volunteer to serve on this Committee. This IRB Committee will meet every two weeks. On an average, the IRB Committee is turning full reviews in 30 days the national average is 51 days.

The Research Office is developing a relationship with Sandia National Laboratories. The Research Office has sent recommendations to the Provost and the Chief Technology Officer of Sandia National Laboratories on the first joint hire in the area of materials and energy. There are outstanding candidates that are up for hire. Next year, the Research Office will hire two in the area of Quantum Information and Computational Science. In addition, six Sandia National Laboratory Professors will be adding to the number of National Laboratory Professors at the University.

The New Mexico Collaborative Research Council is up and running. The New Mexico Collaborative Research Council consists of two National Labs, Holloman Air Force Research Laboratory, and White Sands Missile Range. The plan is for the New Mexico Collaborative Research Council to meet with legislatures individually to talk with them about considering an infrastructure fund for New Mexico.

The Research Office website is up to date. If anyone has questions regarding the budget it is on the website <http://research.unm.edu/>. The Research Office link is on the top banner of the University's homepage.

## CONSENT AGENDA TOPICS

### 6. 2013-2014 Faculty Senate Committee Appointments

Additions to the 2013-2014 Faculty Senate Committees were approved by unanimous voice vote of the Faculty Senate.

**Faculty Senate Committee Appointments Needing Senate Approval**

First	Last	Title	Department	Committee	Date added
Andrew	Yoder	ASUNM Student	ASUNM	Information Technology Use Committee	3/26/2014

### 7. Spring 2014 Degree Candidates

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

### 8. Forms C from the Curricula Committee

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

Grad PhD Psychology Quantitative Methodology Emphasis  
 Undergrad BS & BA Biology- Ecology and Evolutionary Biology Concentration  
 Grad PhD in Communication  
 Grad MA in Elementary Education  
 Undergraduate B.S. in Physics  
 Undergraduate B.S. in Physics Concentration in Optics  
 Undergraduate B.S. in Physics Concentration in Biophysics  
 Undergraduate B.S. in Physics Concentration in Earth and Planetary Sciences  
 Undergraduate B.S. in Astrophysics  
 Grad PhD Psychology Concentration Health Psychology  
 Grad PhD Psychology Health Psychology Emphasis  
 Grad School of Engineering Shared-Credit Degrees  
 Grad MS Geography (Plan II option in both concentrations)  
 Grad PhD Psychology Cognitive/Learning Concentration  
 Grad PhD Psychology Cognitive Neuroimaging Concentration  
 Grad PhD Psychology Behavioral Neuroscience Concentration  
 Grad PhD Psychology Cognition, Brain and Behavior Concentration  
 Grad PhD in Latin American Studies  
 Grad Master of Latin American Studies/Master of Public Health dual degree  
 Grad Psychology Graduate Program Admissions  
 Undergrad All undergrad CFA degrees: BA, BFA, BM, BME  
 Undergrad BA Latin American Studies  
 Undergrad Bachelor of Arts in Environment, Planning and Design

Undergrad Bachelor of Arts in Environment, Planning and Design CRP Concentration  
Grad MA Latin American Studies- CRP concentration  
Grad UNM Global/National Engineering Scholars  
Grad PhD Psychology Clinical Concentration  
Grad Master of Music, Theory & Composition Concentration  
Grad Master of Music, Music History and Literature Concentration  
Undergrad BSCE Civil Engineering  
Undergrad B.S.Cn.E. Construction Engineering  
Undergrad B.S.C.M. Construction Management  
Undergrad All Undergrad CFA degrees: BA, BFA, BM, BME  
Grad Minor in Arts Management  
Undergrad Minor in Arts Management  
Grad MS Speech-Language Pathology  
Grad Department of Psychiatry

Faculty Senate President-Elect Pamela Pyle recognized Faculty Senate President Richard Holder by thanking him for a year of ease and competency.

## **AGENDA TOPICS**

### **9. Form D Graduate Certificate in Teaching English as a Second Language**

The presenter of this Form D Graduate Certificate in Teaching English as a Second Language was not present. Faculty Senate President Richard Holder requested for a review of the materials to be voted on.

The Form D Graduate Certificate in Teaching English as a Second Language was approved by unanimous voice vote of the Faculty Senate.

### **10. A61.15 Research Allocation Committee Policy**

Faculty Senate Research Allocation Committee Chair Susanne Anderson-Riedel reported that there are 10 members on the Faculty Senate Research Allocation Committee, in reading the applications; it is a massive process to get them complete in a timely manner. If a member of the Research Allocation Committee decides to apply for a grant they can, but are not allowed to continue as a member on the Research Allocation Committee. This leaves the work of the applications to be reviewed by the other committee members. Chair Susanne Anderson-Riedel is requesting to increase the membership from 10 members to 12 members.

The request to increase the membership from 10 to 12 members on the Faculty Senate Research Allocation Committee was approved by unanimous voice vote of the Faculty Senate.

### **11. A83 Annual Report**

For many years the University has had Annual Reports required by policy A83: Annual Reports. They have been difficult for departments because what is requested is very precise and particular to even the size of paper that it is printed on. The Faculty Senate Policy Committee worked on accomplishing a task for all faculty, department chairs and deans to have the information they need and used to get from published reports. The revised policy places it upon the Provost, the Chancellor for Health Science Center and Executive Vice President for Administration to annually compile a report that contains all data. This will make the process much easier for departments.

The revised changes to policy A83 Annual Report was approved by unanimous voice vote of the Faculty Senate.

### **12. C280 Leave Without Pay**

Senior Vice Provost Carol Parker reported on C280 Leave Without Pay. The current language was drafted in the 1970's that stated any faculty that elected to leave could continue the health benefits if chosen to do so. There were problems recently where faculty relied on that language to presume that if they did nothing, further their benefits would be turned off automatically when they were not. The revised changes reconcile the current policy language to comport to what the University's Benefits Office is doing now with respect to premium payment.

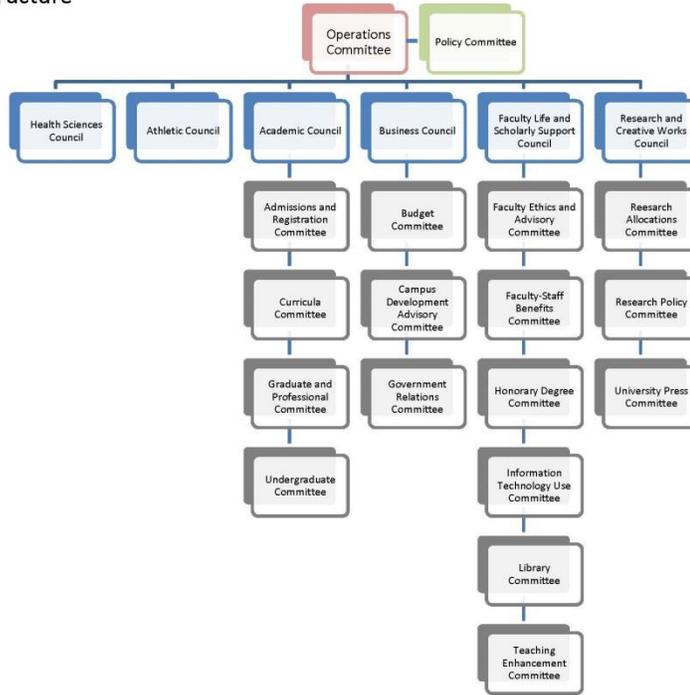
The revised changes to policy C280 Leave Without Pay was approved by unanimous voice vote of the Faculty Senate.

### 13. Faculty Senate Council Structure Proposal

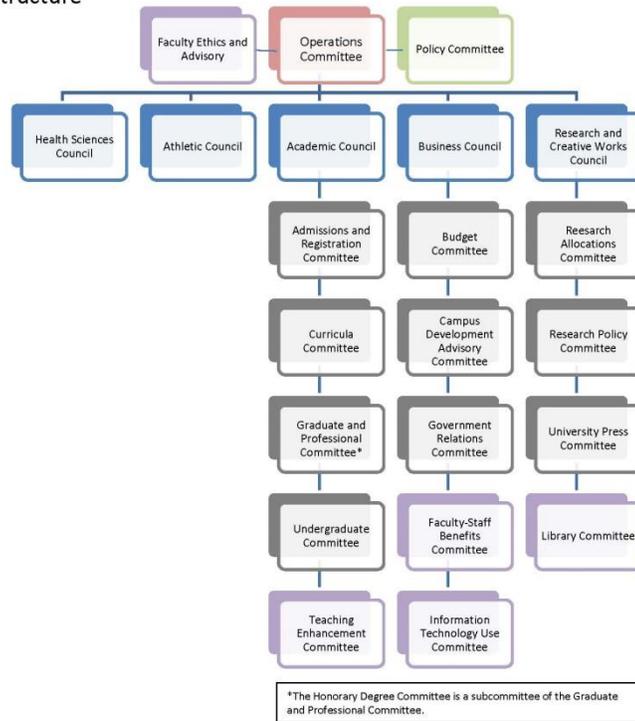
Past Faculty Senate President Amy Neel reported on the Faculty Senate Council Structure proposal. Past Faculty Senate President Amy Neel requested that the Faculty Senate agree to extend the Special Rules of Order until June 30, 2015, to make the final decision on whether the Faculty Senate Council structure remain, and the change from 6 Faculty Senate Councils to 5 Faculty Senate Councils, and include the elimination of the requirement for 3 Faculty Senate members to serve on each of the Faculty Senate Councils.

During the 2014-2015 term it will be discussed how the Faculty Senate Council Chairs will be selected and what will be the relationship between those Chairs and the Operations Committee.

Current Structure



## Proposed Structure



### Preamble for the Proposal to Reorganize the UNM Faculty Senate March 27, 2012

“The following proposal is limited to a pilot project for a restructuring of the Faculty Senate. Since no revisions to the Faculty Constitution or the Senate By-Laws will be made during this two-year pilot, the responsibilities and authority of the University Faculty as outlined in Section 2 of the Faculty Constitution, and the transfer of those to the Faculty Senate as outlined in Section 6(a) of the Faculty Constitution, shall not be abridged.”

Hereinafter, this pilot period is referred to as a 2-year transition period.

**Proposal for the Reorganization  
of the UNM Faculty Senate  
March 2012**

**Prologue**

The University of New Mexico Faculty Senate Operations Committee created a Task Force in 2009 on Senate Organizational Structure to form a proposal for restructuring the Faculty Senate to be more responsive and flexible to the needs of the faculty, administration, and the University as a whole. The 2009 Task Force was led by Prof. Douglas Fields, then the President of the Faculty Senate. The conclusions of the Task Force resulted in a presentation that was provided to various faculty groups throughout the academic year 2010-2011. A special meeting of the Faculty Senate, called on May 9, 2011 by then Senate President Richard Wood, was held to discuss this sole topic – Senate Reorganization – with the faculty Senators. Several questions, issues, concerns, and hopes were expressed at that meeting. The hopes were consistent with the notion that since the University was undergoing a major realignment in shared governance, in response to a critique from the Higher Learning Commission within the university's accreditation agency, this would be an ideal time to consider changes in the structure of the Senate to align itself with proposed changes in the Administration and to affect a better posture for shared governance in the future. The Senate reorganization proposal provided here takes into account the comments by Senators at the special meeting, as well as suggestions from other groups since May, such as the Committee on Governance and the current Operations Committee. In addition, some materials added from historical archives at UNM and materials collected from other universities on their Faculty Senate structures have provided additional insight into some of the features of this plan.

**A Need for Change**

It continues to be increasingly difficult for the Faculty Senate (FS), the FS President, and the Operations Committee (OPS) to adequately meet all the legitimate needs and time demands of their respective roles. It is also increasingly difficult for the Faculty Senate to respond to new initiatives and weigh in proactively on strategic directives coming from the Administration, the Regents, and our wider organizational environment. If shared governance within the University is to work well, and if it is to lead UNM in the best strategic pursuit of its academic mission in the future, we believe we simply have to have a structure that both embodies democratic practice and is capable of responding in an efficient way where the structure is less centralized in the person of the FS President. The UNM Central Administration has indicated that they are open to suggestions for change to our shared governance model. This proposal represents an improved structure of the Faculty Senate, which will be integrated easily into the current model of governance by the administration.

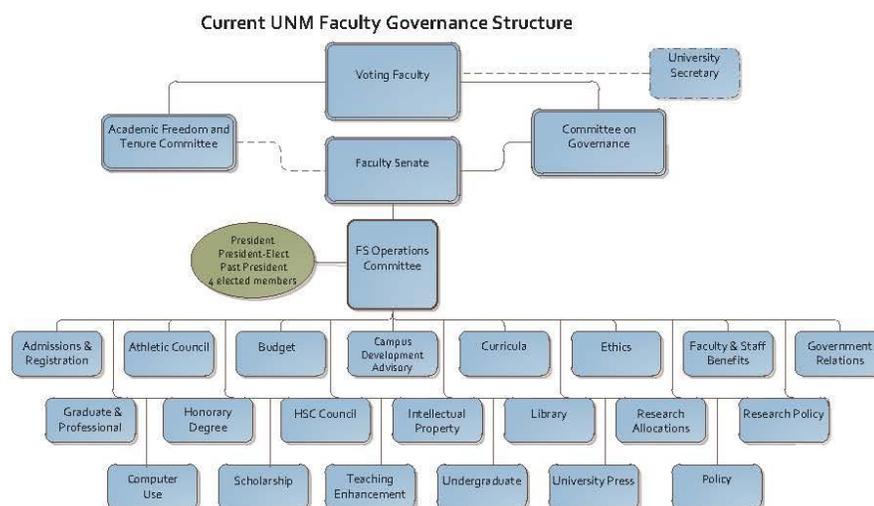
Due to the complexity of our university committee system, it makes sense to compartmentalize committees into councils of committees that deal with similar issues. This will in no way add to the number of people in the reporting chain as each council will be made up of the Heads of the Committees that comprise it. Each Council will decide among its members who will serve as the Council Chair. As you can see by comparing the two charts (current and proposed, below), it will be much easier for Senate leadership to assist committees in a timely and thoughtful way if the committees are grouped together and represented by this intermediary council structure.

### **Current Faculty Senate Structure**

The current structure of the UNM Faculty Senate (FS) is comprised of Senators elected from the entirety of the UNM campus, including the branch campuses. There are 73 Senators divided among the various academic units, with 8 at-large Senators included in this total. There is one executive committee, known as the Operations Committee (OPS) of the Faculty Senate. It is comprised of the FS President, the President-elect, the past-President and 4 members of the Senate, all elected annually by the Faculty Senate. The charge of this committee is to oversee the workings of the FS Committees, to set the agendas for the Faculty Senate Meetings, and to be a conduit between the administration and the FS Committees and Faculty Senate. The twenty-one (21) standing Committees of the Faculty Senate are:

- Admissions and Registration
- Athletic Council
- Budget
- Campus Development Advisory
- Computer Use
- Curricula
- Faculty Ethics and Advisory
- Faculty and Staff Benefits
- Governmental Relations
- Graduate and Professional
- Health Science Center Council
- Honorary Degree
- Intellectual Property (duties currently assigned to RPC)
- Library
- Policy
- Research Allocations
- Research Policy
- Scholarship
- Teaching Enhancement
- Undergraduate
- University Press

Currently, each of these committees has, in its charge, a definition of the voting members and administrative, staff, and student ex-officio (non-voting) members. The faculty membership usually is defined in such a way as to have representation on the committee by as diverse a group as possible. The schematic shown below gives the structure of the current Faculty Senate and its committees.



The number of committees reporting directly to the OPS committee and, hence the Senate President, is unwieldy. There is simply no current method to organize all the information coming from 21 committees in an effective and efficient manner. It places too high a burden on the Senate President to be able to deal with all the outputs from committees and, at the same time, deal with the many ad-hoc, unforeseen, and disparate duties that befall the Senate President as he/she also represents the overall faculty to the Administration and to the Regents. The large number of committees makes it difficult to organize the many tasks that are conducted by the committees. Additionally, the current structure makes it difficult for the general faculty, unit and department Chairs, academic Deans, and members of the university Administration to decide which Senate committees to go to with issues and concerns and for faculty to understand the responsibilities of each committee so they know for which committee to volunteer. The large number of committees serves to dilute the authority and power of each committee on their overall impact of the Senate and its decisions. The current large number of committees makes it impractical to offer compensation or release time to the chairs of large and time-consuming committees (e.g. Curriculum, Graduate, Undergraduate, Policy, Research Allocations, Teaching Enhancement, etc.). The "rigidity of charges" to the current committees makes it difficult to shift the charge when the external and internal trends would be a reasonable option, without resorting to the effort of getting the full Senate to approve such changes.

Implementation of the changes to charge, and the associated approval for such changes can be separated by months, or even a full academic year. Moreover, there is some rigidity in the membership of committees, where an appropriate distribution of faculty members is required on the committee. Sometimes vacancies on committees prevent membership to some faculty who would otherwise be effective and enthusiastic members of the committees except for the distribution requirements on those committees. Finally, the current structure does contain some inactive committees that should be reorganized, eliminated, or have charges transferred to other existing committees. Currently, two of our 21 committees rarely meet, one is comatose, and another meets traditionally one time per year. Hence, we could label our committees as being standing, sitting or sleeping.

Within the current structure of the Faculty Senate there are two existing Councils. One is the Athletic Council, which is essentially a committee named a "Council." It operates as a committee in the current structure, but could be reconstituted into a Council under the proposed plan by adding 3 Faculty Senators and adding some breadth to the current responsibilities; this could be easily addressed in a change to the charge of this committee. The second Council, the Health Science Center (HSC) Council, is a bona-fide Council in the definition of a Council. All of the HSCs 23 Senators are members of this Council. It was in a pilot mode in its first year of existence, and the organization and operation of this Council was so successful at the conclusion of the pilot year, that the Faculty Senate approved adding this Council to the committee structure at the April 26, 2011, faculty senate meeting.

The bottom line on the proposed reorganization of the Senate is that the work of the Senate should not rest upon the shoulders of a few members, that is on the Operations Committee and the Senate President and President-elect, but should be shared as much as possible by all. In the proposed reorganized structure we have the makings for a true paradigm of shared governance. On many of the proposed councils there will be ex-officio participation by members of the Administration, and by some staff members and a few students.

### **What would NOT Change**

This proposal does not recommend changes in any of the following for the first two years of implementation (see page 12 for details on 2 year transition):

- The way that faculty committees are constituted
- The charge of existing Senate committees (except for the Athletic Council)
- The way that faculty are appointed or elected to the committee membership
- The election of the President of the Senate
- Any of the structure of the constitutionally provided committees, i.e., the Committee on Governance or the Academic Freedom and Tenure Committee
- The way that Faculty are elected as Senators
- The elections of Senate members to the Senate Operations Committee
- The charge of the Operations Committee

## Proposed Structure of Senate

The basic premises on which rest the proposed new organizational structure are as follows:

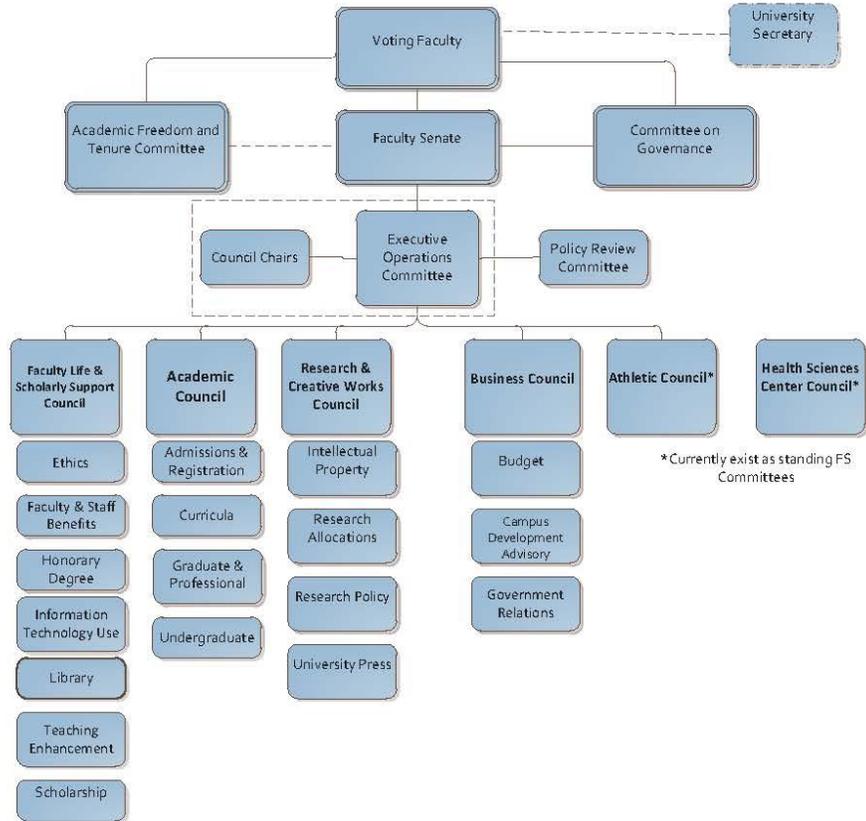
First, for purposes of efficiency and coordination of efforts among the various committees and Councils, there should be a direct and unambiguous relationship between the basic current Senate committee structure and the structure of the Councils reporting to the Operations Committee.

Second, any Senate structure must provide a seamless way about which we can go about reorganizing the work now distributed among a disparate, system-less array of standing, sitting, and sleeping committees.

Third, the new council structure will represent a group of bodies to study the current set of committees to see what committees should be kept, consolidated, restructured, or eliminated and will examine those areas in general to see what academic needs are NOT being taken care of either through committees or otherwise. A basic requirement of each council will be to review, on an annual basis, the efficiency of its constituent committee structure.

Finally, there is no way in which either the Senate as a whole or an Operations Committee can deal with all the matters over which 21 committees, larger numbers of administrators, and even larger numbers of individual faculty members are likely to send for Senate consideration. To paraphrase the words of UNM Faculty Senate President Steven Proust in 1976: We must have a mechanism for an effective system that steers, clears, and prepares business for full Senate debate and deliberations (see Appendix A on the initial attempt at the UNM Senate organization in 1976).

## Proposed UNM Faculty Governance Structure



### Faculty Senate

The proposed new structure of the Senate is shown above. The current Policy Committee and the group of Council Chairs will report directly to the Operations (OPS) Committee. The President-elect of the Senate will preside over the group of Council Chairs when they meet, generally on the order of twice per month for the purpose of coordination among themselves. The Council Chairs will meet with the Operations Committee once per month for the purpose of communicating issues of importance to the OPS Committee. Since the President-elect will

convene meetings of the Council Chairs, he/she will bring useful information to the Operations Committee on a weekly basis.

The Faculty Senate is the representative body that oversees the work of the Councils and gives final faculty approval to new policies and resolutions that represent the faculty body. Senators are elected from the various colleges with numbers of representatives determined by the relative proportion of faculty in the college. Many senators would be allowed to become members of any one of the proposed 6 Councils depending on their interest; each Council would have a maximum of 3 Senators per Council. These Senate representatives would be ex-officio on the Councils, but would then bring the knowledge of the Council that they represent to the Faculty Senate body.

### Faculty Senate Councils

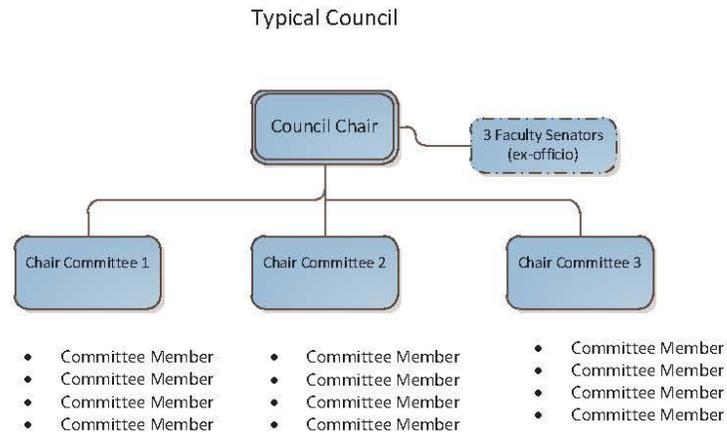
The Councils of the Faculty Senate are created paralleling the divisions of university life:

- Graduate Research & Creative Works Council
- Academic Council
- Business Council
- Faculty Life and Scholarly Support Council
- Health Sciences Center Council
- Athletic Council

During the first two years of this reorganization, each Council will be comprised of the existing set of Senate committees that best fit within that Council (see graphic, page 6). The leadership of the Councils will be comprised of the Chairs of the current Senate committees and a maximum of 3 faculty Senators. The Senators who are elected by the Senate for the Council assignments will serve a 2-year term on these Councils, coincident with their Senate terms. The overall Council Chair will be elected from among the group of Faculty Senate committee chairs that make up that Council, or from the membership on the committees that make up that Council. The authority of each Council Chair will be that authority granted to them by the Chairs of the Council's committees. Such authority, collectively, will not exceed the authorities granted in the charges of each committee that constitutes the Council. Generally speaking, it shall be the responsibility of the Council Chairs to report the results of their work to the Operations Committee on a regular basis.

There shall also be, in non-voting positions on each Council, members of the Administration, Staff, and Students where appropriate as determined by the current charge of each committee. In this way the Council structure will facilitate dialog between UNM Central administration and faculty governance structures. Each Council's leadership initially (for a period of 2 years; see Transition Philosophy, page 14) will have standing Faculty Senate Committees assigned to it, but they are charged with the design of each committee's charge, membership, and duration of existence after the initial two-year transition period.

The figure shown below reveals how a typical Council is organized. The Chairs of the committees within the Councils will be responsible for conducting the charges of their committees and in coordinating these activities among the committees within the Council. The committee chairs will meet before the start of the academic year to elect a Council Chair. The Council Chair can be any of the committee Chairs or any member of the committees within the Council. The term of the Council Chair will be for 2 years, with one additional 2-year appointment possible.



### Membership on Faculty Senate Councils

After the first two years of the new organizational structure, during each Council’s first meeting of the academic year, committees of the council are formed (or continued), and faculty in attendance are placed into these committees according to their interest and the committees’ needs. The intent is that this self-organization, driven by interest (rather than first-come, first served), will put more dedicated and knowledgeable faculty into committee service. Committees will then elect their chairs, who would serve on the Council as voting members. The Councils would generally meet monthly, unless a more aggressive schedule is deemed appropriate by the members of that Council.

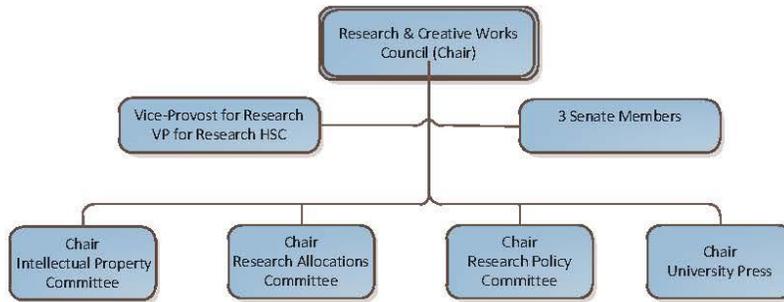
### Operations Committee

The Operations Committee of the Faculty Senate will be composed of the President of the Faculty Senate (who chairs the committee), the past-President, the President-elect, and four members of the Senate, elected annually by that body; this follows the current bylaws of the Senate. The charge of the Operations Committee is specified in the Faculty Handbook, policy

A60, Section I, paragraph B. (2). These duties will remain in effect during the transition period of the reorganization.

### Research and Creative Works Council

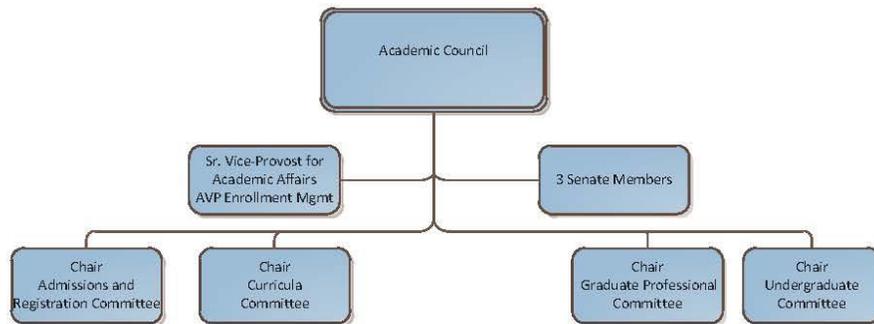
The Research and Creative Works Council is charged with oversight of the research endeavor of the university including both “big-science” and smaller, unfunded or underfunded creative works. Members of the council are: the Chair (elected to a two-year term by a vote of the Chairs of the committees in the Council), three members of the Faculty Senate (elected by that body for 2-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-Provost for Research, the 3 faculty Senators, and the HSC Vice-Provost for Research. The configuration of the initial Research and Creative Works Council shall consist of the current Senate committees of: Intellectual Property (which is currently an inactive committee), Research Allocations, Research Policy and the University Press.



### Academic Council

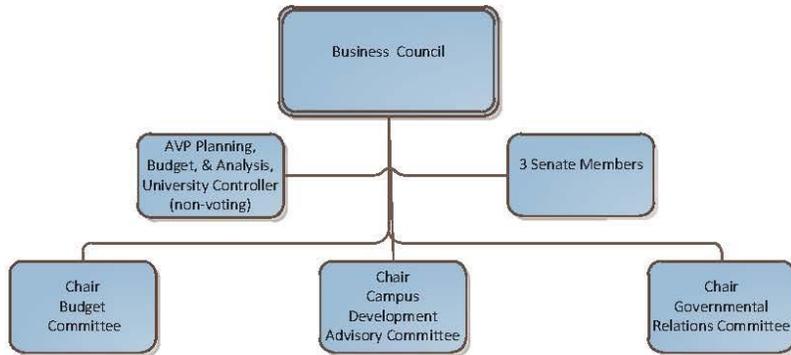
The Academic Council is charged with oversight of the teaching and curricula of the university including the undergraduate, graduate, and professional levels. Members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs within the Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-Provost for Academic Affairs, the 3 faculty Senators, and the VP for Enrollment Management. The configuration of the

initial Academic Council shall consist of the current Senate committees of: Admissions and Registration, Curricula, Undergraduate, and Graduate/Professional.



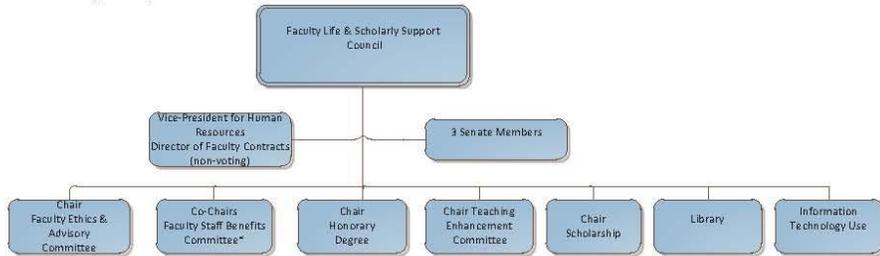
### The Business Council

The Business Council is charged with oversight of the business aspects of the university including the budget, government relations, campus planning, capital projects, etc. Members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs of that Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Associate Vice-President for Planning, Budget, and Analysis, the 3 faculty Senators, and the University Controller. The configuration of the initial Business Council shall consist of the current Senate committees of: Budget, Campus Development Advisory, and Government Relations.



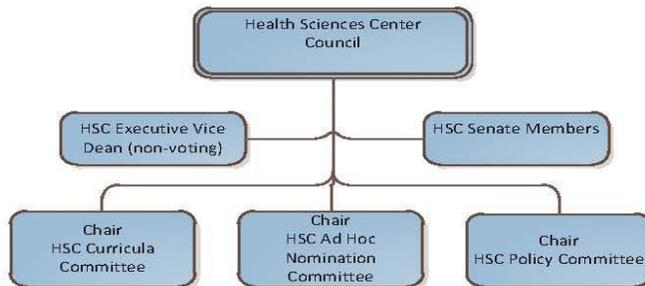
### Faculty Life & Scholarly Support Council

The Faculty Life Council is charged with oversight of faculty benefits, faculty responsibilities, faculty ethics, as well as the Faculty/Staff Club. Voting members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs within that Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-President for Human Resources, the 3 faculty Senators, and the Director of Faculty Contracts. The configuration of the initial Faculty Life Council shall consist of the current Senate committees of: Scholarship, Honorary Degree, Faculty Ethics and Advisory, Teaching Enhancement, Library, Information Technology Use, and Faculty/Staff Benefits.



### Health Sciences Council

The Health Sciences Council is charged with oversight of faculty issues that are unique to the Health Sciences Center and the School of Medicine. Voting members of the council are: the Chair (elected to a two-year term by a vote of the members of the Council), all members of the Faculty Senate from the Health Sciences Center, and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Health Sciences Center Executive Vice Dean.



### Athletic Council

The Athletic Council is charged with oversight of intercollegiate and intramural athletics. It currently has the title of a Council, but it presently operates as a committee. The proposed makeup of the Council would be as follows. Voting members of the council are: the Chair (elected to a two-year term by a vote of the members of the Council twelve faculty members (with a majority having tenure), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). The 12 faculty members shall all come from a minimum of four schools/colleges consistent with the current charge. Non-voting members of the Council are: the Vice President for Athletics, the Associate Director of Athletics, 3 Faculty Senators (elected by that body for two-year terms), and the faculty representative to the National Collegiate Athletic Association (NCAA).

- Athletic Council**
- Chair
  - 3 faculty senators (ex-officio)
  - 12 Faculty members (majority tenured)
  - 3 undergraduate students
  - 1 graduate student
  - 1 alumni
  - Vice President for Athletics (non-voting)
  - Associate Director of Athletics (non-voting)
  - Faculty representative to the NCAA (non-voting)

### Policy Committee

The Policy Committee will report directly to the Operations Committee. The charge to this committee is essentially the same as it exists now:

- Review, as necessary, policies of the Regents' Handbook, Faculty Handbook, Constitution, University Business Policies and Procedures, and the Pathfinder;
- Consult and collaborate with administrators with respect to policies in documents other than in the Faculty Handbook;
- Communication of policies across the campuses after Faculty Senate approval, full faculty approval, or as per policy history; and
- Review policies developed by other standing committees.

The Policy Committee membership will be comprised of seven voting faculty (from at least three schools and colleges including the Health Sciences Center and none of whom are from the same department) and one non-voting member of the Faculty Senate. At the committee's request, an attorney from the University Counsel's office with primary responsibilities for policy issues shall attend committee meetings and provide legal advice to the Policy Committee; this member will be in an ex-officio status. The terms of office for the non-Senate members shall be for three years, set up on a staggered basis so that the terms of at least three members will expire each year. The non-Senate members can be appointed for a second three-year term. The term of office for the Senate member will be two-years, who will also be ex-officio. The chair is elected by the Committee and normally will serve a renewable two-year term. The Committee annually selects a Vice-Chair to serve in place of the chair in his/her absence. In addition to the Committee members, subcommittee membership will be augmented with other faculty, administrators, staff, and students as required for specific subcommittee tasks.

### Faculty Senate Council Budgets

The Budgets of the Councils should reflect the importance of the mission to which they are associated, the number of committees which comprise the Council, and the scope of activities and responsibilities taken up by the committees within the Council. Each year the FS President-elect will negotiate with the University Provost for the Budget of the entire Senate and then, in turn, negotiate with each Council Chair the operating budget for each Council. The Budgets will take into account the size of the Council in terms of faculty participation, the amount of work assigned to the Council by the Executive Committee, and any special financial circumstances of a particular council. In general SACs or release time will be provided to each Council Chair, to the President, and to the President-elect. For the first year of this proposal the Senate President will request from the Provost the following amounts and support for the Council structure. Each Council Chair may elect to take a SAC (supplementary administrative compensation) or be released from one course. These monies would be added to the current Faculty Senate budget. Each year, the Senate President will negotiate with the Provost the budget for the following year based on experience gained in the previous year.

Council Chairs: \$30,000 for six chairs (to be distributed based on size of each Council)

Council Administrative Support: 2.0FTE (about 0.3FTE per Council)

President-elect: \$5,000 SAC and one-course release

President: \$10,000 SAC and two-course release (the current model)

### Transition Philosophy – Going from Now to the Future

In order to provide for a smooth transition between our current Senate structure and the proposed Council structure, it is suggested that the Councils keep the current Senate committees that comprise their initial charge for a period of 2 academic years without changes. After one year, the Senate President shall conduct a review of the workings of the Council Structure and report to the Senate on any suggested corrections for the operation of the second year of this transition period. After the 2-year transition period, if the Councils are working effectively, then the changes proposed in the previous section, dealing with Council self-organization, could be implemented. For example, in the beginning the Council leadership will be comprised of the 3 elected Senate members and the Chairs of the current Senate committees. After working in the new structure for a period of 2 years, the make-up of the Council Leadership, the number and kind of existing committees, committee membership, and other details would become a matter to be dealt with by the Council itself. The President of the Faculty Senate shall commission a group of Senators, Council Chairs, members of various Council committees, and selected members of the Administration to write a report in the Fall 2014 to document the value of the Senate under the Council structure. Based on the findings of the report, the Senate shall vote in the fall of 2014 on whether to make the Senate Council structure permanent, or to revert back to the current committee structure.

There is one issue that remains as a matter of determination during the 2-year transition phase. It has been suggested that the six Council chairs become voting members of the Operations Committee instead of being advisory to that committee. While this seems to be a useful change to the proposed scenario since it would give the Council Chairs more voice in the operation of the Senate, the current Senate bylaws require that all members of OPS are elected by that body and shall also be Senators at the time of their election. Since many of the members and chairs of the Senate committees are not senators, it is likely that Council Chairs will not be Senators. The bylaws may need to be changed to allow for the Senate to “appoint” the Council Chairs as voting members of the Operations Committee, or to allow for a directly election of the Council Chairs by campus voting faculty. It is suggested that this model be studied during the 2-year transition period, and if the Senate feels that this new structure will be more effective, then the Operations Committee should engage the Committee on Governance to ask for faculty permission to alter the bylaws in determining how to elect the Council Chairs to become voting members of the Operations Committee.

Following approval of this draft proposal by the Faculty Senate, Special Rules of Order, as provided in Roberts Rules of Order, Section 2, paragraphs 1 through 9, shall be developed to guide the actual implementation of this reorganization. These Rules shall be reviewed by the representative of the Committee on Governance, a member of the Senate Policy Committee, and the Senate Parliamentarian to determine whether there are issues that require a vote of the full faculty. These rules shall then be reviewed by the Senate Operations Committee and by the Senate as per Roberts Rules.

### Executive Summary

The current structure of the UNM Faculty Senate is not optimized for flexibility and responsiveness. It is proposed to create integration structures (Councils), led by the Chairs of the existing Senate committees. These Councils would have broad authority and budgets within their domains to create and define committee structures and to make operational decisions in collaboration with the Faculty Senate and central Administration representatives. Policies formed by Councils (or committees of the Councils) would be taken to the Faculty Senate for adoption or rejection. The charge of each Council for the first two years will be the charge of the committees that comprise it. After that point, the councils can choose to self-organize subject to the approval of the full Senate. Although improved responsiveness and increased flexibility are important goals of this proposal, the overarching goal is to get Senators directly involved in the work of Faculty Senate and to become active participants in shared governance. In addition, this proposed Council structure will provide training to Council chairs in the area of academic administration and enable these individuals the ability to move into more permanent positions within academic administration should they choose to do so later in their careers.

### *Appendix A: Historical Precedent at UNM for Senate Restructuring*

Prior to 1976, instead of a representative body, all Voting Faculty comprised the governing body with the Faculty Policy Committee and about 30 other committees performing the work of the body. The Faculty Policy Committee had been in place for over 20 years when it was abolished on July 1, 1976 and the operational functions it performed were delegated to the Faculty Senate as we know it today. At that time an ad-hoc Executive Committee on the Structure of the new Senate was formed “with the idea that it make recommendations within four weeks as to a permanent structure for the Committee.” (Oct 6 memo from the first Faculty President Prouse to the Senate).

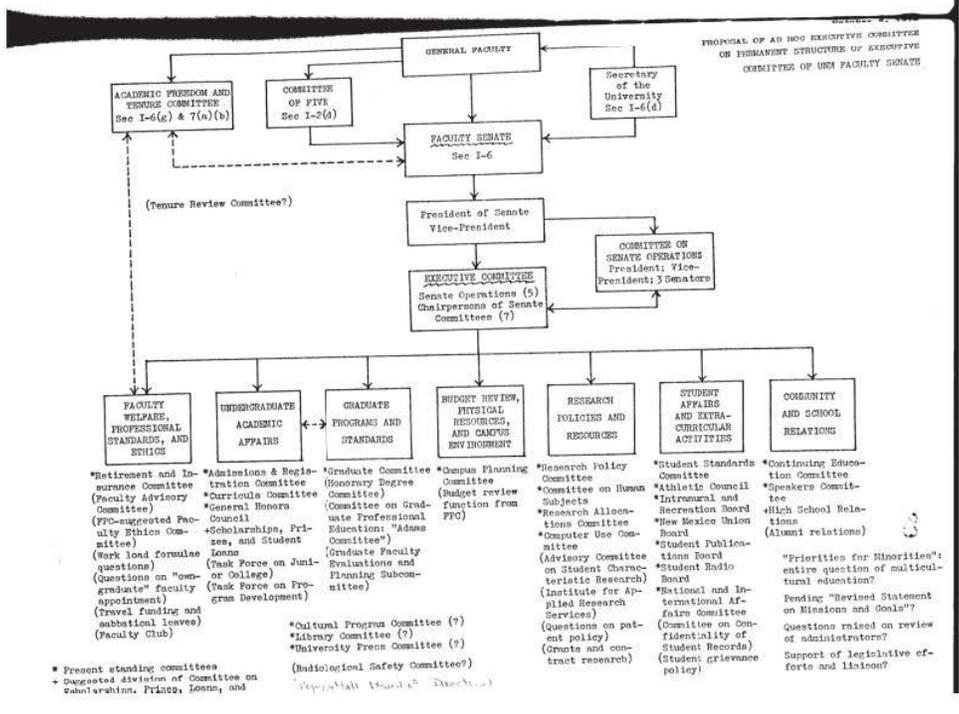
Faculty President Prouse came up with a preliminary organizational chart that looks surprisingly similar to what we are proposing now. The chart follows on page 17. He wrote in a memo in 1976 to the members of the faculty senate:

*As you will see by examining the revised organizational chart that is now submitted to you as a representation of the committee’s basic proposal, the most central element in the structure of the proposed permanent Executive Committee is that the elected chairpersons of seven basic Senate Committees organized to deal with broad and fundamental areas of faculty responsibility and concern shall become members of the Executive committee.*

Further, he wrote:

*There is no way in which either the Senate as a whole or an Executive committee can deal directly and de novo with all of the matters which some three dozen committees or committee-like bodies, larger numbers of administrators, and even larger numbers of individual faculty members are likely to send for Senate consideration; there must be some effective system for steering, clearing, and preparing business for full Senate debate and determination.*

As can be seen in the proposed structure of 1976 the Committee of Five is our Committee on Governance, the AF&T committee is the same as we have now, and the University Secretary is still a major feature in the Faculty Governance structure. In addition, many of our existing committees were in place in 1976. It appears, in reviewing the minutes of 1976 and 1977 that the Senate did not approve the structure shown in the chart below, but simply provided for an Executive Operations committee to deal with all of the standing committees of the new Senate.



### **Appendix B: Summary of other University Senate Structures**

A survey of the structures of faculty senates of twenty universities showed a vast array of organizational outlines. The schools reviewed were those with student body populations ranging from 13,000 at the University of Northern Colorado to the State University of New York, which serves 465,000 students over a combined total of 64 campuses. The majority of schools contain roughly the same number of students as UNM, though only a few have a Senate structure like we are proposing here. The table, below, shows the statistics on the twenty (20) schools studied.

#### **Faculty Senate Committees and campus population (2011)**

UNIVERSITY	COMMITTEES	STUDENTS
Iowa State University*	17	26,000
Ohio State University	20	55,000
State University of New York	11	465,000
University of AZ	14	40,000
University of CA Berkeley	31	25,000
University of CO Boulder*	14	29,000
University of Illinois-Urbana	19	80,000
University of Kansas	6	29,000
University of Michigan	19	60,000
University of Minnesota*	11	52,000
University of Nebraska	14	22,000
University of Northern CO	6	13,000
University of Oklahoma	6	31,000
University of Oregon	5	22,000
University of Tennessee	13	31,000
University of TX El Paso*	18	20,000
University of Toledo	9	23,000
University of Utah	10	28,000
University of Virginia	11	60,000
University of Washington	5	45,000

\*Faculty Senates with Council-like organizational structures

At one institution, the University of Colorado, the President of the Faculty Senate is also the President of the University; the Chair of the Faculty Council, the intermediary layer of responsibility between the faculty committees and the Faculty President, is the Vice President of the Senate. Of the twenty (20) schools surveyed, only the University of California at Berkeley has more committees than UNM, at 31.

The University of New Mexico serves far fewer students than universities with the same number of committees and presumably number of faculty. Universities that have a roughly equal number of committees to UNM serve many more students than does UNM. The UNM faculty senate is the same as the University Senate at The Ohio State University which has 20 committees while OSU has 55,000 students. The University of Michigan has 19 committees on its faculty senate, but they serve 60,000 students. The faculty senate at the University of Illinois consists of 19 committees as well, but Illinois serves 80,000 students.

Two schools whose faculty senates contain 18 committees each follow the kind of structure we propose at UNM, i.e., a Council-like structure. The faculty senate at the University of Texas at El Paso has an Executive Council composed of 8 people who meet with Senate President John Wiebe and update him on the activities of the committees. At Iowa State University, the 17 faculty senate committees report to Faculty President Steve Freeman through 7 councils. The council chairs meet with the faculty senate executive board (the Iowa State structure is included here for comparison to the one proposed at UNM).

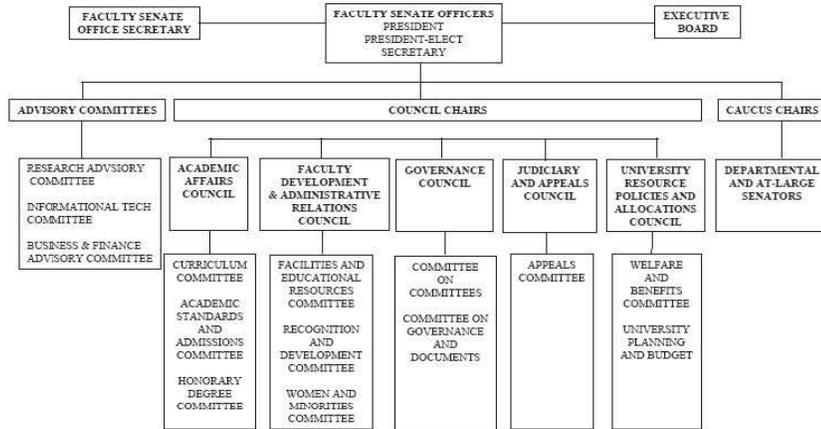
Some schools that have a smaller number of committees within their senate structure don't particularly need an intermediate layer of committee management. These include The University of Utah, which has 28,000 students and 10 senate committees, the University of Toledo, which serves 23,000 students and has 9 senate committees, the University of Northern Colorado, which serves 13,000 and has 6 senate committees, the University of Washington, which has 45,000 students and only 5 senate committees, the University of Oklahoma, which has 31,000 students and only 6 senate committees, and the University of Oregon which has 22,000 students and 5 senate committees.

The University of Minnesota has 52,000 students. Its Faculty Senate is one of 5 Senates on campus and even it has a Faculty Consultative Committee (FCC) which oversees its 11 committees. These committees report to the Faculty Senate through the FCC. Interestingly, the president of the University serves as the chair of the Faculty Senate and presides over its meetings, much like the process at the University of Colorado.

In looking at the size of the committees on the faculty senates studied, we see that all of the eleven committees at SUNY contain around 12 members. This is much smaller than a typical committee at UNM. Most of the eighteen committees at UTEP have around 11 members. In most cases there is a wide range of committee membership. The smallest committee at the University of TN, for instance, the Committee on Benefits and Professional Development, has 10 members and the largest committee, the Undergraduate Council, contains 49 members! UNM averages about 12-13 faculty per Senate committee.

Iowa State University Faculty Senate

FACULTY SENATE STRUCTURE



## Special Rules of Order Governing the Reorganization of the Faculty Senate

These special rules of order modify the Faculty Senate Bylaws (Faculty Handbook Policy A60) for a period of two years, beginning July 1, 2012 and ending June 30, 2014, for the purpose of reorganizing the Faculty Senate structure. These sections dealing with Faculty Senate Councils and Council chairs are being added to the bylaws on a two-year, pilot basis. These rules will be extended until June 30, 2015.

### I. Senate Structure

#### A. Officers

##### 5. Election of Council Chairs

The ~~six~~ five council chairs (Academic Council, Research and Creative Works Council, ~~Faculty Life and Scholarly Support Council~~, Business Council, Athletic Council, and Health Sciences Council) will be members or chairs of the constituent committees of their respective councils. They will be elected by the voting members of the council for a term of two years.

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Council Chairs will be approved by the Faculty Senate Operations Committee and the Faculty Senate. Council chairs can be elected for one additional two-year term.

The Faculty Senate Operations Committee has the authority to appoint interim council chairs (subject to the approval of the Faculty Senate) if the standing committees are unable to elect them by July 1, ~~2012~~ 2014, or if vacancies occur during the term.

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#### D. Faculty Senate Councils

1. The Health Sciences Council and the Athletic Council will change from standing committees of the Senate to Faculty Senate Councils. ~~Four~~ Three additional councils will be formed from existing standing committees. The ~~six~~ five councils and their charges are:

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##### a. Academic Council

##### i. Voting and Ex-officio Members

Chairs (or their delegates) of the following Faculty Senate Committees will constitute the voting membership of the Academic Council: Undergraduate, Graduate and Professional Curriculum, and Admissions and Registration. Ex-officio non-voting members of the Council will be ~~three~~ three ~~Faculty Senators (nominated by the Operations Committee)~~

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~~and appointed by the President-Elect~~, the Senior Vice-Provost for Academic Affairs, and the Associate Vice Provost for Enrollment Management.

ii. Authority

The Academic Council will have decision-making authority in academic matters that cannot easily or fully be handled by single existing Faculty Senate committees. Academic Council decisions shall be reviewed by the Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.

iii. Meetings

The Academic Council will schedule regular meetings ~~on a monthly basis, or more frequently if deemed necessary~~. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

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b. Research and Creative Works Council

i. Voting and Ex-officio Members

Research and Creative Works Council is composed of ~~four~~ five regular voting members: the chairs of the Research Allocation Committee (RAC), the Research Policy Committee (RPC), the University Press committees, the Library Committee, and the Honorary Degree Committee ~~and the Chair of the Intellectual Property subcommittee of the RPC~~. The Vice Provost for Research and the Vice President of Research of the HSC will be ex-officio non-voting members. ~~In addition, there shall be three members of the Faculty Senate who will be ex-officio, non-voting members of the council.~~

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ii. Authority

The Research and Creative Works Council will have decision-making authority in research and creative works matters that cannot easily or fully be handled by single existing Faculty Senate committees. Research and Creative Works Council decisions shall be reviewed by Faculty

Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.

iii. Meetings

The Research and Creative Works Council will schedule regular meetings ~~on a monthly basis, or more frequently if deemed necessary~~. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

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c. Faculty Life and Scholarly Support Council

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i. Voting and ex-officio Members

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~~The membership of the Council shall consist of the chair from Scholarship, Honorary Degree, Faculty Ethics and Advisory, Teaching Enhancement, Library, Information Technology Use, and Faculty/Staff Benefits Committees. Non-voting (ex-officio) members of the Council are the Vice President for Human Resources, the Director of Faculty Contracts, and three faculty senators nominated by the Operations Committee and appointed by the President Elect.~~

ii. Authority

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~~The FLSS will have decision making authority in matters of faculty life and scholarly support that cannot easily be addressed by a single existing Faculty Senate committee. The FLSS Council decisions shall be reviewed by the Faculty Senate Operations Committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.~~

iii. The Faculty Life and Scholarly Support Council

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~~will schedule meetings on a monthly basis, or more frequently if deemed necessary. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.~~

d. Business Council

i. Voting and Ex-officio Members

The Business Council is composed of ~~three~~ five regular voting members: the chairs of the Budget Committee, Government Relations Committee, the Faculty-Staff Benefits Committee, the Information Technology Use Committee, and the Campus Development Advisory Committee. The Associate Vice President for Planning, Budget and Analysis, and the University Comptroller shall be ex-officio, non-voting members. ~~In addition, there shall be three members of the Faculty Senate who will be ex-officio, non-voting members of the council.~~

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ii. Authority

The Business Council will have decision-making authority in business matters that cannot easily or fully be handled by single existing Faculty Senate committees. Business Council decisions can be reviewed by Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations committee for deliberation and decisions.

iii. The Business Council will schedule regular meetings ~~on a monthly basis, or more frequently if deemed necessary.~~ Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

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e. Athletic Council

~~(Only changes to current charge are included.)  
(No changes from current charge.)~~

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i. Voting and Ex-officio Members

~~Three Faculty Senators, nominated by the Operations Committee and appointed by the President Elect, will be non-voting members of the Athletic Council.~~

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f. Health Sciences Center Council

*(No changes from current charge.)*

2. In addition to the ex-officio members of the Faculty Senate listed in Section 6(b) of the Faculty Constitution, the six council chairs shall be ex-officio, non-voting members of the Faculty Senate.
3. The six council chairs will meet regularly as a group with the Operations Committee ~~at least once each month at a regular meeting of the Operations Committee.~~

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## Special Rules of Order Governing the Reorganization of the Faculty Senate

These special rules of order modify the Faculty Senate Bylaws (Faculty Handbook Policy A60) for a period of two years, beginning July 1, 2012 and ending June 30, 2014, for the purpose of reorganizing the Faculty Senate structure. These sections dealing with Faculty Senate Councils and Council chairs are being added to the bylaws on a two-year, pilot basis. These rules will be extended until June 30, 2015.

### I. Senate Structure

#### A. Officers

##### 5. Election of Council Chairs

The ~~six~~ five council chairs (Academic Council, Research and Creative Works Council, Business Council, Athletic Council, and Health Sciences Council) will be members or chairs of the constituent committees of their respective councils. They will be elected by the voting members of the council for a term of two years.

Council Chairs will be approved by the Faculty Senate Operations Committee and the Faculty Senate. Council chairs can be elected for one additional two-year term.

The Faculty Senate Operations Committee has the authority to appoint interim council chairs (subject to the approval of the Faculty Senate) if the standing committees are unable to elect them by July 1, 2014, or if vacancies occur during the term.

#### D. Faculty Senate Councils

1. The Health Sciences Council and the Athletic Council will change from standing committees of the Senate to Faculty Senate Councils. Three additional councils will be formed from existing standing committees. The five councils and their charges are:

- a. Academic Council

- i. Voting and Ex-officio Members

Chairs (or their delegates) of the following Faculty Senate Committees will constitute the voting membership of the Academic Council: Undergraduate, Graduate and Professional Curriculum, and Admissions and Registration. Ex-officio non-voting members of the Council will be the Senior Vice-Provost for Academic Affairs, and the Associate Vice Provost for Enrollment Management.

ii. Authority

The Academic Council will have decision-making authority in academic matters that cannot easily or fully be handled by single existing Faculty Senate committees. Academic Council decisions shall be reviewed by the Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.

iii. Meetings

The Academic Council will schedule regular meetings. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

b. Research and Creative Works Council

i. Voting and Ex-officio Members

Research and Creative Works Council is composed of ~~four~~ five regular voting members: the chairs of the Research Allocation Committee (RAC), the Research Policy Committee (RPC), the University Press committees, the Library Committee, and the Honorary Degree Committee. The Vice Provost for Research and the Vice President of Research of the HSC will be ex-officio non-voting members.

ii. Authority

The Research and Creative Works Council will have decision-making authority in research and creative works matters that cannot easily or fully be handled by single existing Faculty Senate committees. Research and Creative Works Council decisions shall be reviewed by Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.

iii. Meetings

The Research and Creative Works Council will schedule regular meetings. Meetings will be open to the public.

Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

c. Business Council

i. Voting and Ex-officio Members

The Business Council is composed of ~~three~~ five regular voting members: the chairs of the Budget Committee, Government Relations Committee, the Faculty-Staff Benefits Committee, the Information Technology Use Committee, and the Campus Development Advisory Committee. The Associate Vice President for Planning, Budget and Analysis, and the University Comptroller shall be ex-officio, non-voting members.

ii. Authority

The Business Council will have decision-making authority in business matters that cannot easily or fully be handled by single existing Faculty Senate committees. Business Council decisions can be reviewed by Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations committee for deliberation and decisions.

iii. The Business Council will schedule regular meetings. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

e. Athletic Council

*(No changes from current charge.)*

i. Voting and Ex-officio Members

f. Health Sciences Center Council

*(No changes from current charge.)*

2. In addition to the ex-officio members of the Faculty Senate listed in Section 6(b) of the Faculty Constitution, the six council chairs shall be ex-officio, non-voting members of the Faculty Senate.
3. The six council chairs will meet regularly with the Operations

The Faculty Senate approved by unanimous voice vote to extend the Special Rules of Order until June 30, 2015, to make the final decision on whether the Faculty Senate Council structure remain, and the change from 6 Faculty Senate Councils to 5 Faculty Senate Councils that include the elimination of the requirement for 3 Faculty Senate members to serve on each of the Faculty Senate Councils.

**14. Divestment from Fossil Fuels**

350. Org NM Director Tom Solomon reported on UNM Divestment Going Fossil Free.

# UNM Divestment Going Fossil Free



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**350.Org NM**

April 2014  
Tom Solomon



# 4/8/14 – UNM Divestment Presentation to Board of Regents



- KOAT TV7 coverage
  - <http://www.koat.com/news/Environmental-group-urges-UNM-regents-to-stop-investing-in-fossil-fuels/25399552>

2



# UNM Divestment Statement w/ 2300+ signatures

## UNIVERSITY OF NEW MEXICO: GO FOSSIL FREE!

To President Frank,

“Because it is unconscionable to pay for our education with investments that will condemn the planet to climate disaster, we call on the University of New Mexico to

- 1) immediately freeze any new investment in fossil-fuel companies &**
- 2) to divest within five years**

from direct ownership and from any commingled funds that include fossil-fuel public equities and corporate bonds.”

These eight State Legislators signed a letter of support:

Sen. Gerald Ortiz y Pino (Bern-12)  
 Rep. Christine Trujillo (Bern-25)  
 Rep. Elizabeth Thompson (Bern-24)  
 Rep. Rick Miera (Bern-11)

Sen. Bill O’Neill (Bern-13)  
 Rep. Miguel Garcia (Bern-14)  
 Rep. Patricia Royball-Caballero (Bern-13)  
 Rep. Mimi Stewart (Bern-21)



## What is Divestment?

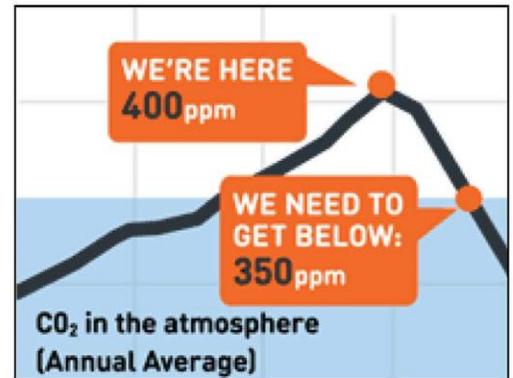
- Divestment simply means getting rid of stocks, bonds or investment funds that are unethical or morally ambiguous.
- In this case, investments in the world's Top 200 Fossil Fuel companies (Coal, Oil & Gas):  
<http://gofossilfree.org/companies/>

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4



## Why Divest?



- To pressure the fossil fuel industry to stop obstructing the policy changes needed to save civilization.

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5



# Harvard Faculty Urge Divestment

- 93 members of the Harvard Faculty wrote an open letter to Harvard President Drew Faust urging divestment from fossil fuels:

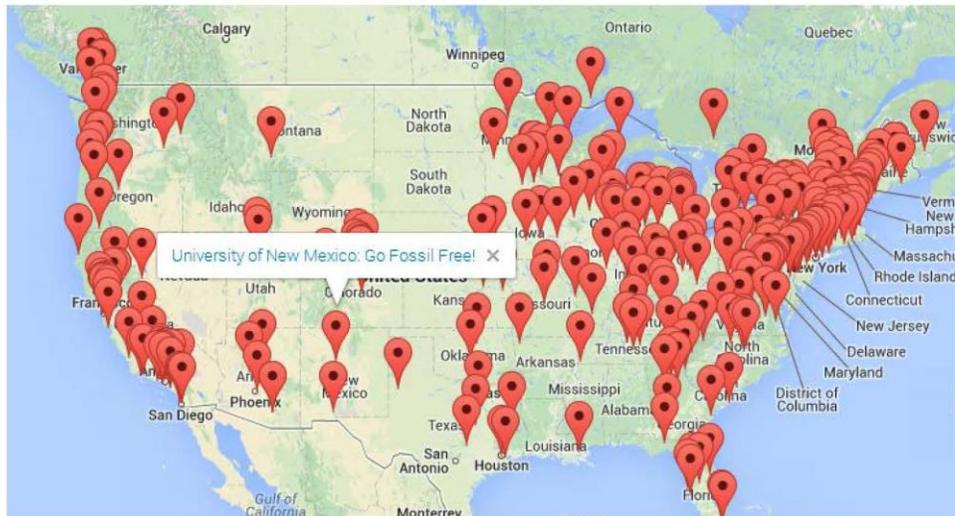
Faculty of Harvard University to the President and Fellows  
April 10, 2014

Our University invests in the fossil fuel industry: this is for us the central issue. We now know that fossil fuels cause climate change of unprecedented destructive potential. We also know that many in this industry spend large sums of money to mislead the public, deny climate science, control legislation and regulation, and suppress alternative energy sources.

...more at <http://www.harvardfacultydivest.com/>



# 500 Divestment Campaigns



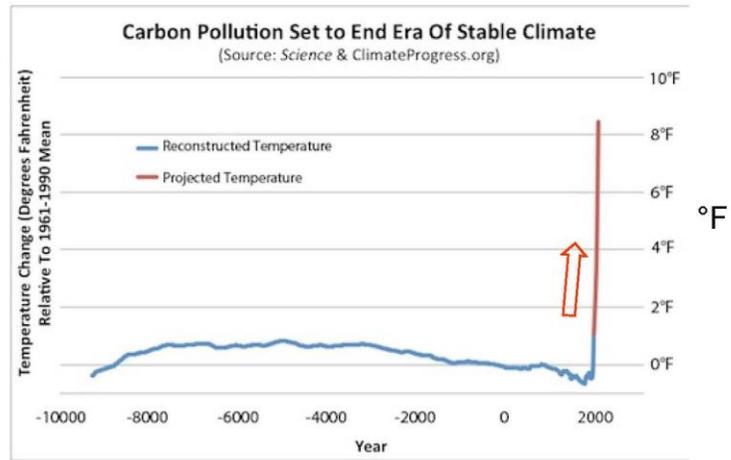
- 500 active campaigns exist in the US and Canada
- Divestment commitments already made in **10** colleges & universities, **22** US cities and **23** religious institutions



# Warming Forecasts Are Catastrophic

- The IEA forecasts a civilization-ending 6°C (10.8°F) warming by 2100 if we keep on our current path.
- All developed nations agree that warming must be kept **below 2°C (3.6°F)** to avoid climate catastrophe.
- **This requires 80% of fossil fuel reserves to be left in the ground.**

New Science Study Confirms 'Hockey Stick': The Rate Of Warming Since 1900 Is 50 Times Greater Than The Rate Of Cooling In Previous 5000 Years

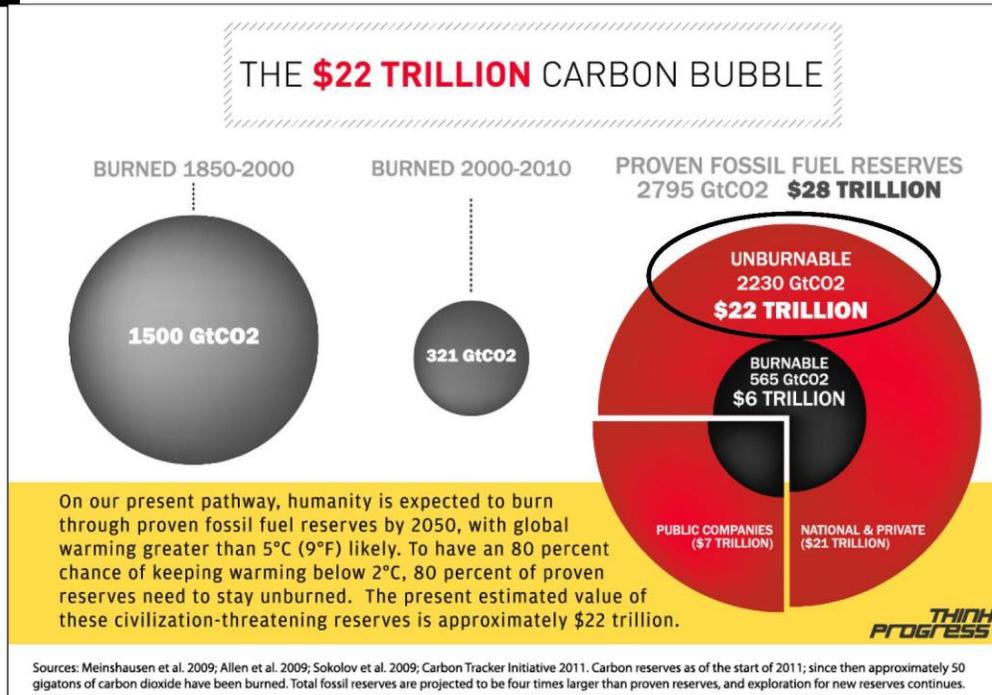


Temperature change over past 11,300 years (in blue, via Science, 2013) plus projected warming this century on humanity's current emissions path (in red, via recent literature).

<http://thinkprogress.org/climate/2013/03/08/1691411/bombshell-recent-warming-is-amazing-and-atypical-and-poised-to-destroy-stable-climate-that-made-civilization-possible/>



# The \$22 Trillion Carbon Bubble



Sources: Meinshausen et al. 2009; Allen et al. 2009; Sokolov et al. 2009; Carbon Tracker Initiative 2011. Carbon reserves as of the start of 2011; since then approximately 50 gigatons of carbon dioxide have been burned. Total fossil reserves are projected to be four times larger than proven reserves, and exploration for new reserves continues.

<http://thinkprogress.org/climate/2012/03/26/452306/infographic-the-22-trillion-carbon-bubble/>



# The UNM Endowment CIF: \$358M

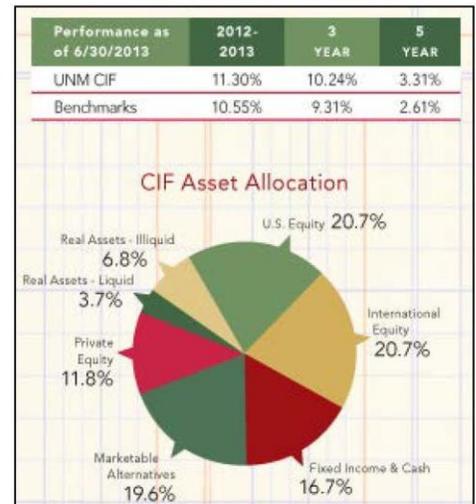


Two entities control CIF investment policy: the *Regents* and the *Foundation Board*.

"The University of New Mexico Board of Regents has delegated authority to the **UNM Foundation Investment Committee** to oversee and manage the endowment assets of the University and the Foundation. The pooled assets are combined for investment purposes and operated as a unitized pool known as the **Consolidated Investment Fund (CIF)**. The CIF is managed in accordance with the Consolidated Investment Fund **Investment Policy**, which is approved by both the **UNM Foundation Board of Trustees** and the **UNM Board of Regents**."

"The UNM Foundation Investment Committee is comprised of representatives from the volunteer Board of Trustees (7 members), investment professionals from the community (3 members) and University officials (2 members).

The Investment Committee utilizes a professional investment consulting firm (Hewitt EnnisKnupp) to advise on investment matters and engages an investment custodian (Northern Trust Company) to safe-guard the investment assets."



<https://www.unmfund.org/about/endowment-funds/> Data retrieved 11-13-13

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# Energy Stocks have Under-Performed the Market by 50% Over Five Years

Data retrieved 3-25-14



- UNM Endowment returns would have improved without Energy stocks

\* <http://us.spindices.com/indices/equity/energy-select-sector-index>

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# How Would UNM Go Fossil Free?

- 1) President Frank, the Regents and the UNM Foundation Board commit to divest.
- 2) The UNM Foundation Investment Committee rewrites the CIF investment policies to reflect divestment, with transparent and enforceable safeguards.
- 3) The Foundation and the Regents approve the new divestment policy and the CIF executes it.
- 4) Resources on how: <http://gofossilfree.org/resources/>



## Fossil Free Investing

<http://www.greenamerica.org/fossilfree/>

Green America has partnered with 350.org on the national [Go Fossil Free divestment campaign](#).

These financial services companies, certified members of the Green Business Network®, can help you divest from fossil fuel companies and invest in fossil-free options.

**MUTUAL FUNDS** [PDF] >

**Broad-Based Mutual Funds That Exclude Fossil-Fuel Companies by Policy**

 **Green Century Balanced Fund** -- This fund excludes fossil-fuel companies, and in 2009 became the first fund to release a carbon-footprint report of its holdings: 66 percent smaller than the S&P 500.

 **Portfolio 21** -- Portfolio 21 pursues a company-wide strategy of screening out investments in fossil fuel companies. A searchable list of its holdings appears on its Web site.

 **Shelton Green Alpha Fund** -- Green Alpha Advisors believes that fossil fuels disrupt the economy and its underlying ecosystems, do not represent solutions, and have no place in Green Alpha portfolios.

**Clean-Energy-Focused Fossil-Free Mutual Funds**

 **Pax World Global Environmental Markets Fund** -- While excluding fossil fuels, this fund also invests in clean energy and energy efficiency, pollution control, waste management, and water infrastructure.

**Community-Development Mutual Funds (Also Fossil-Free)**

 **Access Capital Community Investment Fund** -- Because of this fund's focus on community investing, it is not invested in fossil fuel companies.

 **CRA Qualified Investment Fund** -- The CRA Fund focuses on community development, including affordable housing, job creation, and neighborhood revitalization.

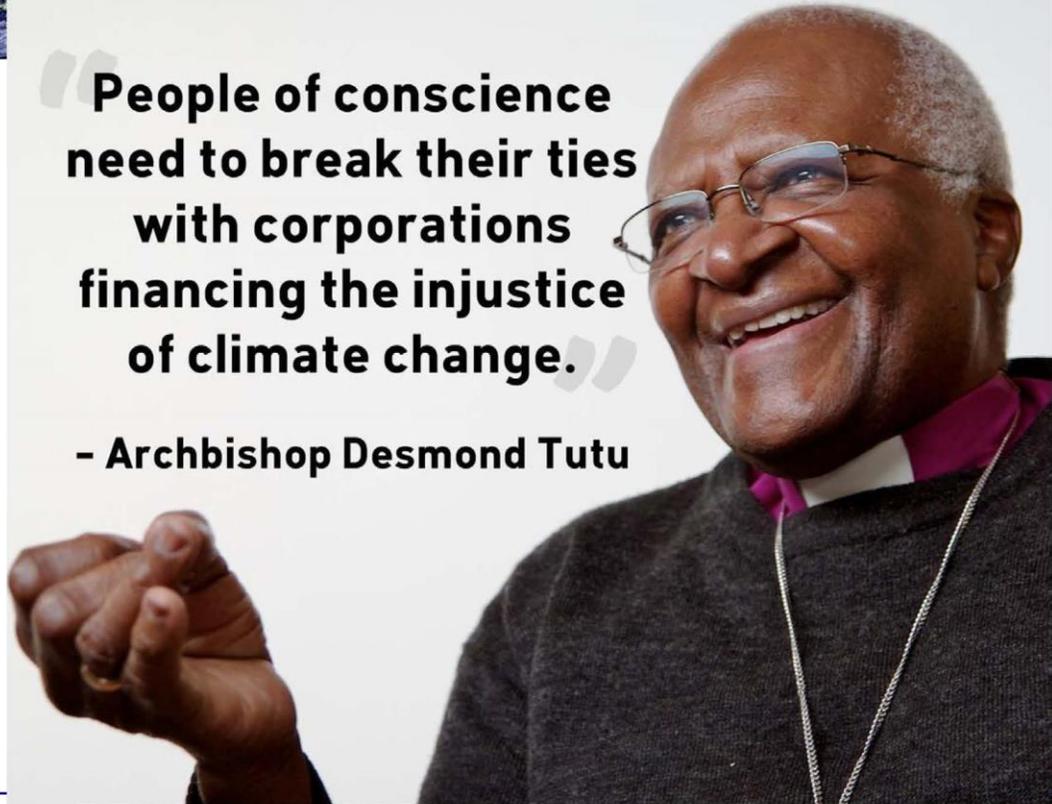
**EXCHANGE TRADED FUNDS**

First Trust ISE Global Wind Energy Index Fund	PowerShares Global Clean Energy ETF
Guggenheim Solar ETF	Van Eck Global Alternative Energy ETF
	Van Eck Solar Power ETF



**“ People of conscience  
need to break their ties  
with corporations  
financing the injustice  
of climate change.”**

**- Archbishop Desmond Tutu**



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## UNM Endowment Investments

<https://www.unmfund.org/about/endowment-funds/> Data retrieved 11-13-13

**40 different funds**

**Est. \$260M in equity funds**

- BlackRock Russell 1000 Index Fund
- Vanguard Dividend Appreciation Index Fund
- Vanguard Growth Index Fund
- Jensen Quality Growth Fund
- IronBridge Small-Cap Fund
- GMO International Core Fund
- Vanguard Developed Markets Index Fund
- Silchester International Value Fund
- Mondrian Emerging Markets Fund
- PIMCO Moderate Duration Fund
- Sankaty Senior Bank Loan Fund
- Stone Harbor Emerging Market Debt Fund
- Vanguard Inflation Protected Securities
- Colchester Global Bond Fund
- Anchorage Capital Partners Offshore Fund
- BlueCrest AllBlue
- Brevan Howard Multi-Strategy Fund
- Davidson Kempner Institutional Partners
- Fortress Macro Offshore Fund
- Elliott International Fund
- Graham Capital PMX 10V Fund
- King Street Capital
- Och Ziff Overseas II Fund
- Shepherd Investments International
- Silver Point Capital Offshore
- Viking Global Equities III Fund
- Adams Street
- Commonfund Capital
- Montauk Triguard
- Newbury Fund, L.P.
- Saybrook Capital L.P.
- Wexford Partners L.P.
- BlackRock Diamond Property Fund
- Metropolitan Real Estate IV Fund
- RREEF America REIT III
- Thor Urban Fund L.P.
- \*Goldman Sachs iShares Natural Resources Index
- \*Natural Gas L.P.
- \*Newlin Energy Partners L.P.
- \*Quantum Resources

\*Pure fossil fuel



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# Backup

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## Pathways to Fossil-Free Investing

### **INSTITUTIONAL PATHWAYS TO FOSSIL-FREE INVESTING**

Endowment Management in a Warming World

Joshua Humphreys

- Want to know how to go fossil-free? Here's how:
  - A 41- page guide for investment committees:

<http://631nj1ki9k11qbkx39b3qzua.wpengine.netdna-cdn.com/files/2013/06/institutional-pathways-final-061813.pdf>

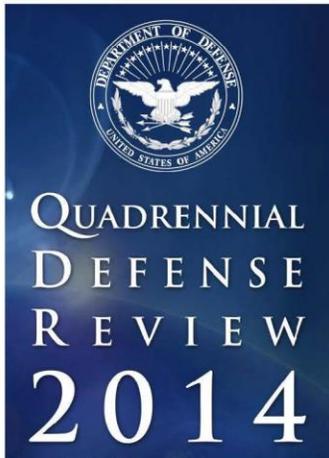
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# The Pentagon (3/4/14)

## “Climate Change is a Threat Multiplier”



[http://www.defense.gov/pubs/2014/Quadrennial\\_Defense\\_Review.pdf](http://www.defense.gov/pubs/2014/Quadrennial_Defense_Review.pdf)

- Under ‘Global Trends’ (p8): “Climate change poses another significant challenge for the United States and the world at large. As greenhouse gas emissions increase, sea levels are rising, average global temperatures are increasing and severe weather patterns are accelerating. These changes... will devastate homes, land, and infrastructure. Climate change may exacerbate water scarcity and lead to sharp increases in food costs. The pressures caused by climate change will influence resource competition while placing additional burdens on economies, societies, and governance institutions around the world. These effects are threat multipliers that will aggravate stressors abroad such as poverty, environmental degradation, political instability, and social tensions – conditions that can enable terrorist activity and other forms of violence.”
- **Adm. Sam Locklear III, commander of US Pacific Cmnd:** “You have the real potential here in the not-too-distant future of nations displaced by rising sea level. Certainly weather patterns are more severe than they have been in the past. We are on super typhoon 27 or 28 this year in the Western Pacific. The average is about 17.”

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## 29 US Senators Speak Out on Climate Change in Historic all-night session: 3/10/2014

[http://www.tomudall.senate.gov/?p=press\\_release&id=1579](http://www.tomudall.senate.gov/?p=press_release&id=1579)



<http://www.heinrich.senate.gov/view/heinrich-climate-change-is-not-theoretical-and-it-cannot-be-ignored>



**Sen. Tom Udall 3/11/14-** "New Mexico and the Southwest are at the bull's-eye when it comes to climate change. We know it's a serious problem, the American people know it's a serious problem, and we want something done." "By 2050, NM will resemble the Chihuahuan desert 300 miles to the south."

**Sen. Martin Heinrich - U.S. Senator** Martin Heinrich (D-N.M.) delivered his opening remarks on the Senate floor to help kick off the #Up4Climate conversation and call attention to the urgent need to tackle climate change, March 10, 2014.

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# Eight NM State Legislators Have Signed a Divestment Letter to the Regents

Dear President Frank and Regents of the University of New Mexico,

Climate change is accelerating. We are witnessing the increasing impacts of a warming planet more and more consistently. In this last year alone our country experienced record-breaking heat and hurricanes, which impacted hundreds of thousands of people and cost our country hundreds of billions of dollars. Hurricane Sandy alone caused \$50bn in damages. Here in New Mexico we are experiencing the worst drought since 1880. Experts agree that global warming caused by humans burning fossil fuels will continue to accelerate and intensify these tragic climate disasters. The scientific consensus is clear and overwhelming; we cannot safely burn even half of global fossil-fuel reserves without dangerously warming the planet for several thousand years.

As public pressure to confront climate change builds, we call on the University of New Mexico to **1) immediately freeze any new investment in fossil-fuel companies, and 2) to divest within five years from direct ownership and from any commingled funds that include fossil-fuel public equities and corporate bonds.**

We believe such action on behalf of UNM will not only be a sound decision for our institution's financial portfolio, but also for the well-being of its current and future graduating classes, who deserve the opportunity to graduate with a future not defined by climate chaos.

For the good of our students and our nation, and to preserve the quality of life for this and future generations worldwide, we call upon you to join a growing movement of schools around the country that are committed to preventing a more extreme climate by moving UNM's endowment beyond fossil fuels.

Sincerely, **Sen. Gerald Ortiz y Pino (Bern-12)**  
**Rep. Christine Trujillo (Bern-25)**  
**Rep. Elizabeth Thompson (Bern-24)**  
**Rep. Rick Miera (Bern-11)**

**Rep. Mimi Stewart (Bern-21)**  
**Rep. Miguel Garcia (Bern-14)**  
**Rep. Patricia Royball-Caballero (Bern-13)**  
**Sen. Bill O'Neill (Bern-13)**

[http://campaigns.gofossilfree.org/petitions/Fossil\\_Free\\_UNM](http://campaigns.gofossilfree.org/petitions/Fossil_Free_UNM)

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# Top 200 Fossil Fuel Companies

- Divest from these: (<http://gofossilfree.org/companies/>)

## TOP 200 FOSSIL FUEL COMPANIES

By carbon in proven oil, gas and coal reserves.

Source: *Unburnable Carbon*, The Carbon Tracker Initiative. [Click here to download the list in Excel.](#)

Show 10 entries

Search:

Company	GtCO2	Primary Fossil Fuel
Severstal JSC	141.6	Coal
Lukoil Holdings	43.56	Oil and/or Gas
Exxon Mobil Corp.	41.03	Oil and/or Gas
BP PLC	34.6	Oil and/or Gas
Gazprom OAO	28.83	Oil and/or Gas
Chevron Corp.	21.22	Oil and/or Gas
ConocoPhillips	19.14	Oil and/or Gas
Total S.A.	18.02	Oil and/or Gas
Anglo American PLC	16.75	Coal
Royal Dutch Shell PLC	16.2	Oil and/or Gas

Showing 1 to 10 of 200 entries

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## THE FINANCIAL CASE FOR DIVESTMENT

- **REPORT: THE FINANCIAL CASE FOR DIVESTMENT, NOV 3, 2013**
- On 11/3/13 Bevis Longstreth, former Securities and Exchange Commissioner under President Reagan, posted a report on why it's a financial imperative to divest from fossil fuels. Among the key findings are that:
  - Governments are regulating carbon and other pollutants, making fossil fuels expensive to produce.
  - The rise of alternative and clean energy technology is lowering demand for coal, oil and gas.
  - Rising grassroots and public opposition to fossil fuel companies are stigmatizing them, and that's making their stocks less valuable.
  - Fossil fuel companies are becoming pariahs, which has bad implications for hiring, employee morale and motivation, stockholder satisfaction and equity valuations.
  - **60-80% of the coal, oil and gas reserves underground are stranded assets, meaning that they can't be burned without raising temperatures beyond the exceedingly dangerous 2 degree C threshold, and will at some point in the near future lose their entire value.**
  - A sophisticated reading of fiduciary duty allows endowment and pension fund managers to divest from fossil fuel stocks without risking liability.
  - In the context of pensions and endowments, focusing on short-term returns is not useful, and divesting from fossil fuel companies will likely be the right decision.
  - He goes on to summarize his main point on the financial case:
  - Recognizing climate change as an existential threat to the planet, unique in human history, and both the compelling need to limit carbon emissions and the confidence we place in global leaders to achieve the necessary limits, the largest 200 fossil fuel companies are vastly overvalued in their trading markets and, therefore, continuing to hold investments in any of them exposes our endowment to material loss.
  - Read the report here: <http://www.huffingtonpost.com/bevis-longstreth/the-financial-case-for-divestment-4203910.html>

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## SF State University Divestment

### A Case Study

#### San Francisco State University Foundation

- Committed to divest from coal and tar sands and set up a committee to explore full divestment in May 2013
- This May (2013), San Francisco State University (SF State) became the first public university and first school on the west coast to commit to divest immediately from coal and tar sands companies and start a formal process to look at fully divesting from the fossil fuel industry.
- The SF State University Foundation, which manages \$51.2 million endowment for the university, issued the following statement on the decision:
- "The SF State University Foundation Finance and Investment Committee voted unanimously at its May 20, 2013 meeting to limit direct investments in fossil fuel companies. The SF State University Foundation Executive Committee also voted unanimously at its May 23, 2013 meeting that the foundation would not directly invest in companies with significant production or use of coal and tar sands and that it would amend its Investment Policy Statement (IPS) to reflect this change."
- In addition, per a request by SF State President Leslie Wong, the Foundation Board will convene a special committee comprised of Foundation directors to review the Foundation's investment policy, identify all of the Foundation's fossil fuel investments, and make recommendations for future changes to the Foundation's investment policy in regards to divestment.



# What is Divestment?

## What is fossil fuel divestment?

Divestment is the process of pulling your investments from fossil fuel companies in order to cease profiting from the destruction of the planet. Divestment is a tactic for fighting climate change.



**Why now?** A few years ago, global warming seemed like a distant threat. Now, millions of people have witnessed climate disruption first hand in the terrible droughts, floods, heat-waves, wildfires, and storms that have ravaged much of the globe. Scientists warn us that we're reaching tipping points where the system could spin out of control.

**Here's the math:** If we're going to limit warming to 2°C, a goal that even the most conservative governments in the world have agreed to meet, then we can only burn 565 gigatons more of carbon dioxide. But the fossil fuel industry has 2,765 gigatons of carbon in their reserves - nearly five times the safe amount - and every day they're searching for more. Their business model is incompatible with a livable climate.

**Why divestment?** 1) Divestment is a proven tactic in highlighting the destructive practices of fossil fuel companies in the public arena; 2) divesting from dirty energy is already generating market interest in creating environmentally sustainable investments; and 3) divestment can help create the political momentum we need to pass carbon-restrictive legislation.

**Will I lose money if I divest?** No. Don't believe us? Many big institutional investors are highlighting the increasing financial disincentives for investing in fossil fuel companies and the increasing financial incentives for divesting portfolios of fossil fuels. Even Goldman Sachs, one of the most establishment finance firms on Wall Street, is divesting from coal.

**Divesting helps save the planet AND your money.** If we're going to have any chance of slowing down climate change, most fossil fuel reserves will need to stay in the ground - and investments based on those reserves will lose their market value. This is called the "carbon bubble."

**It's going to take all of us to make a difference.** We are excited that dozens of cities, religious institutions, foundations, organizations and thousands of activists have already divested or are in the process of doing so. Start a campaign and join the movement:

[www.gofossilfree.org](http://www.gofossilfree.org)

### 15. UNM Community Engagement

Due to time constraints and a full agenda, Monica Kowal, will present on UNM Community Engagement at a future Faculty Senate meeting.

### 16. Human Resources Update

Human Resources Chief Operations Officer Mike Duran and Human Resources Project Specialist Joey Evans gave an update regarding benefits for faculty. Open enrollment begins Wednesday, April 23, 2014 through May 14, 2014. All faculty and staff have to enroll in order to have medical coverage starting July 1, 2014. All of the current coverage will be terminated June 30, 2014. This includes pre-65 retirees. Post-retirees are on a different schedule; their open enrollment is in the Fall of 2014. As of today, the purchase of Lovelace by Blue Cross Blue Shield has not been approved by the Department of Justice. The latest information received stated the earliest would be June 1, 2014, if it is approved by the Department of Justice by then. The latest of approval will be July 1, 2014. There are sessions available to discuss out-of-pocket maximums for faculty and staff to attend to gain clarification on how these changes will benefit them and their families. It was expressed by Past Faculty Senate President Amy Neel that Human Resources did not communicate with the Faculty and Staff Benefits Committee regarding the changes that were being considered. Past Faculty Senate President Amy Neel requested that in the future Human Resources include the Faculty and Staff Benefits Committee regarding issues that would affect the faculty.

### 17. New Business and Open Discussion

Meeting adjourned at 5:15 p.m.

## **Biography for Don Chalmers**

Don Chalmers, a Tulsa native, moved to New Mexico fifteen years ago. Don attended Tulane University where he was a Sigma Chi. He earned a B.S. degree in Marketing from Oklahoma State University in 1970, and did graduate work on his MBA.

Don began his business career in Houston, Texas, working for Ford Motor Company. He left Ford after five years to work as a manager in the retail automotive dealership in San Antonio, Texas. Two years later, he became partner in Sound Ford of Seattle, Washington. During the next ten years, Don built a corporation of eight automobile dealerships in the Seattle area including twelve franchises at which he employed seven hundred people. In 1987, Don sold his interests in Seattle and returned to Tulsa where he owned and managed two successful Chevrolet dealerships and Subaru, Suzuki, Hyundai, Kia and Oldsmobile dealerships. In 1996, he sold his dealerships in the Tulsa area and moved to New Mexico.

Don is owner of Don Chalmers Ford in Rio Rancho and Chalmers Capitol Ford Lincoln in Santa Fe. He is very active in the Rio Rancho, Santa Fe and Albuquerque communities. His community involvements are in one of four areas: education, healthcare, economic development and community service.

Currently a board member of the following education board: Vice President of University of New Mexico Board of Regents and current Chair of Finance and Facilities committee. Past board memberships in education include: University of New Mexico Foundation; College of Santa Fe Board of Trustees; Explora Science and Children's Museum; 4-H Foundation; Junior Achievement; and the New Mexico Commission on Higher Education where he was appointed by Governor Bill Richardson in 2003. Don Chalmers Ford also gives several FFA college scholarships annually as well as a UNM Presidential Scholarship.

Currently a board member of the following healthcare boards: Vice President of the University of New Mexico Health Sciences Board of Directors. Past board memberships in healthcare include: Sandoval Regional Medical Group Board; University of New Mexico Health Sciences Board of Regents; St. Joseph Community Health Foundation; University of New Mexico Hospital Clinical Operations Board; St. Joseph Community Health Services; and Central NM Affiliation of the Susan G. Komen Breast Cancer Foundation, where he also served as chairman and was instrumental in establishing the local affiliate.

Currently a board member of the following economic development boards: Albuquerque Chamber of Commerce where he served as Chairman for 2008/2009; Sandia Foundation; Lobo Development Corporation; WESST; Better Business Bureau where he has served as President; New Mexico Amigos where he also has served as President for 2008/2009 and was an Albuquerque Area Director; and Economic Forum where he also served as Chairman. Past board memberships in economic development include: Quality New Mexico; Association of Commerce and Industry; Albuquerque Economic Development; Wells Fargo Community Board; Rio Rancho Chamber of Commerce where he also served as President; NM First; and Acción New Mexico.

Currently a board member of the following community service boards: Chairman for the Fellowship of Christian Athletes National Board; Capital Campaign Chairman of National

Dance Institute; Rio Rancho Community Foundation where he served as Chairman; United Way of Central New Mexico where he served as Chairman and has served as the 2004 Campaign Chairman, Major Gifts Chair and as Chairman of the Alexis de Tocqueville Society; and Rotary del Sol Club of Albuquerque where he served as President. Past board memberships include the Rotary Foundation where he served as Chairman; United Way of America National Tocqueville Society Council; Albuquerque Community Foundation; and St. John United Methodist Church Foundation.

Vocational Service within the automobile industry includes being elected by his peers to serve as a NADA Director representing New Mexico and Ford National Dealer Council; New Mexico Auto Dealers Association where has served as President; and Albuquerque Auto Dealers Association where he served as President. He is currently President of CARS New Mexico and is a President's Circle member of NADA's DEAC.

Mr. Chalmers' honors include Don Chalmers Ford winning the *President's Award* from Ford Motor Company, the most prestigious customer loyalty and customer service dealer award obtainable from Ford Motor Company, for the past 11 of 12 years. Don received a *Hero of the Planet* award from Ford Motor Company, being one of the first six Ford dealers nationwide to receive this prestigious recognition for his social and community service. Don was one of the top five finalists out of 64 dealers from more than 19,500 nationwide for the 2003 *TIME Magazine Quality Dealer* award. This award recognizes outstanding new car dealers for exceptional performance in their dealership and distinguished community service. Don Chalmers Ford was awarded the 2005 New Mexico Quality Zia Award for having demonstrated, through practices and achievements, the highest level of performance excellence. This makes Don Chalmers Ford the only automobile dealership in the state and the only domestic automobile dealership in the nation to receive the top state quality award. In 2002, Don received the *Leader in Philanthropy* award given by the NM Chapter of the Association of Fundraising Professional. This award is given for the financial and leadership contributions the recipient has given to his/her community and the entire state. In January 2002, Don was awarded the *2001 Outstanding Community Champion* by United Way of Central New Mexico for his leadership during the campaign and influencing other organizations in the community to participate. In 2004, Don was awarded the *New Mexico Spirit of Achievement* by the National Jewish Hospital Foundation. Don was honored as the *2005 Outstanding Philanthropist* by United Way of Santa Fe. Don Chalmers Ford was presented with the *2002 Rio Rancho Chamber of Commerce Good Neighbor Award* and the *2005 Rio Rancho Chamber of Commerce Excellence in Business Award* for the company's commitment and support to the Rio Rancho community, schools and economic development. In 2006, Don was honored with the *Governor's Distinguished Public Service Award* and entered in the *Junior Achievement New Mexico Business Hall of Fame*. Don Chalmers Ford was voted by ARCA's People's Choice Award for the *Favorite Automotive Dealership* in the Albuquerque Metro-area. Don Chalmers Ford was voted by the *New Mexico Business Weekly* as the *Best Company to Work For* in 2006. In 2010, Don was voted as a *Corporate Hero* in the *New Mexico Business Weekly*.

\*\*\*

**Faculty Senate Committee Appointments Needing Senate Approval**

<b>First</b>	<b>Last</b>	<b>Title</b>	<b>Department</b>	<b>Committee</b>	<b>Date added</b>
Andrew	Yoder	ASUNM Student	ASUNM	Information Technology Use Committee	3/26/2014

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1383**

**Fields marked with \* are required**

**Name of Initiator:** Todd Hynson      **Email:\*** [hynson@unm.edu](mailto:hynson@unm.edu)      **Date:\*** 03-03-14  
**Phone Number:\*** 505 272-8427      Initiator's Title\* Registrar/Som: SOM Student Affairs

Associated Forms exist?\* No ▼

Faculty Contact\* Dr. Mauricio Tohen  
Department\* Psychiatry

Administrative Contact\* Sarah Thomas  
Admin Email\* SLThomas@Salud.unm.edu

**Branch**

Admin Phone\* 272-0529

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Graduate Degree Program ▼

Name of New or Existing Program\* Department of Psychiatry

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)

**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 proposed name "Psychiatry and Behavioral Sciences" better reflects the vision of the Department than the current name "Department of Psychiatry" currently does. In order to achieve our mission we believe that a diversity of skills is needed. By changing the name to Psychiatry and Behavioral Sciences we can communicate that our mission can best be accomplished not just by psychiatrists but by integrating other care givers, educators and researchers from other behavioral sciences such as psychologists, counselors, Psychiatric Nurse Practitioners or Social Workers. To accomplish our goal we have created the position of Vice Chair for Behavioral Sciences who will be a doctoral level person with training in one of the behavioral sciences.

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

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1359**

**Fields marked with \* are required**

**Name of Initiator:** Amy Neel      **Email:\*** [atneel@unm.edu](mailto:atneel@unm.edu)      **Date:\*** 11-07-13  
**Phone Number:\*** 505 277-7084      Initiator's Title\* Associate Professor: Speech and Hearing Sciences

Associated Forms exist?\* Yes ▼

Faculty Contact\* Amy Neel      Administrative Contact\* Tracy Wenzl  
Department\* Speech and Hearing Sciences      Admin Email\* [twenzl@unm.edu](mailto:twenzl@unm.edu)  
Branch Main      Admin Phone\* 277-0823

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Graduate Degree Program ▼

Name of New or Existing Program \* MS Speech-Language Pathology

Select Category Major ▼ Degree Type M.S.

Select Action Revision ▼

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

**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.  
[SHS\\_FormC.doc](#)

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

The Speech and Hearing Sciences Department has been asked by its accrediting body to separate the current SHS 531 course, Motor Speech Disorders and Stuttering, into two separate courses. SHS 531 will be expanded to a three-credit course on motor speech disorders, and a new three-credit course, SHS 538, will be created to address stuttering. We wish to reuse an old course number that was sunsetted several years ago for the new fluency disorders course. We are also adding graduate course numbers to some undergraduate courses so that students enrolled in the graduate program can take required undergraduate courses for graduate credit.

SHS 531 and SHS 538 will be taught by current faculty members, so there are no budgetary or faculty load implications. To maintain the current number of hours to complete the graduate program, SHS will require one elective course instead of two. See updated catalog copy below:

Students entering the graduate program must have earned at least a C in the courses used to meet the American Speech-Language-Hearing Association requirements of ~~at 3 semester hours in Mathematics, 3 semester hours in Biological Sciences, 3 semester hours in Physical Sciences, and 3 semester hours in Social/Behavioral Sciences, and 3 semester hours in~~ **Statistics**. ~~Students must also have taken a Statistics course in which analysis of variance is taught.~~ These courses may be the same courses used to meet other college or university requirements. They may not include remedial course work. Students who have not completed these requirements will be required to do so within the first 3 semesters after acceptance into the graduate program in order to continue their enrollment

All students entering the graduate program are responsible for completion of the following undergraduate courses or their equivalent within the first 3 semesters of graduate enrollment, with a grade of at least B: SHS 303, 310 (510), ~~341 (521)~~ **321 (541)**, 330 (**543**), 425, 428 (528), 430 (530), 431 (536), 450 (550), 458 (**568**), and 459 (559). Courses or their equivalents that were taken more than six years before entering the graduate program, or courses for which a grade lower than B was received, cannot be used to fulfill this requirement. The graduate advisor, in consultation with the Curriculum and Advisement Committee, will determine whether a course may be considered equivalent and will decide how the requirement must be fulfilled: by taking or re-taking the course, by testing out or by auditing.

The speech-language pathology program includes the basic sciences requirements (see paragraph 2 above) and SHS 300 and 400 level courses listed above as well as the following 500 level courses: SHS 500 (at least 4 enrollments to include no more than 2 summer sessions), 506, 507, 517, 525, 531, 532, 533, 534, 535, **538**, 558 and ~~two~~ 500 level electives that may be selected from department course offerings or from course offerings from a variety of departments (subject to approval by the SHS graduate advisor). SHS 506 must be taken in the first year of enrollment in 500 level classes. A minimum grade of B is required for all 500 level course work.

SHS 310/**510**. Anatomy and Physiology of Human Communication. (3)  
Introduction to basic anatomy and physiology for speech, language, hearing and swallowing. Covers five systems: respiratory, phonatory, articulatory, auditory and neurological.

SHS 330/543. Introduction to Communication Sciences. (3)

Introduction to speech and hearing science. Covers basic science of sound, acoustic theory of speech production, acoustic and physiologic phonetics, sound transmission through the auditory system, acoustic and physiologic consequences of speech and hearing disorders.

SHS 450/550 Neural Basis of Communication. (3)

Structure and function of the central and peripheral nervous systems as they relate to normal and disordered communication.

Prerequisite: 310.

SHS \*458/568 Preclinical Training. (3)

Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management and professional issues including certification and licensure requirements, ethical conduct and federal laws protecting the handicapped.

Pre- or corequisite: 431.

Prerequisite: 428.

SHS 459/559 Multicultural Considerations in Communication. (3)

Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed.

Prerequisite: 428 and 430.

SHS 531 Motor Speech Disorders. (3)

Overview of ~~symptomatology~~ of child and adult neurogenic speech disorders ~~and fluency disorders~~ with a focus on assessment and treatment.

Prerequisite: 450 or 550.

Restriction: enrolled in M.S. Speech and Hearing Sciences degree program.

SHS 538 Fluency Disorders. (3)

Overview of stuttering and other fluency disorders in children and adults with a focus on assessment and treatment.

Restriction: enrolled in M.S. Speech and Hearing Sciences degree program.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1357**

**Fields marked with \* are required**

**Name of Initiator:** Ramsey Lofton      **Email:\*** [artreach@unm.edu](mailto:artreach@unm.edu)      **Date:\*** 11-04-13  
**Phone Number:\*** 505 277-6574      Initiator's Title\* Supv,Community Ed Programs: College of Fine Arts

Associated Forms exist?\* Yes   
Faculty Contact\* Regina Carlow      Administrative Contact\* Ramsey Lofton  
Department\* Music      Admin Email\* [artreach@unm.edu](mailto:artreach@unm.edu)  
Branch Main      Admin Phone\* 7-6574

**Proposed effective term:**

Semester  Year

**Course Information**

Select Appropriate Program   
Name of New or Existing Program \* UG Minor in Arts Management  
Select Category  Degree Type   
Select Action

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

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

[FORM C#1 ArtsMgmtminor- TitleRequire F13.doc](#)

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

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
See attached document titled "Form-C\_UGArtsMgmtMinor\_RequestReason\_F13"  
[FORM C#2 ArtsMgmtminor RequestReason F13.doc](#)

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

[FORM C#3 ArtsMgmtminor BudgetWrkloadF13.doc](#)

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Form C: Arts Management Minor\_Revisions2013

INITIATOR: Ramsey Lofton

EMAIL: [artreach@unm.edu](mailto:artreach@unm.edu)

PHONE: #7-6574 / CELL #505-270-4431

FACULTY CONTACT: Regina Carlow, CFA Assoc. Dean

DEPT: Music

CONTACT: #7-2112

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• ***Exact Title and Requirements as they should appear in the catalogue.***

Below is the proposed text—as it should appear in the catalogue—reflecting the changes to the requirements for the minor in Arts Management.

**Minor in Arts Management**

The College of Fine Arts offers a minor in Arts Management (AM) providing students with an educational foundation to explore current and emerging professional practices. The AM minor provides a foundation to understanding the economic contributions the arts and artists make to local and state economies. Our faculty and instructors have extensive professional experience in their fields, offering students exposure to their arts organizations and businesses, as well as professional networks and resources. The AM minor has the dual purpose of providing students with practical management skills in preparation for entry-level positions in the creative economy or further study in any number of nationally known Arts Management graduate programs.

The core for the Arts Management minor is fifteen credits. Each of the five core courses uses a problem-based and/or case study approach to gain real-world exposure to current arts management issues. Arts management electives are offered through topics, problems, and investigation courses that rotate offerings that explore both non-profit and for-profit arts management structures. In addition, the AM minor requires a rigorous internship with an arts organization to gain work training under the mentorship of a professional arts leader. Through course work and internship opportunities, students are better prepared to make informed decisions about career choices in the complex environment of the creative economy.

The Arts Management minor is possible through the collaboration of the College of Fine Arts and Anderson School of Management.

**The Arts Management minor is 18 credits (beyond the UNM core requirement in Fine Arts) consisting of the following course work:**

• **Required Arts Management core courses (15 crs):**

FA 250 Intro to Arts Management (3 crs)  
(FA 250 is a prerequisite for FA\*395 and FA\*495)

FA \*365 Social Media Arts Marketing (3 crs)  
**or** MGMT 322 Marketing Management (3 crs)

FA \*395 Community Arts Practice (3crs)  
(FA \*395 is a prerequisite for FA\*495)

ENGL 418 Proposal & Grant Writing (3 crs)  
**or** ARTS 444/544 Proposal & Grant Writing (3 crs)

FA \*495 Arts Management Internship (3 crs)  
(FA 250 and FA \*395 are prerequisites for FA \*495)

• **One additional course from Arts Management electives offered as:**

FA \*370 Arts Management Problems (3 crs)  
FA \*470 Arts Management Investigations (3 crs)

Before declaring an Arts Management minor students must have completed the UNM core requirement in fine arts (for non-art majors a studio course in any arts discipline; for arts majors a studio course outside of the student's fine arts major) and FA 250 Intro to Arts Management. Once these requirements are met, its recommended the student contact the program supervisor to set up an appointment to initiate their AM Progress Worksheet to track their course work and learn about upcoming arts management electives that may be relevant to the student's internship and career plans.

The Arts Management minor requires students to participate in an internship experience for three credits; however, students can take up to six internship credits. The College of Fine Arts offers a variety of internship opportunities working under the mentorship of faculty and professional staff that exposes the student to standards of professional behavior, principles, and practice. The unique internship opportunities the College has to offer include: UNM Art Museum, Rodey Theatre, Theatre-X, Popejoy Theatre, Keller Music Hall, John Sommers Gallery, Tamarind Institute, CFA Development Office, or with programs such as Words Afire, Experiments in Film, or Arts in Medicine. Students taking an additional three credit hours of internship are encouraged to take their second internship off-campus. The program's supervisor will arrange an internship in consultation with the student or the student can identify a potential internship site that compliments their career interests. Off campus internships are encouraged so that students can begin to make professional contacts in the career field of their interest.

To initiate an internship students need to submit an Arts Management Internship application available through the CFA Advisement Office or can be downloaded from the Arts Management website. After they submit an internship application students should schedule an appointment with the program's supervisor to determine they have met all the prerequisites. Once students have been approved they can register for FA \*495 Arts Management Internship. Note: FA \*495 is a restricted course and students need approval to register for this course. Application for an AM internships must be submitted the semester prior to the internship (January 10<sup>th</sup> for Spring Semester; May 15<sup>th</sup> for Summer Session; August 1<sup>st</sup> for Fall Semester).



• ***Reasons for Request to initiate changes to the Minor in Arts Management***

The Minor in Arts Management (AM) was approved Spring of 2011 for the 2011 Fall term. Since Fall 2011, enrollments in individual AM courses has increased, but the number of declared AM minors have not increased at the rate course enrollments would suggest possible. We have surveyed students who have completed FA250 Intro to Arts Management to determine how many of these students are planning to declare an AM minor. We've learned from these students the current AM minor appears daunting in terms of overall credit load (21-24 credits); students have discovered there are "hidden prerequisites" attached to courses outside of the College of Fine Arts; and, the current AM minor's structure with structured career pathways is perceived by lower undergraduates as unclear while upper classmen feel its too overwhelming to tackle by the time they are juniors. To date, we have 15 declared AM minors, but we predict we could double the number of declared AM minors, reaching 30 declared minors within two years after we implement the revisions and provide outreach to advisors, faculty, and students.

With the student feedback we have obtained, coupled with the University's initiative to help students complete their degrees in four years, we have reassessed the AM minor and are proposing a more streamline and attainable minor.

The changes to the AM minor reduce the number of credits from 21 to 18 credits for arts majors; from 24 to 21 credits for non-arts majors. We've removed many of the courses outside of the Fine Arts area that have prerequisites that further increased the credit load. Finally, we've removed the formidable career pathways from the minor since they were more conducive for an arts management major and, instead, are advising individual students how to tailor their course work toward a career path they may be considering.

The revised undergraduate minor in Arts Management (see below) has been planned to include a graduate minor in Arts Management as well. Note, the revised minor includes new courses (Form As and Bs have been submitted) and the addition of an asterisk to 300-400 level courses to broaden our reach to graduate students interested in pursuing an AM minor. (A separate Form C is being initiated at this time to initiate the graduate minor in Arts Management).

<b>REVISED</b>		
<b>UG MINOR IN ARTS MANAGEMENT</b>		
College of Fine Arts		
University of New Mexico		
<b>CFA Major: 18 credits</b>		<b>*Non-Arts Major: 21 credits</b>
<b>Five Core Courses: 15 credits</b>		
FA 250	Intro to Arts Management	(3 credits)
FA *365	Social Media & Arts	(3 credits) <i>or</i>
MGMT 322	Marketing Management	(3 credits)
FA *395	Community Arts Practice	(3 credits)
ENGL 418	Proposal & Grant Writing	(3 credits) <i>or</i>
ARTS 444/544	Proposal & Grant Writing	(3 credits)
FA *495	Arts Management Internship	(3 credits)
<b>One Elective: 3 credits</b>		
FA *370	Problems in Arts Management	(3 credits)
FA *470	Investigations in Arts Management	(3 credits)
		(3 credits)
*Non-CFA major students must take one 3-credit studio course offered by the Department of Art and Art History, Music, Theatre and Dance, Media Arts, or IFDM.		

- Statements to address budgetary analysis, faculty work load implications, and long-range planning

## BUDGET ANALYSIS

### RECENT INSTITUTIONAL SUPPORT FOR THE ARTS MANAGEMENT PROGRAM

Since the Fall 2012 placement of the College of Fine Arts Dean, Dr. Kymberly Pinder, Ph.D., the Arts Management Program has found a true champion who has cultivated partnerships across the university to gain institutional support for the program. As a result of Dean Pinder's efforts, funding for a new Professor of Practice position for the Arts Management Program (AMP) has been developed through a partnership with Anderson School of Management and support from the Office of the Provost. This new position will start January 2014, providing AMP with a faculty position with a 3/2 teaching load and a .25 FTE administrative position as Associate Director of the Arts Management Program with the charge to develop an online arts management certificate for a Fall 2015 start date.

The new hire of Regina Chavez, MCRP, is an exceptional opportunity for the College of Fine Arts to bring into our ranks an arts management professional with twenty years of experience including being the founding CEO of *Creative Albuquerque*, an arts advocacy and economic development think tank that has produced findings from research studies that correlate the contributions of arts and arts organizations on the City and State's creative economy. In addition to her years with the City of Albuquerque's Public Art Program, Ms. Chavez own's *Creative Econ*, a consulting business for strategic arts management planning to agencies, organizations, and entrepreneurs.

### PRIOR PROGRAM BUDGET ALLOCATION

In 2007, following the *Albuquerque and Bernalillo County Arts and Cultural Industries Report* conducted by BBER, the CFA Dean's Policy Council comprised of CFA chairs, directors, and senior staff—15 members from across the college—approved the initiative to develop a minor in Arts Management. In 2008, the CFA Dean's Policy Council again voted unanimously to re-purposing existing funds for community outreach in the amount of \$58,520 to support the new Arts Management Program, agreeing these funds would better serve the activities of the Arts Management Program while still sending students into the community through required internships.

In total, the College of Fine Arts is committing \$156,850 in funds to support the salaries and operations of the Arts Management Program. This support comes from the combined funding streams of: a) annual I&G allocation (\$58,520); b) an established salary line for the position of Supervisor of Community Education (\$37,350); c) the recent addition of recurring salary support for the new Professor of Practice hire (\$60,000); d) the SCH generated from the online arts management courses (\$8,650 FY2012/13). Note: a letter of support from Dr. Kymberly Pinder, CFA Dean is provided in a separate attachment.

See "Arts Management Budget" below.

**ARTS MANAGEMENT BUDGET**

<p align="right"><b>Allocated Annual I&amp;G =</b></p> <p align="right"><b>New Professor of Practice Salary Line =</b></p> <p align="right"><b>CFA Admin Support Spvr Salary =</b></p> <p align="right"><b>2012/13 EU SCH Allocation =</b></p> <p align="right"><b>Program Funding Support =</b></p>	<p align="right">58,520.</p> <p align="right">60,000.</p> <p align="right">30,000.</p> <p align="right"><u>8,650.</u></p> <p align="right"><b>\$157,170.</b></p>
<p><b>• Co-Director and Principal Lecturer (1.0 FTE) / Regina Chavez, MCRP</b></p> <ul style="list-style-type: none"> <li>- Directing the development of an online arts management certificate</li> <li>- Faculty liaison to Anderson School of Management</li> <li>- Teaching load 3/2: <ul style="list-style-type: none"> <li>o Fall: two sections of FA 250 Intro to Arts Mgmt and FA *370 AM Problems: Creative Economy</li> <li>o Spring: FA 250 Intro to Arts Mgmt; FA *450 Sem: Prof Arts Mgmt; MGMT 322 Marketing Management</li> </ul> </li> </ul>	\$60,000.
<p><b>• Co-Director Community Education (.75 FTE) / Ramsey Lofton, MFA, MAT</b></p> <ul style="list-style-type: none"> <li>- Supervises development of arts management curriculum with guest lecturers</li> <li>- Develops internship opportunities and trains and supervises AM interns</li> </ul>	\$37,350.
<p><b>• Program Coordinator (.5 FTE) / Xuan Chen, PhD., MFA</b></p> <ul style="list-style-type: none"> <li>- Manages the program's website &amp; social media and designs PR materials;</li> <li>- Coordinates the TPT faculty contracts, course scheduling, and online forms;</li> <li>- Coordinates events: info sessions, student recruiting, and speaker series;</li> <li>- Provides technical assistant to interns developing social media projects;</li> </ul>	\$15,000.
<p><b>• T.P.T. Faculty Salaries for AM Core Courses (\$4000 per course contract)</b></p> <ul style="list-style-type: none"> <li>- FA *365 Social Media Arts Marketing (Fall/Spring/Summer = \$12,000)</li> <li>- FA *395 Community Arts Practice (Fall/Spring/Summer = \$12,000)</li> </ul>	\$24,000.
<p><b>• T.P.T. Faculty Salaries for AM Elective Courses (\$4000 per course contract)</b></p> <ul style="list-style-type: none"> <li>- FA *370 Arts Management Problems (Fall = \$4000)</li> <li>- FA *470 Arts Management Investigations (Spring = \$4000)</li> </ul>	\$8,000.
<p><b>• Faculty &amp; Staff Professional Development</b></p> <p>Alternating Years: AAAE or AFTA Conference @ \$2,000</p> <p>NM Tourism Annual Conference @ \$500</p>	2,500.
<p><b>• Professional Memberships</b></p> <p>Assoc. of Arts Administration Educators (AAAE) @ \$450</p> <p>Americans for the Arts (AFTA) @ \$450</p>	900.
<p><b>• Overhead</b></p> <p>Phone &amp; Long Distance (\$150)</p> <p>Materials &amp; Supplies &amp; Photocopying (\$2,000)</p> <p>Professional Printing Services: Intern/Mentor Manuals &amp; PR materials (\$2000)</p> <p>Events: Info Sessions, Guest Speakers, Recruiting (\$650)</p> <p>Misc IT Upgrades &amp; Support (\$900)</p> <p>Banner &amp; UNM Foundation (\$300)</p>	5,500.
<b>Total Cost =</b>	<b>\$153,250.</b>

## FACULTY LOAD IMPLICATIONS

### IMPACT TO OTHER DEPARTMENTS & BRANCH CAMPUSES

Since UNM's minor in Arts Management is the only minor in arts management within the State University system, the program's course offerings present no duplications, competition, or impact to other departments across UNM's main campus or to UNM branch campuses. There is also no impact on faculty work-load since there is a dedicated Professor of Practice salary line. Furthermore, the Arts Management budget supports the TPT Faculty salaries for courses taught by guest instructors.

### NEW PROFESSOR OF PRACTICE HIRE

With the hire of Regina Chavez as a Professor of Practice, the Arts Management Program will have secured a faculty position with a 3/2 teaching load and a .25 FTE administration position. Ms. Chavez will be teaching two critical AM core courses for both the undergraduate AM minor (FA 250 Intro to Arts Management) and the proposed AM graduate minor (FA \*450 Seminar in Professional Arts Management) being proposed in a separate Form C. As well, Ms. Chavez has developed syllabi for several arts management electives to be offered through FA \*370, or FA \*470 that include: Creative Economy Fundamentals, Strategies for Non-Profit Arts Organizations, Intellectual Property and Copyright, and Cultural Data Analysis. These courses will not only serve the minor in Arts Management, but will also serve the greater university community (i.e. students of architecture, arts education, community planning, and creative writing) as well as the State's arts community.

This position carries a significant portion of the faculty work load for the Arts Management Program eliminating any impact on faculty work loads elsewhere in the College of Fine Arts.

### CURRENT TPT INSTRUCTOR HIRES

In addition to the new Professor of Practice position, the AM Program's supervisor, Ramsey Lofton, teaches two of the AM core courses. Lofton teaches an online training component linked to FA \*495 Arts Management Internship that students are required to take concurrent to their internship. This teaching component of FA \*495 is embedded in the duties of the Supervisor of Community Education position which Lofton holds. In addition to her .75 FTE position, Lofton has a TPT adjunct contract to teach the online course FA \*395 Community Arts Practice. The Community Arts Practice course requires a 40 hour practicum experience with an arts organization and serves as a prerequisite to FA \*495 Arts Management Internship. Lofton's combined role as the Spvr. of Community Education and her twenty-five years of community arts education and programming inform her teaching and mentoring for this course. Between Regina Chavez and Ramsey Lofton, three out of five AM core courses can run consecutive terms providing students with consistent offerings to plan their minor.

In addition to Ramsey Lofton and Regina Chavez's teaching responsibilities, several professional arts managers have been invited to teach as TPT instructors for the Arts Management Program. These guest instructors are selected for their expertise in specific areas of arts management (i.e. marketing communication; funding development; public art management, etc). As they develop their course syllabus, Lofton provides assistance with pedagogical approaches for problem-based instruction, curriculum adjustments for undergraduates and graduate students, and suggestions for varied methodologies to create student-centered learning. These courses are initially offered as evening seminars through UNM's *Evening Weekend Degree*

*Program* to allow guest instructors the experience of teaching face-to-face. After teaching face-to-face, instructors are invited to develop their course into an online course with the assistance of UNM's *New Media & Extended Learning* course designers. Offering unique topics courses taught by professionals from the arts and cultural industries is a significant function of the Arts Management Program in order to provide students with relevant and engaged learning experiences to initiate their own professional development and networking.

Below are two lists detailing arts management course offerings, the scheduled terms they're offered, and the instructor of record. These lists further demonstrate the distribution of faculty work load and the AM Program's commitment to draw community arts leaders with diverse professional expertise.

#### **DETAIL A: ARTS MANAGEMENT CORE COURSES—SCHEDULING AND INSTRUCTORS OF RECORD:**

FA 250 Intro to Arts Management (Fall & Spring; Professor of Practice • Regina Chavez)

FA \*365 Social Media Arts Practice (Fall & Spring; TPT Instructor • Chad Person, CEO BG/IG LLC) *or*  
MGMT 322 Marketing Management (Spring Only; Professor of Practice • Regina Chavez)

FA \*395 Community Arts Practice (Fall & Spring; TPT Instructor • R. Lofton, Spvr. CFA Arts Mgmt)

ENGL 418 Proposal & Grant Writing (Fall & Spring; Department of English – TPT Instructors) *or*  
ARTS 444/544 Proposal & Grant Writing (Fall & Spring; Andrea Polli, Research Prof., Dept. of Art & Art History)

FA \*495 Arts Management Internships (Fall & Spring; TPT Instructor • R. Lofton, CFA Arts Mgmt)

#### **DETAIL B: ARTS MANAGEMENT ELECTIVE COURSES—REVOLVING TOPICS, TERM SCHEDULE, AND INSTRUCTORS:**

##### **FA \*370 Arts Management Problems (Fall only)**

- Intellectual Property & Copyright (Professor of Practice • Regina Chavez)
- Public Art Practice (TPT Instructor • S. Brueggemann, Mgr. CABQ Public Art Program)
- Arts Entrepreneurship in Performing Arts (TPT Instructor • C.K. Barlow, Composer)
- Arts Entrepreneurship in Studio Arts (TPT Instructor • TBA)

##### **FA \*470 Arts Management Investigations (Spring Only)**

- Strategies for Non-Profit Arts Management (Professor of Practice • Regina Chavez)
- Cultural Data Analysis (Professor of Practice • Regina Chavez)
- Sustaining the Arts (TPT Instructor • B. Jentzen, Dir. CFA Development Officer)

## LONG-RANGE PLANNING

### GOVERNANCE OVERSIGHT OF THE ARTS MANAGEMENT PROGRAM

The structure for oversight of the Arts Management Program comes from the College of Fine Arts Curriculum Committee, chaired by the CFA's Associate Dean of Student Affairs. Currently the CFA Associate Dean is Dr. Regina Carlow from the Department of Music. This governance structure provides the AM Program staff interaction with faculty from different departments allowing for better coordination between degree requirements and deeper insight into the interface between the different arts disciplines and the professional arts community they are aligned with. As such, this governance structure keeps the AM Program equally informed and responsive to all of the departments' students professional development needs.

To further the Arts Management Program's relevance to students coming from diverse disciplines, there are plans to create an advisory board made up of volunteer members from interested faculty, advisors, and students as well as community arts professionals who have mentored our arts management interns. The Advisory Board will provide a dynamic dialogue about the education of arts management and the realities of the arts and cultural industries in economic terms. From this dialogue, the Arts Management Program will be better informed how to cultivate vital and relevant link-ups between students' educational needs, industry demands, and economic projections in order to adjust the curriculum to align with contemporary practices and trends.

### LONG-RANGE PLANNING

Since the approval of the minor in Arts Management in 2011, the past two years have already seen a significant development for the program; the AM minor is entirely online. While the Intro to Arts Management has two sections, one face-to-face and one online, and all AM courses are first piloted as a face-to-face course, it is now possible for a student to pursue an AM minor entirely online. The decision to become an online minor corresponded with the Program's goal to provide a state-wide arts management education to better meet the needs of individuals, organizations, and communities that depend on the economic engine of the arts and cultural industries. The AM Program's combined advantages being the only arts management offering through NM Higher Education system *and* being an online minor has dramatically expanded the role of the AM Program in terms of student demographics, community outreach across the state, and the CFA's role in economic development for the State of New Mexico. As such, long-range planning is an imperative.

Below are blocks of activity that reflect the Arts Management Program's long-range planning.

#### **PHASE I: Current Arts Management Program Implementation Activity (2011-2013)**

- Student recruitment through outreach activities: information sessions, class visits, PR program materials, active social media campaign, and branch campus visits;
- On-going development of arts management courses for diverse and relevant elective offerings;
- On-going online course design to transition face-to-face pilot course to online courses;

- Continued development of host organizations for internship placement is a program objective. To date, there are 11 established host sites for AM interns including: Creative ABQ, CABQ Public Art Program, 516 Art Space, OFFCenter, Harwood Art Center, Warehouse 508, KiMo Theater, Basement Films, The OutPost, Globalquerque, and Opera Southwest;
- Continued efforts are made to collaboratively develop internships opportunities within the College to meet the combined needs of the CFA arts venue and student need for mentored work experience. To date, there are 7 established UNM host sites and programs for AM interns including: UNM Art Museum, John Sommers Gallery, Tamarind Institute, CFA Development Office, Words Afire, The International Experiments in Film Festival, and Arts in Medicine Program;

## **PHASE II: Arts Management Minor Revising and Strategic Planning (2014)**

With the recent online development and the new Professor of Practice hire, this next year (2014) is an opportunity to make adjustments to the program's staffing and infrastructure as well as revisit the program's mission, goals objectives, and implementation activities. Below is a list of expected activity towards these program demands.

- Immediate/urgent planning (Jan-March 2014), including:
  - a) facilitate Regina Chavez's orientation and integration into the College as the new Associate Director of the Arts Management Program;
  - b) developing an advisory board to actively participate in this Spring's strategic planning;
  - c) research action items to develop a new online arts management certificate.
- Frame and initiate strategic planning (March-May 2014):
  - a) define the goal and objectives of strategic plan for Arts Mgmt Program;
  - b) develop an advisory board (identify faculty, students, community arts leaders/orgs);
  - c) in consultation with advisory board, develop scope of activities of the strategic plan;
  - d) attend Association of Arts Administration Education (AAAE) annual conference (May 18-20<sup>th</sup>) to gain knowledge and interaction with established arts management program representatives.
- Develop proposal for online Arts Management Certificate (Spring-Fall 2014):
  - a) Form D – develop research for proposal (labor market for arts & cultural industries);
  - b) submit Form D to Office of the Provost (late March);
  - c) pending approval, develop curriculum Form C (Summer 2014);
  - d) submit Form C to CFA Curriculum Cmte (early Fall 2014);
  - e) pending approval, submit Form C through UNM curriculum channels (mid-Fall 2014).
- Launch strategic planning activities identified in collaboration with CFA Admin, DPC, and/or Advisory Board (June-July 2014)
- Develop a report based on feedback gained from Summer planning activities (Aug 2014)
- Develop and deliver a presentation to the Dean's Policy Council for further feedback (Sept 2014)

- Develop a “brand” look for the AM Program’s PR materials (Aug-Oct 2014):
  - a) research other university arts mgmt programs’ PR materials;
  - b) in consultation with Dean Pinder, Vinnie Narducci, and Xuan Chen evaluate PR/Branding research findings from other universities and determine a direction for UNM’s Arts Mgmt;
  - c) develop PR materials (print, web, social media).
  
- Based on findings and feedback, reconvene Advisory Board (Oct 2014) to:
  - a) develop the Arts Management Program’s mission, goal, and objectives;
  - b) develop a three-five year action plan;
  - c) publish action plan to program website and include in PR campaign;
  - d) launch UNM PR blitz for the Arts Management Program and minor including: AM brochure publication distributed across campus advisement centers and departments; press release to UNM Public Affairs and an article in UNM Today; article in Daily Lobo;
  - e) launch state-wide PR blitz to reach emerging and established arts professionals; second career seekers; prospective arts organizations with staff professional needs, etc.

### **PHASE III: Three Year Planning for Arts Management Program (2015-2018)**

Pending outcomes of 2014 strategic planning a three year plan will be developed. Potential agenda items might include:

- online outreach to attract out-of-state and international students;
- partnerships with other university arts management degree programs to develop student exchange programs;
- utilize intersessions to run intensive courses/workshops for professional development in arts entrepreneurship;
- develop a pool of Arts Mgmt trained graduate teaching assistants to meet increased course enrollment;
- consider better use of Summers for full-emersion, intensive arts mgmt. education/training;
- consider outreach to rural areas where AM students can do Summer arts management residencies.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1356**

**Fields marked with \* are required**

**Name of Initiator:** Ramsey Lofton      **Email:\*** [artreach@unm.edu](mailto:artreach@unm.edu)      **Date:\*** 11-04-13

**Phone Number:\*** 505 277-6574

**Initiator's Title:\*** Supv,Community Ed Programs: College of Fine Arts

A

**Associated Forms exist?\*** Yes

**Faculty Contact\*** Regina Carlow

**Administrative Contact\*** Ramsey Lofton

**Department\*** Music

**Admin Email\*** [artreach@unm.edu](mailto:artreach@unm.edu)

**Branch** Main

**Admin Phone\*** 7-6574

**Proposed effective term:**

**Semester** Fall      **Year** 2014

**Course Information**

**Select Appropriate Program** Graduate Degree Program

**Name of New or Existing Program \*** Graduate Minor in Arts Management

**Select Category** Minor      **Degree Type** n/a

**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)

[FORM C\\_1NEW\\_GradMinorArtsMgmt\\_Title&Require\\_F2013\[1\].doc](#)

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

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

See attached document below, "Form C\_GradMinorArtsMgmt\_RequestReason\_F13."

[FORM C\\_#2NEW-GradMinorArtsMgmt\\_RequestReason\\_F13.doc](#)

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

[FORM C\\_#3NEW\\_GradMinorArtsMgmt\\_Just.Budget,Wrkload.doc](#)

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Form C: NEW Graduate Minor in Arts Management\_2013

INITIATOR: Ramsey Lofton

EMAIL: [artreach@unm.edu](mailto:artreach@unm.edu)

PHONE: #7-6574 / CELL #505-270-4431

FACULTY CONTACT: Regina Carlow, CFA Assoc. Dean

DEPT: Music

CONTACT: #7-2112

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• ***Exact Title and Requirements as they should appear in the catalogue.***

Below is the proposed text for the new graduate minor in Arts Management as it should appear in the catalogue.

### **Graduate Minor in Arts Management**

The Graduate Minor in Arts Management provides an educational foundation to explore current and emerging professional practices in a variety of arts management fields. The graduate minor fosters an understanding of the economic contributions individual artists and arts organizations make to local and state economies. Whether students wish to work for arts organizations, start-up their own businesses, or become entrepreneurs, the Arts Management curriculum is designed to accommodate students with diverse career interest. Our faculty and instructors have extensive professional experience in their fields, offering students exposure to their arts organizations or businesses as well as professional networks and resources.

The graduate minor in Arts Management is fifteen credits made up of a core of twelve credits (four courses) and an additional three credit elective (one course). All Arts Management courses use a problem-based and/or case study approach to gain real-world exposure to current arts management issues. Arts Management electives are offered through problems and investigation courses that rotate offerings exploring arts management structures, functions, and practices of non-profit and for-profit entities.

**The Arts Management graduate minor is 15 credits consisting of the following course work:**

• **Required core courses for the graduate minor in Arts Management (12 crs):**

FA \*450 Seminar: Professional Arts Management (3)  
(FA \*450 is a prerequisite for both FA \*395 and FA \*495)

FA \*365 Social Media Arts Marketing (3)

FA \*465 Grant Writing for Arts Organizations (3)

FA \*495 Arts Management Internship (3)  
(students must take FA \*450 prior to FA \*495)

- **One additional course from Arts Management electives offered as:**

FA \*375 Problems in Arts Management (3)

FA \*395 Community Arts Theory, History, and Practice (3)  
(students must take FA \*450 prior to FA \*495)

FA \*475 Investigations in Arts Management (3)

FA \*495 Arts Management Internship (3)

To initiate an internship, students need to submit an Arts Management Internship application that can be downloaded from the Arts Management website. After they submit an internship application, students should schedule an appointment with the program's supervisor to determine they have met all the prerequisites. Once students have been approved they can register for FA \*495 Arts Management Internship.

**NOTE:** Application for an AM internships must be submitted the semester prior to the internship (January 10<sup>th</sup> for Spring Semester; May 15<sup>th</sup> for Summer Session; August 1<sup>st</sup> for Fall Semester).

### **Admission to the Arts Management Program**

The Arts Management Program is open to applicants who have earned a bachelor's degree from an accredited college or university and are currently accepted and enrollment in a graduate program at UNM. Candidates are selected for admission to the graduate minor in Arts Management on the basis of a letter of interest, three academic and professional references, and related work experience. We are particularly interested in applicants who have two or more years of work experience, preferably with an arts organization, after conferral of their undergraduate degrees.

Applicants must have completed six credits and/or two courses in any arts discipline (such as art studio, dance, digital media, music, theatre, as well as creative or dramatic writing) one of which must be a studio practice discipline. This requirement can be substituted by equivalent experiential training and/or two or more years of proven work experience with an arts organization.

Students are encouraged to schedule a personal interview with the program director prior to submitting an application. The application deadline for Spring admittance is December 1<sup>st</sup> and August 1<sup>st</sup> for Fall admittance. To apply for the graduate minor in Arts Management go to [artsmgmt.unm.edu](http://artsmgmt.unm.edu)

The Arts Management minor is made possible through the collaboration of the College of Fine Arts and Anderson School of Management.



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continued, Form C\_NEW\_Graduate Minor in Arts Management

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**FACULTY:** Regina Carlow, CFA Assoc. Dean

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• **Reasons for Request to Initiate a New Graduate Minor in Arts Management.**

**INTRODUCTION**

The College of Fine Arts requests approval to initiate a new Graduate Minor in Arts Management to begin Fall 2014. This proposal reflects six years of extensive research and planning into New Mexico’s creative economy—including the contributory functions of the arts and cultural industries—and the University of New Mexico’s role in providing leadership and support to strengthen the State’s workforce development in the varied fields of the creative economy. As a result of this six-year research, the College of Fine Arts (CFA) is poised to offer a new Graduate Minor in Arts Management in response to the success of the Undergraduate Minor in Arts Management approved the Spring of 2011 and launched Fall of 2011.

Since the 2011 launch of the Undergraduate Minor in Arts Management, there has been overwhelming demand from current graduate students, recent UNM graduates, and state-wide cultural workers to have access to a Graduate Minor in Arts Management. Leaders of New Mexico’s arts agencies and organizations—potential employers for UNM’s Arts Management graduates—equally want graduate level arts management education available to the State’s creative and culture professionals serving the State’s fifth largest industry: the arts and cultural industries of NM’s creative economy.

The proposed Graduate Minor in Arts Management (AM) seeks to address the forecasted needs of New Mexico’s creative economy in order to bolster its slumping national status.

**BACKGROUND**

In 2001, Richard Florida, a Carnegie-Mellon economist, ranked ABQ as the #1 mid-sized city in the nation for economic growth in the “creative” industries. By 2005, ABQ had dropped to 12<sup>th</sup> in the nation and, in 2012, ABQ’s ranking fell to 48<sup>th</sup> in the nation. As other states have made the necessary investments to boost their creative sectors, New Mexico has sorely lagged behind.

In response to ABQ’s 2005 slip in ranking for creative economic vitality, the College of Fine Arts received support from the McCune Foundation to contract UNM’s Bureau of Business and Economic Research (BBER) to conduct an economic impact study on the arts and cultural industries in Albuquerque and Bernalillo County. An advisory committee was established from the City’s most significant stakeholders: Bernalillo County Public Art Program, CABQ Public Art Program, ABQ Arts Alliance,

and the College of Fine Arts. During the course of this extensive two-year study (2006/2007), contributions of insight and economic data were garnered from a broad cross-section of community stakeholders in order to capture the complexity and depth of impact the creative sectors have on New Mexico's economy.

With the completion of the 2007 BBER report, the CFA took to heart the findings—the importance of NM's creative economy and the correlating lack of any arts management education offered in the State. The CFA could not ignore this educational gap and recognized the imperative to develop an arts management educational offering; hence, the development and 2011 launch of the Undergraduate Minor in Arts Management. For the recent publication of *Albuquerque 2012: The State of the Creative Economy* (contracted by the City of Albuquerque's Cultural Services Department and developed by the think-tank Creative Albuquerque), the *Culture Counts Task Force* was formed. The mandate for the *Task Force* was to participate in three national cultural data initiatives: The Arts and Cultural Prosperity Study IV, the Local Arts Index, and the Creative Vitality Index. The combined results of these three cultural data reports found a significant slide in Albuquerque's creative economy.

## **RATIONALE**

The unfortunate slippage in Albuquerque's national ranking for growth in the creative economy, has allowed the CFA to respond by expanding its curricular foundation to include a Graduate Minor in Arts Management from which UNM graduates can better support the managerial and entrepreneurial needs of this economic sector. With the establishment of the new Arts Management graduate minor, UNM has become the first state institution of higher education to offer an education in Arts Management for both undergraduate *and* graduate students—enabling UNM to educate current students as well as attract returning students, second-career seekers, working professionals, and distant learners across the state.

The CFA's ability to deliver a Graduate Minor in Arts Management has been under consideration at the very start of the design and development of the Undergraduate Minor in Arts Management. With this vision in mind, the proposed Graduate Minor in Arts Management expands on the existing undergraduate minor in three strategic ways:

1. the undergraduate Arts Management curriculum was developed as a fully online offering in anticipation of the graduate minor needing to have greater geographic outreach across the state and be more accessible to working professionals any time of day or night;
2. with the addition of an asterisk, the graduate minor can utilize existing 300-400 level Arts Management courses that were developed with concurrent graduate level learning objectives and assignments;

3. the Arts Management faculty are professionals who have been invited to be “professors of practice” for their extensive experience in their fields with the specific objective of linking students (undergraduate and graduate alike) with mentors who have the ability to provide opportunities, resources, and contacts that can develop the student’s pre-professional experience with the goal of directly feed NM’s creative/culture workforce.

**Imperative:** Despite the on-going economic struggles of the State, New Mexico’s arts and cultural institutions have both national *and* international stature. The success of these institutions, in part, can be attributed to hiring of out-of-state graduates who come with the advantage of arts management education and prior internship experiences. Young professionals across the country flock to NM to break into arts management careers unavailable in more competitive regions, gaining valuable experience working in NM’s prestigious institutions. As we cast the net farther, NM’s creative economy also attracts art tech entrepreneurs, social network architects, and app innovators. Together, this youthful demographic is fashioning a “creative class divide” that is wedging out NM graduates/emerging professions. The imperative to level the playing the field by establishing a Graduate Minor in Arts Management can not be ignored.

**New and Emerging Careers in the Creative Economy:** The past two decades have seen many new and emerging careers evolve from the ubiquitous nature of technology. Examples of new career fields are social network architects, crowd sourcing strategists, gaming design, and mobile apps developers. These products are generating considerable revenue for Albuquerque, but they are mostly invisible except to the users. The *Albuquerque 2012: The State of the Creative Economy* report unveiled the astounding statistics that Albuquerque’s creative economy generates \$91.9 million economic activity; \$11.6 million in local and state government revenue; and, \$87.8 million in household income to local residents. It is the very conjoining of the arts, business, and technology that has given economists new ways of evaluating economic growth predicated on the *creative* sector—or, the *creative economy*.

At a recent Creative ABQ Symposium on *Growing the Creative Economy*, Mayor Richard Barry, along with 75 arts leaders, economists, and ‘creatives’ across many arts/tech fields, grappled with how to grow the creative economy in Albuquerque:

- how to keep creative people who are here now (stop a “brain drain”);
- how to attract new creative individuals from elsewhere;
- and, how to keep the pipeline fed with new generations of the ‘creative class.’

The common complaint from creative entrepreneurs attending the symposium was their learning curve *after* they conceptualized and developed a product; they quickly discovered the burden was on them to create, promote, market, and manage the entire enterprise of innovation. In response to this challenge to learn through trial-by-fire, the participating arts managers and business leaders recognized a new role they could play in assisting creative enterprise: *to broker connections between arts entrepreneurs and business professionals*. In addition, it was clear UNM has a role in providing education

and professional training in areas of arts/tech entrepreneurship, marketing and promotion, and attracting investors.

**The Once and Future Arts Manager:** Many traditional delivery systems in the arts have been expanded and/or transformed altogether by technology. In effect, two systems exist for experiencing the arts: the traditional physical spaces of the arts (i.e. theaters, galleries, museums, concert halls, hard books, etc.) and the virtual spaces/delivery systems for the arts (i.e. virtual museums, on-line digital archives, podcast performances, cyber cafés and salons, the Kindle, high performance computing for real-time performance, etc.). These two different systems for art experiences often fall across generational lines with the traditional arts system favored by an older population and the virtual arts system being developed, promoted, and used by a younger one. On one hand, the virtual arts system has created new *consumers* of the arts as opposed to new *audiences* for the arts. On the other hand, the established arts system has developed arts patrons who have given stalwart support over decades for the traditional/familiar arts experiences. Thus, a significant challenge for 21<sup>st</sup> C arts managers is how to straddle these two demographic audiences/users.

The present and future arts manager needs to broker relationships between the creative class and the business community; be a facilitator who can mediate between generations seeking their preferred delivery systems for the arts; and, an ambassador for the *new* creative economy.

**21<sup>st</sup> Century Frontiers for Arts Management Education:** Students are arriving at universities with a wide range of technical skills that, by their very nature, lay an intuitive foundation for creative thinking with entrepreneurial assumptions. They come to us knowing how to use many of the tools of social networking to promote themselves and/or their interests: they can moderate a Facebook forum; produce DIY YouTubes; cultivate a fan base (audience) of “friends”. Arriving on our doorstep is the raw material for the next generation of creatives and creative managers. This cohort of students has a keen interest in exploring new and emerging careers in arts entrepreneurship, arts technology, and arts management within the creative economy. They are looking for their college education to fill in the gaps between what they can do intuitively already and what they imagine they can do in their foreseeable future, post-college.

For many, college is only a stepping stone since their role models left college early in order to realize their creative ambition (i.e. Bill Gates—Microsoft; Steve Jobs—Apple; Mark Zuckerberg—Facebook; Steve Chen—YouTube; Issac Stone—Twitter). If we consider Daniel Pink’s statement “the MFA is the new MBA” (so stated in his book *A Whole New Mind: Why Right Brainers Will Rule the Future*), we may want to reexamine the less than coincidental occurrence of “creatives” (right brainers) leaving their college educations behind, the decrease in male enrollments in universities, and the realities of a creative economy that are based less on credentialing and more on being timely, relevant, and producing “the goods” that the under-thirty consumers want.

The 21<sup>st</sup> Century thinking of arts management is in flux due to many of the factors sited in this proposal; however, the variables influencing the allied arts management fields are not detractors but are attractors. With the CFA's commitment to work with the greater arts community—in all its complexity—the College has purposefully aligned the graduate minor in Arts Management with a curriculum that reflects 21<sup>st</sup> Century thinking about the creative economy and the ever-broadening career paths arising in the arts and cultural industries.

**Good News/Good Fit:** Indeed, the good news is that the CFA's proposal for a new Graduate Minor in Arts Management meets a highly desirable bottom line: **the program costs are minimal and the economic rewards are great.** First, the CFA has an operating budget in place for the AM Program. Second, the AM graduate minor itself offers an economic trifecta (win/win/win):

- UNM graduates with an AM minor increase their employability;
- UNM's offering of a low-cost/high-demand minor meets a State workforce need while generating new tuition dollars;
- NM's economy gains a well-educated “work force” for the creative economy.

In this era where “the M.F.A. is the new M.B.A.”, the CFA's initiative to establish a new Graduate Minor in Arts Management is a progressive indicator of the creative economy in action—right brainers designing a business education that fits the unique needs of the once and future creative/culture workforce.

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**Form C: NEW Graduate Minor in Arts Management\_2013**

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- Statements to address budgetary analysis, faculty work load implications, and long-range planning

## BUDGET ANALYSIS

### RECENT INSTITUTIONAL SUPPORT FOR THE ARTS MANAGEMENT PROGRAM

Since the Fall 2012 placement of the College of Fine Arts Dean, Dr. Kymberly Pinder, Ph.D., the Arts Management Program has found a true champion who has cultivated partnerships across the university to gain institutional support for the program. As a result of Dean Pinder's efforts, funding for a new Professor of Practice position for the Arts Management Program (AMP) has been developed through a partnership with Anderson School of Management and support from the Office of the Provost. This new position will start January 2014, providing AMP with a faculty position with a 3/2 teaching load and a .25 FTE administrative position as Associate Director of the Arts Management Program with the charge to develop an online arts management certificate for a Fall 2015 start date.

The new hire of Regina Chavez, MCRP, is an exceptional opportunity for the College of Fine Arts to bring into our ranks an arts management professional with twenty years of experience including being the founding CEO of *Creative Albuquerque*, an arts advocacy and economic development think tank that has produced findings from research studies that correlate the contributions of arts and arts organizations on the City and State's creative economy. In addition to her years with the City of Albuquerque's Public Art Program, Ms. Chavez own's *Creative Econ*, a consulting business for strategic arts management planning to agencies, organizations, and entrepreneurs.

### PRIOR PROGRAM BUDGET ALLOCATION

In 2007, following the *Albuquerque and Bernalillo County Arts and Cultural Industries Report* conducted by BBER, the CFA Dean's Policy Council comprised of CFA chairs, directors, and senior staff—15 members from across the college—approved the initiative to develop a minor in Arts Management. In 2008, the CFA Dean's Policy Council again voted unanimously to re-purposing existing funds for community outreach in the amount of \$58,520 to support the new Arts Management Program, agreeing these funds would better serve the activities of the Arts Management Program while still sending students into the community through required internships.

In total, the College of Fine Arts is committing \$156,850 in funds to support the salaries and operations of the Arts Management Program. This support comes from the combined funding streams of: a) annual I&G allocation (\$58,520); b) an established salary line for the position of Supervisor of Community Education (\$37,350); c) the recent addition of recurring salary support for the new Professor of Practice hire (\$60,000); d) the SCH generated from the online arts management courses (\$8,650 FY2012/13). Note: a letter of support from Dr. Kymberly Pinder, CFA Dean is provided in a separate attachment.

See "Arts Management Budget" below.

## ARTS MANAGEMENT BUDGET

<b>Allocated Annual I&amp;G =</b> <b>New Professor of Practice Salary Line =</b> <b>CFA Admin Support Spvr Salary =</b> <b>2012/13 EU SCH Allocation =</b>	58,200. 60,000. 30,000. <u>8,650.</u>
<b>Program Funding Support =</b>	<b>\$156,850.</b>
<ul style="list-style-type: none"> <li>• <b>Co-Director and Principal Lecturer (1.0 FTE) / Regina Chavez, MCRP</b> <ul style="list-style-type: none"> <li>- Directing the development of an online arts management certificate</li> <li>- Faculty liaison to Anderson School of Management</li> <li>- Teaching load 3/2:               <ul style="list-style-type: none"> <li>o Fall: two sections of FA 250 Intro to Arts Mgmt and FA *375 AM Problems: Creative Economy</li> <li>o Spring: FA 250 Intro to Arts Mgmt and FA *450 Sem: Prof Arts Mgmt</li> </ul> </li> </ul> </li> </ul>	\$60,000.
<ul style="list-style-type: none"> <li>• <b>Co-Director Community Education (.75 FTE) / Ramsey Lofton, MFA, MAT</b> <ul style="list-style-type: none"> <li>- Supervises development of arts management curriculum with guest lecturers</li> <li>- Develops internship opportunities and trains and supervises AM interns</li> </ul> </li> </ul>	\$37,350.
<ul style="list-style-type: none"> <li>• <b>Program Coordinator (.5 FTE) / Xuan Chen, PhD, MFA</b> <ul style="list-style-type: none"> <li>- Manages the program's website &amp; social media and designs PR materials;</li> <li>- Coordinates the TPT faculty contracts, course scheduling, and online forms;</li> <li>- Coordinates events: info sessions, student recruiting, and speaker series;</li> <li>- Provides technical assistant to interns developing social media projects;</li> </ul> </li> </ul>	\$15,000.
<ul style="list-style-type: none"> <li>• <b>T.P.T. Faculty Salaries for AM Core Courses (\$4000 per course contract)</b> <ul style="list-style-type: none"> <li>- FA *365 Social Media Arts Marketing (Fall and Spring = \$8000)</li> <li>- FA *395 Community Arts Practice (Fall and Spring = \$8000)</li> <li>- FA *465 Grant Writing for Arts Organizations (Spring and Summer = \$8000)</li> </ul> </li> </ul>	\$24,000.
<ul style="list-style-type: none"> <li>• <b>T.P.T. Faculty Salaries for AM Elective Courses (\$4000 per course contract)</b> <ul style="list-style-type: none"> <li>- FA 275 Arts Management Topics (Spring only = \$4000)</li> <li>- FA *375 Arts Management Problems (Fall only = \$4000)</li> <li>- FA *475 Arts Management Investigations (Spring only = \$4000)</li> </ul> </li> </ul>	\$12,000.
<ul style="list-style-type: none"> <li>• <b>Faculty &amp; Staff Professional Development</b>            Alternating Years: AAAE or AFTA Conference @ \$2,000            NM Tourism Annual Conference @ \$500</li> </ul>	2,500.
<ul style="list-style-type: none"> <li>• <b>Professional Memberships</b>            Assoc. of Arts Administration Educators (AAAE) @ \$250            Americans for the Arts (AFTA) @ \$250</li> </ul>	500.
<ul style="list-style-type: none"> <li>• <b>Overhead</b>            Phone &amp; Long Distance (\$150)            Materials &amp; Supplies &amp; Photocopying (\$2,000)            Professional Printing Services: Intern/Mentor Manuals &amp; PR materials (\$2000)            Events: Info Sessions, Guest Speakers, Recruiting (\$650)            Misc IT Upgrades &amp; Support (\$900)            Banner &amp; UNM Foundation (\$300)</li> </ul>	5,500.
<b>Total Cost =</b>	<b>\$156,850.</b>

## FACULTY LOAD IMPLICATIONS

### IMPACT TO OTHER DEPARTMENTS & BRANCH CAMPUSES

Since UNM's minor in Arts Management is the only minor in arts management within the State University system, the program's course offerings present no duplications, competition, or impact to other departments across UNM's main campus or to UNM branch campuses. There is also no impact on faculty work-load since there is a dedicated Professor of Practice salary line. Furthermore, the Arts Management budget supports the TPT Faculty salaries for courses taught by guest instructors.

### NEW PROFESSOR OF PRACTICE HIRE

With the hire of Regina Chavez as a Professor of Practice, the Arts Management Program will have secured a faculty position with a 3/2 teaching load and a .25 FTE administration position. Ms. Chavez will be teaching two critical AM core courses for both the undergraduate AM minor (FA 250 Intro to Arts Management) and the proposed AM graduate minor (FA \*450 Seminar in Professional Arts Management) being proposed in a separate Form C. As well, Ms. Chavez has developed syllabi for several arts management electives to be offered through FA 275, FA \*375, or FA \*475 that include: Creative Economy Fundamentals, Strategies for Non-Profit Arts Organizations, Intellectual Property and Copyright, and Cultural Data Analysis. These courses will not only serve the minor in Arts Management, but will also serve the greater university community (i.e. students of architecture, arts education, community planning, and creative writing) as well as the State's arts community.

This position carries a significant portion of the faculty work load for the Arts Management Program eliminating any impact on faculty work loads elsewhere in the College of Fine Arts.

### CURRENT TPT INSTRUCTOR HIRES

In addition to the new Professor of Practice position, the AM Program's supervisor, Ramsey Lofton, teaches two of the AM core courses. Lofton teaches an online training component linked to FA \*495 Arts Management Internship that students are required to take concurrent to their internship. This teaching component of FA \*495 is embedded in the duties of the Supervisor of Community Education position which Lofton holds. In addition to her .75 FTE position, Lofton has a TPT adjunct contract to teach the online course FA \*395 Community Arts Practice. The Community Arts Practice course requires a 40 hour practicum experience with an arts organization and serves as a prerequisite to FA \*495 Arts Management Internship. Lofton's combined role as the Spvr. of Community Education and her twenty-five years of community arts education and programming inform her teaching and mentoring for this course. Between Regina Chavez and Ramsey Lofton, three out of five AM core courses can run consecutive terms providing students with consistent offerings to plan their minor.

In addition to Ramsey Lofton and Regina Chavez's teaching responsibilities, several professional arts managers have been invited to teach as TPT instructors for the Arts Management Program. These guest instructors are selected for their expertise in specific areas of arts management (i.e. marketing communication; funding development; public art management, etc). As they develop their course syllabus, Lofton provides assistance with pedagogical approaches for problem-based instruction, curriculum adjustments for undergraduates and graduate students, and suggestions for varied methodologies to create student-centered learning. These courses are initially offered as evening seminars through UNM's *Evening Weekend Degree*

*Program* to allow guest instructors the experience of teaching face-to-face. After teaching face-to-face, instructors are invited to develop their course into an online course with the assistance of UNM's *New Media & Extended Learning* course designers. Offering unique topics courses taught by professionals from the arts and cultural industries is a significant function of the Arts Management Program in order to provide students with relevant and engaged learning experiences to initiate their own professional development and networking.

Below are two lists detailing arts management course offerings, the scheduled terms they're offered, and the instructor of record. These lists further demonstrate the distribution of faculty work load and the AM Program's commitment to draw community arts leaders with diverse professional expertise.

**DETAIL A: ARTS MANAGEMENT CORE COURSES—SCHEDULING AND INSTRUCTORS OF RECORD:**

- FA 250 Intro to Arts Management (Fall & Spring; Professor of Practice • Regina Chavez)
- FA \*365 Social Media Arts Practice (Fall & Spring; TPT Instructor • Chad Person, CEO BG/IG LLC)
- FA \*395 Community Arts Practice (Fall & Spring; TPT Instructor • R. Lofton, Spvr. CFA Arts Mgmt)
- FA \*465 Arts Organization Grant Writing (Fall & Spring; TPT Instructor • M. Montano, Grant Writer)
- FA \*495 Arts Management Internships (Fall & Spring; TPT Instructor • R. Lofton, CFA Arts Mgmt)

**DETAIL B: ARTS MANAGEMENT ELECTIVE COURSES—REVOLVING TOPICS, TERM SCHEDULE, AND INSTRUCTORS:**

**FA 270 Topics in Arts Management (Spring only)**

- Creative Economy (Regina Chavez • Professor of Practice)
- Arts & Cultural Tourism (TPT Instructor • Ann Cooper, former Mgr., Rural Arts-NM Arts)

**FA \*370 Problems in Arts Management (Fall only)**

- Intellectual Property & Copyright (Professor of Practice • Regina Chavez)
- Public Art Practice (TPT Instructor • S. Brueggemann, Mgr. CABQ Public Art Program)
- Arts Entrepreneurship in Performing Arts (TPT Instructor • C.K. Barlow, Composer)
- Arts Entrepreneurship in Studio Arts (TPT Instructor • TBA)

**FA \*470 Investigation in Arts Management (Spring Only)**

- Strategies for Non-Profit Arts Management (Professor of Practice • Regina Chavez)
- Cultural Data Analysis (Professor of Practice • Regina Chavez)
- Sustaining the Arts (TPT Instructor • B. Jentzen, Dir. CFA Development Officer)

## LONG-RANGE PLANNING

### GOVERNANCE OVERSIGHT OF THE ARTS MANAGEMENT PROGRAM

The structure for oversight of the Arts Management Program comes from the College of Fine Arts Curriculum Committee, chaired by the CFA's Associate Dean of Student Affairs. Currently the CFA Associate Dean is Dr. Regina Carlow from the Department of Music. This governance structure provides the AM Program staff interaction with faculty from different departments allowing for better coordination between degree requirements and deeper insight into the interface between the different arts disciplines and the professional arts community they are aligned with. As such, this governance structure keeps the AM Program equally informed and responsive to all of the departments' students professional development needs.

To further the Arts Management Program's relevance to students coming from diverse disciplines, there are plans to create an advisory board made up of volunteer members from interested faculty, advisors, and students as well as community arts professionals who have mentored our arts management interns. The Advisory Board will provide a dynamic dialogue about the education of arts management and the realities of the arts and cultural industries in economic terms. From this dialogue, the Arts Management Program will be better informed how to cultivate vital and relevant link-ups between students' educational needs, industry demands, and economic projections in order to adjust the curriculum to align with contemporary practices and trends.

### LONG-RANGE PLANNING

Since the approval of the minor in Arts Management in 2011, the past two years have already seen a significant development for the program; the AM minor is entirely online. While the Intro to Arts Management has two sections, one face-to-face and one online, and all AM courses are first piloted as a face-to-face course, it is now possible for a student to pursue an AM minor entirely online. The decision to become an online minor corresponded with the Program's goal to provide a state-wide arts management education to better meet the needs of individuals, organizations, and communities that depend on the economic engine of the arts and cultural industries. The AM Program's combined advantages being the only arts management offering through NM Higher Education system *and* being an online minor has dramatically expanded the role of the AM Program in terms of student demographics, community outreach across the state, and the CFA's role in economic development for the State of New Mexico. As such, long-range planning is an imperative.

Below are blocks of activity that reflect the Arts Management Program's long-range planning.

#### **PHASE I: Current Arts Management Program Implementation Activity (2011-2013)**

- Student recruitment through outreach activities: information sessions, class visits, PR program materials, active social media campaign, and branch campus visits;
- On-going development of arts management courses for diverse and relevant elective offerings;
- On-going online course design to transition face-to-face pilot course to online courses;

- Continued development of host organizations for internship placement is a program objective. To date, there are 11 established host sites for AM interns including: Creative ABQ, CABQ Public Art Program, 516 Art Space, OFFCenter, Harwood Art Center, Warehouse 508, KiMo Theater, Basement Films, The OutPost, Globalquerque, and Opera Southwest;
- Continued efforts are made to collaboratively develop internships opportunities within the College to meet the combined needs of the CFA arts venue and student need for mentored work experience. To date, there are 7 established UNM host sites and programs for AM interns including: UNM Art Museum, John Sommers Gallery, Tamarind Institute, CFA Development Office, Words Afire, The International Experiments in Film Festival, and Arts in Medicine Program;

## **PHASE II: Arts Management Minor Revising and Strategic Planning (2014)**

With the recent online development and the new Professor of Practice hire, this next year (2014) is an opportunity to make adjustments to the program's staffing and infrastructure as well as revisit the program's mission, goals objectives, and implementation activities. Below is a list of expected activity towards these program demands.

- Immediate/urgent planning (Jan-March 2014), including:
  - a) facilitate Regina Chavez's orientation and integration into the College as the new Associate Director of the Arts Management Program;
  - b) developing an advisory board to actively participate in this Spring's strategic planning;
  - c) research action items to develop a new online arts management certificate.
- Frame and initiate strategic planning (March-May 2014):
  - a) define the goal and objectives of strategic plan for Arts Mgmt Program;
  - b) develop an advisory board (identify faculty, students, community arts leaders/orgs);
  - c) in consultation with advisory board, develop scope of activities of the strategic plan;
  - d) attend Association of Arts Administration Education (AAAAE) annual conference (May 18-20<sup>th</sup>) to gain knowledge and interaction with established arts management program representatives.
- Develop proposal for online Arts Management Certificate (Spring-Fall 2014):
  - a) Form D – develop research for proposal (labor market for arts & cultural industries);
  - b) submit Form D to Office of the Provost (late March);
  - c) pending approval, develop curriculum Form C (Summer 2014);
  - d) submit Form C to CFA Curriculum Cmte (early Fall 2014);
  - e) pending approval, submit Form C through UNM curriculum channels (mid-Fall 2014).
- Launch strategic planning activities identified in collaboration with CFA Admin, DPC, and/or Advisory Board (June-July 2014)
- Develop a report based on feedback gained from Summer planning activities (Aug 2014)
- Develop and deliver a presentation to the Dean's Policy Council for further feedback (Sept 2014)

- Develop a “brand” look for the AM Program’s PR materials (Aug-Oct 2014):
  - a) research other university arts mgmt programs’ PR materials;
  - b) in consultation with Dean Pinder, Vinnie Narducci, and Xuan Chen evaluate PR/Branding research findings from other universities and determine a direction for UNM’s Arts Mgmt;
  - c) develop PR materials (print, web, social media).
  
- Based on findings and feedback, reconvene Advisory Board (Oct 2014) to:
  - a) develop the Arts Management Program’s mission, goal, and objectives;
  - b) develop a three-five year action plan;
  - c) publish action plan to program website and include in PR campaign;
  - d) launch UNM PR blitz for the Arts Management Program and minor including: AM brochure publication distributed across campus advisement centers and departments; press release to UNM Public Affairs and an article in UNM Today; article in Daily Lobo;
  - e) launch state-wide PR blitz to reach emerging and established arts professionals; second career seekers; prospective arts organizations with staff professional needs, etc.

### **PHASE III: Three Year Planning for Arts Management Program (2015-2018)**

Pending outcomes of 2014 strategic planning a three year plan will be developed. Potential agenda items might include:

- online outreach to attract out-of-state and international students;
- partnerships with other university arts management degree programs to develop student exchange programs;
- utilize intersessions to run intensive courses/workshops for professional development in arts entrepreneurship;
- develop a pool of Arts Mgmt trained graduate teaching assistants to meet increased course enrollment;
- consider better use of Summers for full-emersion, intensive arts mgmt. education/training;
- consider outreach to rural areas where AM students can do Summer arts management residencies.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1349**

**Fields marked with \* are required**

**Name of Initiator:** Deanna Sanchez-Mulcahy      **Email:\*** [dmulcahy@unm.edu](mailto:dmulcahy@unm.edu)      **Date:\*** 11-01-13

**Phone Number:\*** 505 277-4817

**Initiator's Title\*** Mgr. Academic Advisement College of Fine Arts

**Associated Forms exist?\*** No

**Faculty Contact\*** Dr. Regina Carlow, Associate Dean  
**Department\*** College of Fine Arts

**Administrative Contact\*** Deanna Sanchez-Mulcahy  
**Admin Email\*** [dmulcahy@unm.edu](mailto:dmulcahy@unm.edu)

**Branch**

**Admin Phone\*** 277-4817

**Proposed effective term:**

**Semester** Summer      **Year** 2014

**Course Information**

**Select Appropriate Program** Undergraduate Degree Program

**Name of New or Existing Program \*** All undergrad CFA degrees: BA, BFA, BM, BME

**Select Category** Degree      **Degree Type** UG CFA degrees

**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)

[GPA & Lock-In Requirements.docx](#)

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

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

Please see attached.

[Reason for Request RE Catalog Requirements & Admission & Grad GPA.docx](#)

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

[Justification for changes RE Catalog Requirements & Admission & Grad GPA.docx](#)

Current Text	Proposed Text
<p data-bbox="147 436 609 464"><b>Undergraduate Admission Requirements</b></p> <p data-bbox="147 491 609 518"><b>Declared Major Status</b></p> <p data-bbox="147 518 609 898">Due to limitations of facilities and faculty, enrollment in certain curricula offered by the College of Fine Arts is limited. Since the number of well-qualified students seeking admission to these curricula sometimes exceeds the number that can be accommodated, successful completion of the minimum requirements as stated below is not a guarantee of admission. Applications for admission in some fields of study are screened on the basis of auditions, interviews, and/or evaluation of portfolios, with selection of successful applicants made on a competitive basis.</p> <p data-bbox="147 926 609 1171">Students will graduate under the requirements in the <i>UNM Catalog</i> in effect at the time of their admission (or readmission) into the College of Fine Arts as <b>declared</b> majors. The University of New Mexico reserves the right to make changes in the curricula and degree requirements as deemed necessary, with the changes being applicable to currently enrolled students.</p> <p data-bbox="147 1199 609 1310"><b>Admission from College of Fine Arts Pre-Major Status, University College, or another College/School within the University</b></p> <p data-bbox="147 1337 609 1419">To be eligible for admission as a declared major in the College of Fine Arts, you must meet the following requirements:</p> <ol data-bbox="191 1446 609 1665" style="list-style-type: none"> <li>1. Completion of 26 hours of earned credit.</li> <li>2. A grade point average of at least 2.50 in all hours attempted or, a grade point average of at least 2.50 in the last 30 hours attempted.</li> <li>3. Competency in English writing as demonstrated by: achieving a score of</li> </ol>	<p data-bbox="609 436 1065 464"><b>Undergraduate Admission Requirements</b></p> <p data-bbox="609 491 1065 518"><b>Declared Major Status</b></p> <p data-bbox="609 518 1065 898">Due to limitations of facilities and faculty, enrollment in certain curricula offered by the College of Fine Arts is limited. Since the number of well-qualified students seeking admission to these curricula sometimes exceeds the number that can be accommodated, successful completion of the minimum requirements as stated below is not a guarantee of admission. Applications for admission in some fields of study are screened on the basis of auditions, interviews, and/or evaluation of portfolios, with selection of successful applicants made on a competitive basis.</p> <p data-bbox="609 926 1065 1171">Students will graduate under the requirements in the <i>UNM Catalog</i> in effect at the time of their admission (or readmission) into the College of Fine Arts as <b>pre-majors or declared</b> majors. The University of New Mexico reserves the right to make changes in the curricula and degree requirements as deemed necessary, with the changes being applicable to currently enrolled students.</p> <p data-bbox="609 1199 1065 1310"><b>Admission from College of Fine Arts Pre-Major Status, University College, or another College/School within the University</b></p> <p data-bbox="609 1337 1065 1419">To be eligible for admission as a declared major in the College of Fine Arts, you must meet the following requirements:</p> <ol data-bbox="652 1446 1065 1665" style="list-style-type: none"> <li>1. Completion of 26 hours of earned credit.</li> <li>2. A grade point average of at least 2.50 in all hours attempted or, a grade point average of at least 2.50 in the last 30 hours attempted.</li> <li>3. Competency in English writing as demonstrated by: achieving a score of</li> </ol>

**Commented [DSM1]:** CFA Curriculum Committee has approved the option for students to graduate under the requirements in effect when they become CFA pre-majors OR declared majors to facilitate student success by articulating the faculty expectations from the students' first semester in the College as a pre-major or declared major.

<p>26 or higher on the English section of the ACT examination or 610 SAT verbal, or completion of ENGL 101 with a grade of C or better, or receiving credit through Advanced Placement Exam.</p> <ol style="list-style-type: none"> <li>4. Competency in Mathematics as demonstrated by: achieving a score of 22 or higher on the Math section of the ACT examination or 510 SAT math, or completion of MATH 120 or Math 101 and 102 with a grade of C or better, or placement into college-level Math by Compass exam.</li> <li>5. Completion of 12 credit hours of course work in the major area with at least a 3.0 grade point average.</li> <li>6. Students seeking the Bachelor of Music or the Bachelor of Music Education degree must also have approval to concentrate in the appropriate instrument or voice. Refer to the Music section for additional admission requirements to the instrumental and voice programs and the Bachelor of Music Education program.</li> <li>7. Students seeking the Bachelor of Fine Arts with a major in Interdisciplinary Film and Digital Media must also be admitted through the IFDM selection process and have completed the first two IFDM core courses with grades of C or better.</li> <li>8. Students seeking the Bachelor of Arts in Dance must also be approved to enter the program by audition/interview. Contact the Theatre and Dance department office for further details.</li> </ol> <p>If you plan to major in one of the departments in the College of Fine Arts, you should transfer to the college as soon as the above requirements have been completed. To apply for transfer, go to the College of Fine Arts</p>	<p>26 or higher on the English section of the ACT examination or 610 SAT verbal, or completion of ENGL 101 with a grade of C or better, or receiving credit through Advanced Placement Exam.</p> <ol style="list-style-type: none"> <li>4. Competency in Mathematics as demonstrated by: achieving a score of 22 or higher on the Math section of the ACT examination or 510 SAT math, or completion of MATH 120 or Math 101 and 102 with a grade of C or better, or placement into college-level Math by Compass exam.</li> <li>5. Completion of 12 credit hours of course work in the major area with at least a <b>2.5</b> grade point average.</li> <li>6. Students seeking the Bachelor of Music or the Bachelor of Music Education degree must also have approval to concentrate in the appropriate instrument or voice. Refer to the Music section for additional admission requirements to the instrumental and voice programs and the Bachelor of Music Education program.</li> <li>7. Students seeking the Bachelor of Fine Arts with a major in Interdisciplinary Film and Digital Media must also be admitted through the IFDM selection process and have completed the first two IFDM core courses with grades of C or better.</li> <li>8. Students seeking the Bachelor of Arts in Dance must also be approved to enter the program by audition/interview. Contact the Theatre and Dance department office for further details.</li> </ol> <p>If you plan to major in one of the departments in the College of Fine Arts, you should transfer to the college as soon as the above requirements have been completed. To apply for transfer, go to the College of Fine Arts</p>
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**Commented [DSM2]:** CFA faculty have approved this change from a 3.0 to a 2.5 so that the entrance requirements to become a CFA declared major were not more stringent than graduation requirements in regard to the major grade point average.

Advisement Center located in the Center for the Arts, room 1102, to obtain and submit the application for admission as a declared major. Applications are accepted during the fall and spring semesters.

**Transfer from other accredited institutions**

If you are transferring to the University of New Mexico after having studied at another college or university, you may be eligible for admission directly into the College of Fine Arts. In general, the screening procedures and admission requirements are the same as those described above for admission to become a declared major.

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**Graduation Requirements**

Most of the requirements for graduation are listed under the specific curricula described under the department headings. A few requirements, however, are common to all of this college's programs:

1. A minimum of 128 hours is required in all curricula. Of these, at least 42 hours must be completed in courses numbered 300 or above.
2. To receive a degree, you must have a grade point average of 2.00 or higher. You must also have achieved a grade point average of 2.00 or higher on all hours attempted while enrolled in the College of Fine Arts.
3. A minimum of one semester of resident enrollment is required after admission to the College of Fine Arts; in any case, you must be enrolled in the College of Fine Arts for your final semester at the University of New Mexico.
4. A minimum of 12 semester hours must be earned while enrolled in the College of Fine Arts.

Advisement Center located in the Center for the Arts, room 1102, to obtain and submit the application for admission as a declared major. Applications are accepted during the fall and spring semesters.

**Transfer from other accredited institutions**

If you are transferring to the University of New Mexico after having studied at another college or university, you may be eligible for admission directly into the College of Fine Arts. In general, the screening procedures and admission requirements are the same as those described above for admission to become a declared major.

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**Graduation Requirements**

Most of the requirements for graduation are listed under the specific curricula described under the department headings. A few requirements, however, are common to all of this college's programs:

1. A minimum of 128 hours is required in all curricula. Of these, at least 42 hours must be completed in courses numbered 300 or above.
2. To receive a degree, you must have a grade point average of 2.00 or higher. You must also have achieved a grade point average of 2.00 or higher on all hours attempted while enrolled in the College of Fine Arts.
3. **Students must graduate with a minimum 2.75 grade point in their major. However, some CFA degrees may require a higher major grade point average to satisfy graduation requirements. Please see departmental sections of the Catalog for details.**
4. A minimum of one semester of resident enrollment is required after

**Commented [DSM3]:** The CFA Faculty have adjusted the graduation requirement to include a minimum gpa in the major in order to graduate of 2.75 with some degrees maintaining previously established gpa requirements (BFA ARTS @ 3.2, BA MA @ 3.0, BFA IFDM @ 3.0 minimum major gpa). This information is stipulated in the departmental pages of the Catalog.

<p>5. No more than 4 hours of nonprofessional physical education courses may be counted toward a degree.</p> <p>6. During the semester prior to graduation, the application for degree must be completed and returned to the Fine Arts Advisement Center, Center for the Arts 1102. For summer or fall graduation, the deadline is April 1. For spring graduation, the deadline is November 1. <b>If you fail to submit the application by the deadline, your graduation may be delayed.</b></p> <p>7. A student must also meet the University minimum degree requirements as outlined under Graduation Requirements in <a href="#">The Undergraduate Program</a> section of this <i>Catalog</i>.</p> <p>8. All degrees in the College of Fine Arts require completion of the following <b>Core Curriculum</b> (see specific degree program for restrictions on core requirements):</p>	<p>admission to the College of Fine Arts; in any case, you must be enrolled in the College of Fine Arts for your final semester at the University of New Mexico.</p> <p>5. A minimum of 12 semester hours must be earned while enrolled in the College of Fine Arts.</p> <p>6. No more than 4 hours of nonprofessional physical education courses may be counted toward a degree.</p> <p>7. During the semester prior to graduation, the application for degree must be completed and returned to the Fine Arts Advisement Center, Center for the Arts <b>1103</b>. For summer or fall graduation, the deadline is April 1. For spring graduation, the deadline is November 1. <b>If you fail to submit the application by the deadline, your graduation may be delayed.</b></p> <p>8. A student must also meet the University minimum degree requirements as outlined under Graduation Requirements in <a href="#">The Undergraduate Program</a> section of this <i>Catalog</i>.</p> <p>9. All degrees in the College of Fine Arts require completion of the following <b>Core Curriculum</b> (see specific degree program for restrictions on core requirements):</p>
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Commented [DSM4]: Room number change.

## Reason for Request – Form C1349

1. The College of Fine Arts Faculty Curriculum Committee approved the option for students to graduate under the requirements in effect when they become CFA pre-majors OR declared majors to facilitate student success by articulating the faculty expectations from the students' first semester in the College as either pre-majors or declared majors. This does not supercede the University-wide policy which stipulates (<http://catalog.unm.edu/catalogs/2013-2014/undergrad-program.html>):

### **Catalog Requirements**

Undergraduate students may graduate under the requirements in the catalog issue in effect at the time of their admission into the college or school from which they are seeking a degree. If students transfer from one degree-granting college or program to another within the University, they must comply with the catalog requirements in effect at the time of their transfer.

Notwithstanding the above, the University of New Mexico reserves the right to make changes in the curricula and degree requirements as deemed necessary, with the changes being applicable to currently enrolled students.

### **Readmission–Catalog Requirements**

Students who interrupt their degree program and are not enrolled for three or more consecutive semesters (including Summer), must comply with catalog requirements in effect at the time of re-enrollment.

### **Responsibility for Requirements**

Students are responsible for knowing the rules and regulations concerning graduation requirements and for registering in the courses necessary to meet them. Advisement at the specific department/program level as well as the college level is strongly recommended to assure timely graduation.

Students who take more than 10 years to graduate from the date of their original admission, must conform to the catalog in effect in the semester in which they intend to graduate.

2. FA faculty have approved the change from a 3.0 to a 2.5 grade point average in the major so that the entrance requirements to become a CFA declared major were not more stringent than graduation requirements in regard to the major grade point average.

3. The CFA Faculty have adjusted the graduation requirement to include a minimum gpa in the major in order to graduate to 2.75 with some degrees maintaining previously established gpa requirements (BFA ARTS @ 3.2, BA MA @ 3.0, BFA IFDM @ 3.0 minimum major gpa). This information is stipulated in the departmental pages of the Catalog. The faculty want to ensure that students meet academic standards as they have deemed appropriate.

Justification for changes: Form C1349

These changes do not have any impact on long-range planning, or negative budget consequences, or faculty workload implications.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1348**

**Fields marked with \* are required**

**Name of Initiator:** Mark Daniel Russell      **Email:\*** [russ1307@unm.edu](mailto:russ1307@unm.edu)      **Date:\*** 11-01-13

**Phone Number:\*** 505 277-1948

Initiator's Title\* Lecturer II: Civil Engineering Civil  
Engr

Associated Forms exist?\* Yes ▼

Faculty Contact\* Mark Russell

Administrative Contact\* Missy Garoza

Department\* Civil Engineering

Admin Email\* mgaroza@unm.edu

**Branch**

Admin Phone\* 277-6633

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program\* B.S.C.M. Construction Management

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)

[Construction Management Title and Requirments change Form C 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)

Allow students to specialize in economics field closer to their career objectives.

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

[Construction Management Curriculum proposal 11-1-13.docx](#)

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

**Current requirements:**

**First Year First Semester**

ECON 106	Introductory Microeconomics	3
ENGL 101	Composition I: Exposition (1)	3
MATH 121	College Algebra (1)	3
EPS 101	How the Earth Works–An Introduction to Geology	3
CE 130	Construction Detailing (2)	3
		15

**Notes:**

1. Specific Core Curriculum requirements.

**Proposed requirements:**

Changes are highlighted in red.

Under the heading: Curriculum in Construction Management

**First Year First Semester**

		3
<b>ECON 105</b>	<b>Introductory Macroeconomics (1)</b>	
<b>-OR-</b>		3
ECON 106	Introductory Microeconomics (1)	
ENGL 101	Composition I: Exposition (1)	3
MATH 121	College Algebra (1)	3
EPS 101	How the Earth Works–An Introduction to Geology	3
CE 130	Construction Detailing (2)	3
		15

**Notes:**

1. Specific Core Curriculum requirements.

November 1, 2013

### **Justification for change to Construction Management undergraduate curriculum**

Based upon the recommendation of our Engineering Economics professor, the requirement for undergraduate students to take only Econ 106 – Principles of Microeconomics was evaluated. By reviewing the requirements of our applicable accreditation committees (ABET and ACCE), it was determined that both ECON 105 and ECON 106 would fulfill the accreditation requirements.

The proposed change would allow BS CM students to substitute ECON 106 with introduction to macroeconomic theory (ECON 105). The rationale for this is to allow more flexibility for students to pursue social science courses that more closely align with their interests and academic/professional goals. Both ECON 105 and ECON 106 satisfy UNM's core social/behavioral science requirement.

The plan requires the following actions:

- Change the requirement of ECON 106 to a requirement of ECON 105 or ECON 106.

### **Impact on long range planning, budget, and faculty workload**

Currently our CE students take ECON 105 and our CM students take ECON 106. As a result of this change, it is anticipated that half of each group will take the other course. Therefore, the overall difference in students in each class should be insignificant. It is anticipated that there will be no impact on long range planning, budget, and faculty workload.

## UNM DEPARTMENT OF CIVIL ENGINEERING CONSTRUCTION MANAGEMENT (130 hrs)

Name: \_\_\_\_\_ Student # \_\_\_\_\_  
 Transfer Hours Accepted: \_\_\_\_\_

		Fall				Spring					
<b>FRESHMAN YEAR</b>											
			Cr	Gr	Pts			Cr	Gr	Pts	
Engl	101	Comp I: Exposition	3	___	0	Engl	102	Comp II: Anayls & Arg	3	___	0
Econ	105	Macro or Econ 106 Micro	3	___	0	CS	150L	Comput for Bus Students	3	___	0
Math	121	College Algebra	3	___	0	Math	123	Trigonometry	3	___	0
EPS	101	Intro to Geology	3	___	0	CE	160	Civil Engineering Design	3	___	0
CE	130	Construction Detailing	3	___	0	CE	171	Const Material & Tech	3	___	0
			0		0.00			Core Humanities Elective	3	___	0
									0		0.00
<b>SOPHOMORE YEAR</b>											
			Cr	Gr	Pts				Cr	Gr	Pts
Math	180	Elements of Calc I	3	___	0	CE	283	Trans System Measure	3	___	0
Chem	121	General Chemistry	3	___	0	CE	371	Struct Construc (171)	3	___	0
Chem	123L	General Chemistry Lab	1	___	0	CJ	130	Public Speaking	3	___	0
Phyc	151	General Physics	3	___	0	Engl	219	Technical Writing	3	___	0
CE	279	Mech & Elec Systems*	3	___	0	Mgmt	202	Prin of Finan Acctg	3	___	0
		Core Fine Arts Elective1	3	___	0	Stat	145	Introduction to Statistics	3	___	0
			0		0.00				0		0.00
<b>JUNIOR YEAR</b>											
			Cr	Gr	Pts				Cr	Gr	Pts
CE	305	Infrast Mat Sci/Lab (219	4	___	0	CE	370	Const Mthds Equip (350)	3	___	0
CE	350	Engin Economy (180)	3	___	0	CE	377	Constr Scheduling (171)	3	___	0
CE	376	Cost Estimating (171)	3	___	0			Core Humanities Elective	3	___	0
CE	478	DesignTempStrucI (371	3	___	0			Core Second Lang Elect	3	___	0
Mgmt	303	Managerial Acctnt (202)	3	___	0	Mgt	310	Legal Issues	3	___	0
			0		0.00				0		0.00
<b>SENIOR YEAR</b>											
			Cr	Gr	Pts				Cr	Gr	Pts
CE	455	Engr Project Managemer	3	___	0	CE	409	Engineering Ethics	1	___	0
CE	474^	Prin Written Const Doc	3	___	0	CE	473^	Construction Law	3	___	0
CE	477	Project Contrls(376,377)	3	___	0	CE	475^	Construction Safety	3	___	0
CE	495	Construc Internship	1	___	0	CE	497L	Design/Construct Integ	3	___	0
		Core Soc/Behav Sci Elec	3	___	0			Const Elect2	3	___	0
Mgt	300	Operations Mgt	3	___	0			Mgmt Elect2	3	___	0
			0		0.00				0		0.00
		<u>Repeated Courses</u>									
		None	3	___	0	^prereqs 376, 377, Engl 219					
			3	___	0	<b>NOTES</b>					
			3	___	0	1. Core electives from approved list; grade of C or higher required					
			3	___	0	2. See <a href="http://www.unm.edu/~civil/approvedelecconst.html">www.unm.edu/~civil/approvedelecconst.html</a> for Const an					
			3	___	0	Mgt electives. Approval of advisor is required.					
<b>OVERALL HOURS &amp; GPA</b>			0		####	0.00	01-Nov-13		CM 8/13		

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1347**

**Fields marked with \* are required**

**Name of Initiator:** Mark Daniel Russell      **Email:\*** [russ1307@unm.edu](mailto:russ1307@unm.edu)      **Date:\*** 11-01-13

**Phone Number:\*** 505 277-1948

Initiator's Title\* Lecturer II: Civil Engineering Civil  
Engr

Associated Forms exist?\* Yes ▼

Faculty Contact\* Mark Russell

Administrative Contact\* Missy Garoza

Department\* Civil Engineering

Admin Email\* mgaroza@unm.edu

**Branch**

Admin Phone\* 277-6633

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program\* B.S.Cn.E. Construction 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)

[Construction Engineering Title and Requirments change Form C 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)

Allow students to specialize in economics field closer to their career objectives.

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

[Construction Engineering Curriculum proposal 11-1-13.docx](#)

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

**Current requirements:**

**Second Year First Semester**

		3
MATH 264	Calculus III	4
PHYC 161	General Physics	3
CE 202	Engineering Statics	3
ECON 105	Introductory Macroeconomics (1)	3
	Core Humanities Elective	3
		16

**Notes:**

1. Specific Core Curriculum requirements.

**Proposed requirements:**

Changes are highlighted in red.

Under the heading: Curriculum in Construction Engineering

**Second Year First Semester**

		3
MATH 264	Calculus III	4
PHYC 161	General Physics	3
CE 202	Engineering Statics	3
	Core Humanities Elective	3
ECON 105	Introductory Macroeconomics (1)	3
<b>-OR-</b>		
<b>ECON 106</b>	<b>Introductory Microeconomics (1)</b>	

**Notes:**

1. Specific Core Curriculum requirements.

November 1, 2013

### **Justification for change to Construction Engineering undergraduate curriculum**

Based upon the recommendation of our Engineering Economics professor, the requirement for undergraduate students to take only Econ 105 – Principles of Macroeconomics was evaluated. By reviewing the requirements of our applicable accreditation committees (ABET and ACCE), it was determined that both ECON 105 and ECON 106 would fulfill the accreditation requirements.

The proposed change would allow BS ConE students to substitute ECON 105 with introduction to microeconomic theory (ECON 106). The rationale for this is to allow more flexibility for students to pursue social science courses that more closely align with their interests and academic/professional goals. Macroeconomics focuses on national economies, economic growth, interest rates, and money supply while microeconomics focuses on the decisions of individual firms, markets, supply and demand, production choices, and consumer behavior. According to the Engineering Economics professor, microeconomic theory is likely more relevant to the type of decisions many of our students will be faced with in professional practice. Furthermore, our current Engineering Economy (CE350) course covers some of the macroeconomic topics in ECON 105 that are most relevant to our student (e.g., interest rates and inflation). Both ECON 105 and ECON 106 satisfy UNM's core social/behavioral science requirement.

The plan requires the following actions:

- Change the requirement of ECON 105 to a requirement of ECON 105 or ECON 106.

### **Impact on long range planning, budget, and faculty workload**

Currently our ConE students take ECON 105 and our CM students take ECON 106. As a result of this change, it is anticipated that half of each group will take the other course. Therefore, the overall difference in students in each class should be insignificant. It is anticipated that there will be no impact on long range planning, budget, and faculty workload.

## UNM DEPARTMENT OF CIVIL ENGINEERING CONSTRUCTION ENGINEERING (129 or 130 hrs)

Name: \_\_\_\_\_  
Transfer Hours Accepted: \_\_\_\_\_

Student # \_\_\_\_\_  
FE Exam taken \_\_\_\_\_

		Fall				Spring							
<b>FRESHMAN YEAR</b>													
			Cr	Gr	Pts			Cr	Gr	Pts			
Engl	101	Comp I: Exposition	3	___	0	Engl	102	Comp II: Analys & Arg	3	___	0		
Math	162	Calculus I	4	___	0	Math	163	Calculus II	4	___	0		
Chem	121	General Chem	3	___	0	CS	151L	Comp Prog Fund/Lab	3	___	0		
Chem	123L	General Chem Lab	1	___	0	Phycs	160	General Physics	3	___	0		
CE	160L	Civil Engr Design	3	___	0	Chen 122 or E&PS 101		3	___	0			
___	___	Core Humanities Elective	3	___	0	Chem	124L	General Chem Lab	1	___	0		
					0.00						0	0.00	
<b>SOPHOMORE YEAR</b>													
			Cr	Gr	Pts				Cr	Gr	Pts		
Math	264	Calculus III	4	___	0	Math	316	Appl Ord Diff Equas	3	___	0		
Phycs	161	General Physics	3	___	0	___	___	Core Fine Arts Elective	3	___	0		
CE	202	Engineering Statics	3	___	0	Mgmt	202	Prin of Finan Acctg	3	___	0		
Econ 105 Macro or Econ 106 Micro			3	___	0	ME	306	Dynamics (202,264)	3	___	0		
___	___	Core Humanities Elective	3	___	0	Engl	219	Technical Writing	3	___	0		
					0	0.00						0	0.00
<b>JUNIOR YEAR</b>													
			Cr	Gr	Pts				Cr	Gr	Pts		
CE	302	Mech Materials(202,316)	3	___	0	CE	308	Struct Analysis (302,305)	3	___	0		
CE	305	InfraMatSci/Lab(219, 302)	4	___	0	Stat	345	Elements Math Stat	3	___	0		
CE	283	Trans System Mea (162)	3	___	0	CE	360	Soil Mechanics/Lal (302)	4	___	0		
CE	350	Engineering Econc (162)	3	___	0	CE	370	Const Mthds & Eq (350)	3	___	0		
CE	376	Cost Estimating	3	___	0	CE	377	Const Scheduling (171)	3	___	0		
					0	0.00						0	0.00
<b>SENIOR YEAR</b>													
			Cr	Gr	Pts				Cr	Gr	Pts		
CE	331	Fluid Mech/Lab(202,306)	4	___	0	CE	409	Engineering Ethics	1	___	0		
CE	455	Engr Project Managemer	3	___	#REF!	CE	473*	Construction Law	3	___	0		
CE	477	ProjectControls(376,377)	3	___	0	CE	475*	Construction Safety	3	___	0		
CE	495	Construc Internship	1	___	0	CE	499L	Design of CE Systems	3	___	0		
___	___	Technical elective <sup>1</sup>	3	___	0	___	___	Core Soc/Behav Sci Elec	3	___	0		
___	___	Core Second Lang Elect	3	___	0	EngrSciElct	ECE 203 or		3	___	0		
			#REF!	#REF!		___	ChNE/ME 301		0	0.00			
<u>Repeated Courses</u>													
None			3	___	0	*prerequisites: 376, 377, Engl 219							
			3	___	0	<b>NOTES</b>							
			3	___	0	1. Core electives from approved list; grade of C or higher required							
			3	___	0	2. CE 499L must be taken during the final semester of the program							
			3	___	0	3. Student must take FE exam prior to graduation.							
<b>OVERALL HOURS &amp; GPA</b>			###	####	#REF!	01-Nov-13							
											CE 10/2008		

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1345**

**Fields marked with \* are required**

**Name of Initiator:** Mark Daniel Russell      **Email:\*** [russ1307@unm.edu](mailto:russ1307@unm.edu)      **Date:\*** 11-01-13

**Phone Number:\*** 505 277-1948

Initiator's Title\* Lecturer II: Civil Engineering Civil  
Engr

Associated Forms exist?\* Yes ▼

Faculty Contact\* Mark Russell

Administrative Contact\* Missy Garoza

Department\* Civil Engineering

Admin Email\* mgaroza@unm.edu

**Branch**

Admin Phone\* 277-6633

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* B.S.C.E. Civil 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)

[Civil Engineering Title and Requirments change Form C 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)

Allow students to specialize in economics field closer to their career objectives.

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

[Civil Engineering Curriculum proposal 11-1-13.docx](#)

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

**Current requirements:**

**Second Year First Semester**

		3
MATH 264	Calculus III	4
PHYC 161	General Physics	3
CE 202	Engineering Statics	3
CE 283	Surveying and Geomatics	3
ECON 105	Introductory Macroeconomics (1)	3
		16

**Notes:**

1. Specific Core Curriculum requirements.

**Proposed requirements:**

Changes are highlighted in red.

Under the heading: Curriculum in Civil Engineering

**Second Year First Semester**

		3
MATH 264	Calculus III	4
PHYC 161	General Physics	3
CE 202	Engineering Statics	3
CE 283	Surveying and Geomatics	3
ECON 105	Introductory Macroeconomics (1)	3
-OR-		
ECON 106	Introductory Microeconomics (1)	3

**Notes:**

1. Specific Core Curriculum requirements.

November 1, 2013

### **Justification for change to Civil Engineering undergraduate curriculum**

Based upon the recommendation of our Engineering Economics professor, the requirement for undergraduate students to take only Econ 105 – Principles of Macroeconomics was evaluated. By reviewing the requirements of our applicable accreditation committees (ABET and ACCE), it was determined that both ECON 105 and ECON 106 would fulfill the accreditation requirements.

The proposed change would allow BS CE students to substitute ECON 105 with introduction to microeconomic theory (ECON 106). The rationale for this is to allow more flexibility for students to pursue social science courses that more closely align with their interests and academic/professional goals. Macroeconomics focuses on national economies, economic growth, interest rates, and money supply while microeconomics focuses on the decisions of individual firms, markets, supply and demand, production choices, and consumer behavior. According to the Engineering Economics professor, microeconomic theory is likely more relevant to the type of decisions many of our students will be faced with in professional practice. Furthermore, our current Engineering Economy (CE350) course covers some of the macroeconomic topics in ECON 105 that are most relevant to our student (e.g., interest rates and inflation). Both ECON 105 and ECON 106 satisfy UNM's core social/behavioral science requirement.

The plan requires the following actions:

- Change the requirement of ECON 105 to a requirement of ECON 105 or ECON 106.

### **Impact on long range planning, budget, and faculty workload**

Currently our CE students take ECON 105 and our CM students take ECON 106. As a result of this change, it is anticipated that half of each group will take the other course. Therefore, the overall difference in students in each class should be insignificant. It is anticipated that there will be no impact on long range planning, budget, and faculty workload.



**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1340**

**Fields marked with \* are required**

**Name of Initiator:** Colleen Sheinberg      **Email:\*** [colleens@unm.edu](mailto:colleens@unm.edu)      **Date:\*** 10-31-13  
**Phone Number:\*** 505 277-8401      Initiator's Title\* **Lecturer II**

Associated Forms exist?\*  ▼

Faculty Contact\* **Colleen Sheinberg**      Administrative Contact\* **Steven Block**  
Department\* **Music**      Admin Email\* **sblock@unm.edu**  
**Branch**      Admin Phone\* **505-277-2126**

**Proposed effective term:**

Semester  ▼ Year  ▼

**Course Information**

Select Appropriate Program  ▼

Name of New or Existing Program \* **Master of Music, Music History and Literature Concentration**

Select Category  ▼ Degree Type **master's**

Select Action  ▼

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

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

[MM Hist-Cat Text.pdf](#)

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

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

See attached. REGISTRAR'S NOTE: SEE WORKFLOW PRINTOUT FOR ADDITIONAL EDITS.

[MM History Reasons.pdf](#)

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

[MM History Form C Impact.pdf](#)

## Supplement to Form C Current and Revised Catalog Text

### Master of Music Concentration in Music History and Literature (Plan I—with thesis)

[Current text]:

**Special prerequisite:** A student emphasizing music history and literature must submit, with the application, a research paper that shows a knowledge of research techniques and satisfactory ability in written English.

#### Program of Study (26 hours plus thesis)

Required Courses (9 hrs.)

MUS 531	Bibliography and Research	3
MUS 599	Master's Thesis	6

#### Music History Electives (9 hours)

Must be chosen from among the following courses:

MUS 513	Medieval and Renaissance Music	3
MUS 514	Studies in Baroque Music	3
MUS 515	Studies in Classic and Romantic Music	3
MUS 516	Studies in Twentieth-Century Music	3
MUS 537	Selected Topics in Music Literature	3

#### Other Music Electives (6 hours)

Must be chosen from among the following courses or from the Music History courses above:

MUS 525	Post-Tonal Theory	3
MUS 527	Theory Pedagogy	3
MUS 529	Techniques of Twentieth-Century Composition	3
MUS 539	Selected Topics in Music Theory	3
MUS 551	Graduate Problems	1-3

#### Free Electives (8 hours)

Up to 6 hours may be taken outside of Music. May include up to 2 hours of applied instrument or voice. May include up to 2 hours of MUS 560 *Ensemble Performance*.

#### Additional Requirement:

Reading ability in one foreign language, preferably German or French. To meet the foreign language requirement, one of the following must be accomplished:

1. With a grade of 3.0 (B) or better, pass as many undergraduate semesters of one language as are equivalent to completion of the fourth-semester course in that language; preferably, the language should be German or French.
2. Pass two semesters of one foreign language course designed especially to meet the needs of graduate students.
3. For a student already fluent in a foreign language, preferably German or French, who lacks the appropriate undergraduate coursework, the Music Graduate Committee will recommend the method by which he or she can satisfy the foreign language requirement.

### Master of Music Concentration in [Musicology] (Plan I—with thesis)

[Revised text]:

**Special prerequisite:** A student emphasizing [musicology] must submit, with the application, a research paper that shows a knowledge of research techniques and satisfactory ability in written English.

#### Program of Study (26 hours plus thesis)

Required Courses (9 hrs.)

MUS 531	Bibliography and Research	3
MUS 599	Master's Thesis	6

#### Music History Electives (9 hours)

Must be chosen from among the following courses:

MUS 513	Medieval and Renaissance Music	3
MUS 514	Studies in Baroque Music	3
MUS 515	Studies in Classic and Romantic Music	3
MUS 516	Studies in Twentieth-Century Music	3
MUS 537	Selected Topics in Music Literature	3

#### Other Music Electives (6 hours)

Must be chosen from among the following courses or from the Music History courses above:

MUS 525	Post-Tonal Theory	3
MUS 527	Theory Pedagogy	3
MUS 529	Techniques of Twentieth-Century Composition	3
MUS 539	Selected Topics in Music Theory	3
MUS 551	Graduate Problems	1-3

#### Free Electives (8 hours)

Up to 6 hours may be taken outside of Music. May include up to 2 hours of applied instrument or voice. May include up to 2 hours of MUS 560 *Ensemble Performance*.

#### Additional Requirement:

Reading ability in one foreign language, preferably [German, French or Spanish.] To meet the foreign language requirement, one of the following must be accomplished:

1. With a grade of 3.0 (B) or better, pass as many undergraduate semesters of one language as are equivalent to completion of the fourth-semester course in that language; preferably, the language should be [German, French or Spanish.]
2. Pass two semesters of one foreign language course designed especially to meet the needs of graduate students.
3. For a student already fluent in a foreign language, preferably [German, French or Spanish,] who lacks the appropriate undergraduate coursework, the Music Graduate Committee will recommend the method by which he or she can satisfy the foreign language requirement.

## **Form C: Master of Music, Concentration in Musicology**

### **Reasons for Request**

#### Re change of concentration title:

While the terms “music history” and “musicology” have been used interchangeably, the label musicology not only connotes a wider spectrum of the discipline, but also signals its recent methodological and philosophical changes. During the last two decades of the twentieth century, the discipline of “musicology” in the U.S. underwent significant philosophical revisions regarding its scope and methodology, which resulted in the recognition of the need to develop an overtly critical stance in all scholarly studies of music, including the consideration of subjects such as gender and sexuality, music and politics, music outside the European Western tradition, and popular music. Hence, the proposed change of the Master’s program from “Music History and Literature” to “Musicology” signals the embrace of these developments in the discipline and the variety of scholarly methodologies that the program is currently offering.

#### Re addition of Spanish as a preferred language:

The inclusion of Spanish as a third preferable foreign language is representative of UNM’s geographical location and of its mission as a tricultural institution in the American Southwest. It also acknowledges existing demographics, as the Hispanic population is currently the largest minority in the U.S.

**Supplement to Form C**  
**for**  
**Master of Music, Concentration in Musicology**

Justification, Planning, Budget, Faculty Workload

Justification for the Concentration:

N/A. Concentration already exists.

Impact on Long-Range Planning:

The changes proposed represent a desire to broaden the scope of the current concentration. The more inclusive nature of the discipline will permit expansion of course offerings and should make the degree more attractive to potential students in the field.

Budget Analysis and Faculty Workload Implications:

None.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1339**

**Fields marked with \* are required**

**Name of Initiator:** Colleen Sheinberg      **Email:\*** [colleens@unm.edu](mailto:colleens@unm.edu)      **Date:\*** 10-31-13  
**Phone Number:\*** 505 277-8401      Initiator's Title\* Lecturer II

Associated Forms exist?\* Yes ▼

Faculty Contact\* Colleen Sheinberg      Administrative Contact\* Steven Block  
Department\* Music      Admin Email\* sblock@unm.edu  
**Branch**      Admin Phone\* 505-277-2126

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Graduate Degree Program ▼

Name of New or Existing Program \* Master of Music, Theory & Composition Concentration

Select Category Concentration ▼ Degree Type master's

Select Action Revision ▼

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

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

[MM TheoryComp Catalog Text.pdf](#)

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

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

See attached.

[MM TheoryComp Reasons.pdf](#)

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

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

**Supplement to Form C: Master of Music, Concentration in Theory and Composition  
(Plan I—with thesis)  
Current and Revised Catalog Text**

[Current text]:

**Special prerequisites:** A student applying for the Master of Music Concentration in Theory and Composition must submit (preferably electronically) a portfolio consisting of the following:

For a composition focus, the portfolio should consist of several compositions. If these are for conventional acoustic media (string quartet, voice and piano, orchestra, band, chorus, solo piano, etc.), scores and recordings, if available, should be submitted. If the medium is in digital form, a copy of the work and a short essay explaining your creative process for the piece should be submitted.

For a theory focus, the portfolio should consist of two essays in academic format. At least one of the two should be on a theory or analysis topic, while the other may be historical in nature.

If you are undecided whether your focus will be in theory or composition, then your portfolio should contain at least one composition/creative work and one essay (theory or analysis only).

**Program of Study (26 hrs. plus thesis)**

**Required Courses (17 hrs.)**

APMS 501	Studio Instruction in the Principal Area of Concentration–Composition	2
MUS 525	Post-Tonal Theory	3
MUS 527	Theory Pedagogy	3
MUS 531	Bibliography and Research	3
MUS 599	Master’s Thesis	6

**Elective in Composition (2 hours)**

Must be chosen from the following:

MUS 509	Compositional Form and Analysis I	2
MUS 510	Compositional Form and Analysis II	2

**Elective in Technology (2 hours)**

Must be chosen from the following:

MUS 511	Computer Applications I* (*fulfills requirement for theory focus only)	2
MUS 512	Computer Applications II	2
MUS 521	Max Programming for Musicians	3

**Elective in Music History (3 hrs.)**

Must be chosen from among the following courses:

MUS 513	Medieval and Renaissance Music	3
MUS 514	Studies in Baroque Music	3
MUS 515	Studies in Classic and Romantic Music	3
MUS 516	Studies in Twentieth-Century Music	3
MUS 537	Selected Topics in Music Literature	3

NOTE: Students focusing in Composition must take MUS 516.

[Revised text]:

**Special prerequisites:** A student applying for the Master of Music Concentration in Theory and Composition must submit (preferably electronically) a portfolio consisting of the following:

For a composition focus, the portfolio should consist of several compositions. If these are for conventional acoustic media (string quartet, voice and piano, orchestra, band, chorus, solo piano, etc.), scores and recordings, if available, should be submitted. If the medium is in digital form, a copy of the work and a short essay explaining your creative process for the piece should be submitted.

For a theory focus, the portfolio should consist of two essays in academic format. At least one of the two should be on a theory or analysis topic, while the other may be historical in nature.

If you are undecided whether your focus will be in theory or composition, then your portfolio should contain at least one composition/creative work and one essay (theory or analysis only).

**Program of Study (26 hrs. plus thesis)**

**Required Courses (17 hrs.)**

APMS 501	Studio Instruction in the Principal Area of Concentration–Composition	2
MUS 525	Post-Tonal Theory	3
MUS 527	Theory Pedagogy	3
MUS 531	Bibliography and Research	3
MUS 599	Master’s Thesis	6

**Elective in Composition (2 hours)**

Must be chosen from any topics offered under the following:

[MUS 507 Selected Topics in Music Composition 2]

**Elective in Technology (2 hours)**

Must be chosen from the following:

MUS 511	[Fundamentals of Music Technology*] (*fulfills requirement for theory focus only)	2
MUS 512	[Fundamentals of Audio Technology]	2
MUS 521	Max Programming for Musicians	3

**Elective in Music History (3 hrs.)**

Must be chosen from among the following courses:

MUS 513	Medieval and Renaissance Music	3
MUS 514	Studies in Baroque Music	3
MUS 515	Studies in Classic and Romantic Music	3
MUS 516	Studies in Twentieth-Century Music	3
MUS 537	Selected Topics in Music Literature	3

NOTE: Students focusing in Composition must take MUS 516.

**Music Electives (8 hrs.)**

Electives must be in Music, but a student may petition to substitute a non-music course if it relevant to his or her thesis work. Two hours applied piano are recommended. Graduate students are encouraged to enroll in MUS 560 *Ensemble Performance*; 2 hours of ensemble credit will apply toward the degree. Two hours from MUS 505 or 506 are required unless the student has taken counterpoint as an undergraduate.

As a culmination to study in Theory and Composition, the student must submit either 1) a theoretical document (thesis), or 2) a portfolio of original compositions that will be submitted as a hybrid thesis. The portfolio's contents shall have been written while in residence and shall have received written approval from the theory and composition faculty prior to the student's graduation year. Consult the Department of Music Graduate Student Handbook for further requirements.

Students pursuing a focus in Composition will be expected to participate in studio classes, juries, concerts of student works, and other activities. Consult the *Department of Music Composition Handbook* for requirements.

**Music Electives (8 hrs.)**

Electives must be in Music, but a student may petition to substitute a non-music course if it relevant to his or her thesis work. Two hours applied piano are recommended. Graduate students are encouraged to enroll in MUS 560 *Ensemble Performance*; 2 hours of ensemble credit will apply toward the degree. Two hours from MUS 505 or 506 are required unless the student has taken counterpoint as an undergraduate.

As a culmination to study in Theory and Composition, the student must submit either 1) a theoretical document (thesis), or 2) a portfolio of original compositions that will be submitted as a hybrid thesis. The portfolio's contents shall have been written while in residence and shall have received written approval from the theory and composition faculty prior to the student's graduation year. Consult the Department of Music Graduate Student Handbook for further requirements.

Students pursuing a focus in Composition will be expected to participate in studio classes, juries, concerts of student works, and other activities. Consult the *Department of Music Composition Handbook* for requirements.

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

Reasons for Request

Under “Elective in Composition”: MUS 509 and 510 are being deleted from the Catalog via Form A’s (in progress). They will be replaced by MUS 507 (Form B in progress), a topics course offering the possibility of a number of topics in the area of composition. Students will therefore have a greater variety of topics to choose from to fulfill the Elective in Composition category of the degree plan.

Under “Elective in Technology”: The titles of MUS 511 and 512 are being changed (Form A’s in progress) to reflect their content more accurately.

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

Justification, Planning, Budget, Faculty Workload

Justification for the Concentration:

N/A. The concentration already exists.

Impact on Long-Range Planning:

These changes represent our efforts to maintain the quality of our course offerings and degrees, and to keep up-to-date with the rapidly changing areas of composition and technology.

Budget Analysis and Faculty Workload Implications

There will be no impact on the budget. The instructors who previously have taught MUS 509 and MUS 510 will now be teaching MUS 507, so there will be no effect on faculty workload.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1329**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 10-30-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist?\* Yes   
Faculty Contact\* Elizabeth Yeater      Administrative Contact\* Rikk Murphy  
Department\* Psychology      Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
**Branch**      Admin Phone\* 505.277.5009

**Proposed effective term:**

Semester  Year

**Course Information**

Select Appropriate Program   
Name of New or Existing Program \* PhD Psychology Clinical Concentration  
Select Category  Degree Type   
Select Action

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

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

[Clinical Description.docx](#)

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

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

[Reason for the request.docx](#)

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

[Justification for the request.docx](#)

## Current Catalog Description

### Clinical Concentration

Clinical students begin their core sequence in clinical psychology during their first year. The clinical core sequence is presented in the department's Guidelines for Graduate Students.

Beyond the departmental required courses, clinical students are required to complete the following courses:

Course Title	Credit Hours
PSY 634 Ethics and Professional Issues in Clinical Psychology	3
PSY 532 Seminar in Psychopathology	3
PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions	3
PSY 534 Psychological Evaluation Practicum	3
PSY 535 Psychological Evaluation: Personality Functions	3
PSY 538 Introduction to Clinical Science	3
PSY 636 Diversity/Multicultural Perspectives	3
PSY 637 Empirically Supported Treatments	3
PSY 610 Case Conference Practicum	1
PSY 600 Clinical Interviewing Practicum	1
PSY 602 Pre-Clinical Practicum	1
PSY 603 Case Formulation Practicum	3
PSY 631 Psychotherapy Practicum	1-3
PSY Plus three approved Clinical Electives	9

There are additional courses required to satisfy the American Psychological Association (APA) foundation requirements. Current APA foundation requirements along with courses that may be used to satisfy them are presented in the department's Guidelines for Graduate Students.

While students in all concentrations are encouraged to take courses in concentrations other than their own, non-clinical students ordinarily are not permitted to enroll in clinical practicum courses (600L). Non-clinical students who wish to enroll in this clinical course must discuss this with the Director of Clinical Training and the course instructor. There will be additional requirements for meeting training requirements of the American Psychological Association (APA). Please see the Director of Clinical Training for additional information.

## **Proposed Catalog Description**

### **Clinical Concentration**

Students begin their clinical coursework during their first year. The sequence of clinical coursework is presented in the department's Guidelines for Graduate Studies.

Beyond the departmental required courses, clinical students are required to complete the following courses:

Course Title

PSY 532 Seminar in Psychopathology

PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions

PSY 534 Psychological Evaluation Practicum

PSY 535 Psychological Evaluation: Personality Functions

PSY 538 Introduction to Clinical Science

PSY 602 Pre-Clinical Practicum

PSY 603 Case Formulation Practicum

PSY 610 Case Conference Practicum

PSY 631 Psychotherapy Practicum

PSY 634 Ethics and Professional Issues in Clinical Psychology

PSY 636 Diversity/Multicultural Perspectives

PSY 637 Empirically Supported Treatments

PSY Plus three approved Clinical Electives

There are additional courses required to satisfy the American Psychological Association (APA) foundation requirements. Current APA foundation requirements along with courses that may be used to satisfy them are presented in the department's Guidelines for Graduate Students.

#### Reason for the request

We feel that the skills being covered in PSY 600-Clinical Interviewing Practicum are being covered in other courses, e.g. PSY-602 Pre-Clinical Practicum. Therefore, to reduce course burden on students, we would like to eliminate PSY 600 from the group of required courses for the Clinical Concentration.

#### Justification for the request

We feel that the skills being covered in PSY 600-Clinical Interviewing Practicum are being covered in other courses, e.g. PSY-602 Pre-Clinical Practicum.

#### Impact on long-range planning

Eliminating PSY 600 will remove the burden of finding both time and space to schedule a course for an already extensive program.

#### Budget analysis and faculty workload implications

Eliminating PSY 600 will not impact the department's budget or faculty workload.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1327**

**Fields marked with \* are required**

**Name of Initiator:** Charles Fleddermann      **Email:\*** [cbf@unm.edu](mailto:cbf@unm.edu)      **Date:\*** 10-30-13

**Phone Number:\*** 505 277-5521

Initiator's Title\* Associate Dean: School of Engineering

Associated Forms exist?\* No

Faculty Contact\* C. Fleddermann

Administrative Contact\* C. Fleddermann

Department\* SoE

Admin Email\* cbf@unm.edu

**Branch**

Admin Phone\* 7-1423

**Proposed effective term:**

Semester Fall      Year 2014

**Course Information**

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program\* UNM Global/National Engineering Scholars

Select Category Degree      Degree Type MS

Select Action Revision

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

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

[Catalog 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)

See attached.

[Global and National Engineering Scholars Programs Proposal v 2 .pdf](#)

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

[Justification.pdf](#)

**Catalog Copy**  
**UNM Global Engineering Scholars Program**  
**UNM National Engineering Scholars Program**

The School of Engineering offers two shared-credit programs for students earning their BS degree from other universities. The Global Engineering Scholars Program and the National Engineering Scholars Program offer selected students the ability to count up to nine hours of appropriate credit from their BS degrees in engineering or computer science towards a UNM Masters degree in engineering or computer science. The Global Engineering Scholars Program seeks to educate students with rich and meaningful experiences across nations to become competitive in a globalized market. The National Engineering Scholars Program seeks to provide students from accredited institutions in the US with a streamlined pathway to a Masters degree in engineering or computer science.

In order to participate in these programs, students must have completed at least 120 hours of the requirements for a BS degree. For many students, admission to these programs will take place upon completion of the BS degree from their home institution. For students from institutions outside the U.S. that offer engineering or computer science programs leading to the BS degree that require five years to complete, students will finish at least 120 hours of coursework at their home institution, and complete a fifth year at UNM; upon completion of the course work at UNM the student will be awarded an MS from UNM and a BS from their home institution.

Since these programs are intended to provide an expedited pathway from the BS to an MS degree, only students who have completed the requirements for a BS degree within one year of application to the program will be considered.

UNM School of Engineering has identified a list of US and international partner universities for these programs. Each SoE department will admit students to the Global or National Scholars program according to their normal admission rules and procedures. There is no GRE requirement for students applying to this program. Each School of Engineering department will evaluate and approve up to 9 units of appropriate undergraduate technical electives to be double-counted towards the MS requirements. The regular MS program requirements defined in the UNM catalog apply.

Students from institutions that have not been identified as partners for this program may also apply, and will be individually evaluated and considered.

## **UNM Global Engineering Scholars Program UNM National Engineering Scholars Program**

The School of Engineering proposes the establishment of external/international shared-credit programs called the UNM Global Engineering Scholars Program and the UNM National Engineering Scholars Program. These two programs are identical in content, but differ in clientele; the Global program is intended to attract talented international engineering students to UNM Engineering, while the National program seeks to attract more domestic students to UNM Engineering. The purpose of the global program is to educate students with rich and meaningful experiences across nations to become competitive in a globalized market, to increase enrollment in SoE at the Masters level, and to increase the pool of qualified applicants to our PhD programs. This proposed program is within the context of UNM's goal to strategically target the international market for recruiting both undergraduate and graduate students. The national program is intended to increase the pool of domestic students seeking graduate engineering and computer science degrees at UNM. The Global Engineering Scholars Program and the National Engineering Scholars Program are shared-credit programs allowing students to count 9 hours of credit towards both a BS degree from his/her home institution and a Masters degree from UNM Engineering. The intention is to make this a selective, prestigious, and highly visible program. Students earning their BS degree from UNM Engineering will have a similar opportunity through a shared-credit program previously proposed. Since these programs are intended to provide an expedited pathway from the BS to a Masters degree, only students who have completed the requirements for a BS degree within one year of application to the program will be considered.

**Curriculum** In order to participate in these programs, students must have completed at least 120 hours of the requirements for a BS degree. For many students, admission to these programs will take place upon completion of the BS degree from their home institution. Some institutions outside the U.S. that offer engineering or computer science programs, particularly those in Latin America, require five years to complete the BS degree. For students originating in institutions with 5-year BS degrees, students will complete 120 hours of coursework at their home institution, and complete a fifth year at UNM; upon completion of the course work at UNM the student will be awarded a Masters degree from UNM and a BS from their home institution. While taking courses at UNM, students who are completing a five-year BS degree from their home institution will only pay tuition at UNM; they will not pay additional tuition at their home institution. This will be a part of any agreement or MOU between UNM and participating institutions.

**Background** For the past few years, many US universities provided their undergraduates with the opportunity to earn a Masters degree in a single year following the completion of the bachelor's degree; the 4+1 program. In addition, some US institutions have established external 4+1 programs, which enable qualified undergraduates to complete

BS and Masters degrees at two different universities with credits shared between institutions. The UNM National Scholars Program is an external shared credit program similar to those at other institutions in the U.S. The UNM Global Engineering Scholars Program is an extension of this concept across international borders.

**Admission** UNM SoE will identify a list of universities both domestically and internationally as our partner universities for these programs. Undergraduates from these institutions may apply to the UNM Global Engineering Scholars Program or UNM National Engineering Scholars Program. Individual SoE departments will admit students to the program according to the normal admission rules and procedures. The GRE will be waived for students applying to this program. SoE departments will evaluate and approve up to 9 units of undergraduate technical electives to be double-counted towards the Masters requirements. The regular Masters program requirements defined in the UNM catalog apply.

Although it is intended to focus recruiting efforts for these programs on universities that have been identified as partner institutions for this program, students applying from other institutions will be individually evaluated and considered.

### **Justification**

One of the goals of these programs is to increase the number and quality of students pursuing graduate degrees in engineering and computer science at UNM. Presently, there is capacity for increasing the number of graduate students pursuing Masters degrees at UNM; this program is intended to increase these numbers. In addition, we will use these programs as a means for encouraging high-performing Masters students to remain at UNM to pursue a PhD.

An additional goal of the Global Engineering Scholars Program is to enhance the international presence of UNM Engineering, in line with President Frank's goals for improving international enrollments and programs at UNM.

### **Leaving the Global Scholars Program**

Students admitted to the UNM Global Engineering Scholars Program or the UNM National Engineering Scholars Program may choose to not complete the MS degree at UNM, or may not be successful in progressing towards graduation. For National Engineering Scholars or Global Engineering Scholars who have already completed the BS degree at another institution, credits earned while at UNM will be applicable to engineering graduate degrees elsewhere. For Global Engineering Scholars who are working towards completion of a five-year BS degree at their home institution, credits earned at UNM will be transferred back to their home institution and will apply to their

BS degree. This will be incorporated into the agreement/MOU between UNM and the student's home institution before the student begins the Global Engineering Scholars program.

### **Justification for the Program**

The Global Engineering Scholars Program and the National Engineering Scholars Program are intended to increase the number of students in our programs at the MS level. As a secondary outcome, having more MS students enrolled should also allow SoE to improve the number and quality of students in our PhD programs as we will encourage high-performing students in these programs to stay at UNM for their PhD work. In addition, the Global Engineering Scholars Program has as its goal broadening the diversity of graduate students in SoE thru targeting recruiting at universities in Latin America. The Global Engineering Scholars Program also fits within President Frank's stated goals of increasing the international reach of UNM.

### **Long Range Planning Implications**

Implementation of these programs will lead to increases in our enrollments at the MS level. Currently, we have ample capacity in SoE at the MS level for more students. We do not anticipate needed to increase course offerings or any staffing needs in response to these increased numbers. So, we do not anticipate that growth at the MS level will have any long-range planning implications for SoE.

### **Budget and Faculty Workload Implications**

The proposed programs will be offered within existing degree programs. No new courses will be required in order to offer these programs. Implementation of these programs will lead to increased student enrollment at the MS level; since there is current capacity in our MS programs for additional students, there will be no faculty workload issues. Admission for these programs will be handled through the existing admission process and so no new staff will be required. Therefore, there will be no increased resources needed to offer these programs.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1320**

**Fields marked with \* are required**

**Name of Initiator:** Amanda Kay Wolfe      **Email:\*** [akwolfe@unm.edu](mailto:akwolfe@unm.edu)      **Date:\*** 10-28-13

**Phone Number:\*** 505 277-7044

Initiator's Title\* Associate Director: LAII

Associated Forms exist?\* Yes

Faculty Contact\* Kathryn McKnight      Administrative Contact\* Amanda Wolfe

Department\* LAII      Admin Email\* [akwolfe@unm.edu](mailto:akwolfe@unm.edu)

**Branch**      Admin Phone\* 277-7044

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program \* MA Latin American Studies- CRP concentration

Select Category   Degree Type

Select Action

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

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

[Exact Title CRP-UCD.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)

[Reason CPR.docx](#)

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

[Impact CRP-UCD.docx](#)

## **MA in Latin American Studies**

### **Change in Concentration Title and Requirement**

From “Community and Regional Planning” to “Urbanism and Community Development”  
Changes below: the CRP concentration has been replaced by the concentration in Urbanism and Community Development and the course list has been expanded.

### Exact Title and Requirements

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## **M.A. in Latin American Studies (M.A.L.A.S.)**

Students concentrate in two areas chosen from the following: Anthropology (with an emphasis in either Archaeology, Ethnology, or Human Evolutionary Ecology), Art History (with an emphasis in either Pre-Columbian, Colonial, or Modern), Brazilian Literature and Culture, Brazilian Studies, Communication, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, Spanish Linguistics, Urbanism and Community Development. Students may also petition for approval of other thematic areas of concentration (such concentrations cannot be transcribed). The combination of concentrations must ensure that the program is interdisciplinary. For example, students selecting Anthropology with an emphasis in Archaeology as one concentration may not select Anthropology with an emphasis in Ethnology as the second concentration. Students also are required to have no more than one interdisciplinary concentration. For example, a student may not choose both Human Rights and Gender Studies.

### **Concentration/Emphases Requirements**

Select from the following list of courses for each concentration/emphases. Substitutions for these courses will be considered on a case-by-case basis.

#### **Anthropology**

Emphases. Ethnology: ANTH 530, 532, 533, 535, 537, 539, 546, 547, 584, 587. Archaeology: ANTH 522, 524, 529, 574, 579. Human Evolutionary Ecology: ANTH 561, 562, 565, 566, 567.

#### **Art History**

Emphases. Pre-Columbian: ARTH \*343, 500, 511, 512, 560. Colonial: ARTH 500, 549, 550, 580. Modern: ARTH 500, 529, 583, 585, 588, 589, 590, 593, 594.

#### **Brazilian Literature and Culture**

PORT \*461, 514, 515, 516, 517, 521, 557, 558, 570; SPAN 502.

#### **Brazilian Studies**

ANTH 532, 540; GEOG 515, 516, 564; HIST 500, 576, 577, 656, 687, 688, 690, 692; PORT 461, 514, 515, 516, 521, 557, 558, 570; SPAN 439, 639. Courses without forty percent Brazilian content require consultation with the instructor and prior approval by the Associate Director.

**Communication**

Select one from: CJ 506, 531, 566, Choosing remaining courses from: CJ 517, 518, 519, 555, 569, 604.

**Economics**

ECON \*\*315, \*320, \*321, \*331, \*335, \*343, \*410, \*421, \*423, \*424, \*427, \*429, \*442, 503, 520, 521, 542, 584.

**Gender Studies**

CRP 528; HIST 628, 651, 652, 686, 687, 692; SOC 509; SPAN \*\*439, 639.

**History**

HIST 518, 560, 570, 571, 572, 573, 574, 575, 576, 577, 643, 644, 645, 648, 649, 650, 651, 652, 653, 654, 655, 656, 685, 686, 687, 688, 689, 690, 692. Students generally take HIST 686 and/or HIST 687. The course(s) may be substituted upon approval from the Associate Director.

**Human Rights**

ANTH 530, 539; ECON \*423; HIST 500, 574, 648, 649, 652, 653, 690, 692; LAW 505, 541, 548, 626, 628, 667; LTAM 500; POLS 521; PORT 514, 570; SPAN 532, 639.

**International Management**

MGMT 511, 524, 574, 583, 594, 595, 597.

**Political Science**

POLS 511, 512, 520, 521, 525, 540, 541.

**Religion and Philosophy**

ANTH 533; HIST 656; PHIL 588, 589; PHIL 590; RELG \*422; SOC 532.

**Sociology**

SOC 461, \*484, 503, 506, 508, 509, 510, 513, 520, 528, 584.

**Southwest Studies**

AMST 558, 560, 563, 565; ANTH \*421, 521, 535, 537, 576; ARTH 576; CRP 586, 569; ENGL 565, 574; HIST 563, 564, 643, 644, 645, 684, 685; LING 532; LLSS \*446, 566, 583; PH 579; POLS \*308; RELG \*483; SOC 520, 528; SPAN \*\*479, 546, 547, 578, 579.

**Spanish American Literature**

SPAN \*\*430, \*\*431, \*\*432, \*\*433, \*\*435, \*438, \*\*439, 502, 504, 531, 532, 536, 631, 633, 639.

**Spanish Linguistics**

SPAN \*\*443, 540, 542, 543, 545, 546, 547, 548, 549. Students with limited background in Spanish Linguistics are encouraged to take SPAN 350 and 352.

**Urbanism and Community Development**

ARCH 544, 551, 662; CRP 500, 503, 513, 515, 527, 531, 535, 537, 567, 569, 570, 574, 576, 578, 586, 587, LA 512

Variations may occur from year to year in the availability of faculty members to support concentrations. Such changes in faculty availability are beyond the control of the Latin American Studies program. Thus, it may occasionally be impossible for students to obtain sufficient coursework and advisement in one or more concentrations described herein. Therefore students' choices of concentrations require the prior approval of the Associate Director.

### **M.A. in Latin American Studies**

**Applications:** In addition to the materials required by the University of New Mexico Office of Admissions, the following items must be submitted directly to the Latin American Studies Program: three letters of recommendation, a letter of intent, an academic writing sample, unofficial copies of transcripts, and GRE scores.

**Prerequisite:** The Bachelor's degree is required. Background work in the social sciences and humanities related to Latin America is preferred. At least two years of undergraduate course work (or equivalent language training) in either Spanish or Portuguese is required prior to admission. Applicants with otherwise strong qualifications but with limited Spanish competence may be admitted on the condition that they complete Spanish 352, Advanced Grammar, within their first year of graduate study.

### **Degree Requirements**

**Plan I** (thesis option); 36 credit hours. Students must take LTAM 510 Pro-Seminar in Latin American Studies, and select two areas of concentration within the M.A.L.A.S. program. Students have the option of completing 9 credit hours in one concentration and 15 credit hours in the other concentration or completing 12 credit hours in each concentration. The remaining 9 credit hours are divided between 3 credit hours of program electives and 6 credit hours of thesis credits.

Students under the Plan I option must complete a minimum of 12 credit hours in graduate seminars numbered 500 or above (excluding 551 or 552 Problems courses) and 6 credit hours of thesis numbered 599. Students should consult with the Associate Director to determine which courses are considered seminars. Students are required to present an oral defense of the thesis before a thesis committee composed of at least two faculty members in one concentration and one faculty member from the second concentration. Students also are required to sit for the comprehensive examination in the second concentration, administered by three faculty members from that concentration.

**Plan II** (non-thesis option); 36 credit hours. Students must take LTAM 510 Pro-Seminar in Latin American Studies, and select two areas of concentration within the M.A.L.A.S. program. Students have the option of completing 9 credit hours in one concentration and 15 credit hours in the other concentration or completing 12 credit hours in each concentration. The remaining 12 credit hours are comprised of electives. Students are required to sit for the comprehensive

examinations in both concentrations. The examinations are administered by a Committee on Studies composed of two faculty members from each concentration.

Under the Plan II option, students must complete a minimum of 12 credits in graduate seminars numbered 500 or above (excluding 551 or 552 Problems courses). Students should consult with the Associate Director to determine which courses are considered seminars.

To maintain and improve language proficiency during graduate studies, students under both Plan I and II who are not concentrating in Brazilian Literature and Culture, Spanish American Literature, or Spanish Linguistics will be required to take at least one appropriate language course. Students may choose from Spanish 307 or above; Portuguese 276 or above; or a course in one of Latin America's indigenous languages. If the course is available for graduate credit, it can count as one of the student's elective courses. This requirement is also applicable to dual degree students.

**Dual degrees:** The Interdisciplinary Committee on Latin American Studies coordinates the five dual degree programs noted below. The student applying to any dual degree program is required to meet entrance and other requirements of both programs.

Students wishing to add one of these dual degree options after their initial enrollment must apply to that program within three semesters. Acceptance into the second program will establish dual degree status for the student.

**M.A.L.A.S./M.B.A.:** Offered jointly with the Robert O. Anderson School of Management (ASM), this program is designed to train management professionals with special expertise in Latin America. The dual degree reduces requirements to complete the two degrees by approximately 12 credit hours, to a minimum of 57 credit hours and a maximum of 72 credit hours past the Bachelor's, depending on the number of waivers granted by ASM for core requirements. Competency in Spanish or Portuguese is required for admission to the dual degree. Applicants must meet entrance requirements for both programs; applications should be submitted simultaneously to both programs.

In order to meet the M.B.A. requirements, a student must complete 48 credit hours of study, unless the student is eligible to waive some of the courses. If waivers are granted, a total of 33 credit hours must be completed. M.B.A. core requirements include MGT 501, 502, 504, 506, 508, 511, 520, 522, 526, 598. Students must complete 30 hours of core courses or be waived from these courses (with the exception of MGT 598). Students must also complete 18 hours of elective management courses.

For the Latin American Studies component, students are required to complete 24 credit hours, including LTAM 510 Pro-Seminar in Latin American Studies, and a minimum of 9 credit hours in each of two concentrations chosen from the following: Anthropology (with an emphasis in either Archaeology, Ethnology, or Human Evolutionary Ecology), Art History, (with an emphasis in either Pre-Columbian, Colonial, or Modern), Brazilian Literature and Culture, Brazilian Studies, Communication, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest

Studies, Spanish American Literature, Spanish Linguistics, and Urbanism and Community Development. The combination of areas must ensure that the program is interdisciplinary. For example, students selecting Anthropology with an emphasis in Archaeology as one concentration may not select Anthropology with an emphasis in Ethnology as the second concentration. Students also are required to have no more than one interdisciplinary concentration. For example, a student may not choose both Human Rights and Gender Studies. The remaining 3 hours may be used for thesis (under Plan I) or electives (under Plan II).

Under Plan I, students are required to present an oral defense of the thesis before a thesis committee composed of at least two faculty members in one area of concentration and one faculty member from the second concentration. Students also are required to sit for the comprehensive examination in the second concentration, administered by three faculty members from that concentration. Under Plan II, students are required to sit for the comprehensive examinations in both areas of concentration. The examinations are administered by a Committee on Studies composed of two faculty members from each concentration.

Under both Plans I and II, students must complete a minimum of 6 credits in graduate seminars numbered 500 or above (excluding 551 or 552 Problems courses). Students should consult with the Associate Director to determine which courses are considered seminars.

To maintain and improve language proficiency during graduate studies, students under both Plan I and II who are not concentrating in Brazilian Literature and Culture, Spanish American Literature, or Spanish Linguistics are required to take at least one appropriate language course. Students may choose from Spanish 307 or above; Portuguese 276 or above; or a course in one of Latin America's indigenous languages. If the course is available for graduate credit, it may count as one of the student's elective courses.

There are two fellowships that are available specifically for M.A.L.A.S./M.B.A. dual degree students: Bank of America M.A.L.A.S./M.B.A. Fellowship and Wells Fargo M.A.L.A.S./M.B.A. Fellowship. Both fellowships provide \$2000 for one year and can be renewed.

**M.A.L.A.S./M.C.R.P.:** The joint master's program in Latin American Studies and Community and Regional Planning is designed for students who are interested in the professional practice of planning in a Latin American context.

The Community and Regional Planning Program at the University of New Mexico is dedicated to planning and advocating for sustainable communities and ecosystems throughout the Southwest region and Latin America. M.A.L.A.S./M.C.R.P. graduates possess the knowledge and skills necessary to support planning by diverse human communities throughout the Western Hemisphere. M.A.L.A.S./M.C.R.P. students learn to assist Latin American communities to create community-based plans and programs that sustain and enhance their culture, resource base, built environment and economic vitality. The program promotes participatory processes that respond to community identities and development needs.

Prerequisites to the program are competence in either Spanish or Portuguese (at least two years of undergraduate course work or equivalent language training) and basic course work in

economics (micro and/or macro) and statistics. Deficit courses in economics and statistics may be made up after admission to the program.

The program requires a minimum of 54 credit hours of graduate credit (compared to 72 credit hours if the two degrees were pursued separately). The required graduate credit hours include: 1) CRP 578, a 3 credit hour bridge seminar; 2) 27 credit hours of thesis and course work in Community and Regional Planning; and 3) 24 credit hours of course work in Latin American Studies. For the 27 credit hours in Community and Regional Planning, students must complete CRP 500, 510, 511, 521, 545 (or 580), 588, and 599. For the 24 credit hours in Latin American Studies, students must complete LTAM 510 Pro-Seminar in Latin American Studies, a minimum of 9 credit hours in each of two concentrations chosen from the following: Anthropology (with an emphasis in either Archaeology, Ethnology, or Human Evolutionary Ecology), Art History, (with an emphasis in either Pre-Columbian, Colonial, or Modern), Brazilian Literature and Culture, Brazilian Studies, Communication, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, Spanish Linguistics, Urbanism and Community Development and 3 credit hours of electives. The combination of areas must ensure that the program is interdisciplinary. For example, students selecting Anthropology with an emphasis in Archaeology as one concentration may not select Anthropology with an emphasis in Ethnology as the second concentration. Students also are required to have no more than one interdisciplinary concentration. For example, a student may not choose both Human Rights and Gender Studies. Each candidate is required to prepare a thesis (Plan I). The Master's examination will consist of an oral examination at the final presentation of the thesis; this examination will include coverage of the student's two concentrations in Latin American Studies. The student's Committee on Studies, comprised of at least two faculty members in one concentration and one faculty member from the second concentration, preside over the examination. The Chair of the Committee on Studies must be a faculty member from Community and Regional Planning.

Students must complete a minimum of 6 credit hours in graduate seminars numbered 500 or above (excluding 551 or 552 Problems courses). Students should consult with the Associate Director to determine which courses are considered seminars.

To maintain and improve language proficiency during graduate studies, students under both Plan I and II who are not concentrating in Brazilian Literature and Culture, Spanish American Literature, or Spanish Linguistics are required to take at least one appropriate language course. Students may choose from Spanish 307 or above; Portuguese 276 or above; or a course in one of Latin America's indigenous languages. If the course is available for graduate credit, it may count as one of the student's elective courses.

**M.A.L.A.S./J.D.:** This dual degree program is intended to prepare legal professionals for work in Latin America or with Hispanic peoples in the United States by combining legal training with Latin American language and area studies. The program enables students to develop professional skills directly applicable to Latin American nations and populations. Prerequisites to the program are competence in either Spanish or Portuguese (at least two years of undergraduate course work or equivalent language training). The program requires 80 credit hours of Law course work that must include 9 credit hours of international law, 24 credit hours of Latin American Studies

course work, and a 3 credit hour bridge course containing subject matter linking Law and Latin American Studies.

The first-year Law curriculum consists of required courses that emphasize methods of legal reasoning, policy analysis, and the analysis of legal institutions. During their second and third years, students can choose from approximately 100 elective courses in developing individualized programs suited to their career goals.

The Latin American Studies component requires that students complete LTAM 510 Pro-Seminar in Latin American Studies, and a minimum of 9 credit hours in each of two concentrations chosen from the following: Anthropology (with an emphasis in either Archaeology, Ethnology, or Human Evolutionary Ecology), Art History, (with an emphasis in either Pre-Columbian, Colonial, or Modern), Brazilian Literature and Culture, Brazilian Studies, Communication, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, Spanish Linguistics, and Urbanism and Community Development. The combination of areas must ensure that the program is interdisciplinary. For example, students selecting Anthropology with an emphasis in Archaeology as one concentration may not select Anthropology with an emphasis in Ethnology as the second concentration. Students also are required to have no more than one interdisciplinary concentration. For example, a student may not choose both Human Rights and Gender Studies. The remaining 3 credit hours may be used for electives. Students must complete a minimum of 6 credits in graduate seminars numbered 500 or above (excluding 551 or 552 Problems courses). Students should consult with the Associate Director to determine which courses are considered seminars.

To meet the exit requirements for the Latin American Studies component, students must 1) sit for the comprehensive examinations in both concentrations. The examinations are administered by a Committee on Studies composed of two faculty members from each concentration; or 2) sit for a comprehensive examination in one concentration and complete an article length professional paper (jointly supervised by one member of the Law faculty and one non-Law Latin American-specialized faculty member) in the student's other area of concentration.

To maintain and improve language proficiency during graduate studies, students under both Plan I and II who are not concentrating in Brazilian Literature and Culture, Spanish American Literature, or Spanish Linguistics are required to take at least one appropriate language course. Students may choose from Spanish 307 or above; Portuguese 276 or above; or a course in one of Latin America's indigenous languages. If the course is available for graduate credit, it may count as one of the student's elective courses.

**M.A.L.A.S./M.A. in LLSS:** The Latin American Studies Program and the College of Education's Department of Language, Literacy and Sociocultural Studies (LLSS) offer a dual degree program leading to master's degrees in Latin American Studies and Language, Literacy and Sociocultural Studies. This program is intended to allow education professionals to enhance their secondary school teaching with Latin American topics in the humanities and social sciences. The program combines advanced professional development in education with advanced

interdisciplinary study of Latin America and is designed to help students integrate the two fields through coordinated advisement and bridge courses.

The program requires 51 credit hours of course work for students who already hold teaching licenses. It includes three components: 1) 21 credit hours of LLSS courses with a concentration in social studies; 2) 21 credit hours of Latin American Studies course work, including LTAM 510 Pro-Seminar in Latin American Studies, and with at least 9 hours in each of two areas of concentration chosen from the following: Anthropology (with an emphasis in either Archaeology, Ethnology, or Human Evolutionary Ecology), Art History, (with an emphasis in either Pre-Columbian, Colonial, or Modern), Brazilian Literature and Culture, Brazilian Studies, Communication, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, Spanish Linguistics, and Urbanism and Community Development. The combination of areas must ensure that the program is interdisciplinary. For example, students selecting Anthropology with an emphasis in Archaeology as one concentration may not select Anthropology with an emphasis in Ethnology as the second concentration. Students also are required to have no more than one interdisciplinary concentration. For example, a student may not choose both Human Rights and Gender Studies. The remaining 3 credit hours may be used for electives; and 3) 9 credit hours of bridge courses.

Students must complete a minimum of 6 credits in graduate seminars numbered 500 or above (excluding 551 or 552 Problems courses). Students should consult with the Associate Director to determine which courses are considered seminars.

All students follow Plan II (non-thesis) and are required to sit for the comprehensive examinations in both concentrations. The examinations are administered by a Committee on Studies composed of two faculty members from each concentration. Students also must meet exit requirements for the LLSS degree.

To maintain and improve language proficiency during graduate studies, students under both Plan I and II who are not concentrating in Brazilian Literature and Culture, Spanish American Literature, or Spanish Linguistics are required to take at least one appropriate language course. Students may choose from Spanish 307 or above; Portuguese 276 or above; or a course in one of Latin America's indigenous languages. If the course is available for graduate credit, it may count as one of the student's elective courses.

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

The dual degree reduces requires 63 graduate credit hours, as compared to the 78 graduate credit hours required to complete the two degrees separately. A minimum of 42 credit hours are

required in Public health courses, and a minimum of 21 credit hours are required in Latin American Studies courses. At least 13 credit hours of the M.P.H. component must have significant content related to Latin America or Latin American immigrant communities in the United States, to enable the student to integrate the content and practice of the two degrees.

Applicants for the dual degree program must apply separately to and meet the entrance requirements of each program. For acceptance into the M.P.H. program, applicants are required to have completed two years of work or volunteer experience in the public health field, including community development, research, health education, health science, health promotion or other health-related work. M.A.L.A.S./M.P.H. applicants may complete one year of the required experience while beginning the M.A.L.A.S. degree program.

The M.P.H. component of the dual degree requires a minimum of 42 credits as follows:

- PH 501, 502, 506, 508, 509, 511, 513, and 538;
- PH 507 or 510; PH 505 or 552; PH 596 or 597;
- M.P.H. studies with LAS content (13 hours) as follows: PH 583 or 560; PH 598; the M.P.H. culminating experience chosen from PH 596 or 597 (2 - 3 credit hours); and Public Health courses with Latin American/U.S. Latino content or courses throughout the university with demonstrated content on Health and Latin America (6 credit hours);
- Electives to complete the 42 credit hour requirement may be taken in the M.P.H. program or selected from throughout the university.

Courses approved to meet the minimum requirement of 9 credit hours of integrated content or M.P.H. electives include PH 560, CJ 550, 555, SOC 540, 595. Students may seek approval from the M.P.H. program Director and the LAII Associate Director for Academic Programs to count other graduate courses with demonstrated health and Latin American content toward their elective hours.

Coursework for the M.A.L.A.S. component of the dual degree includes LTAM 510 Pro-Seminar in Latin American Studies, and a minimum of 9 graduate credit hours in each of two areas of concentration, selected from among Anthropology, Art History, Brazilian Literature and Culture, Brazilian Studies, Communication, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, Spanish Linguistics, and Urbanism and Community Development. The combination of areas must ensure that the program is interdisciplinary. For example, students selecting Anthropology with an emphasis in Ethnology as one concentration may not select Anthropology with an emphasis in Archaeology as the second concentration. Students also are required to have no more than one interdisciplinary concentration. For example, a student may not choose both Human Rights and Gender Studies. The remaining 3 graduate credits for LAS may be completed as electives. Of the total 21 hours for LAS, students must complete at least 6 credit hours of graduate seminar course.

To maintain and improve language proficiency during graduate studies, students under both Plan I and II who are not concentrating in Brazilian Literature and Culture, Spanish American

Literature, or Spanish Linguistics are required to take at least one appropriate language course. Students may choose from Spanish 307 or above; Portuguese 276 or above; or a course in one of Latin America's indigenous languages. If the course is available for graduate credit, it may count as one of the student's elective courses.

Exit requirements for the dual degree include a comprehensive examination in one area of concentration in Latin American Studies, a master's exam in Public Health and either PH 596 Professional Paper or PH 597 Public Health Integrative Experience. The Integrative experience or the professional paper must address a public health topic related to Latin America or Latin American populations in the U.S. The professional paper will be supervised by a committee of three faculty members, including at least one Latin American Studies faculty member from outside the M.P.H. program.

## **MA in Latin American Studies (MALAS)**

### **Change in Concentration Title and Requirement**

From “Community and Regional Planning” to “Urbanism and Community Development”

#### Reason

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The Latin American Studies Leadership (LAI Director Susan Tiano and Associate Director for Academic Programs Kathryn McKnight) has worked over the past year with faculty from the School of Architecture and Planning, with the explicit support of Dean Geraldine Forbes and the leadership of the Director of Community and Regional Planning Ric Richardson to revise what is currently the MALAS concentration in Community and Regional Planning. The changes proposed have been envisioned with the active participation of S-A&P faculty members with expertise in Latin America, who represent the three disciplines in the S-A&P—Architecture, Landscape Architecture, and Planning.<sup>1</sup> The concentration revision coincides with current interest within the UNM School of Architecture and Planning to offer interdisciplinary work in Latin American Urbanism both for its own students and to student across campus.

The revision of the concentration responds to the changing nature of urbanism, which is now a world-wide phenomenon and is especially pronounced in Latin America. All three disciplines represented of the School of Architecture and Planning are involved in the central issues of urbanism: the function of place, the human ecology of place, the role of tradition in settlements, the persistence of rural spaces, and the richness of specific places whose knowledge enables practitioners to advocate for that place in the context of settlement planning and rapid urban growth. The study, research, and professional preparation for careers related to urbanism require broader expertise than is offered by the current concentration in Community and Regional Planning. Students in the new concentration in Urbanism and Community Development will study Latin American urbanism and the methodologies of place-making through the disciplines of Planning, Architecture, and Landscape Architecture. With these methodologies, students will develop strategies to address the central issues of urbanism named above.

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<sup>1</sup> Jorge Colón (Architecture), Moises Gonzales (CRP), Claudia Isaac (CRP), Baker Morrow (Landscape Architecture), Michaele Pride (Architecture), Ric Richardson (CRP), and Francisco Uvina (Architecture)

## **MA in Latin American Studies (MALAS)**

### **Change in Concentration Title and Requirement**

From “Community and Regional Planning” to “Urbanism and Community Development”

#### **Impact**

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The change in the concentration title and requirements will shift student enrollment moderately from the CRP program in the S-A&P to the Architecture and Landscape Architecture programs. It is not anticipated that the overall enrollment will change. Enrollment in the current MALAS concentration in Community and Regional Planning averages twelve (12) students, who enroll in an average of one course each in the concentration per semester, distributed over an average of ten (10) CRP courses. The faculty members in Architecture and Landscape Architecture who will participate in the proposed new concentration welcome the increased participation of MALAS students in their courses. The CRP courses will not suffer a significant loss of enrollment by the change.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1316**

**Fields marked with \* are required**

**Name of Initiator:** Elizabeth Anne Siletti      **Email:\*** [esiletti@unm.edu](mailto:esiletti@unm.edu)      **Date:\*** 10-25-13

**Phone Number:\*** 505 277-5050

Initiator's Title\* Admin Assistant 3: Sch Arch Planning Gen Admin

Associated Forms exist?\* Yes ▼

Faculty Contact\* Ric Richardson

Administrative Contact\* Liz Siletti

Department\* Community and Regional Planning Program

Admin Email\* [esiletti@unm.edu](mailto:esiletti@unm.edu)

**Branch** School of Architecture and Planning

Admin Phone\* 277-5050

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program\* Bachelor of Arts in Environment, Planning and Design - CRP Concentration

Select Category Degree ▼ Degree Type Bachelors

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)

[BAEPD Curriculum Outline 10.01.13.pdf](#)

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

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

This Form C is to request a slight change in the degree requirements in the "CRP Concentration" section of the BAEPD Curriculum Outline (attached). Currently, in the "CRP Concentration" section of the curriculum outline, CRP 433, Foundations of Physical Planning, is a required course. The Program is creating an option for this requirement to include a choice of one of the following three courses: CRP 431, Foundations of Community Development; CRP 432, Foundations of Natural Resources; or CRP 433, Foundations of Physical Planning. Please see attached revised BAEPD Curriculum Outline showing this change. A Form B to create CRP 432, Foundations of Natural Resources, also is being submitted, to go along with this change (a graduate section of Foundations of Natural Resources, CRP 532, already exists, so CRP 432 will be created, to be crosslisted with CRP 532. CRP 431 and CRP 433 already exist). Another form associated with the Form C here is a Form C to change the title of the BAEPD degree program, which was submitted on 10/25/2012. The justification for the change here, i.e. the expansion of course options, is to give students the opportunity to focus their coursework according to their interests in planning in alignment with one of the three planning concentrations offered in the CRP Program's graduate program. The impact on long-range planning is to offer to CRP undergraduate students a bridge to one of the three concentrations in the CRP graduate program. This change will have no impact on budget analysis, since these three courses are taught every spring, regardless of the change (CRP 432 will be crosslisted with CRP 532, which is an existing course that is taught every spring). Impact on faculty workload will be positive, as the option of choosing one of three courses will relieve any potential bottlenecks in CRP 433, the current requirement, and more evenly distribute undergraduate enrollment among the three concentration courses.

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

# Bachelor of Arts in Environmental Planning and Design

## Degree Requirements - Updated 10/1/2013

### The University of New Mexico Core Requirements:

Students must complete the UNM Core requirements (37CH) in accordance with the UNM catalog selection options, plus one extra science lab; selections must include the following:

<b>Writing and Speaking (9 hrs)</b>				
Fall/Spring	English 101	Developmental English I	3	
Fall/Spring	English 102	Developmental English II	3	
	One Additional Course		3	
<b>One Mathematics Course (3 hrs)</b>			3	
<b>Two Physical &amp; Natural Sciences Courses, both including labs (8 hrs)</b>			8	
<b>Two Social and Behavioral Science Courses:</b>				
Spring	CRP 181	Introduction to Environmental Problems	3	
Fall/Spring	PSYCH 105 or SOC 101		3	
<b>Two Humanities Courses (6 hrs)</b>			6	
<b>One Foreign Language Course (3 hrs)</b>			3	
<b>One Fine Arts Course:</b>				
Fall/Spring	ARCH 121	Introduction to Architecture	3	
				<b>38</b>

### BAEPD Core Requirements:

Fall	CRP 165	Introduction to Community & Regional Planning	3	
Spring	CRP 376	Human Settlements	3	
Fall	CRP 482	Graphic Communication	3	
Spring	ARCH 342	Human Factors in Design ( <i>Prereq.: PSYCH 105 or SOC 101</i> )	3	
Fall/Spring	C & J 225	Small Group Communication	3	
Call Dept.		Intro to Research Methods ( <i>from any department</i> )	3	
Sum/Fall	CRP 483	Intro. to GIS	3	<b>21</b>
<b>Physical World</b> <i>select one</i>				
Fall/Spring	SUST 134	Creating a Sustainable Future	3	
Fall	GEOG 195	Humans' Role in Changing the Face of the Earth	3	
Call Dept.	GEOG 352	Global Climate Change	3	
Call Dept.	GEOG 365	Nature and Society	3	
Call Dept.	EPS 333	Environmental Geology ( <i>prerequisites, check catalog</i> )	3	<b>3</b>
<b>Philosophy and Ethics</b> <i>select one</i>				
Fall/Spring	ANTH 340	Topics in Anthropology	3	
Fall/Spring	CJ 268	Media Theories	3	
Fall/Spring	PHIL 202	Modern Philosophy	3	
Call Dept.	PHIL 245	Professional Ethics	3	
Call Dept.	PHIL 363	Environmental Ethics	3	
Fall/Spring	AMST 182	Intro to Science, Tech + Society	3	
Call Dept.	AMST 311	Material Culture in America	3	<b>3</b>
<b>Art and Design</b> <i>select one</i>				
Fall/Spring	ARCH 109	Design Fundamentals	3	

Fall/Spring	ARTS 187	Intro to Photography	3		
Call Dept.	ARTS 320	The Phenomena of Color	3		
Call Dept.	ARTS 141	Art and Ecology	3		
Call Dept.	ARTH 250	Modern Art	3	<b>3</b>	
	<b>Social and Political Dimensions</b> <i>select one</i>				
Spring	CRP 435	Community Economics for Planners	3		
Call Dept.	CRP 470	Ecotourism and Community Development	3		
Fall	CRP 487	Political Economy of Urban Development	3		
Fall/Spring	POLSC 280	Intro to Political Analysis	3		
Fall/Spring	POLSC 270	Public Policy + Administration	3	<b>3</b>	
	<b>Ethnic and Gender Studies</b> <i>select one</i>				
Spr Even Yrs.	CRP 428	Gender and Economic Development	3		
Fall	CRP 473	Planning on Native American Lands	3		
Fall	CRP 486	Planning Issues in Chicano Communities	3		
Call Dept.	AMST 333	Gender and Tradition	3		
Call Dept.	AMST 353	Race Relations in America	3		
Call Dept.	AMST 354	Social Class and Inequality	3	<b>3</b>	
		<b>TOTAL CREDITS FOR BAEPD CORE</b>			<b>36</b>
<b>CRP Concentration Requirements:</b>					
Fall	CRP 265	Community Planning Methods	3	<b>3</b>	
Fall	CRP 330	Introduction to Urban Design	3	<b>3</b>	
Spring	CRP 420	Environmental Design Studio	4	<b>4</b>	
Spring	CRP 427	Watershed Management	3	<b>3</b>	
Spring	CRP 431 <i>or</i> CRP 432 <i>or</i> CRP 433	Foundations of Community Development <i>or</i> Foundations of Natural Resources <i>or</i> Foundations of Physical Planning	3	<b>3</b>	
Fall	CRP 437	Urban Systems	3	<b>3</b>	
Fall Odd/Even Yrs.	CRP 462 <i>or</i> CRP 484	The Housing Process <i>or</i> Neighborhood Planning	3	<b>3</b>	
Fall	CRP 467	Regional Planning Process	3	<b>3</b>	
Spring	CRP 472	Indigenous Planning	3	<b>3</b>	
Fall	CRP 474	Cultural Aspects of Community Development Planning	3	<b>3</b>	
Spring	CRP 480	Community Growth and Land Use	3	<b>3</b>	
Fall/Spring	One STATISTICS course in any discipline		3	<b>3</b>	
	<i>One of the following two courses</i>				
Fall/Spring	ECON 105	Intro to Macroeconomics	3		
Fall/Spring	ECON 106	Intro to Microeconomics	3	<b>3</b>	
		<b>TOTAL CREDITS FOR CRP CONCENTRATION</b>			<b>40</b>
<b>Electives: 14 credits</b>					<b>14</b>
		<b>Total Credits for BAEPD degree</b>			<b>128</b>

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1315**

**Fields marked with \* are required**

**Name of Initiator:** Elizabeth Anne Siletti      **Email:\*** [esiletti@unm.edu](mailto:esiletti@unm.edu)      **Date:\*** 10-25-13

**Phone Number:\*** 505 277-5050

**Initiator's Title:\*** Admin Assistant 3: Sch Arch Planning Gen Admin

**Associated Forms exist?\*** No

**Faculty Contact:\*** Ric Richardson

**Administrative Contact:\*** Liz Siletti

**Department:\*** Community and Regional Planning Program

**Admin Email:\*** [esiletti@unm.edu](mailto:esiletti@unm.edu)

**Branch** School of Architecture and Planning

**Admin Phone:\*** 277-5050

**Proposed effective term:**

**Semester** Fall      **Year** 2014

**Course Information**

**Select Appropriate Program** Undergraduate Degree Program

**Name of New or Existing Program:\*** Bachelor of Arts in Environment, Planning and Design

**Select Category** Degree      **Degree Type** Bachelors

**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)

[BAEPD Degree Program Narrative 10 01 13.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 exact title of the undergraduate degree program should read: "Bachelor of Arts in Environmental Planning and Design." This change is necessary to accurately convey the meaning of the degree title. The degree is in "environmental planning and design" (NOT environment separately, planning separately, and design separately). This title change has no impact on Program budget analysis or faculty workload. The impact on long-range planning is that of accuracy in the meaning of the degree title for future students.

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

# **Undergraduate Program**

## **Bachelor of Arts in Environmental Planning and Design**

The Bachelor of Arts in Environmental Planning and Design (B.A.E.P.D.) at the University of New Mexico is an undergraduate course of study related to the graduate degree in Community & Regional Planning (CRP). Environmental planning encompasses systematic and creative methods used to influence and respond to dynamic changes occurring in neighborhoods, cities, and entire regions throughout the world. Planners assist communities in formulating policies and plans to meet their social, economic, environmental, cultural, and physical needs.

In the American Southwest, human strategies for adapting to arid conditions have been evolving for thousands of years. They represent many different cultural perspectives, complex social histories, and rich practical learning that are vital for current and future survival. The Bachelor of Arts in Environment Planning & Design offers students the opportunity to engage in socially and environmentally relevant skill building and to address the issues of an evolving social and cultural landscape.

Opportunities for Environmental Planners exist in a variety of governmental, non-profit, and private for-profit settings. Graduates have been hired in tribal, local, state, regional, and national planning and design offices. At the national level, graduates work for the National Park Service, the U.S. Forest Service, the National Resources Conservation Service, the Peace Corps, Los Alamos National Laboratories, the U.S. Department of Transportation, environmental advocacy organizations, and university facility planning departments. Our B.A.E.P.D. graduates may use this degree to advance to a graduate program or to work for state agencies, community-based organizations, community development foundations, or private planning firms concentrating in environmental analysis, geographic information systems, and community health planning.

Students in the B.A.E.P.D. Program take a total of 128 credits. The course of study consists of 37 credits from the University of New Mexico core courses, plus one extra science lab (1CH), as a prerequisite to the program, 36 credits of B.A.E.P.D. core courses, 40 credits of Community & Regional Planning Concentration courses, and 14 credits of electives.

### **B.A.E.P.D. Faculty Advisor**

Bill Fleming

### **School of Architecture & Planning Undergraduate Advisor**

Lois Kennedy

### **Admissions**

Application packets are due in the School of Architecture & Planning undergraduate advisor's office by April 15 (for Fall admission) and November 15 (for Spring admission) of each year. To apply, a student must have completed a minimum of 26 hours of the UNM Core and/or B.A.E.P.D. Core, including ENGL 102 (with a C or better). The packet consists of an application form, which can be obtained from the School of Architecture & Planning undergraduate advisor, Rm. 117 in George Pearl Hall, a two-page statement of intent indicating

how this degree will benefit you, and an unofficial transcript. Students must have at least a 2.5 GPA. Students are required to either be taking or have taken either CRP 165, Introduction to Community & Regional Planning, or CRP 181, Introduction to Environmental Problems, at the time of their application.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1310**

**Fields marked with \* are required**

**Name of Initiator:** Amanda Kay Wolfe      **Email:\*** [akwolfe@unm.edu](mailto:akwolfe@unm.edu)      **Date:\*** 10-24-13

**Phone Number:\*** 505 277-7044

Initiator's Title\* Associate Director: LAII

Associated Forms exist?\* Yes

Faculty Contact\* Kathryn McKnight      Administrative Contact\* Amanda Wolfe

Department\* LAII      Admin Email\* akwolfe@unm.edu

**Branch**      Admin Phone\* 277-7044

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program \* BA Latin American Studies

Select Category   Degree Type

Select Action

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

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

[Exact Title BA\\_LAS.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)

[Reason BA\\_LAS.docx](#)

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

[Impact BA\\_LAS.docx](#)

## BA in Latin American Studies

### Exact Title

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H. Students must submit to the Associate Director for Academic Programs a paper written after the completion of 24 hours toward the LAS degree. The paper, written for a course completed for the major, should have at least 40% Latin American content, relate to the student's chosen core area of focus (either Humanities or Social Sciences), present an analytical argument based on data or texts, and be at least 5 pages in length.

## BA in Latin American Studies

### Reason

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Program assessment for the BA has been fundamentally impeded over the past four years by the difficulty in obtaining student data, because the program is interdisciplinary and has few of its own courses and none of its own faculty. Given that assessment could provide very useful data for curricular strengthening and given that assessment is required by the university, the Interdisciplinary Committee on Latin American Studies (ICLAS), which is the faculty governing body for the LAS programs sees as the best, and perhaps only, alternative, the institution of a requirement that students provide data for the assessment process in order to earn their degree.

- For four years the LAII Associate Director for Academic Programs has invested significant time and effort into gathering data from graduating majors, including multiple emails and phone calls, and enlisting the cooperation of LAS affiliated faculty members. These efforts have been time-consuming and unsuccessful, rendering at most a 50% sample of a cohort that is so small (6-10 graduates) that 90-100% participation is required for reliable assessment.
- ICLAS sees the development of a capstone experience and/or portfolio as the ideal tools and means for assessment, but the program does not have the faculty resources to develop and institutionalize these means.
- Reliable data cannot be obtained from the one required course that is housed in Latin American Studies (LTAM 354 or 355), because students take this course at different points in the completion of their major: obtained data, thus, does not allow a correlation between competencies and curriculum design or delivery.

## BA in Latin American Studies

### Impact

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The impact on programmatic resources will be positive, though relatively minor. The impact on the quality of the program will be significant and positive, as the program will finally be able to carry out a reliable assessment of learning outcomes. No additional faculty or staff resources are needed; in fact fewer resources will be used, because the requirement will shift from the Associate Director onto the student the responsibility for providing the assessment sample.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1309**

**Fields marked with \* are required**

**Name of Initiator:** Deanna Sanchez-Mulcahy **Email:\*** [dmulcahy@unm.edu](mailto:dmulcahy@unm.edu) **Date:\*** 10-24-13

**Phone Number:\*** 505 277-4817

**Initiator's Title\*** Mgr Academic Advisement: College of Fine Arts

**Associated Forms exist?\*** No

**Faculty Contact\*** Dr. Regina Carlow

**Administrative Contact\*** Deanna Sanchez Mulcahy

**Department\*** College of Fine Arts

**Admin Email\*** [dmulcahy@unm.edu](mailto:dmulcahy@unm.edu)

**Branch**

**Admin Phone\*** 277-4817

**Proposed effective term:**

**Semester** Summer **Year** 2014

**Course Information**

**Select Appropriate Program** Undergraduate Degree Program

**Name of New or Existing Program \*** All undergrad CFA degrees: BA, BFA, BM, BME

**Select Category** Degree **Degree Type** UG CFA degrees

**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)

[UNM Core Curriculum Changes.docx](#)

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

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

Please see attached.

[Reasons for curricular changes.docx](#)

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

[Justification for changes.docx](#)

## Graduation Requirements

Most of the requirements for graduation are listed under the specific curricula described under the department headings. A few requirements, however, are common to all of this college's programs:

8. All degrees in the College of Fine Arts require completion of the following **Core Curriculum** (see specific degree program for restrictions on core requirements):

Current Text	Proposed Text
<ul style="list-style-type: none"> <li>• <b>Writing and Speaking:</b> ENGL 101–102 and an additional course chosen from ENGL 219, 220; CJ 130; PhIL 156. If you received an ACT English score of 29 or better or an SAT verbal score of 650 or better, you are exempt from taking ENGL 101 and 102 and may substitute any 6 hours in Arts and Sciences electives. ENGL 220 is required for majors in Art History, Art Studio, Media Arts and Music. CJ 130 or 220 is required for majors in Music Education.</li> <li>• <b>Mathematics:</b> One course chosen from Math 121, 129, 150, 162, 163, 180, 181, 215, Stat 145. Math 120 does not count toward degrees in Fine Arts.</li> <li>• <b>Physical and Natural Sciences:</b> Two courses, one of which must include a laboratory chosen from: ANTH <del>121L</del>, 150 and 151L, 160 and 161L; ASTR 101 and 101L; BIOL 110 and 112L, 123 and 124L; CHEM 111L, 121 and 123L (or 131L), 122 and 124L (or 132L); EPS 101 and 105L, 201L; ENVS 101 and 102L; GEOG 101 and 105L; NVSC 261L, 262L, 263L; PHYC 102 and 102L, 105, 151 and 151L, 152 and 152L, 160 and 160L, 161 and 161L.</li> <li>• <b>Social and Behavioral Sciences:</b> Two courses chosen from: AMST 182, 185; ANTH 101, 130; CRP 181; ECON 105, 106; Engineering-F 200; GEOG 102; LING 101 (AOA ANTH 110); POLS 110, 200, 220, 240; PSY 105; SOC</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing and Speaking:</b> ENGL 101–102 and an additional course chosen from ENGL 219, 220; CJ 130; <del>PHIL</del> 156 and <del>UHON 201</del>. If you received an ACT English score of 29 or better or an SAT verbal score of 650 or better, you are exempt from taking ENGL 101 and 102 and may substitute any 6 hours in Arts and Sciences electives. ENGL 220 is required for majors in Art History, Art Studio, Media Arts and Music. CJ 130 or 220 is required for majors in Music Education.</li> <li>• <b>Mathematics:</b> One course chosen from Math 121, 129, 150, 162, 163, 180, 181, 215, Stat 145 <del>or UHON 202</del>. Math <del>101/102/103 and</del> 120 do not count toward degrees in Fine Arts.</li> <li>• <b>Physical and Natural Sciences:</b> Two courses, one of which must include a laboratory, chosen from ANTH 150 and 151L, <del>120 (ANTH 122L lab required)</del>, 160 and 161L; ASTR 101 and 101L; BIOL 110 and 112L, 123 and 124L; CHEM <del>101</del>, 111 (lab required), 121 and 123L or 131L (lab required), 122L and 124L or 132L (lab required); EPS 101 and <del>105L</del>, 201L (lab required); ENVS 101 and 102L; GEOG 101 and 105L; NVSC 261L (lab required), 262L (lab required), 263L (lab required); PHYC 102 and 102L, 105, 151 and 151L, 152 and 152L, 160 and 160L, 161 and 161L; <del>UHON 203</del>.</li> <li>• <b>Social and Behavioral Sciences</b></li> </ul>

**Commented [DSM2]:** This is a typographical error.

**Commented [DSM3]:** CFA faculty will accept UHON courses as outlined in the general UNM core curriculum.

**Commented [DSM4]:** CFA faculty will accept UHON courses as outlined in the general UNM core curriculum.

**Commented [DSM5]:** Math 120 is no longer taught at UNM. It was replaced by Math 101, 102, 103. We are leaving Math 120 for those students who have already taken Math 120 which will still satisfy the college level Math prerequisite.

**Commented [DSM1]:** The course number for ANTH 121L was changed to ANTH 120 which has a prerequisite of ANTH 122L.

**Commented [DSM6]:** The course number for ANTH 121L was changed to ANTH 120 which has a prerequisite of ANTH 122L.

**Commented [DSM7]:** Editorial correction

**Commented [DSM8]:** Editorial correction

**Commented [DSM9]:** Editorial correction

**Commented [DSM10]:** Editorial correction

**Commented [DSM11]:** CFA faculty will accept UHON courses as outlined in the general UNM core curriculum.

101. Music Education majors: PSY 105 and 220 are required.

- **Humanities:** HIST 101, 102.
- **Foreign Language** (non-English language; minimum 3 hours): One course chosen from any of the lower-division non-English language offerings of the Departments of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other departments and programs. Students with knowledge of a second language equivalent to four semesters of study are deemed to have satisfied this requirement. CLEP and AP credit can be used for placement, but unless the student has demonstrated knowledge equivalent to four semesters of study, an additional semester of a second language must be taken. While the core curriculum stipulates that students must complete a minimum of 3 credit hours of a foreign language, students majoring in Art History, Media Arts or Interdisciplinary Film and Digital Media (Critical Studies Concentration) must complete the fourth semester of a second language to satisfy the requirements for the degree.
- **Fine Arts** (minimum of 3 hours): One course chosen from: ARCH 121; ARTH 101, 201, 202; DANC 105; FA 284; MA 210; MUS 139; THEA 122. Students may elect to take one 3-hour studio course offered by the departments of Art and Art History, Music, Theatre and Dance and Media Arts to fulfill this requirement. Music and Music Education majors: MUS 139 will not count toward the degree. A studio course is a course with primary, but not exclusive, emphasis on student activity leading to skill development and the enhancement and

(minimum 6 credit hours): Two courses chosen from AMST 182, 185; ANTH 101, 130; CRP 181; ECON 105, 106; ENG 200; GEOG 102; LING 101 (AOA ANTH 110); POLS 110, 200, 220, 240; PSY 105; SOC 101; **UHON 204**. Music Education majors: PSY 105 and 220 are required.

- **Humanities:** **1 course chosen from AMST 186; CHMS 201; CLST 204, 205; HIST 101, 102, 161, 162, 181, 182; AND 1 course chosen from CLST 107; COMP 222, 224; ENGL 150, 292, 293; GEOG 140; MLNG 101; PHIL 101, 201, 202; RELG 107, 263, 264; UHON Legacy Seminars at the 100- and 200-level; UHON 205.**
- **Foreign Language** (non-English language; minimum 3 hours): One course chosen from any of the lower-division non-English language offerings of the Departments of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other departments and programs. Students with knowledge of a second language equivalent to four semesters of study are deemed to have satisfied this requirement. CLEP and AP credit can be used for placement, but unless the student has demonstrated knowledge equivalent to four semesters of study, an additional semester of a second language must be taken. While the core curriculum stipulates that students must complete a minimum of 3 credit hours of a foreign language, students majoring in Art History, Media Arts or Interdisciplinary Film and Digital Media (Critical Studies Concentration) must complete the fourth semester of a second language to satisfy the requirements for the degree.
- **Fine Arts** (minimum of 3 hours): One

**Commented [DSM12]:** CFA faculty will accept UHON courses as outlined in the general UNM core curriculum.

**Commented [DSM13]:** CFA faculty have changed the options for Humanities within the general core curriculum structure of the acceptable options for Humanities.

**Commented [DSM14]:** CFA faculty will accept UHON courses as outlined in the general UNM core curriculum.

encouragement of the student's design or performance ability and/or artistic growth. Evaluation of individual learning may include public display of proficiency and/or evaluation by faculty other than the student's instructor.

**Major and Minor Studies.** A student may choose a minor or a second major from B.A. programs and minors approved by the College of Arts and Sciences as stated in that section of the *Catalog*. A minor may be selected from any program in the College of Fine Arts. Fulfilling the requirements for two majors may extend the hours required for a degree beyond 128 but will not necessarily constitute a second degree. If the minor or second major is outside the College of Fine Arts, the student must submit an Application for Second Major or Minor obtained from the CFA Advisement Center. The form must be completed by the appropriate academic or faculty advisor in the unit offering the second major or minor as soon as possible.

course chosen from: ARCH 121; ARTH 101, 201, 202; DANC 105; FA 284; MA 210; MUS 139, 142; THEA 122 105; UHON 207. Students may elect to take one 3-hour studio course offered by the departments of Art and Art History, Music, Theatre and Dance and Media Arts to fulfill this requirement. Music and Music Education majors: MUS 139 and 142 will not count toward the degree. A studio course is a course with primary, but not exclusive, emphasis on student activity leading to skill development and the enhancement and encouragement of the student's design or performance ability and/or artistic growth. Evaluation of individual learning may include public display of proficiency and/or evaluation by faculty other than the student's instructor.

**Major and Minor Studies.** A student may choose a minor or a second major from B.A. or B.S. programs and minors approved by the College of Arts and Sciences as stated in that section of the *Catalog*. A minor may be selected from any program in the College of Fine Arts. Fulfilling the requirements for two majors may extend the hours required for a degree beyond 128 but will not necessarily constitute a second degree. If the minor or second major is outside the College of Fine Arts, the student must submit an Application for Second Major or Minor obtained from the CFA Advisement Center. The form must be completed by the appropriate academic or faculty advisor in the unit offering the second major or minor as soon as possible.

**Commented [DSM15]:** Editorial correction

**Commented [DSM16]:** Editorial correction

**Commented [DSM17]:** CFA faculty will accept UHON courses as outlined in the general UNM core curriculum.

**Commented [DSM18]:** Editorial correction

**Commented [DSM19]:** The faculty have approved second majors from B.S. programs in A&S (e.g., Signed Language Interpreting)

The courses/changes that have been approved already exist as part of the general UNM core curriculum. CFA is simply adding options to enhance student opportunities to satisfy the core curriculum within the established University wide core curriculum. Other changes, as noted in the attachment, are corrections based on course name and number changes made in previous Catalog. The CFA section had not been corrected to reflect the previous university-wide changes.

**Justification for changes:**

**These changes do not have any** impact on long-range planning, or negative budget consequences, or faculty workload implications. These classes are already listed in the UNM core curriculum. CFA is now accepting more options within the already established University core.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1306**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 10-21-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist?\* Yes   
Faculty Contact\* Eric Ruthruff      Administrative Contact\* Rikk Murphy  
Department\* Psychology      Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
**Branch**      Admin Phone\* 505.277.5009

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program    
Name of New or Existing Program \* Psychology Graduate Program Admissions  
Select Category   Degree Type   
Select Action

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

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

[GRE Description.docx](#)

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

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

See attached  
[GRE Reason.docx](#)

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

[GRE Justification.docx](#)

**New catalog wording:**

Graduate Record Examination (GRE) General Test scores are required as part of the application procedure. The GRE Psychology Subject test, although strongly recommended, is not required as part of the application procedure.

**Current catalog wording:**

Graduate Record Examination (GRE) scores, including the Psychology Subject Test, are required as part of the application procedure.

## Reason for eliminating requirement for the Graduate Record Examination (GRE) Psychology Subject test

At present the Department of Psychology requires the GRE Psychology Subject test as part of the application process for the PhD program. However, in practice we waive the requirement for anyone who asks and even for some applicants who do not request a waiver. Having the requirement we may be discouraging a subset of quality students from applying as most other programs do not require the Psychology Subject test and, therefore, many students choose not to take it. Of 12 comparison programs randomly selected, only two actually require it, Colorado and the UCSE/SJSU joint clinical program. Colorado State requires it but only for applicants with a non-Psychology undergraduate major, and UCLA requires it but only for clinical applicants. The other eight programs, ASU, Montana, Washington University in Saint Louis, Washington State University, University of Washington, University of Oklahoma, UCSD, USC, explicitly say the Psychology Subject test is not required. Additionally, the Psychology Subject test is offered infrequently and many applicants have discovered the requirement too late to take the test prior to the application deadline.

#### Justification for eliminating requirement for GRE Subject test

At present the department may be losing on several highly qualified applicants to our program because of the subject test requirement. Eliminating this requirement will ease and simplify the application process.

There is no impact on long-range planning and this will cause no change in faculty workloads.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1305**

**Fields marked with \* are required**

**Name of Initiator:** Amanda Kay Wolfe      **Email:\*** [akwolfe@unm.edu](mailto:akwolfe@unm.edu)      **Date:\*** 10-18-13

**Phone Number:\*** 505 277-7044

Initiator's Title\* Associate Director: LAII

Associated Forms exist?\* Yes

Faculty Contact\* Kathryn McKnight      Administrative Contact\* Amanda Wolfe

Department\* LAII      Admin Email\* [akwolfe@unm.edu](mailto:akwolfe@unm.edu)

**Branch**      Admin Phone\* 277-7044

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program \* Master of Latin American Studies/Master of Public Health dual degree

Select Category   Degree Type

Select Action

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

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

[Exact Title MALAS-MPH\[1\]revised\[1\].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)

[Reason MALAS-MPH.docx](#)

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

[Impact MALAS-MPH.docx](#)

## The Master of Arts in Latin American Studies and Master's of Public Health

### Exact Title

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

The dual degree reduces requires 63 graduate credit hours, as compared to the 78 hours of graduate credits required to complete the two degrees separately. A minimum of 42 hours are required in Public Health courses, and a minimum of 21 hours are required in Latin American Studies courses. At least 13 hours of the M.P.H. component must have significant content related to Latin America or Latin American immigrant communities in the United States, to enable the student to integrate the content and practice of the two degrees.

Applicants for the dual degree program must apply separately to and meet the entrance requirements of each program. Preference is given to students who have public health experience, ~~which may be. Their experience may be in~~ community development, research, health education, health science, health promotion, or other health-related work. Experience can be paid or voluntary.-

The M.P.H. component of the dual degree requires a minimum of 42 credits as follows:

- ~~PH PH~~501, 502, 506, 508, ~~5~~ 511, 513, 538, and 552;
- ~~PH PH~~507, ~~PH~~ 533 or 555;
- M.P.H. studies with LAS content (13 hours) as follows: ~~PH PH~~579; ~~PH~~583; ~~PH~~596 or 597; ~~PH~~598; and Public Health courses with Latin American/U.S. Latino content or courses throughout the university with demonstrated content on Health and Latin America (3 credit hours);
- Related Electives (10 hours) to complete 42 M\_P\_H\_ hours: Must include 3 hours of shared PH/LAS content.
  - Courses that may be taken as shared content electives—depending on specific content when taught—include ~~PH PH~~560, CJ 550, CJ 553, CJ 555, SOC 540, SOC 595. Students may seek approval from the M.P.H. Program Director and the LAII Associate Director for Academic Programs to count other graduate courses toward their elective hours. Students are strongly encouraged to discuss with their Public Health advisor their particular interests, for example policy, management, or epidemiology, and relevant courses offered throughout the university.

Coursework for the M.A.L.A.S. component of the dual degree includes LTAM 510 -Pro-Seminar in Latin American Studies, and 9 graduate credit hours in each of two areas of concentration, selected from among Anthropology, Art History, Brazilian Literature and Culture,

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Brazilian Studies, Communication, Community and Regional Planning, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, and Spanish Linguistics. The combination of areas must ensure that the program is interdisciplinary. For example, students selecting Anthropology with an emphasis in Ethnology as one concentration may not select Anthropology with an emphasis in Archaeology as the second concentration. Students also are required to have no more than one interdisciplinary concentration. For example, a student may not choose both Human Rights and Gender Studies. Of the total 21 hours for LAS, students must complete at least 6 hours of graduate seminar course credits. To maintain and improve language proficiency during graduate studies, students who are not concentrating in Brazilian Literature and Culture, Spanish American Literature, or Spanish Linguistics will be required to take an upper-division language course: **Spanish-SPAN** 307 or above; **Portuguese PORT** 276 or above; or a course in one of Latin America's indigenous languages. If the course is available for graduate credit, it can count as one of the student's elective courses.

Exit requirements for the dual degree include a comprehensive examination in one area of concentration in Latin American Studies, a master's exam in Public Health and either PH 596 - Professional Paper or PH 597 - Public Health Integrative Experience. The Integrative Experience or the Professional Paper must address a public health topic related to Latin America or Latin American populations in the U.S. The professional paper will be supervised by a committee of 3 faculty members, including at least one Latin American Studies faculty member from outside the M.P.H. program.

## The Master of Arts in Latin American Studies and Masters of Public Health

### Reason for Request

The changes in requirements for admissions and for the specific courses that make up the MHP degree in the dual degree program respond to curricular revisions initiated by the Masters of Public Health program. These changes bring the degree into compliance with new accreditation standards.

## The Master of Arts in Latin American Studies and Masters of Public Health

### Impact

The proposed changes would likely shift enrollments modestly within the MPH program. Experience with other dual degrees involving LAS suggests eventual enrollments in the dual degree would be no higher than 12, with entering classes of approximately four per year. The MPH program has sufficient capacity to support the shift in enrollments in specific courses associated with the proposed changes.

The changes would not require any additional resources from the UNM Libraries or IT beyond those associated with slight increases in graduate enrollments. No additional specialized collections of information resources would be required.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1304**

**Fields marked with \* are required**

**Name of Initiator:** Amanda Kay Wolfe      **Email:\*** [akwolfe@unm.edu](mailto:akwolfe@unm.edu)      **Date:\*** 10-18-13

**Phone Number:\*** 505 277-7044

Initiator's Title\* Associate Director: LAII

Associated Forms exist?\* Yes

Faculty Contact\* Kathryn McKnight      Administrative Contact\* Amanda Wolfe

Department\* LAII      Admin Email\* [akwolfe@unm.edu](mailto:akwolfe@unm.edu)

**Branch**      Admin Phone\* 277-7044

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program \* PhD in Latin American Studies

Select Category   Degree Type

Select Action

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

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

[ExactTitle LAS PhD\[1\]revised.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. REGISTRAR'S NOTE: This form requests deletion of some concentrations and addition of LTAM 510 as required course for the PhD.

[Reason LAS PhD.docx](#)

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

[Impact LAS PhD.docx](#)

Ph.D. in Latin American Studies (elimination of Political Science concentration from Groups A and B and elimination of History concentration from Group A)

Exact Title

**Ph.D. in Latin American Studies**

Students select a concentration from Group A and concentration from Group B.

**Group A concentrations include:** Anthropology, Art History, Brazilian Literature ~~and~~ Culture, Sociology, Spanish American Literature, and Spanish Linguistics.

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**Group B concentrations include:** Anthropology, Art History, Brazilian Literature ~~and~~ Culture, Economics, History, International Management, Sociology, Spanish American Literature, and Spanish Linguistics.

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**Concentration requirements.**

Select from the following list of courses for each concentration, in consultation with the Associate Director for Academic Programs and the Committee on Studies. All courses must contain at least 40% Latin American content; exceptions may be approved by the Associate Director and Committee on Studies. Some of the following courses may have 40% Latin American content only when taught by an LAS instructor. Substitutions for these courses will be considered on a case-by-case basis.

Anthropology: ANTH 510, 511, 522, 524, 529, 530, 532, 533, 536, 537, 539, 540, 546, 547, 561, 562, 570, 574, 579, 584, 585, 587.

Art History: ARTH 500, 511, 512, 529, 549, 550, 560, 580, 583, 585, 588, 593, 594.

Brazilian Literature & Culture: PORT \*461, 514, 516, 517, 521, 557, 558, 570, SPAN 502.

Economics: ECON \*410, \*421, \*423, \*424, \*427, \*429, \*442, \*445, \*466, \*478, 508, 509, 510, 520, 521, 522, 533, 534, 538, 540, 542, 543, 544, 545, 546, 560, 562, 564, 565, 581, 582, 583, 584, 585, 595.

History: HIST 518, 560, 570, 571, 572, 573, 574, 575, 576, 577, 629, 643, 644, 645, 648, 649, 650, 651, 652, 653, 655, 656, 664, 665, 673, 685, 686, 687, 688, 689, 690, 692.

International Management: MGMT 511, 524, 574, 583, 594, 595, 596, 597.

Sociology: SOC \*420, \*461, 506, 507, 508, 509, 510, ~~514~~, 520, 528, 532, 584.

Spanish American Literature: SPAN \*\*438, 502, 504, 531, 536, 601, 631, 639.

Spanish Linguistics: SPAN 541, 545, 546, 547, 549. **Relevant electives outside of the Department may be taken only if pre-approved by the departmental Graduate Committee.**

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### **Ph.D. in Latin American Studies**

The Ph.D. in Latin American Studies is a small and highly selective program designed to prepare students for a limited number of targeted careers that are best advanced by an inter-disciplinary doctorate. Such students would include individuals who seek employment in small colleges where the ability to teach across disciplines would be an advantage and those who seek non-academic positions in fields such as museum work, academic library curatorship, international cultural exchange, diplomacy, policy studies, or other roles in which having skills in two disciplines, combined with Latin American area expertise, would be more useful than more extensive training within one discipline. Students primarily interested in academic employment in research institutions will generally be better served by earning a doctorate within a single discipline and may find that an interdisciplinary doctoral degree poses a significant disadvantage, especially in the social sciences. Candidates should be familiar with the preferred degrees for their desired careers before applying to the ~~PhD~~Ph.D. -program.

**Applications:** In addition to the materials required by the ~~University of New Mexico~~ Office of Admissions, the following items must be submitted directly to the Latin American Studies Program: three letters of recommendation, an academic writing sample, unofficial copies of transcripts, GRE scores, and a letter of intent that includes a statement of career goals, a justification of the need for interdisciplinary studies to meet those goals, including both intellectual and job market considerations, and a preliminary description of the dissertation project that clarifies the necessary integration of two or more disciplines. Applications that do not address all of these issues may not be reviewed.

**Prerequisite:** A master's degree in the concentration from Group A or in Latin American Studies with appropriate areas of concentration is required. Specific entrance requirements may vary depending on the student's intended concentration and students may be required to make up deficiencies with courses that do not count toward the ~~PhD~~Ph.D. Each application for admission is screened by the Interdisciplinary Committee on Latin American Studies and the departments of the projected concentration from Groups A and B before being approved by the Associate Director.

### **Degree Requirements**

The program requires a minimum of 54 hours of graduate credit work (not including dissertation) beyond the Bachelor's degree. This work must include LTAM 510 Pro-Seminar in Latin

American Studies, a concentration from Group A consisting of at least 30 credit hours and another concentration from Group B of at least 15 credit hours. Group A and B course work may include specific course requirements set by the corresponding departments. The remaining 6 credit hours may be elective credits or additional course credits in either of the concentrations. Of the 54 total credit hours required for the Ph.D., a minimum of 24 credit hours must be taken after admission to the doctoral program. (Any course work taken at the master's level and applied towards the Ph.D. must be approved by both the Associate Director and the student's Committee on Studies.) Course work at UNM must include 15 hours in the concentration from Group A and 9 hours in the concentration from Group B. ~~Group A concentrations include: Anthropology, Art History, Brazilian Literature & Culture, Sociology, Spanish American Literature, and Spanish Linguistics. Group B concentrations include Anthropology, Art History, Brazilian Literature & Culture, Economics, International Management, Sociology, Spanish American Literature, and Spanish Linguistics.~~ Students will develop expertise in two areas within each concentration. See concentration requirements listed under Ph.D. in Latin American Studies.

A Committee on Studies (COS) must be formed before the conclusion of the semester preceding the semester in which the student plans to take comprehensive examinations and a program of studies must be developed and approved by the COS and the Associate Director by the end of the second semester. The COS will be composed of three members from the student's Group A concentration and two members from the Group B concentration. Under no circumstances will the comprehensive examinations be administered by less than the approved five-member committee.

Comprehensive examinations will be given at the completion of all course work in both concentrations. The student creates a reading list in consultation with all members of his or her COS and the list is approved by the COS by at least the semester prior to the scheduled exam. The comprehensive examinations will be coordinated and administered by the Associate Director in conjunction with the student's COS. There will be one 6-8 hour written examination covering two areas of study within the Group A concentration and one 4-6 hour written examination covering two areas of study within the Group B concentration. The written examination in the Group A concentration will be followed by an oral examination in no more than two weeks. All examinations will be taken during the same semester.

A separate dissertation committee oversees the doctoral dissertation project. Members of this committee frequently also served on the student's COS. This does not, however, have to be the case. The dissertation committee consists of at least two Latin American Studies faculty members from the Group A concentration (one of whom serves as the chair), one Latin American Studies faculty member from the Group B concentration, and a fourth member from "at large" that is approved by the Associate Director. If the student and committee chair agree, another Latin American Studies faculty member may serve as co-chair. The co-chair would need to be from either the Group A or Group B concentration.

Competence is required in two languages chosen from Spanish, Portuguese, Haitian Creole, or Latin American indigenous languages, by the time of degree completion. Students may petition to substitute a different language if needed for the dissertation. (Basic competence is considered the equivalent of the successful completion of advanced level course work in the primary language and two semesters or more of study in the second language.)

General requirements for the Ph.D. are set forth in earlier pages of this catalog. Students must write and successfully defend a dissertation.

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Ph.D. in Latin American Studies (elimination of Political Science concentration from Groups A and B and elimination of History concentration from Group A)

Reason(s) for Request

In spring 2011, the Latin American Studies faculty discussed the interdisciplinary Ph.D. in Latin American Studies in relationship to the academic job market. Admissions to the Ph.D. had been placed in moratorium in November 2007 following the Academic Program Review. In April 2011, LAS Faculty members in Political Science and History decided by majority opinion that students seeking jobs in these two disciplines were better served by completing a Ph.D. in the discipline. Faculty in the remaining disciplines comprising the Ph.D. program decided that the job market holds a number of career opportunities that are uniquely served by an interdisciplinary degree in Latin American Studies and that the Ph.D. should be maintained. At this juncture, ICLAS (the Interdisciplinary Committee on Latin American Studies) decided to accept the elimination of the Group A Concentration options in Political Science and History and the Group B concentration option in Political Science. ICLAS also overwhelmingly voted (8 in favor; 2 opposed) to lift the moratorium on Admissions.

Ph.D. in Latin American Studies (elimination of Political Science concentration from Groups A and B and elimination of History concentration from Group A)

Impact

The elimination of Group A concentration options in Political Science and History reduces workload on faculty in these departments. The elimination of these options also reduces the number of potential applicants to the program.

Because Latin American Studies has no faculty lines, but draws on faculty members from affiliated departments, the reduction in student numbers will not affect the sustainability of the program as a whole.

The changes in course options for each concentration has no impact on faculty workload or budget, as it simply responds to curricular changes in affiliated departments.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1303**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 10-18-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist?\* Yes   
Faculty Contact\* Derek Hamilton      Administrative Contact\* Rikk Murphy  
Department\* Psychology      Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
**Branch**      Admin Phone\* 505.277.5009

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program    
Name of New or Existing Program \* PhD Psychology Cognition, Brain and Behavior Concentration  
Select Category   Degree Type   
Select Action

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

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

[Catalog Description.docx](#)

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

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

[Reason for Request.docx](#)

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

[Justification.docx](#)

## **New Catalog Description**

### **Cognition, Brain and Behavior Concentration**

The Cognition, Brain and Behavior Concentration reflects a unique opportunity for training in experimental psychology. We believe that immediate hands-on experience conducting and disseminating research, coupled with comprehensive course work, builds competent, confident students capable of developing a competitive research profile. Students enter under a faculty mentor and begin active research in the first year.

In addition to required courses in Psychology, all CBB students are required to complete the following core courses in the CBB area:

PSY 561	Cognitive Processes
PSY 540	Biological Bases of Behavior
PSY 541	Introduction to Functional Neuroimaging

All CBB students in the second and all subsequent years must participate in a literature discussion section once a year:

PSY 641	Seminar in Cognition, Brain and Behavior (2 credits)
---------	--

All CBB students will be required to select additional elective courses from the CBB area to satisfy a total credit requirement (including core courses) of 15 units.

The choice of electives and substitution of any alternative elective courses must be approved by the CBB Faculty.

## **Current Catalog Entry**

### **Cognition, Brain and Behavior**

The Cognition, Brain and Behavior area reflects a unique opportunity for training in experimental psychology. We believe that immediate, hands-on experience, coupled with comprehensive course work, builds competent, confident students capable of developing a competitive research profile. Students enter under a faculty mentor and begin active research in the first year.

### **Cognitive/Learning Concentration**

Fifteen credit hours in cognitive.

This will include two cognitive area core courses:

PSY 561 Cognitive Processes I

PSY 562 Cognitive Processes II

Three electives.

### **Cognitive Neuroimaging Concentration**

Beyond the departmental required courses all cognitive neurosciences students will be required to complete five courses in concentration. Three of these five required courses must be chosen from the following:

PSY 540 Biological Bases of Behavior

PSY 650 Special Topics in Functional Neuroimaging I

PSY 650 Special Topics in Functional Neuroimaging II

PSY 641 Seminar in Cognitive Neuroimaging (once a year)

The remaining two courses must be chosen from the following:

PSY 650 Special Topics in Biological Bases of Cognition

PSY 650 Special Topics in Developmental Neuroscience

PSY 650 Special Topics in Clinical Neuroimaging

PSY 650 Special Topics in Psych Program Methods

BIOM 533 Neurophysiology and Neuroanatomy

## **Behavioral Neuroscience Concentration**

Beyond the departmental required courses, all behavioral neuroscience students will be required to complete five courses. Two of these five required courses will be the following:

PSY 540 Biological Bases of Behavior

PSY 641 Seminar in Physiological Psychology

The remaining three courses must consist of one course from each of the following three areas:

### **Neuropsychology**

PSY 650 Advanced Neuropsychological Assessment

PSY 650 Biological Bases of Memory

PSY 650 Neuropsychology of Individual Differences

PSY 650 Human Neuropsychology

PSY 650 Neural Basis of Cognitive Development

### **Neurobiology**

PSY 542 Seminar in Recovery of Function and Epilepsy

BIOM  
531 Nervous System Organization, Plasticity and Development

BIOM  
532 Neurochemistry

BIOM  
533 Neurophysiology and Neuroanatomy

### **Psychopharmacology**

PSY 547 Drugs and Behavior

PSY 650 Neural Basis of Addiction

**Reason for Request:**

The purpose of the CBB area is to provide advanced training on the principles of behavior and cognitive processes and their neurobiological bases. In the past we have required three core courses and an annual seminar, and have organized elective courses into three distinct tracks. These elective tracks were erroneously listed as concentrations. This organization created some confusion amongst current and prospective students in that the specific elective courses that were listed were incorrectly thought to be *required*. Rather, the requirement is that a specified number of credits be completed from the pool of elective courses. It also created a situation where it was difficult to routinely offer courses that would satisfy the distinct elective requirements for each 'concentration' based on faculty availability and student interest and need. Therefore, we are requesting a change to eliminate the separate training 'concentrations' and associated elective specifications in favor of a simpler organization that frees up students to tailor course-work for their specific needs and interests. Current students in the separate concentrations would be transitioned into the new CBB concentration.

## **Budgetary and Faculty Load Implications**

This modification will not require additional budgetary resources or additions to our current faculty. There are no direct implications regarding faculty load. The elective courses required for the CBB concentration are already being offered in our department, and the faculty will continue to teach elective courses at the current level.

## **Long-Range Planning:**

This modification will allow the CBB area to better meet the long-range and primary goal of training Ph.D. students in the area cognition, brain and behavior, while reducing confusion about our course requirements, particularly elective courses, for current and prospective students. Further, by eliminating the organization of specific elective course descriptions in separate concentrations this should also reduce confusion about the concentration and its organization. By eliminating these sources of confusion through the simplification of how the elective requirements are specified we will also hopefully help students reduce the total time to graduation.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1302**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 10-18-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist? \* Yes   
Faculty Contact\* Derek Hamilton      Administrative Contact\* Rikk Murphy  
Department\* Psychology      Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
**Branch**      Admin Phone\* 505.277.5009

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program    
Name of New or Existing Program \* PhD Psychology Behavioral Neuroscience Concentration  
Select Category   Degree Type   
Select Action

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

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

**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)

[Reason for Request-Beh Neuro.docx](#)

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

[Justification.docx](#)

**Reason for Request:**

We are requesting the deletion of the Cognitive/Learning, Cognitive Neuroimaging, and Behavioral Neuroscience Concentrations and the creation of a Cognition, Brain and Behavior (CBB) concentration.

The purpose of the CBB area is to provide advanced training on the principles of behavior and cognitive processes and their neurobiological bases. In the past we have required three core courses and an annual seminar, and have organized elective courses into three distinct tracks. These elective tracks, Cognitive/Learning, Cognitive Neuroimaging, and Behavioral Neuroscience, were erroneously listed as concentrations. This organization created some confusion amongst current and prospective students in that the specific elective courses that were listed were incorrectly thought to be *required*. Rather, the requirement is that a specified number of credits be completed from the pool of elective courses. It also created a situation where it was difficult to routinely offer courses that would satisfy the distinct elective requirements for each 'concentration' based on faculty availability and student interest and need. Therefore, we are requesting a change to eliminate the separate training 'concentrations' and associated elective specifications in favor of a simpler organization that frees up students to tailor course-work for their specific needs and interests. Current students in the separate concentrations would be transitioned into the new CBB concentration.

## **Budgetary and Faculty Load Implications**

This modification will not require additional budgetary resources or additions to our current faculty. There are no direct implications regarding faculty load. The elective courses required for the CBB concentration are already being offered in our department, and the faculty will continue to teach elective courses at the current level.

## **Long-Range Planning:**

This modification will allow the CBB area to better meet the long-range and primary goal of training Ph.D. students in the area cognition, brain and behavior, while reducing confusion about our course requirements, particularly elective courses, for current and prospective students. Further, by eliminating the organization of specific elective course descriptions in separate concentrations this should also reduce confusion about the concentration and its organization. By eliminating these sources of confusion through the simplification of how the elective requirements are specified we will also hopefully help students reduce the total time to graduation.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1301**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 10-18-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist?\* Yes ▼  
Faculty Contact\* Derek Hamilton      Administrative Contact\* Rikk Murphy  
Department\* Psychology      Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
**Branch**      Admin Phone\* 505.277.5009

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Graduate Degree Program ▼  
Name of New or Existing Program \* PhD Psychology Cognitive Neuroimaging Concentration  
Select Category Concentration ▼ Degree Type PhD  
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)

see attached  
[Reason for Request-Cog Neuro.docx](#)

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

[Justification.docx](#)

**Reason for Request:**

We are requesting the deletion of the Cognitive Neuroimaging Concentration and the creation of a Cognition, Brain and Behavior (CBB) concentration

The purpose of the CBB area is to provide advanced training on the principles of behavior and cognitive processes and their neurobiological bases. In the past we have required three core courses and an annual seminar, and have organized elective courses into three distinct tracks. These elective tracks, Cognitive/Learning, Cognitive Neuroimaging, and Behavioral Neuroscience, were erroneously listed as concentrations. This organization created some confusion amongst current and prospective students in that the specific elective courses that were listed were incorrectly thought to be *required*. Rather, the requirement is that a specified number of credits be completed from the pool of elective courses. It also created a situation where it was difficult to routinely offer courses that would satisfy the distinct elective requirements for each 'concentration' based on faculty availability and student interest and need. Therefore, we are requesting a change to eliminate the separate training 'concentrations' and associated elective specifications in favor of a simpler organization that frees up students to tailor course-work for their specific needs and interests. Current students in the separate concentrations would be transitioned into the new CBB concentration.

## **Budgetary and Faculty Load Implications**

This modification will not require additional budgetary resources or additions to our current faculty. There are no direct implications regarding faculty load. The elective courses required for the CBB concentration are already being offered in our department, and the faculty will continue to teach elective courses at the current level.

## **Long-Range Planning:**

This modification will allow the CBB area to better meet the long-range and primary goal of training Ph.D. students in the area cognition, brain and behavior, while reducing confusion about our course requirements, particularly elective courses, for current and prospective students. Further, by eliminating the organization of specific elective course descriptions in separate concentrations this should also reduce confusion about the concentration and its organization. By eliminating these sources of confusion through the simplification of how the elective requirements are specified we will also hopefully help students reduce the total time to graduation.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1300**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 10-18-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist?\* Yes ▼  
Faculty Contact\* Derek Hamilton      Administrative Contact\* Rikk Murphy  
Department\* Psychology      Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
**Branch**      Admin Phone\* 505.277.5009

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Graduate Degree Program ▼  
Name of New or Existing Program \* PhD Psychology Cognitive/Learning Concentration  
Select Category Concentration ▼ Degree Type PhD  
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)

See attached  
[Reason for Request-Cog Lea.docx](#)

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

[Justification.docx](#)

**Reason for Request:**

We are requesting the deletion of the Cognitive/Learning Concentration and the creation of a Cognition, Brain and Behavior (CBB) concentration

The purpose of the CBB area is to provide advanced training on the principles of behavior and cognitive processes and their neurobiological bases. In the past we have required three core courses and an annual seminar, and have organized elective courses into three distinct tracks. These elective tracks, Cognitive/Learning, Cognitive Neuroimaging, and Behavioral Neuroscience, were erroneously listed as concentrations. This organization created some confusion amongst current and prospective students in that the specific elective courses that were listed were incorrectly thought to be *required*. Rather, the requirement is that a specified number of credits be completed from the pool of elective courses. It also created a situation where it was difficult to routinely offer courses that would satisfy the distinct elective requirements for each 'concentration' based on faculty availability and student interest and need. Therefore, we are requesting a change to eliminate the separate training 'concentrations' and associated elective specifications in favor of a simpler organization that frees up students to tailor course-work for their specific needs and interests. Current students in the separate concentrations would be transitioned into the new CBB concentration.

## **Budgetary and Faculty Load Implications**

This modification will not require additional budgetary resources or additions to our current faculty. There are no direct implications regarding faculty load. The elective courses required for the CBB concentration are already being offered in our department, and the faculty will continue to teach elective courses at the current level.

## **Long-Range Planning:**

This modification will allow the CBB area to better meet the long-range and primary goal of training Ph.D. students in the area cognition, brain and behavior, while reducing confusion about our course requirements, particularly elective courses, for current and prospective students. Further, by eliminating the organization of specific elective course descriptions in separate concentrations this should also reduce confusion about the concentration and its organization. By eliminating these sources of confusion through the simplification of how the elective requirements are specified we will also hopefully help students reduce the total time to graduation.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1296**

**Fields marked with \* are required**

**Name of Initiator:** Kristina Maria Doyle Lane      **Email:\*** [mdlane@unm.edu](mailto:mdlane@unm.edu)      **Date:\*** 10-14-13

**Phone Number:\*** 505 277-4075

Initiator's Title\* Associate Professor:  
Geography

Associated Forms exist?\* Yes ▼

Faculty Contact\* Maria Lane

Administrative Contact\* Mary Thomas

Department\* Geography & Environmental Studies

Admin Email\* maryt@unm.edu

**Branch**

Admin Phone\* 277-5041

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Graduate Degree Program ▼

Name of New or Existing Program \* MS Geography (Plan II option in both concentrations)

Select Category Major ▼ Degree Type MS

Select Action Revision ▼

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

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

[catalog-revision.pdf](#)

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

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

See attached file  
[justification.pdf](#)

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

[justification.pdf](#)

**REVISED CATALOG COPY**

**Note: Changes shown in red.**

**See also current catalog copy attached at end of this document.**

**Master of Science in Geography**

**Program Application Deadlines:**

For Fall:	February 1, with consideration of financial aid
	April 15, without consideration of financial aid
For Spring:	November 15

**Concentrations:**

Environmental Studies (human/environmental interaction)

Geographic Information Science (GIS, GPS and remote sensing)

A Master’s degree is offered under both Plan I and Plan II as described in the earlier pages of this catalog. Any student planning to go on for a Ph.D. is strongly urged to take Plan I and write a thesis. A minor may be taken under either plan with the approval of the Geography and Environmental Studies Department’s Graduate Advisory Committee. In place of a minor, approved courses in related fields may be substituted.

Minimum requirements for the Geography M.S. degree are as follows:

	<b>Required of all M.S. Students</b>	<b>Credit Hours</b>
GEOG 501	History and Methods in Geography	3
GEOG 502	Approaches to Geographic Research	3
<b>Plan I</b>	<b>Concentration in Environmental Studies</b>	
	(Additional courses)	
GEOG 514	Natural Resources Management Seminar or	
GEOG 515	Cultural and Political Ecology or	
GEOG 516	Seminar: Globalization or	
GEOG 517	Law and Geography	3
	Two additional courses from the Environmental Studies List: 514, 515, 516, 517, 561, 562, 563, 564, 566, 567	6
	One course from the GIScience List: *481L, 525, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L	3
	Two elective courses	6
	Thesis	6
	<b>Total</b>	<b>30</b>

<b>Plan I</b>	<b>Concentration in Geographic Information Science</b>	
	(Additional courses)	
GEOG 525	Seminar: Geographic Information Science	3
	Three courses from the GIScience List: *481L, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L	9
	One course from the Environmental Studies List: 514, 515, 516, 517, 561, 562, 563, 564, 566, 567	3
	One elective course	3
	Thesis	6
	<b>Total</b>	<b>30</b>
<b>Plan II</b>	<b>Concentration in Environmental Studies</b>	
	(Additional courses)	
GEOG 514	Natural Resources Management Seminar or	
GEOG 515	Cultural and Political Ecology or	
GEOG 516	Seminar: Globalization or	
GEOG 517	Law and Geography	3
	Three additional courses from the Environmental Studies List: 514, 515, 516, 517, 561, 562, 563, 564, 566, 567	9
	One course from the GIScience List: *481L, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L	3
<b>GEOG 597</b>	<b>Master's Project</b>	<b>3</b>
	<b>Three</b> elective courses	<b>9</b>
	<b>Total</b>	<b>33</b>
<b>Plan II</b>	<b>Concentration in Geographic Information Science</b>	
	(Additional courses)	
GEOG 525	Seminar: Geographic Information Science	3
	Four courses from the GIScience List: *481L, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L	12
	Two courses from the Environmental Studies List: 514, 515, 516, 517, 561, 562, 563, 564, 566, 567	6
<b>GEOG 597</b>	<b>Master's Project</b>	<b>3</b>
	<b>One</b> Elective course	<b>3</b>
	<b>Total</b>	<b>33</b>

Candidates under Plan I will be examined orally on their thesis. Candidates under Plan II will be **examined orally on the advanced research project assigned in GEOG597 by his or her graduate committee from the two areas listed below**. Part or all of the Plan II exam may be applied and require field work. A regional focus in any of the two topics is acceptable.

1. Environmental Studies (human/environmental interaction)
2. Geographic Information Science (GIS, GPS and remote sensing)

A graduate student who elects to pursue a Master's degree in geography should have either an undergraduate degree in geography (or related field) or be prepared to make up deficiencies as determined by the Geography and Environmental Studies Department's Graduate Advisory Committee. Students must select an advisor who will help them design their programs and guide them through their tenure in the department. All programs are subject to approval by the Graduate Advisory Committee. Students must earn grades of B (3.0 GPA) or better in all courses on their plan of study, including those at the undergraduate level. GRE scores are required for application to the M.S. program.

## CURRENT CATALOG COPY

Compare to document above with changes shown in red.

### Master of Science in Geography

#### Program Application Deadlines:

For Fall:	February 1, with consideration of financial aid
	April 15, without consideration of financial aid
For Spring:	November 15

#### Concentrations:

Environmental Studies (human/environmental interaction)

Geographic Information Science (GIS, GPS and remote sensing)

A Master's degree is offered under both Plan I and Plan II as described in the earlier pages of this catalog. Any student planning to go on for a Ph.D. is strongly urged to take Plan I and write a thesis. A minor may be taken under either plan with the approval of the Geography and Environmental Studies Department's Graduate Advisory Committee. In place of a minor, approved courses in related fields may be substituted.

Minimum requirements for the Geography M.S. degree are as follows:

	Required of all M.S. Students	Credit Hours
GEOG 501	History and Methods in Geography	3
GEOG 502	Approaches to Geographic Research	3
<b>Plan I</b>	<b>Concentration in Environmental Studies</b>	
	(Additional courses)	
GEOG 514	Natural Resources Management Seminar or	
GEOG 515	Cultural and Political Ecology or	
GEOG 516	Seminar: Globalization or	
GEOG 517	Law and Geography	3
	Two additional courses from the Environmental Studies List: 514, 515, 516, 517, 561, 562, 563, 564, 566, 567	6
	One course from the GIScience List: *481L, 525, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L	3
	Two elective courses	6
	Thesis	6
	<b>Total</b>	<b>30</b>

<b>Plan I</b>	<b>Concentration in Geographic Information Science</b>	
	(Additional courses)	
GEOG 525	Seminar: Geographic Information Science	3
	Three courses from the GIScience List: *481L, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L	9
	One course from the Environmental Studies List: 514, 515, 516, 517, 561, 562, 563, 564, 566, 567	3
	One elective course	3
	Thesis	6
	<b>Total</b>	<b>30</b>
<b>Plan II</b>	<b>Concentration in Environmental Studies</b>	
	(Additional courses)	
GEOG 514	Natural Resources Management Seminar or	
GEOG 515	Cultural and Political Ecology or	
GEOG 516	Seminar: Globalization or	
GEOG 517	Law and Geography	3
	Three additional courses from the Environmental Studies List: 514, 515, 516, 517, 561, 562, 563, 564, 566, 567	9
	One course from the GIScience List: *481L, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L	3
	Four elective courses	12
	<b>Total</b>	<b>33</b>
<b>Plan II</b>	<b>Concentration in Geographic Information Science</b>	
	(Additional courses)	
GEOG 525	Seminar: Geographic Information Science	3
	Four courses from the GIScience List: *481L, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L	12
	Two courses from the Environmental Studies List: 514, 515, 516, 517, 561, 562, 563, 564, 566, 567	6
	Two Elective courses	6
	<b>Total</b>	<b>33</b>

Candidates under Plan I will be examined orally on their thesis. Candidates under Plan II will be tested with both oral and written examinations on a topic selected by his or her graduate committee from the two areas listed below. Part or all of the Plan II exam may be applied and require field work. A regional focus in any of the two topics is acceptable.

1. Environmental Studies (human/environmental interaction)
2. Geographic Information Science (GIS, GPS and remote sensing)

A graduate student who elects to pursue a Master's degree in geography should have either an undergraduate degree in geography (or related field) or be prepared to make up deficiencies as determined by the Geography and Environmental Studies Department's Graduate Advisory Committee. Students must select an advisor who will help them design their programs and guide them through their tenure in the department. All programs are subject to approval by the Graduate Advisory Committee. Students must earn grades of B (3.0 GPA) or better in all courses on their plan of study, including those at the undergraduate level. GRE scores are required for application to the M.S. program.

**M.S. Geography**  
Proposed change to the Plan II requirements

**Summary:** This proposed change would add a new required course for non-thesis students in both concentrations (Environmental Studies and Geographic Information Science) of the M.S. Geography. The total number of credits required will not change, as the additional 3-credit course requirement will be offset by a 3-credit decrease in the number of electives required.

**Reason for request:**

Non-thesis students in Geography & Environmental Studies have traditionally completed the M.S. examination in the form of a short-term intensive research project that is administered outside the structure of course credits. The necessarily short duration of this project is problematically not conducive to the conduct of a substantial research project that demonstrates mastery of desired learning outcomes in Geography & Environmental Studies.

**Role of GEOG597, Master's Project:**

This newly required course (proposed separately in a Form B) will provide students with credit for supervised master's research that is conducted in preparation for the Plan II master's examination. In addition, it will lengthen the time available for non-thesis students to complete their master's research, thus allowing for the completion of substantial projects that are suitable for comprehensive review in an examination.

**Justification:**

The goal of this change is to improve student learning and degree completion among Plan II students in the M.S. Geography concentrations. We intend to make the Plan II research requirement more substantial, but we do not feel that an overall increase in required program credits is justified. Therefore, the requirement for an additional 3-credit course in supervised research will be accommodated within the existing credit structure by reducing the requirements for elective courses.

**Budget and faculty load implications:**

The proposed GEOG 597 Master's Project course is pedagogically similar to supervised thesis credits or to independent-study credits, so it will not have any impact on faculty members' standard course loads. Faculty members are already advising Plan II students and supervising their research before the M.S. examination; the addition of a formal 3-credit course is not expected to have any impact on existing advising loads. For the reasons listed here, we do not expect this curricular change to have any budgetary impact on the Department of Geography & Environmental Studies or on the College of Arts & Sciences.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1295**

**Fields marked with \* are required**

**Name of Initiator:** Charles Fleddermann      **Email:\*** [cbf@unm.edu](mailto:cbf@unm.edu)      **Date:\*** 10-08-13

**Phone Number:\*** 505 277-5521

Initiator's Title\* Associate Dean: School of Engineering

Associated Forms exist?\* No

Faculty Contact\* Charles Fleddermann

Administrative Contact\* Charles Fleddermann

Department\* SoE

Admin Email\* cbf@unm.edu

**Branch**

Admin Phone\* 7-1423

**Proposed effective term:**

Semester Fall      Year 2014

**Course Information**

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program\* School of Engineering Shared-Credit Degrees

Select Category Degree      Degree Type BS/MS

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)

[SoE Shared Credit Catalog 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)

See attached

[SOE Shared Credit Reasons for Request.pdf](#)

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

[SoE Shared Credit Program Budget and workload implications.pdf](#)

**Catalog Copy: (to be inserted in the general SoE section under the heading Undergraduate Degrees Offered, after subheading Bachelor of Science Degrees)**

**School of Engineering Shared Credit Program**

The School of Engineering offers a Shared Credit Program designed to allow students to complete a BS and MS, or a BS and MEng degree in five years (depending upon the student's mathematics preparation upon entering UNM as a first-year student). To accomplish this, some courses are counted towards both the Bachelors and Masters degrees.

*Curriculum* SoE courses that can be shared between BS and MS degrees fall into two categories: 1) Courses that are designated variously as technical electives, track electives, engineering electives, management electives, or advanced science electives; in the shared credit program, these courses will be replaced by 500-level graduate courses that will count towards both degrees, and 2) Courses that are cross-listed at both the 400 and 500 levels; students in the shared-credit program would take some of these courses at the 500 level with the course counting towards both the BS and MS degrees.

This program is intended to facilitate both disciplinary and interdisciplinary BS/MS degree programs. The exact curriculum for each student will be determined by the director of undergraduate studies for the student's BS degree and the director of graduate studies for the student's MS degree, and will be approved by the SoE Associate Dean for Academic Affairs.

Students pursuing an interdisciplinary shared-credit program may be required to take pre-requisite courses for the graduate level courses in their MS program. Thus, an interdisciplinary shared-credit program may require more than the nominal five years to complete. Because the mathematics requirements for the BS in Construction Management (CM) do not match those for engineering or computer science degrees, no interdisciplinary shared-credit programs are available to those students who are pursuing a BS in CM.

*Admission* The BS/MS Shared Credit Program is a special program for which a student will apply during the junior year of the BS program. Students may apply after completing 75 hours applicable to the BS degree. In order to be eligible for the Shared Credit Program, students must have already been admitted to a BS degree program in the School. Admission to the graduate portion of this program is provisional, and is not finalized until the student satisfactorily completes the requirements for the BS degree.

Further rules regarding SOE shared credit programs can be found on the School of Engineering web site ([soe.unm.edu](http://soe.unm.edu)) and in the advising manuals for each department.

## ***School of Engineering Shared-Credit BS/MS Program***

The School of Engineering is proposing to create an option for students to obtain a BS and an MS degree through a shared-credit program. This program will allow students to pursue a BS/MS combination within one engineering discipline (e.g. a BS and MS in Electrical Engineering) or an interdisciplinary BS/MS program where the BS and MS are in different disciplines offered in SoE.

Initiating shared credit programs in SoE will serve to bolster recruiting efforts at the undergraduate level (a shared BS/MS program achievable in 5 years would be very attractive to potential undergraduate students), and would serve as a pipeline for students into our PhD programs.

**Curriculum** SoE courses that would be shared between BS and MS degrees would fall into two categories:

- 1) All SoE BS programs require between 9 and 18 hours of credit in courses that are designated variously as technical electives, track electives, engineering electives, management electives, or advanced science electives. In the shared credit program, these courses will be replaced by 500-level graduate courses that will count towards both degrees.
- 2) Most SoE departments offer courses that are cross-listed at both the 400 and 500 levels. As appropriate, students in the shared credit program would take these courses at the 500 level and the course would count towards both the BS and MS degrees.

Since this program is intended to facilitate both disciplinary and interdisciplinary BS/MS degree programs, and since many options exist within the BS programs for students to choose a specialization, the exact shared-credit program will be tailored to the student's interest, but will conform to the UNM rules on shared credit programs. The shared-credit curriculum for each student will be determined by the director of undergraduate studies for the student's BS degree and the director of graduate studies for the student's MS degree, and will be approved by the SoE Associate Dean for Academic Affairs.

Of course, students pursuing an interdisciplinary shared-credit program may be required to take pre-requisite courses for the graduate level courses in their MS program. Thus, an interdisciplinary shared-credit program may require more than five years to complete. Because the mathematics requirements for the BS in Construction Management (CM) do not match those for engineering or computer science degrees, no interdisciplinary shared-credit programs are available to those students who are pursuing a BS in CM.

**Accreditation** The shared credit program will have no effect on ABET or ACCE accreditation of SoE BS programs. The BS segment of this Shared Credit Program will still meet all ABET requirements. SoE graduate programs are not accredited outside of UNM's accreditation.

**Admission** The BS/MS Shared Credit Program is a special program for which a student will have to apply during the junior year of the BS program. Students will apply and may be admitted after completing 75 hours applicable to the BS degree. In order to be eligible for the Shared Credit Program, students must have already been admitted to a BS degree program in the School. Students who have a degree GPA of 3.5 on the courses required for semesters 3 thru 5 of their published curriculum will be automatically admitted to the Shared Credit Program upon application. In calculating the GPA, if a student has had multiple attempts at a course, only the highest grade earned will be counted. Students with a GPA between 3.0 and 3.5 will be considered for admission as well; the decision will be made through the normal graduate admission procedure of the proposed MS department. The GRE will be waived for students applying for this program. In addition, the normal application fee for graduate admission will be waived.

Admission to the graduate portion of this program is provisional, and is not finalized until the student satisfactorily completes the requirements for the BS degree, including earning at least a 3.0 GPA in each semester after being admitted to the shared credit program.

Normally, students who were not admitted to the Shared Credit Program as juniors with 75+ hours completed are not eligible for this program. A student who did not apply as described above may petition to be allowed into the program; decisions on these petitions will be made by the SoE Associate Dean for Academic Affairs.

**Leaving the Shared Credit Program** Students admitted to this BS/MS Shared-Credit Program may choose to not complete the MS degree, terminating with the BS degree. If a student chooses to not complete the MS degree, he/she should inform the department graduate advisor of this as soon as possible. The student will be awarded the BS upon completion of the requirements for the BS degree; the shared-credit courses listed in the student's curriculum for this degree in the senior year will be applicable to the BS degree whether the student completes the MS or not.

Similarly, if the student is not advanced by the department to the MS program due to poor performance on the undergraduate portion of the degree after admission, the student will still be able to complete the BS degree and will be allowed to include the graduate level courses that are part of the Shared Credit curriculum towards the BS degree.

## **School of Engineering Shared Credit Program: Justification and Implications**

### **Justification:**

SoE is seeking to initiate shared credit BS/MS programs for two main reasons, both linked to increasing enrollments. First, we feel this sort of program, unique in New Mexico, will bolster our recruiting efforts at the undergraduate level and lead to increased undergraduate enrollments. Second, encouraging our high-achieving undergraduate students to also pursue a Masters degree at UNM should help us to increase the numbers in both the MS and in our PhD programs; we will encourage those students who are performing well in the shared-credit program to remain at UNM for a PhD. Furthermore, since the engineering/computer science workplace is becoming more interdisciplinary, a shared-credit program at SoE will help us to more effectively prepare students for the future workforce.

### **Impact on Long-range Planning:**

We are currently engaged in numerous initiatives designed to increase our enrollments at all levels. SoE currently believes that our enrollments are somewhat below our capacity. Increases in enrollment stemming from this shared-credit program are accounted for in our current long-range plans for SoE enrollments.

### **Budget and Faculty Workload Implications:**

The shared-credit program in SoE will be made up entirely of existing courses and degree programs. Thus, there will be no need for increased faculty or staff resources; there will be no budget or faculty workload implications stemming from this program.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1294**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 10-07-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist?\* Yes   
Faculty Contact\* Sarah Erickson      Administrative Contact\* Rikk Murphy  
Department\* Psychology      Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
**Branch**      Admin Phone\* 505.277.5009

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program    
Name of New or Existing Program \* PhD Psychology Health Psychology Emphasis  
Select Category   Degree Type   
Select Action

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

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

[Health Psychology Emphasis.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)

[Emphasis Change Justification.docx](#)

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

[Justification, Budget Analysis, etc. for Health Empasis.docx](#)

## **REVISED VERSION, AS IT WOULD APPEAR IN THE CATALOG:**

### **Health Psychology Emphasis**

The purpose of the health psychology emphasis is to provide specialized training in the application of psychology to physical health and medical problems. This option is available to students majoring in any concentration (except health psychology) who wish to have an emphasis (formerly termed a minor) in Health psychology. Beyond the courses required for the department and for their concentration, students must complete at least two courses from category A and at least one course from category B:

#### **Category A:**

PSY 512	Advanced Health Psychology
PSY 513	Emotion, Stress, and Health
PSY 514	Health Psychology Interventions
PSY 515	Social Psychology of Health Promotion
PSY 650	Special Topics in Health Disparities
PSY 650	Special Topics in Pediatric Psychology

#### **Category B:**

PSY 540	Biological Bases of Behavior *
PSY 547	Drugs and Behavior
PH 501	Principles of Public Health
PH 504	Rural Health
PH 505	Social and Cultural Theories and Models: Community Interventions
PH 507	Health Care Systems

\* Note: Clinical students must take an additional Category B course in addition to PSY 540 which is already required by the Clinical Area.

Substitute coursework for Categories A and B must be approved by the Health Psychology Committee.

## **Current Catalog Entry for Emphasis:**

### **Health Psychology Emphasis**

The purpose of the health psychology emphasis is to provide specialized training in the application of psychology physical health and medical problems. This emphasis is optional but not required to students in any concentration except the health psychology concentration. Beyond the courses required for the department and for their concentration, students must complete at least two courses from category A and at least one courses from category B:

#### **Category A:**

PSY 512	Advanced Health Psychology
PSY 513	Emotion and Health
PSY 514	Health Psychology Interventions
PSY 515	Social Psychology of Health Promotion

#### **Category B**

PSY 530	Alcoholism
PSY 532	Seminar in Psychopathology
PSY 547	Drugs and Behavior
PH 501	Principles of Public Health
PH 504	Rural Health
PH 505	Cultural, Social and Behavioral Therapy and Health
PH 507	Health Care Systems

Reasons for Requests:

We would like to add Health Disparities, a 650 Special Topics course to Category A, as it is an important content area to be addressed in our diverse culture; and Dr. Steven Verney, a Robert Wood Johnson Fellow and Health Psychology Committee member, is interested in teaching this course.

We would like to add Pediatric Psychology, a 650 seminar course, to category A, as it represents an important specialty area within Health Psychology; and Dr. Sarah Erickson, Health Psychology Area Chair, is interested in teaching this course.

We would like to add Biological Bases of Behavior to Category B, as this is an important health psychology content area and is currently taught by Dr. Derek Hamilton, Area Chair for Cognition, Brain, and Behavior.

We would like to omit Alcoholism from Category B. It is no longer a graduate level course.

We would like to omit Seminar in Psychopathology from Category B. It is a Clinical Area core course and was mistakenly included in the Health Psychology requirements.

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

The Health Psychology Emphasis already exists. We would like to make modifications to the degree requirements and course offerings based on our assessment of student needs and current faculty's expanding areas of expertise.

Long-range planning includes a plan to offer almost all Category A courses alternate years (with the exception of Pediatric Psychology; and possibly Social Psychology of Health Promotion and Health Disparities). We have identified core Health Psychology Area faculty to teach each of these Category A courses; and have secured their interest and willingness. The Category A courses will be offered and sequenced so that students will not be burdened with multiple courses per semester, but rather with one or two course offerings per semester.

Category B courses are already being offered routinely through Psychology or Public Health faculty.

Detailed budget analysis and faculty workload implications: Each of the Health Psychology Area faculty currently teach 2 courses/semester (with the exception of up to one course/semester grant or other administrative buyout). These faculty are therefore able to cover these proposed courses at no additional cost to the Department, as their teaching of these courses will be part of their load (not additional). Many of the Health Psychology faculty are already teaching, as part of their course load, these courses or equivalent ones, so we do not anticipate any financial or workload implications.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1293**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 10-07-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist?\* Yes   
Faculty Contact\* Sarah Erickson      Administrative Contact\* Rikk Murphy  
Department\* Psychology      Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
**Branch**      Admin Phone\* 505.277.5009

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program    
Name of New or Existing Program \* PhD Psychology Concentration Health Psychology  
Select Category   Degree Type   
Select Action

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

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

[Health Psychology Concentration.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 Change Justification.docx](#)

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

[Justification, Budget Analysis, etc. for Health concentration.docx](#)

## **REVISED VERSION, AS IT WOULD APPEAR IN THE CATALOG:**

### **Health Psychology Concentration**

Beyond the departmental required courses, Health Psychology students will be required to complete three courses from Category A, two courses from Category B, and one advanced statistics/quantitative course from Psychology or Education (e.g., EDPY593: Multilevel Modeling or EDPY 606: Structural Equation Modeling) . A substitute advanced statistics/quantitative course must be approved by the Health Psychology Committee. One of the Category A courses must be Advanced Health Psychology.

#### **Category A:**

PSY 512	Advanced Health Psychology (required)
PSY 513	Emotion, Stress, and Health
PSY 514	Health Psychology Interventions
PSY 515	Social Psychology of Health Promotion
PSY 650	Special Topics in Health Disparities
PSY 650	Special Topics in Pediatric Psychology

#### **Category B:**

PSY 540	Biological Bases of Behavior
PSY 547	Drugs and Behavior
PH 501	Principles of Public Health
PH 504	Rural Health
PH 505	Social and Cultural Theories and Models: Community Interventions
PH 507	Health Care Systems
PH 562	Women's Health Issues

Substitute coursework for Categories A and B must be approved by the Health Psychology Committee.

## **Current Catalog Entry for Concentration:**

### **Health Psychology Concentration**

Beyond the departmental required courses Health Psychology students will be required to complete three courses from Category A and two courses from Category B.

#### **Required courses:**

PSY 512      Advanced Health Psychology  
PSY 513      Emotion and Health  
PSY 514      Health Psychology Interventions

#### **Category A:**

PSY 512      Advanced Health Psychology  
PSY 513      Emotion and Health  
PSY 514      Health Psychology Interventions  
PSY 515      Social Psychology of Health Promotion

#### **Category B:**

PSY 530      Alcoholism  
PSY 532      Seminar in Psychopathology  
PSY 547      Drugs and Behavior Public Health Courses  
PH 501      Principles of Public Health  
PH 504      Rural Health  
PH 505      Cultural, Social and Behavioral Theory and Health  
PH 507      Health Care Systems  
PH 562      Women's Health Issues

Reasons for Requests:

Beyond the current Psychology Department required statistics sequence completed in the first year, the Health Psychology Area has determined that at least one (additional) advanced statistics/quantitative course is required to make a Health Psychology major competitive in today's academic and research markets. Most Health Psychology students will be advised to complete additional statistics/quantitative coursework beyond what we are currently requiring and proposing.

We would like to add Health Disparities, a 650 Special Topics course to Category A, as it is an important content area to be addressed in our diverse culture; and Dr. Steven Verney, a Robert Wood Johnson Fellow and Health Psychology Committee member, is interested in teaching this course.

We would like to add Pediatric Psychology, a 650 seminar course, to category A, as it represents an important specialty area within Health Psychology; and Dr. Sarah Erickson, Health Psychology Area Chair, is interested in teaching this course.

We would like to add Biological Bases of Behavior to Category B, as this is an important health psychology content area and is currently taught by Dr. Derek Hamilton, Area Chair for Cognition, Brain, and Behavior.

We would like to omit Alcoholism from Category B. It is no longer a graduate level course.

We would like to omit Seminar in Psychopathology from Category B. It is a Clinical Area core course and was mistakenly included in the Health Psychology requirements.

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

The Health Psychology Concentration already exists. We would like to make modifications to the degree requirements and course offerings based on our assessment of student needs, and current faculty's expanding areas of expertise.

Long-range planning includes a plan to offer almost all Category A courses alternate years (with the exception of Pediatric Psychology; and possibly Social Psychology of Health Promotion and Health Disparities). We have identified core Health Psychology Area faculty to teach each of these Category A courses; and have secured their interest and willingness. The Category A courses will be offered and sequenced so that students will not be burdened with multiple courses per semester, but rather with one or two course offerings per semester.

Category B courses are already being offered routinely through Psychology or Public Health faculty.

Detailed budget analysis and faculty workload implications: Each of the Health Psychology Area faculty currently teach 2 courses/semester (with the exception of up to one course/semester grant or other administrative buyout). These faculty are therefore able to cover these proposed courses at no additional cost to the Department, as their teaching of these courses will be part of their load (not additional). Many of the Health Psychology faculty are already teaching, as part of their course load, these courses or equivalent ones, so we do not anticipate any financial or workload implications.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1285**

**Fields marked with \* are required**

**Name of Initiator:** Richard Rand      **Email:\*** [rjr@unm.edu](mailto:rjr@unm.edu)      **Date:\*** 10-02-13  
**Phone Number:\*** 505 277-2073      Initiator's Title\* Prof. Physics/Astro, Undergrad Cmte  
Chair

Associated Forms exist?\* Yes ▼  
Faculty Contact\* Richard Rand      Administrative Contact\* Lina Sandve  
Department\* Physics and Astronomy      Admin Email\* lsandve@unm.edu  
**Branch**      Admin Phone\* 277-1514

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼  
Name of New or Existing Program\* B.S. in Astrophysics  
Select Category Major ▼ Degree Type B.S.  
Select Action Revision ▼

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

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

[bsastrochange2013.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)

The requirements are being updated for two reasons. First, to reflect a change made for Fall 2014: a new class, PHYC 366 is being created to replace the required supportive courses MATH 311 and MATH 312 (see associated Form B). Second, honors credits are not allowed to count toward the 6 hours of courses numbered above 399. We are therefore adding 456 to the list of courses not allowed for this requirement.

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

[bsastrochangejust2013.txt](#)

bsastrochange2013.txt

Current requirements:

B.S. in Astrophysics: ASTR 421, 422; PHYC 290, 301, 303, 304, 330, 405, and either 406 or 491; 6 hours of Astronomy courses numbered above 399 except for 455. Required supportive courses: MATH 311, 312, 316.

Proposed requirements:

B.S. in Astrophysics: ASTR 421, 422; PHYC 290, 301, 303, 304, 330, 366, 405, and either 406 or 491; 6 hours of Astronomy courses numbered above 399 except for 455 and 456. Required supportive course: MATH 316.

bsastrochangejust2013.txt

There is no impact on long-range planning, budget or faculty workload. We have been teaching PHYC 366 as a topics class for three years now, and it is now part of our normal workload.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1283**

**Fields marked with \* are required**

**Name of Initiator:** Richard Rand      **Email:\*** [rjr@unm.edu](mailto:rjr@unm.edu)      **Date:\*** 10-01-13  
**Phone Number:\*** 505 277-2073      Initiator's Title\* Prof. Physics/Astro, Undergrad Cmte  
Chair

Associated Forms exist?\* Yes ▼

Faculty Contact\* Richard Rand  
Department\* Physics and Astronomy

Administrative Contact\* Lina Sandve  
Admin Email\* lsandve@unm.edu

**Branch**

Admin Phone\* 277-1514

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* B.S. in Physics with a concentration in Earth and Planetary Sciences

Select Category Concentration ▼ Degree Type B.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)

[epsconcreqs.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 wish to create a new concentration in Earth and Planetary Sciences within the B.S. degree. The justification is described in an uploaded document. REGISTRAR'S NOTE TO VAL: See comments.

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

[epsconcall2.pdf](#)

epsconcreqs.txt

Exact title of degree:

B. S. in Physics with a concentration in Earth and Planetary Science

Requirements:

For the degree of B. S. in Physics with a concentration in Earth and Planetary Science: PHYC 290, 301, 307L, 303, 304, 330, 366, 405, (EPS 101, 105L) or (ENVS 101, 102L), (PHYC 327 or EPS 436), and four electives from EPS 437, 439, 443, 450, 457L, 462, 476, 488. Required supportive courses: MATH 314, 316.

A physics BS is an excellent preparation for many interdisciplinary STEM careers (the national need for which is clear) that don't require graduate physics degrees. Our department is trying to increase opportunities for pursuing STEM career paths through our major programs via the development of new concentrations, thereby also addressing the perception that our major programs are only intended for career physicists and astrophysicists. We hope to attract more students to degrees in physics this way. Such modernization and diversification was a recommendation of our most recent Academic Program Review in 2010, while the initiative has been made much more possible with the elimination of A&S group requirements. This Earth and Planetary Science concentration is designed to meet the needs of students who wish to pursue a career in this area but with a more solid background in physics and math than is provided by a degree in Earth and Planetary Science (EPS).

The program has been designed to give students a solid physics background for several career paths in Earth and Planetary Science. Among these are graduate study in geophysics or planetary science, and industry work in hydrology, petroleum, or atmospheric science. It contains most of the requirements of the B.S. in Physics, with some classes that are of reduced relevance to EPS eliminated, allowing (along with the elimination of group requirements) a substantial set of classes in this area to be added. In consultation with faculty and advisors in the EPS Department, we have created a list of electives from which students can design a program suited to their interests and goals. Students will design their programs in consultation with Physics and (as EPS have agreed) EPS advisors.

After EPS 101, either PHYC 327 (Geophysics) or EPS 436 (Climate Dynamics) is chosen as a gateway course to at least five further electives with a focus on geophysics or hydrology in the first case, or atmospheric science in the second case. Two Road Maps for this concentration (necessary because PHYC 327 and EPS 436 are offered in different semesters), including the list of electives, are included below.

Note that the concentration will require PHYC 366, which is being created with an associated Form B. Also note that the total hours in the Road Maps are 120, consistent with the reduced UNM requirement to be introduced in Fall 2014.

As the concentration is created using existing classes, there is no impact on long-range planning, budget, or faculty workload.

An accompanying letter from the Chair of EPS confirms that the concentration has been approved by the faculty and that they have the required capacity in the courses.

Assessment of the concentration will be largely based on our existing published three-component ("Instructor Reports", "Exit Interviews" and "Alumni Questionnaires") assessment plan for our major programs. We have consulted on this plan with Dave Gutzler, the instructor of the concentration gateway class EPS 436. The following addendum has been added to our assessment plan regarding the EPS component, and the revised plan will be posted to the Outcomes Assessment website once the concentration has been approved:

"To assess whether students are succeeding in the EPS component of the concentration, in the gateway classes PHYC 327 and EPS 436 the following SLOs will be assessed by adding questions to our Instructor Reports:

SLO 1. Students will demonstrate an understanding of concepts of solid-earth geophysics or climate science

SLO 2. Students will demonstrate an ability to analyze problems in Earth science using physics-based concepts.

SLO 3. Students will exhibit curiosity and enthusiasm for learning Earth science and know what are promising and active research areas.

SLO 4. Students will show understanding of the interplay between theory and experiment, either in solid-earth science or in the climate science fields.

We will also use our Exit Interviews assessment component. Almost all of the questions are already written so that they provide feedback on any of our degree programs and their classes, so they can easily be applied to EPS subjects. We will only modify Part 1, Question 3 to 'In which subfields of physics and EPS do you feel most educated?'

These SLOs are in alignment with the broad learning goals outlined in both the Physics and Astronomy and EPS undergraduate programs."



**The University of New Mexico**

Department of Earth and Planetary Sciences  
Northrop Hall, Room 141  
MSC03-2040  
1 University of New Mexico  
Albuquerque, NM 87131-0001 U.S.A.  
Telephone (505) 277-4204  
FAX (505) 277-8843

To: Wolfgang Rudolf, Chair, Physics and Astronomy

Mousumi Roy, Associate Professor, Physics and Astronomy

Date: March 14, 2014

From: Laura Crossey, Chair, EPS

Subject: EPS endorsement of proposed Physics EPS concentration

I am writing to confirm that EPS endorses the proposed curriculum changes regarding development of an EPS concentration within the Physics BS degree. The course list was developed in consultation with EPS faculty, and the Form C materials were reviewed by the EPS faculty the week of March 10, 2014 and voted on during an EPS faculty meeting on Wednesday, March 12, 2014. There was unanimous approval. We understand that the number of students is likely to be fairly small (<5 in a given class per year) and we confirm that we have the required capacity in the courses that will be concentration electives. We look forward to establishing pathways in undergraduate teaching and training of a future geophysics work force through collaboration with Physics and Astronomy, and are quite interested to see if this increases the pool of applicants to EPS graduate programs in this area. I am happy to address any additional questions.

Course Subject and Title	Cr. Hrs.	Major	Minor/2nd Major	Core	UD	Min Grade	Notes
<b>Semester One:</b>							
Physics 160 & 160L	4	4		4		C	
ENGL 101 Composition 1	3			3		C	
CHEM 121 & 123L	4			4		C	
MATH 162	4			4		C	
Physics 167*						CR	
<b>Total:</b>	<b>15</b>						
<i>Freshman Advisement</i> anytime after 10th week - How to use the Degree Audit							
<i>Departmental Check in</i>							
<b>Semester Three:</b>							
C&J 130 or PHI 156	3			3		C	
Physics 262 & 262L	4	4				C	
Physics 267*						CR	
Math 264	4					C	
EPS 101 & 105L**	4		4			C	
<b>Total</b>	<b>15</b>						
<i>Will be transferred at end of semester</i> Once Grades are in...							
<i>Departmental Check in</i>							
<b>Semester Five:</b>							
Physics 303	3	3			3	C	
Physics 313	1				1	CR	
Fine Arts	3			3		C	
Social Behavioral Science	3			3		C	
Physics 366	4	4			4	C	
EPS Elective 1	3		3		3		
<b>Total</b>	<b>17</b>						
<i>Visit Career Services</i>							
<i>Departmental Check in</i>							
<b>Semester Seven:</b>							
EPS Elective 3	3		3		3	C	
Humanities	3			3		C	
Physics 301	3	3			3	C	
Physics 311	1				1	CR	
Math Minor Elective I	3		3		3	C	
<b>Total</b>	<b>13</b>						
<i>Senior Visit - College Advisement Center</i>							
<i>Departmental Check in</i>							

Course Subject and Title	Cr. Hrs.	Major	Minor/2nd Major	Core	UD	Min Grade	Notes
<b>Semester Two:</b>							
Physics 161 & 161L	4	4		3		C	
ENGL Composition 2	3			3		C	
MATH 163	4					C	
CHEM 122 & 124L	4					C	
Physics 168*						CR	
<b>Total:</b>	<b>15</b>						
<i>Sophomore Advisement</i> Enhanced Degree Audit skills							
<i>Departmental Check in</i>							
<b>Semester Four:</b>							
Second Language	3			3		C	
Physics 330	3	3				C	
Physics 331	1				1	CR	
CONC Gateway: Physics 327	3	3			3	C	
Math 316	3				3	C	
Physics 290	3	3				C	
<b>Total</b>	<b>16</b>						
<i>Departmental Orientation</i> within first 6 weeks							
<i>Departmental Check in</i>							
<b>Semester Six:</b>							
Humanities	3			3		C	
Physics 304	3	3				C	
Physics 314	1				1	CR	
EPS Elective 2	3		3		3	C	
Math 314	3				3	C	
Physics 405	3	3				C	
Physics 415	1				1	CR	
<b>Total</b>	<b>17</b>						
<i>Apply for degree</i> After 4th week							
<i>Departmental Check in</i>							
<b>Semester Eight:</b>							
Math Minor elective II	3		3		3	C	
EPS Elective 4	3		3		3	C	
Physics 307L	3	3				C	
Social Behavioral Science	3			3		C	
<b>Total</b>	<b>12</b>						
<i>Senior Visit Advisement</i>							
<i>Departmental Check in</i>							
<i>Graduation Fair</i>							
<b>Degree Total</b>	<b>120</b>	<b>40</b>	<b>22</b>	<b>42</b>	<b>54</b>		

## The University of New Mexico Core Curriculum (36 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)

### University Residence Requirements

a. Minimum hours = 30

b. Senior standing = 15 past 92

c. In major = One half

d. In minor = One quarter

### Career Opportunities and Pathways

- Geophysics graduate programs
- Quantitative skills needed in petroleum engineering
- Environmental consulting
- 

UC Advisor:

Email:

Website:

Major Advisor:

Email:

Website:

Minor Advisor:

Email:

Website:

College Advisor:

Email:

Website:

## Arts and Sciences College Minimum Requirements

· Total credit hours = 120

· 300/400 level credit hours = 54 or 51 if 202 second language is completed

· Minimum credit hours taught in A&S = 96

### Minimum graduation GPA = 2.00

For more information see the catalogue at [www.unm.edu](http://www.unm.edu)

### Notes:

A Math Minor is automatically earned.

The Departmental Honors Program requires 2 semesters of an Honors Section of Physics 456. The student and faculty mentor present a mutually-agreeable topic to the department for approval. Also, the University requires a GPA of at least a GPA of at least 3.25. See the Honors web page for more information at <http://panda.unm.edu/AcadAdv/honors.html>

\*Physics 167, 168, and 267 are 1-credit hour Recitation Sections associated with Physics 160, 161 and 262, respectively. These recitation sessions are practice in solving problems from the associated lecture courses. They are optional, but very \*\*EPS 101 and 105L are recommended, but a motivated student could opt to gain this background on their own by reading. This should be determined in advising. Such a student may add another EPS elective instead in an appropriate semester.

**CONC Electives:** This concentration requires a minimum of 6 electives, including EPS 101 and PHYC 327 as gateway classes. Four additional electives may be chosen from the following list (a student can mix classes across these subject areas, depending on interest, but should work closely with their advisor to determine the best set of classes). These electives are generally chosen because they require the PHYC 160 series as pre-reqs, but students are encouraged to contact the instructors of the classes to identify themselves as Physics majors with an EPS concentration.

**Climate/Atmosphere:** EPS 436 Climate Dynamics (3), EPS 437 Applied Meteorology (3), EPS 439 Paleoclimatology (3)

**Solid Earth Geophysics:** PHYS 327 Introduction to Solid Earth Geophysics (3); EPS 488 Scanning Electron Microscopy (3); PHYC 4XX/EPS 564? - Geodynamics or geological fluid mechanics (Roy - course number TBD); EPS 457L Mathematical Modeling in the Geosciences (3); Introduction to Seismology, Applied Seismology, Signal Processing, Inverse Theory -- these course numbers TBD by newly hired geophysics faculty; EPS 450 Volcanology (with permission of instructor) (3)  
**Hydrology:** EPS 476 Physical Hydrology (3), EPS 462 Hydrogeology (3), or with permission of instructor, EPS 443 Aquifers and Reservoirs (3).

Course Subject and Title	Cr. Hrs.	Major	Minor/2nd Major	Core	UD	Min Grade	Notes
<b>Semester One:</b>							
Physics 160 & 160L	4	4		4		C	
ENGL 101 Composition 1	3			3		C	
CHEM 121 & 123L	4			4		C	
MATH 162	4			4		C	
Physics 167*						CR	
<b>Total:</b>	<b>15</b>						
<i>Freshman Advisement</i> anytime after 10th week - How to use the Degree Audit							
<i>Departmental Check in</i>							
<b>Semester Three:</b>							
C&J 130 or PHI 156	3			3		C	
Physics 262 & 262L	4	4				C	
Physics 267*						CR	
Math 264	4					C	
<b>CONC Gateway: EPS 436</b>	<b>3</b>	<b>3</b>		<b>3</b>		<b>C</b>	
<b>Total</b>	<b>14</b>						
<i>Will be transferred at end of semester</i> Once Grades are in...							
<i>Departmental Check in</i>							
<b>Semester Five:</b>							
Physics 303	3	3			3	C	
Physics 313	1				1	CR	
Fine Arts	3			3		C	
Social Behavioral Science	3			3		C	
Physics 366	4	4			4	C	
<b>EPS Elective 1</b>	<b>3</b>		<b>3</b>		<b>3</b>		
<b>Total</b>	<b>17</b>						
<i>Visit Career Services</i>							
<i>Departmental Check in</i>							
<b>Semester Seven:</b>							
<b>EPS Elective 3</b>	<b>3</b>		<b>3</b>		<b>3</b>	<b>C</b>	
Humanities	3			3		C	
Physics 301	3	3			3	C	
Physics 311	1				1	CR	
Math Minor Elective I	3		3		3	C	
<b>Total</b>	<b>13</b>						
<i>Senior Visit - College Advisement Center</i>							
<i>Departmental Check in</i>							

Course Subject and Title	Cr. Hrs.	Major	Minor/2nd Major	Core	UD	Min Grade	Notes
<b>Semester Two:</b>							
Physics 161 & 161L	4	4		3		C	
ENGL Composition 2	3			3		C	
MATH 163	4					C	
CHEM 122 & 124L	4					C	
Physics 168*						CR	
<b>Total:</b>	<b>15</b>						
<i>Sophomore Advisement</i> Enhanced Degree Audit skills							
<i>Departmental Check in</i>							
<b>Semester Four:</b>							
Second Language	3			3		C	
Physics 330	3	3				3 C	
Physics 331	1				1	CR	
<b>ENVS 101 and 102L**</b>	<b>4</b>	<b>4</b>				<b>C</b>	
Math 316	3				3	C	
Physics 290	3	3				C	
<b>Total</b>	<b>17</b>						
<i>Departmental Orientation</i> within first 6 weeks							
<i>Departmental Check in</i>							
<b>Semester Six:</b>							
Humanities	3			3		C	
Physics 304	3	3				3 C	
Physics 314	1				1	CR	
<b>EPS Elective 2</b>	<b>3</b>		<b>3</b>		<b>3</b>	<b>C</b>	
Math 314	3				3	C	
Physics 405	3	3				3 C	
Physics 415	1				1	CR	
<b>Total</b>	<b>17</b>						
<i>Apply for degree</i> After 4th week							
<i>Departmental Check in</i>							
<b>Semester Eight:</b>							
Math Minor elective II	3		3		3	C	
<b>EPS Elective 4</b>	<b>3</b>		<b>3</b>		<b>3</b>	<b>C</b>	
Physics 307L	3	3				3 C	
Social Behavioral Science	3			3		C	
<b>Total</b>	<b>12</b>						
<i>Senior Visit Advisement</i>							
<i>Departmental Check in</i>							
<i>Graduation Fair</i>							
<b>Degree Total</b>	<b>120</b>	<b>44</b>	<b>18</b>	<b>42</b>	<b>54</b>		

## The University of New Mexico Core Curriculum (36 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)

### University Residence Requirements

a. Minimum hours = 30

b. Senior standing = 15 past 92

c. In major = One half

d. In minor = One quarter

### Career Opportunities and Pathways

- Geophysics graduate programs
- Quantitative skills needed in petroleum engineering
- Environmental consulting
- 

UC Advisor:

Email:

Website:

Major Advisor:

Email:

Website:

Minor Advisor:

Email:

Website:

College Advisor:

Email:

Website:

## Arts and Sciences College Minimum Requirements

· Total credit hours = 120

· 300/400 level credit hours = 54 or 51 if 202 second language is completed

· Minimum credit hours taught in A&S = 96

### Minimum graduation GPA = 2.00

For more information see the catalogue at [www.unm.edu](http://www.unm.edu)

### Notes:

A Math Minor is automatically earned.

The Departmental Honors Program requires 2 semesters of an Honors Section of Physics 456. The student and faculty mentor present a mutually-agreeable topic to the department for approval. Also, the University requires a GPA of at least a GPA of at least 3.25. See the Honors web page for more information at <http://panda.unm.edu/AcadAdv/honors.html>

\*Physics 167, 168, and 267 are 1-credit hour Recitation Sections associated with Physics 160, 161 and 262, respectively. These recitation sessions are practice in solving problems from the associated lecture courses. They are optional, but very \*\*These classes or EPS 101 and 105L are recommended, but a motivated student could opt to gain this background on their own by reading. This should be determined in advising. Such a student may start their concentration gateway class in Semester 3 and add another EPS elective instead.

**CONC Electives:** This concentration requires a minimum of 6 electives, including EPS 101 and EPS 436 as gateway classes. Four additional electives may be chosen from the following list (a student can mix classes across these subject areas, depending on interest, but should work closely with their advisor to determine the best set of classes). These electives are generally chosen because they require the PHYS 160 series as pre-reqs, but students are encouraged to contact the instructors of the classes to identify themselves as Physics majors with an EPS concentration.

**Climate/Atmosphere:** EPS 436 Climate Dynamics (3), EPS 437 Applied Meteorology (3), EPS 439 Paleoclimatology (3)

**Solid Earth Geophysics:** PHYS 327 Introduction to Solid Earth Geophysics (3); EPS 488 Scanning Electron Microscopy (3); PHYC 4XX/EPS 564? - Geodynamics or geological fluid mechanics (Roy - course number TBD); EPS 457L Mathematical Modeling in the Geosciences (3); Introduction to Seismology, Applied Seismology, Signal Processing, Inverse Theory -- these course numbers TBD by newly hired geophysics faculty; EPS 450 Volcanology (with permission of instructor) (3)  
**Hydrology:** EPS 476 Physical Hydrology (3), EPS 462 Hydrogeology (3), or with permission of instructor, EPS 443 Aquifers and Reservoirs (3).

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1282**

**Fields marked with \* are required**

**Name of Initiator:** Richard Rand      **Email:\*** [rjr@unm.edu](mailto:rjr@unm.edu)      **Date:\*** 10-01-13  
**Phone Number:\*** 505 277-2073      Initiator's Title\* Prof. Physics/Astro, Undergrad Cmte  
Chair

Associated Forms exist?\* No ▼

Faculty Contact\* Richard Rand  
Department\* Physics and Astronomy  
**Branch**

Administrative Contact\* Lina Sandve  
Admin Email\* lsandve@unm.edu  
Admin Phone\* 277-1514

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* B.S. in Physics with a concentration in Biophysics

Select Category Concentration ▼ Degree Type B.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)

[bioconcreqs.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 wish to create a new concentration in Biophysics within the B.S. in Physics. The full justification is in an uploaded document.  
REGISTRAR'S NOTE TO VAL: See comments.

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

[bioconcall.pdf](#)

bi oconcreqs. txt

Exact title of degree:

B. S. in Physics with a concentration in Biophysics.

Requirements:

For the degree of B. S. in Physics with a concentration in Biophysics:

PHYC 290, 301, 303, 304, 307L, 330, 405, BIOL 201L, 202L, 203, 203L, 204, 204L.

Four electives from, BIOL 425, 429, 436L, 437, 444, 446, 470, 492, 547,

BIOC 423, BME 517, 544, 570, (CHEM 301 and 303L), (CHEM 302 and 304L), CHEM 315, NSMS/CHNE 522L, 530, PHYC 302, 302L, 410. Required supportive courses: MATH 311, 312, 316.

A physics BS is an excellent preparation for many interdisciplinary STEM careers (the national need for which is clear) that don't require graduate physics degrees. Our department is trying to increase opportunities for pursuing STEM career paths through our major programs via the development of new concentrations, thereby also addressing the perception that our major programs are only intended for career physicists and astrophysicists. We hope to attract more students to degrees in physics this way. Such modernization and diversification was a recommendation of our most recent Academic Program Review in 2010, while the initiative has been made much more possible with the elimination of A&S group requirements. This biophysics concentration is designed to meet the needs of students who wish to pursue a career in the rapidly growing field of biophysics, either through graduate biophysics study, medical school, or direct employment after the BS.

The program has been designed to give students the physics background they need to succeed in biophysics. It contains most of the requirements of the B.S. in Physics, with some classes that are of reduced relevance to biophysics eliminated, allowing (along with the elimination of group requirements) a substantial set of eight classes in biological sciences to be added. We will require the foundation classes BIOL 201L, 202L, 203, 203L, 204 and 204L, while we expect students will take our biophysics topics class offered as PHYC 480 (currently we can't require this class as it is a Topics class and we do not yet have a commitment to regularly teach a biophysics version). In consultation with faculty and advisors in the Biology Department, and our own faculty working in biophysics, we have created a list of further electives from which students can design a program suited to their interests and goals. These include typical preparation for medical school if desired. A Road Map for this concentration, including the list of electives, accompanies this proposal. Students will design their program in consultation with Physics and (after consulting with the Undergraduate Program Committee [UPC] of the Biology Department) Biology advisors.

The program has the approval of the Biology Department UPC, as indicated in an accompanying letter from its Chair, Steve Stricker. Impact on capacity in Biology classes should be very small, given that there are over 1000 Biology majors, and we expect several majors in this concentration.

As the concentration is created using existing classes, there is no impact on long-range planning, budget, or faculty workload.

Regarding assessment of this new concentration, the Biology Department carries out program assessment by measuring SLOs in BIOL 202L and 204L. Their UPC has agreed (see accompanying email) to provide to us the results for students taking this concentration. We will also modify a component of our program assessment - our Exit Interviews - to include feedback from students on how well the program is meeting its goals. The following addendum has been added to our assessment plan and the revised plan will be posted to the Outcomes Assessment website once the concentration has been approved:

"To assess whether students are succeeding in the Biology component of the concentration, it makes most sense to assess them in the same way that the Biology Department currently assesses their majors. Their three SLOs are listed in their published assessment plan and are assessed in

BIOL 202L and 204L, which our students will also take. The Biology UPC has agreed to run their assessment analysis for our students and provide the results to us. We will also use our Exit Interviews assessment component. Two of our Biophysics faculty, Keith Lidke and Jim Thomas, have agreed to give the Exit Interviews for these students. Almost all of the questions are already written so that they provide feedback on any of our degree programs and their classes, so they can easily be applied to biology subjects. We will only modify Part 1, Question 3 to 'In which subfields of physics and biology do you feel most educated?'"



Department of Biology

13 March 2014

Professor Sudhakar Prasad  
Department of Physics  
UNM

Dear Prof. Prasad:

Thank you for allowing us to review your proposal regarding a new concentration in Biophysics for Physics majors. As chair of the Undergraduate Policy Committee here in Biology, I am pleased to inform you that the entire committee endorses your proposal and views it as a very worthwhile endeavor. We hope that you are successful in implementing this program and would be happy to discuss matters further, should you require any further input from Biology.

With best wishes,

A handwritten signature in black ink, appearing to read "Stephen A. Stricker".

Stephen A. Stricker,  
Prof. and Chair of Undergraduate Policy  
Dept. of Biology  
sstr@unm.edu

----- Original Message -----

**Subject:**pdf of signed letter

**Date:**Thu, 13 Mar 2014 14:17:07 -0600

**From:**Stephen Stricker <[sstr@unm.edu](mailto:sstr@unm.edu)>

**To:**Sudhakar Prasad <[sprasad@unm.edu](mailto:sprasad@unm.edu)>

sorry--to be a bit more official, I meant to send the pdf of the signed version of the letter, as attached here

Stephen A. Stricker  
Professor  
Dept. of Biology  
Univ. of New Mexico  
Albuquerque, NM 87131  
USA  
505 277-1883; fax 505 277-0304

Greetings, Prasad. For what it is worth, please find attached a formal endorsement from the UPC for your Biophysics concentration. As for the question re: assessments, we are just submitting assessment plans for our core courses. If and when they get approved and are up and running, I will let you know. As long as your Biophysics students self-identify to their TAs, then it should not be a problem to partition off their scores on assessment-related questions and send those data over to you all (currently, we are proposing to evaluate all of our core course SLOs via exam questions that the TAs will grade and enter into a spreadsheet).

Let me know if you need any further info from our end, and I wish you good luck in making your concentration a reality.

Cheers,

Steve

Stephen A. Stricker  
Professor  
Dept. of Biology  
Univ. of New Mexico  
Albuquerque, NM 87131  
USA  
505 277-1883; fax 505 277-0304

Course Subject and Title	Cr. Hrs.	Major	Minor/2nd Major	Core	UD	Min Grade	Notes
<b>Semester One:</b>							
Physics 160 & 160L	4	4		4		C	
ENGL 101 Composition 1	3			3		C	
Chem 121 & 123L	4			4		C	
Math 162	4			4		C	
Physics 167*						CR	
<b>Total:</b>	<b>15</b>						
<i>Freshman Advisement</i>							
<i>Departmental Check in</i>							
<b>Semester Three:</b>							
C&J 130 or PHI 156	3			3		C	
Biol 201L	4	4				C	
Physics 262 & 262L	4	4				C	
Physics 267*						CR	
Math 264	4		4			C	
Second Language	3			3		C	
<b>Total</b>	<b>18</b>						
<i>Will be transferred at end of semester</i>							
<i>Departmental Check in</i>							
<b>Semester Five:</b>							
Physics 303	3	3			3	C	
Physics 313	1				1	CR	
Bio Elective 1	3	3			3	C	
Biol 203 & 203L	4	4				C	
Math 312	3			3		C	
Fine Arts	3			3		C	
<b>Total</b>	<b>17</b>						
<i>Visit Career Services</i>							
<i>Departmental Check in</i>							
<b>Semester Seven:</b>							
Social Behavioral Science	3			3		C	
Bio Elective 3	3	3			3	C	
Physics 301	3	3			3	C	
Physics 311	1				1	CR	
Humanities	3			3		C	
Upper Division Elective	3				3	C	
<b>Total</b>	<b>16</b>						
<i>Senior Visit - College Advisement Center</i>							
<i>Departmental Check in</i>							

Course Subject and Title	Cr. Hrs.	Major	Minor/2nd Major	Core	UD	Min Grade	Notes
<b>Semester Two:</b>							
Physics 161 & 161L	4	4		3		C	
ENGL Composition 2	3			3		C	
Math 163	4					C	
Chem 122 & 124L	4					C	
Physics 168*						CR	
<b>Total:</b>	<b>15</b>						
<i>Sophomore Advisement</i>							
<i>Departmental Check in</i>							
<b>Semester Four:</b>							
Biol 202L	4	4				C	
Physics 330	3	3			3	C	
Physics 331	1				1	CR	
Math 311	3			3		C	
Math 316	3			3		C	
Physics 290	3	3				C	
<b>Total</b>	<b>17</b>						
<i>Departmental Orientation</i>							
<i>Departmental Check in</i>							
<b>Semester Six:</b>							
Bio Elective 2	3	3			3	C	
Physics 304	3	3			3	C	
Physics 314	1				1	CR	
Biol 204 & 204L	4	4				C	
Math 314	3			3		C	
Physics 405	3	3			3	C	
Physics 415	1				1	CR	
<b>Total</b>	<b>18</b>						
<i>Apply for degree</i>							
<i>Departmental Check in</i>							
<b>Semester Eight:</b>							
Bio Elective 4	3	3			3	C	
Physics 307L	3	3			3	C	
Upper Division Elective	3				3	C	
Social Behavioral Science	3			3		C	
Upper Division Seminar	1				1	CR	
Humanities	3			3		C	
<b>Total</b>	<b>16</b>						
<i>Senior Visit Advisement</i>							
<i>Departmental Check in</i>							
<i>Graduation Fair</i>	132	61	16	42	54		
<b>Degree Total</b>							

### **The University of New Mexico Core Curriculum (36 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)

### **University Residence Requirements**

a. Minimum hours = 30

b. Senior standing = 15 past 92

c. In major = One half

d. In minor = One quarter

### **Career Opportunities and Pathways**



### **Arts and Sciences College Minimum Requirements**

· Total credit hours = 120

· 300/400 level credit hours = 54, or 51 if 202 second language is completed

· Minimum credit hours taught in A&S = 96

### **Minimum graduation GPA = 2.00**

For more information see the catalogue at [www.unm.edu](http://www.unm.edu)

### **Notes:**

1. There is room for up to 6 bio electives, if the other electives in Sems 7 and 8 are used.

2. Phyc 366, to be taken in Sem 5, may be substituted for Math 311 and 312,  
but then two additional Math or Stat >300 classes would be needed to get the Math minor.

They could be taken as the two upper-division electives in Sem 8.

Without such substitution of Math 311 and 312, the program grants an automatic Math minor.

3. It is possible to satisfy the pre-med requirements of the UNM Med School by an appropriate  
choice of the electives. The Premed Advisement document gives the required classes.

4. Students planning to go to grad school in physics or biophysics are strongly advised to  
take Phyc 491 and 492 (QM I and II) for their upper-division electives.

The Departmental Honors Program requires 2 semesters of an Honors Section of Physics 456. The student and  
\*Physics 167, 168, and 267 are 1-credit hour Recitation Sections associated with Physics 160, 161 and 262,  
respectively. These recitation sessions provide practice in solving problems from the associated lecture courses.  
They are optional, but very useful.

UC Advisor:

Email:

Website:

Major Advisor:                      Email:                      Website:

Minor Advisor:                      Email:                      Website:

College Advisor:                      Email:                      Website:

**BIOPHYSICS ELECTIVES:**

**Biol 425 Molecular genetics**  
**Biol 429 Molecular Cell Biology**  
**Biol 436L Phylogenetics**  
**Biol 437 Evolutionary Genetics**  
**Biol 444 Genomes and Genomic Analysis**  
**Biol 470 Biology: Discovery and Innovation**  
**Biol 492 Introductory Mathematical Biology**  
**Biol 446 Laboratory Methods in Molecular Biology**  
**Biol 547 Advanced Techniques in Light Microscopy**

**BME 517 Applied Biology for**  
**Biomedical Engineers**  
**BME 544\$ Mechanics/Thermodynamics of Molecular Components in Cells**

**BME 570 Physical Bioanalytical Methods**

**Bioc. 423 Introductory Biochemistry (pre-req Chem 302)**

**NSMS/CHNE 522L Fundamentals of Nanofluids**  
**NSMS/CHNE 530\$ Surface and Interfacial Phenomena**

**Phyc 302 Introduction to Photonics**  
**Phyc 302L Optics Lab**  
**Phyc 410 Chemistry and Physics at**  
**the Nanoscale**  
**Phyc 480 Special topics in Biophysics**

**Chem 301 and 303L Organic Chem**  
**I with Lab**  
**Chem 302 and 304L Organic Chem**  
**II with Lab**  
**Chem 315 Introductory Physical**

**Note:**

**\$Phyc 301 may provide good  
preparation for these classes**

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1280**

**Fields marked with \* are required**

**Name of Initiator:** Richard Rand      **Email:\*** [rjr@unm.edu](mailto:rjr@unm.edu)      **Date:\*** 09-25-13  
**Phone Number:\*** 505 277-2073      Initiator's Title\* Prof. Physics/Astro, Undergrad Cmte  
Chair

Associated Forms exist?\* Yes ▼

Faculty Contact\* Richard Rand  
Department\* Physics and Astronomy  
**Branch**

Administrative Contact\* Lina Sandve  
Admin Email\* lsandve@unm.edu  
Admin Phone\* 277-1514

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* B.S. in Physics with a concentration in Optics

Select Category Concentration ▼ 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)

[bsopticschange2013.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)

The requirements are being updated to reflect changes made for Fall 2013 and Fall 2014. First, a new class, PHYC 366 is being created to replace the required supportive courses MATH 311 and MATH 312 (see associated Form B). Second, last year we changed the linear algebra course to be taken by students pursuing the BS in Physics from MATH 321 to MATH 314, and we need to update the required supportive courses to reflect this.

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

[bsopticschangejust2013.txt](#)

Current requirements:

For the degree of B.S. in Physics with a concentration in Optics: PHYC 290, 301, 302, 303, 304, 307L, 330, 405, 406. Optics elective number 1: must be chosen as one of PHYC 463, 464, ASTR 426, or ECE 475. Optics elective number 2: must be chosen as one of PHYC 430, 477L, 493L, or 554. In addition, these two electives must be chosen in such a way that one of the Optics electives is either PHYC 430 or ECE 475. Science/Engineering/Math elective number 1: must be at the 200 level or above; Science/Engineering/Math elective number 2: must be at the 300 level or above. Required supportive courses: MATH 311, 312, 316, 321; CHEM 121, 123L, 122, 124L

Proposed requirements:

For the degree of B.S. in Physics with a concentration in Optics: PHYC 290, 301, 302, 303, 304, 307L, 330, 366, 405, 406. Optics elective number 1: must be chosen as one of PHYC 463, 464, ASTR 426, or ECE 475. Optics elective number 2: must be chosen as one of PHYC 430, 477L, 493L, or 554. In addition, these two electives must be chosen in such a way that one of the Optics electives is either PHYC 430 or ECE 475. Science/Engineering/Math elective number 1: must be at the 200 level or above; Science/Engineering/Math elective number 2: must be at the 300 level or above. Required supportive courses: MATH 314, 316; CHEM 121, 123L, 122, 124L

bsopticschangejust2013.txt

There is no impact on long-range planning, budget or faculty workload. We have been teaching PHYC 366 as a topics class for three years now, and it is now part of our normal workload.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1278**

**Fields marked with \* are required**

**Name of Initiator:** Richard Rand      **Email:\*** [rjr@unm.edu](mailto:rjr@unm.edu)      **Date:\*** 09-25-13  
**Phone Number:\*** 505 277-2073      Initiator's Title\* Prof. Physics/Astro, Undergrad Cmte  
Chair

Associated Forms exist?\* Yes ▼

Faculty Contact\* Richard Rand  
Department\* Physics and Astronomy

Administrative Contact\* Lina Sandve  
Admin Email\* lsandve@unm.edu

**Branch**

Admin Phone\* 277-1514

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* B.S. in Physics

Select Category Degree ▼ 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)

[bschange2013.doc](#)

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

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

The requirements are being updated to reflect changes made for Fall 2014 and Fall 2013. First, a new class, PHYC 366 is being created to replace the required supportive courses MATH 311 and MATH 312 (see associated Form B). Second, PHYC 308L is being renumbered to PHYC 306L, for reasons described in an associated Form B. Third, the prereq for the required course PHYC 491 was changed last year from MATH 321 to MATH 314, and we need to update the required supported courses to reflect this. Fourth, honors credits are not allowed to count toward the 3-hour elective. We are therefore adding 456 to the list of courses not allowed for this requirement.

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

[bschangejust2013.txt](#)

Current Requirements:

B.S. in Physics: PHYC 290, \*\*301, \*\*303, \*\*304, \*\*307L, \*\*308L, \*\*330, \*405, \*406, \*491, \*492, \*493L; and one 3-hour Physics course numbered above 300. PHYC

451 and 452 cannot be substituted for the 3-hour elective course numbered above 300. Required supportive courses: MATH 311, 312, 316, 321; CHEM 121,123L and 122,124L

Proposed Requirements:

B.S. in Physics: PHYC 290, \*\*301, \*\*303, \*\*304, \*\*306L, \*\*307L, \*\*330, \*\*366, \*405, \*406, \*491, \*492, \*493L; and one 3-hour Physics course numbered above 300. PHYC 451, \*452 and 456 cannot be substituted for the 3-hour elective course numbered above 300. Required supportive courses: MATH 314, 316; CHEM 121, 123L, 122, and 124L.

bschangejust2013.txt

There is no impact on long-range planning, budget or faculty workload. We have been teaching PHYC 366 as a topics class for three years now, and it is now part of our normal workload. The renaming of PHYC 308L to PHYC 306L (see associated Form B) and the change regarding MATH 314 and 321 also have no impact.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1259**

**Fields marked with \* are required**

**Name of Initiator:** Marjori Maddox Krebs      **Email:\*** [mkrebs@unm.edu](mailto:mkrebs@unm.edu)      **Date:\*** 09-03-13  
**Phone Number:\*** 505 277-0602      Initiator's Title\* Associate Professor: Department of Teacher Educati

Associated Forms exist?\* Yes    
Faculty Contact\* Marjori Krebs      Administrative Contact\* Elaine Finke  
Department\* Teacher Education      Admin Email\* [efinke01@unm.edu](mailto:efinke01@unm.edu)  
**Branch**      Admin Phone\* 505-277-0504

**Proposed effective term:**

Semester   Year

**Course Information**

Select Appropriate Program    
Name of New or Existing Program \* MA in Elementary Education  
Select Category   Degree Type MA  
Select Action

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

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

[3-4-2014 keeps MAw LIC in MA Catalog Changes for Form C.docx](#)

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

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

Please see attached document for rationale.  
[Form C Rationale 12-9-2013.docx](#)

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

[Form C Budget Justification for MA Changes 9-12-2013.docx](#)

Form C Budgetary Justification

The faculty in the Elementary Education Program of the Department of Teacher Education have been operating with these changes for several semesters, so there is no anticipated effect on the Program, Department, or College budgets.

**Proposed Catalog Changes for the M.A. in Elementary Education for Form C and Catalog**

Teacher Education, Graduate Programs <b>As published:</b>	Teacher Education, Graduate Programs <b>As Changed:</b>								
<p><b>Elementary Education</b> The Elementary Education Program offers graduate degrees that contain components for licensure as an elementary educator in the State of New Mexico as well as for practicing teachers for continued professional development.</p> <p>M.A. in Elementary Education (for Licensed Teachers) 32+ Credit Hours</p> <p>M.A. in Elementary Education with Alternative Route to K-8 Licensure 36 Credit Hours</p> <p>Prospective M.A. students must apply for admission and be formally admitted by the program faculty. Candidates are required to develop and follow a planned program of studies made up of courses selected with the approval of a faculty advisor. Courses taken without an advisor's prior approval may not be accepted toward completion of the M.A. degree.</p> <p><b>Graduate Advisement:</b> For program information and application materials contact:</p> <p>Department of Teacher Education Hokona Hall-Zuni, Room 121 (505) 277-4533 ted@unm.edu <a href="http://coe.unm.edu/departments/teacher-ed.html">http://coe.unm.edu/departments/teacher-ed.html</a></p> <p>Interested students may choose one of two program options in the M.A. in Elementary Education. The M.A. in Elementary Education with Alternative Route to K-8 Licensure is for students who wish to obtain an elementary teaching license and a Master's degree. The M.A. in Elementary Education is for students who already hold a teaching license.</p> <p><b>Application Deadlines:</b></p> <table border="0"> <tr> <td>Summer/Fall Semester</td> <td>February 15</td> </tr> <tr> <td>Spring Semester</td> <td>September 15</td> </tr> </table>	Summer/Fall Semester	February 15	Spring Semester	September 15	<p>[THE MAJOR CHANGES TO CATALOG TEXT ARE HIGHLIGHTED IN YELLOW.]</p> <p><b>Elementary Education</b> The Elementary Education Program offers graduate degrees that contain components for practicing teachers for continued professional development, as well as for licensure as an elementary educator in the State of New Mexico.</p> <p>M.A. in Elementary Education (for Licensed Teachers) 30 Credit Hours (Plan I with Thesis) 32+ Credit Hours (Plan II without Thesis)</p> <p>M.A. in Elementary Education with Alternative Route to K-8 Licensure 36 Credit Hours</p> <p>Prospective M.A. students must apply for admission and be formally admitted by the program faculty. Candidates are required to develop and follow a planned program of studies made up of courses selected with the approval of a faculty advisor. Courses taken without an advisor's prior approval may not be accepted toward completion of the M.A. degree.</p> <p><b>Graduate Advisement:</b> For program information and application materials contact:</p> <p>Department of Teacher Education Hokona Hall-Zuni, Room 121 (505) 277-4533 ted@unm.edu <a href="http://coe.unm.edu/departments/teacher-ed.html">http://coe.unm.edu/departments/teacher-ed.html</a></p> <p>Interested students may choose one of two program options in the M.A. in Elementary Education.</p> <p>The M.A. in Elementary Education (for Licensed Teachers) is for a student who already holds a teaching license.</p> <p>The M.A. in Elementary Education with Alternative Route to K-8 Licensure is for a student who wishes to obtain an elementary teaching license and a Master's degree.</p> <p><b>Application Deadlines:</b></p> <table border="0"> <tr> <td>Summer/Fall Semester</td> <td>February 1</td> </tr> <tr> <td>Spring Semester</td> <td>September 1</td> </tr> </table> <p><b>Admissions Criteria:</b></p>	Summer/Fall Semester	February 1	Spring Semester	September 1
Summer/Fall Semester	February 15								
Spring Semester	September 15								
Summer/Fall Semester	February 1								
Spring Semester	September 1								

<p><b>Admissions Criteria:</b></p> <p>M.A. in Elementary Education (for Licensed Teachers)</p> <ol style="list-style-type: none"> <li>1. Meet UNM Office of Graduate Studies (OGS) requirements;</li> <li>2. Have an overall GPA of 3.0 in the last 2 undergraduate years in the major field of study; and</li> <li>3. Hold a valid teaching license.</li> </ol> <p>M.A. in Elementary Education with Alternative Route to K-8 Licensure</p> <ol style="list-style-type: none"> <li>1. Pass the New Mexico Teacher Assessment: Basic Skills Examination;</li> <li>2. Meet UNM Office of Graduate Studies (OGS) requirements; and</li> <li>3. Have an overall GPA of 3.0 in the last 60 hours of university coursework.</li> </ol> <p>A complete paper application packet must be submitted to the Department of Teacher Education. Admission is based on space availability.</p> <p><b>M.A. in Elementary Education (for Licensed Teachers)</b></p> <p>This program option is designed for an applicant who already has a teaching license and may have teaching experience. This individual is interested in furthering his/her professional growth by completing a Master's Degree that incorporates advanced study of specific areas of education such as: elementary education, mathematics education, science education, curriculum and instruction, and/or educational technology.</p> <p>The M.A. in Elementary Education is designed to be a journey in personal and professional growth. In their program of studies, students will engage in purposeful work in each of the major core content strands: Social Justice, Diversity, and Transformational Practices; Instructional Strategies; Curriculum; Technology; Research; focused electives in a specialty area; and a culminating final capstone experience. The goal is that students will improve their teaching and their thinking about the teaching process, resulting in greater depth of meaning for their students.</p> <p><b>NOTE:</b> Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.</p> <p><b>Curriculum Requirements for Plan I and Plan II</b></p> <p>Each program is offered under the general requirements of either Plan I (with thesis) or Plan II (without thesis). Students working under Plan I</p>	<p>M.A. in Elementary Education (for Licensed Teachers)</p> <ol style="list-style-type: none"> <li>1. Meet UNM Office of Graduate Studies (OGS) requirements;</li> <li>2. Have an overall GPA of 3.0 in the last 2 undergraduate years in the major field of study; and</li> <li>3. Hold a valid teaching license.</li> </ol> <p>M.A. in Elementary Education with Alternative Route to K-8 Licensure</p> <ol style="list-style-type: none"> <li>1. Pass the New Mexico Teacher Assessment: Basic Skills Examination;</li> <li>2. Meet UNM Office of Graduate Studies (OGS) requirements; and</li> <li>3. Have an overall GPA of 3.0 in the last 60 hours of university coursework.</li> </ol> <p>A complete <b>online</b> application packet must be submitted to the Department of Teacher Education. Admission is based on space availability. <b>For application information, visit <a href="http://coe.unm.edu/departments/teacher-ed/elem-ed-prog/elem-ed-ma-lic-teachers.html">http://coe.unm.edu/departments/teacher-ed/elem-ed-prog/elem-ed-ma-lic-teachers.html</a></b></p> <p><b>M.A. in Elementary Education (for Licensed Teachers)</b></p> <p>This program option is designed for an applicant who already has a teaching license and may have teaching experience. This individual is interested in furthering his/her professional growth by completing a Master's Degree that incorporates advanced study of specific areas of education such as: elementary education, mathematics education, science education, curriculum and instruction, educational technology, <b>reflective practice, and/or teacher leadership.</b></p> <p>The M.A. in Elementary Education is designed to be a journey in personal and professional growth. In their program of studies, students will engage in purposeful work in each of <b>four (4)</b> Core Areas: Social Justice, Diversity, and Transformational Practices; Instructional Strategies; Curriculum; Research; focused electives in a specialty area; and a culminating final <b>seminar</b>. The goal is that students will improve their teaching and their thinking about the teaching process, resulting in greater depth of meaning for their students.</p> <p><b>NOTE:</b> Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.</p> <p><b>Curriculum Requirements for Plan I and Plan II</b></p> <p><b>The M. A. in Elementary</b> Education is offered under the general requirements of either Plan I (with thesis) or Plan II (without thesis). Students working under Plan I (thesis) will satisfy Plan I</p>
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(thesis) will satisfy Plan I requirements as set forth in preceding parts of the College section of this catalog and other sections describing specific requirements of the Elementary Education Graduate Program.

Plan I: 26+ credit hours, plus 6 credit hours of thesis, including final oral examination.

1. A minimum of 24 hours of course work. (Many Programs of study require more than the minimum).
2. A thesis (minimum 6 hours credit).
3. EDPY 511 or other approved research course (excluding EDUC 500).
4. One curriculum course: MSET 507, EDUC 511, EDUC 542, EDUC 574 or LLSS 582.
5. At least 6 hours of 500-level courses.
6. A minimum of 7 hours in a minor content field.
7. Not more than 5 hours of workshop credit.
8. Oral examination.

Plan II: 32+ credit hours, including EDUC 590 Seminar, plus Master's examination.

Candidates working under Plan II will satisfy the requirements as set forth in earlier pages of this catalog, with the following specifications:

1. A minimum of 32 hours of course work. (Many Programs of study require more than the minimum.)
2. EDUC 500-or one 3-hour problems course EDUC 591).
3. EDUC 500 or EDPY 511.
4. One curriculum course: MSET 507, EDUC 511, EDUC 542, EDUC 574 or LLSS 582.
5. LLSS 583.
6. EDUC 590 or EDUC 579.
7. A minimum of 3-9 hours in a minor content Field.
8. At least 12 hours of 500-level courses.
9. Not more than 8 hours of workshop credit.
10. Written comprehensive examination.

requirements as set forth in preceding parts of the College section of this catalog and other sections describing specific requirements of the Elementary Education Graduate Program.

**M.A. in Elementary Education Program Plan I (With Thesis)**

Plan I: 30 credit hours: 24+ credit hours of course work, plus 6 credit hours of thesis, including final oral defense of thesis.

**[NOTE: THERE IS NOT A CHANGE IN HOURS. THIS IS A CORRECTION FOR A MATHEMATICAL ERROR IN THE PREVIOUS CATALOG. THERE ARE 30 HOURS REQUIRED FOR THE THESIS OPTION.]**

1. A minimum of 24 hours of course work.
2. A minimum of 1 course in each of the 4 Core Areas for the M.A. in Elementary Education for a total of 12 credit hours (Note: 590 Master's Seminar is not required.)
3. 12 credit hours of electives
4. A thesis (minimum 6 hours credit in EDUC 599).
5. At least 6 hours of 500-level courses.
6. No more than 5 hours of workshop credit.
7. Oral defense of thesis.

**M.A. in Elementary Education Program (for Licensed Teachers) Plan II (Without Thesis)**

32+ credit hours, including EDUC 590 Seminar, plus master's examination.

Candidates working under Plan II (without thesis) will satisfy the requirements as set forth in earlier pages of this catalog, with the following specifications:

1. A minimum of 32 hours of course work.
2. A minimum of 1 course in each of the four (4) Core Areas described below for a total of 12 credit hours.
3. EDUC 590 Seminar for 3 credit hours.
4. A minimum of 17 hours of elective courses, chosen in consultation with a graduate advisor. Strongly recommended is a course in technology.
5. At least 12 hours of 500-level courses.
6. No more than 8 hours of workshop credit.
7. Completion of master's examination.

**Required Core for M.A. in Elementary Education**

**Core: Social Justice, Diversity, and Transformational Practices (3 credit hours) (Choose 1)**

EDUC 552 Social Justice in Education  
EDUC 554 Peace Education

**Core: Instructional Strategies (3 credit hours) (Choose 1)**

EDUC 502 Advanced Instructional Strategies  
EDUC 505 Experiential, Project-Based, and Service Learning

**Core: Curriculum**

<p><b>Core Course Grade Replacement Information</b></p> <p>All core courses must be passed with a B or better. Students who fail to receive a B or better may request a grade replacement per UNM policy as described in the Graduate Program section of the UNM Catalog.</p> <p><b>Master's Examination</b></p> <p>After completing 9-18 credit hours, a student must consult with his/her advisor on the preferred Master's examination or thesis option. If a student fails to successfully complete the exam and cannot make the required revisions to pass the exam by the required deadline, that student has one attempt during one calendar year to retake the M.A. Examination.</p> <p><b>M.A. in Elementary Education With Early Childhood Education Concentration</b></p> <p>Requirements for this degree and concentration may be found in the <a href="#">Early Childhood and Multicultural Education</a> section of this Catalog. Information may be obtained from the Department of Individual, Family and Community Education. Students interested in this concentration must complete the application process noted above for the M.A. in Elementary Education.</p>	<p><b>(3 credit hours) (Choose 1)</b></p> <p>EDUC 511 Curriculum in the Elementary School EDUC 542 Principles of Curriculum Development LLSS 582 Curriculum Development in Multicultural Education</p> <p><b>Core: Research (3 credit hours) (Choose 1)</b></p> <p>EDUC 500 Research Applications to Education <b>EDUC 513 The Process of Reflection and Inquiry</b> EDPY 500 Survey of Research Methods in Education EDPY 502 Survey of Statistics in Education LLSS 501 Practitioner Research LLSS 502 <b>Introduction to Qualitative Research</b></p> <p><b>Electives (17+ credit hours)</b> Chosen by the Student in Consultation with Graduate Faculty Advisor. A technology course is strongly recommended.</p> <p><b>Required Seminar: (3 credit hours)</b> EDUC 590 Seminar Should be taken in last semester of coursework.</p> <p><b>Focus Area Course and Seminar Grade Replacement Information</b></p> <p>All <b>focus area</b> courses <b>and seminar</b> must be passed with a B or better. Students who fail to receive a B or better <b>may retake a class, earn a higher grade, then</b> request a grade replacement per UNM policy as described in the Graduate Program section of the UNM Catalog.</p> <p><b>Program of Studies and Master's Examination</b></p> <p>In the semester prior to graduation, a student must consult with his/her advisor to complete and submit a Program of Studies (POS) in accordance with deadlines determined by the Department.</p> <p>After completing 9-18 credit hours, a student must consult with his/her advisor on the preferred Master's examination or thesis option.</p> <p>If a student fails to successfully complete the exam and cannot make the required revisions to pass the exam by the required deadline, that student has one attempt during one calendar year to retake the master's examination.</p> <p><b>Additional Pathway Options for Students earning the M.A. in Elementary Education</b></p> <p><b>M.A. in Elementary Education (with a Focus on Reflective Practice)</b></p> <p>The M. A. in Elementary Education (with a Focus on Reflective Practice) (MARF) is a pathway option, intended for licensed, experienced P-12 educators who wish to improve professional practices in teaching and learning through reflective practice. In this advanced professional development cohort program, teachers have the opportunity to transform their teaching practices and their students' opportunities to learn by engaging in deep work around their classroom practices. Students interested in this pathway must complete the application process noted above for the M.A. in Elementary Education.</p> <p><b>M.A. in Elementary Education (with a Focus on Teacher Leadership)</b></p>
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[NOTE: The Form C to delete this Concentration will be submitted by the Early Childhood and Multicultural Education (ECME) faculty.]

**M.A. in Elementary Education With Mathematics, Science and Educational Technology (MSET) Concentration**

MSET is a concentration for elementary teachers interested in the fields of mathematics, science and educational technology. Students will complete core content classes as determined by their faculty advisor, as well as elective classes in MSET or in the Departments of Mathematics, Biology, Chemistry or Physics. Students interested in this concentration must complete the application process noted above for the M.A. in Elementary Education.

<b>MSET Concentration (Plan I) 33 hours</b>	
<b>MSET</b>	<b>3</b>
MSET 512 Technology and the Learning Process	
<b>Curriculum (Choose 1)</b>	
MSET 511 Curriculum in the Elementary School	
MSET 542 Principles of Curriculum Development	
<b>Instructional Strategies (Choose 1)</b>	
MSET 500 Advanced Instructional Strategies	<b>3</b>
MSET 515 Teaching Environmental Education	
<b>Diversity (Choose 1)</b>	
MSET 525 Multicultural Environmental Education	<b>3</b>
LLSS 557 Language, Culture and Mathematics	
LLSS 583 Education Across Cultures in the Southwest	
<b>Research (Choose 1)</b>	
EDUC 500 Research Applications to Education	
EDPY 500 Survey of Research Methods in Education	
EDPY 502 Survey of Statistics in Education	
EDPY 511 Introductory Educational Statistics	
LLSS 501 Practitioner Research	
LLSS 502 Naturalistic Inquiry	
<b>Thesis</b>	
MSET 599 Master's Thesis	<b>6</b>
<b>Elective Content Courses</b>	
	<b>12</b>

With the approval of the faculty advisors, students select a support content area in Mathematics, Science, or Educational Technology and complete 12 credit hours of graduate level courses.

The M.A. in Elementary Education (with a Focus on Teacher Leadership), offered solely online, is an option intended for experienced P-12 educators who wish to learn how to leverage classroom experiences to improve both teaching and learning. This is an advanced professional development program, where teachers develop their own innate leadership skills. The curriculum and strategic course requirements will help participants elevate student performance, foster an innovative environment, be an effective teacher leader, and increase community engagement to enhance student learning. The focus on teacher leadership is designed to develop educational leaders who a) advocate for higher standards of student learning and professional development; b) collaborate with colleagues, students, and the community to create new possibilities; c) affect positive change in school culture; and d) inspire fellow teachers to grow personally and professionally.

**M.A. in Elementary Education With Mathematics, Science and Educational Technology (MSET) Concentration**

MSET is a concentration for elementary teachers interested in the fields of mathematics, science and educational technology. Students will complete core content classes as determined by their faculty advisor, as well as elective classes in MSET or in the Departments of Mathematics, Biology, Chemistry or Physics. Students interested in this concentration must complete the application process noted above for the M.A. in Elementary Education.

<b>MSET Concentration (Plan I) 33 hours</b>	
<b>MSET</b>	<b>3</b>
MSET 512 Technology and the Learning Process	
<b>Curriculum (Choose 1)</b>	
MSET 511 Curriculum in the Elementary School	<b>3</b>
MSET 542 Principles of Curriculum Development	
<b>Instructional Strategies (Choose 1)</b>	
MSET 500 Advanced Instructional Strategies	<b>3</b>
MSET 515 Teaching Environmental Education	
<b>Diversity (Choose 1)</b>	
MSET 525 Multicultural Environmental Education	<b>3</b>
LLSS 557 Language, Culture and Mathematics	
LLSS 583 Education Across Cultures in the Southwest	
<b>Research (Choose 1)</b>	
EDUC 500 Research Applications to Education	
EDPY 500 Survey of Research Methods in Education	
EDPY 502 Survey of Statistics in Education	
EDPY 511 Introductory Educational Statistics	
LLSS 501 Practitioner Research	
LLSS 502 Naturalistic Inquiry	
<b>Thesis</b>	
MSET 599 Master's Thesis	<b>6</b>
<b>Elective Content Courses</b>	
	<b>12</b>

With the approval of the faculty advisors, students select a support content area in Mathematics, Science, or Educational Technology and complete 12 credit hours of graduate level courses.

**M.A. in Elementary Education with Alternative Route to K-8 Licensure**

**M.A. in Elementary Education with Alternative Route to K-8 Licensure**

This program is for individuals interested in obtaining a K-8 elementary teaching license and completing a Master's degree in Elementary Education. A student in this program is one who already has a Bachelor's, Master's or Doctoral Degree. Students complete licensure courses, advanced field experiences through student teaching, and then begin Master's degree courses.

<b>K-8 Alternative Licensure Required Course Work</b>	<b>21 hours</b>
EDUC 595 Advanced Field Experiences	6
EDUC 330L Teaching of Reading (undergraduate)	3
EDUC 531 The Reading Program in the Elementary School	3
EDUC *461 The Mathematics Program in the Elementary School	3
EDUC *453 The Science Program in the Elementary School	3
EDUC *421 The Social Studies Program in the Elementary School	3

\*can be taken for Graduate credit.

EDUC 330L does not count for graduate credit, but is required for the elementary teaching license.

When a student has completed the licensure course requirements listed above (21 hours), he/she is eligible to apply for an alternative teaching license from the State of New Mexico Public Education Department Professional License Bureau at <http://www.ped.state.nm.us/licensure/>

**Standard (Provisional) License Course Work 27**

21 hours (18 applicable graduate credit hours and EDUC 330L) from Alternative Licensure requirements plus:

SPCD 507 Collaboration for Inclusive Education	3
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[THIS SECTION ABOVE WAS REMOVED BECAUSE THE STANDARD LICENSE IS NO LONGER A TYPE OF LICENSE OFFERED BY THE STATE OF NEW MEXICO.]

**LLSS 593 Topics: First and Second Language Development**

Choose one:

EDPY 503 Principles of Human Development	3
EDPY 510 Principles of Classroom Learning	3

**MA Program (without thesis)**

—24 graduate credit hours from the Alternative/Standard Licensure requirements plus the following 12 core hours:

LLSS 583 Education Across Cultures in the Southwest  
EDUC 590 Seminar

~~-and-~~

—Curriculum Core (choose 1)

ARTE 510 Curriculum Development in Art Education  
MSET 507 Developing Curriculum for Middle Schools  
EDUC 511 Curriculum in the Elementary School  
EDUC 542 Principles of Curriculum Development  
EDUC 574 Curriculum for Early Childhood

This program is for individuals interested in obtaining a K-8 elementary teaching license and completing a Master's degree in Elementary Education. A student in this program is one who already has a Bachelor's, Master's or Doctoral Degree. Students complete licensure courses, advanced field experiences through student teaching, and then begin Master's degree courses.

<b>K-8 Alternative Licensure Required Course Work</b>	<b>21 hours</b>
EDUC 595 Advanced Field Experiences	6
EDUC 330L Teaching of Reading (undergraduate)	3
EDUC 531 The Reading Program in the Elementary School	3
EDUC *461 The Mathematics Program in the Elementary School	3
EDUC *453 The Science Program in the Elementary School	3
EDUC *421 The Social Studies Program in the Elementary School	3

\*can be taken for Graduate credit.

EDUC 330L does not count for graduate credit, but is required for the elementary teaching license.

When a student has completed the licensure course requirements listed above (21 hours), he/she is eligible to apply for an alternative teaching license from the State of New Mexico Public Education Department Professional License Bureau at <http://www.ped.state.nm.us/licensure/>

**MA Program (without thesis)**

18 graduate credit hours from the Alternative K-8 Licensure requirements along with:

12 hours of Core Area courses (3 hours from each of the following 4 Core Areas) AND  
3 hours of Required Seminar

**Required Core for M.A. in Elementary Education****Core: Social Justice, Diversity, and Transformational Practices (3 credit hours) (Choose 1)**

EDUC 552 Social Justice in Education  
EDUC 554 Peace Education

**Core: Instructional Strategies (3 credit hours) (Choose 1)**

EDUC 502 Advanced Instructional Strategies

<p><del>LLSS 582 Curriculum Development in Multicultural Education</del></p> <p><del>—Research Core (choose 1)</del></p> <p><del>EDUC 500 Research Applications to Education</del>  <del>EDPY 500 Survey of Research Methods in Education</del>  <del>EDPY 502 Survey of Statistics in Education</del>  <del>EDPY 572 Classroom Assessment</del>  <del>LLSS 501 Practitioner Research</del>  <del>LLSS 502 Naturalistic Inquiry</del></p> <p><del><b>NOTE:</b> Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.</del></p>	<p><b>EDUC 505 Experiential, Project-Based, and Service Learning</b></p> <p><b>Core: Curriculum (3 credit hours) (Choose 1)</b></p> <p>EDUC 511 Curriculum in the Elementary School  EDUC 542 Principles of Curriculum Development  LLSS 582 Curriculum Development in Multicultural Education</p> <p><b>Core: Research (3 credit hours) (Choose 1)</b></p> <p>EDUC 500 Research Applications to Education  <b>EDUC 513 The Process of Reflection and Inquiry</b>  EDPY 500 Survey of Research Methods in Education  EDPY 502 Survey of Statistics in Education  LLSS 501 Practitioner Research  LLSS 502 <b>Introduction to Qualitative Research</b></p> <p><b>Required Seminar: (3 credit hours)</b>  EDUC 590 Seminar  Should be taken in last semester of coursework.</p>
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### Form C Rationale for Modifications to the M. A. in Elementary Education

The faculty of the Elementary Education Program in the Department of Teacher Education are requesting modifications to the current M. A. in Elementary Education Program.

The **M. A. in Elementary Education (for Licensed Teachers)** allows a student who holds a valid teaching license, and who meet the requirements for admission, to take 32 credit hours of coursework (including core requirements, electives, a seminar, and a master's exam or thesis) to earn a master's degree.

The Elementary Education Program Faculty voted to approve these changes on September 11, 2013. This vote is reflected in the Program Faculty minutes of the same date.

Emails supporting courses from other departments being included as Core Area options is included at the end of this document.

There are five (5) main areas where modifications are requested. These areas and the reasons for these modifications are described below.

1. **Requirement of four (4) M.A. Core Areas and Seminar:** The course requirements for the M. A. in Elementary Education need to be updated to reflect the changing world of K-12 education and the skills, knowledge, and attitudes required of today's classroom teachers. Currently the requirements are general in nature, with only research and curriculum courses required. The major change in this request concerns creating **four 4 Core Areas** in which students are required to take classes, along with a required **Seminar**. The 4 Core Areas are a) Social Justice, Diversity, and Transformational Practices; b) Instructional Strategies; c) Curriculum; and d) Research. In addition, students are required to complete a Seminar in the last semester of coursework. All of these areas are important for teachers seeking graduate degrees in order to be effective teachers in their classrooms. These core areas and seminar ensure that students in graduate student learn about a) issues of diversity and context; b) a variety of research-based, current, advanced instructional strategies for the classroom; c) curriculum design and assessment; and reading, assessing, and conducting research. These Core Areas also reflect the requirements set forth in the New Mexico Teacher Competencies for the Level II Professional Teacher.
2. **Updates of Plan I and Plan II Options:** Plan I (with thesis) and Plan II (without thesis) have been updated to reflect the new required Core Areas.
3. **Removal of ECME Concentration:** There is no longer an opportunity for students to complete the Early Childhood Education Concentration due to changes in the Early Childhood and Multicultural Education (ECME) program. Courses are no longer offered for this Concentration. We have deleted this option for students from the Elementary Education portion of the catalog.

The Registrar is aware that the faculty in the ECME program will submit a Form C to remove this Concentration from the catalog.

4. **Descriptions of New Options for Students:** Because of the changing environment of K-12 schools, there is a greater focus on the need for both reflective practitioners and teacher leaders. The Elementary Education faculty have added two additional pathway options to the M. A. in Elementary Education degree. Descriptions of both the **M. A. in Elementary Education (with a Focus on Reflective Practice)** and the **M. A. in Elementary Education (with a Focus on Teacher Leadership)** have been added to the catalog to reflect these options available to students. These two focus areas are in addition to the already existing **M. A. in Elementary Education with Mathematics, Science, and Educational Technology (MSET) Concentration**.
  
5. **Deletion of the M. A. in Elementary Education (with Alternative Route to K-8 Licensure):** The Form D creating a Graduate Certificate entitled "Alternative Licensure for Elementary Education" is at the ending stages of the Faculty Senate approval process and should be completed for inclusion in the 2014-2015 Catalog. This Form C deletes the M. A. in Elementary Education (with Alternative Route to K-8 Licensure) as it will no longer be offered, but is being replaced by the Graduate Certificate to meet these same licensure requirements.

PLEASE NOTE: There are two catalog copy options attached to this Form C:

- a. Option A: With MA with Alternative Route to K-8 Licensure Coursework included
- b. Option B: With MA with Alternative Route to K-8 Licensure Coursework deleted

The reason for including two catalog copy options is that if the Form D is approved by the Faculty Senate Curriculum Process, then Option A would be the correct catalog copy, which deletes the current MA with Alternative Route to K-8 Licensure. If the Form D is not approved, then Option B would be the correct catalog copy, as it leaves in place the Alternative Route to K-8 Licensure for students.

Overall, these modification outlined in this Form C make our M. A. in Elementary Education current, comprehensive, research-based, and reflective of best practices in the profession.

#### **Letters of Support for Core Area Course Listings in Other Departments**

##### **Language, Literacy, and Sociocultural Studies Department**

Dear Lois and Allison,

Elementary Education is submitting a Form C to update the catalog for the M.A. in Elementary Education (for Licensed Teachers).

We are requesting your permission to list 3 LLSS courses as options for students to meet the requirements of 2 different Core Areas. These courses have historically been listed on our advising sheets as options, but we are requesting permission to list them in the catalog.

We are hoping the COE Graduate Committee will hold a meeting next week to approve this Form C so we can get it in the catalog for 2014-2015. Because of this VERY QUICK timeline, could you please respond to me today with your answer? I apologize for the very short turn around here.

The courses listed below are ones we would like to include:

Curriculum Core

LLSS 582: Curriculum Development in Multicultural Education

Research Core:

LLSS 501: Practitioner Research

LLSS 502: Naturalistic Inquiry

I so appreciate your quick response.

Sincerely,  
Marjori

Lois Meyer  
Tue 9/17/2013 9:52 AM

You replied on 9/17/2013 9:54 AM.

Marjorie, I see no problem with listing these courses. Thanks for doing so. Lois

Lois M. Meyer, Professor & Co-Chair  
Dept. of Language, Literacy & Sociocultural Studies  
College of Education  
Hokona 143  
MSCO5 3040  
University of New Mexico  
Albuquerque, NM 87131

**Educational Psychology Department**

Hello Jay,

I am working on a Form C to update our MA in Elementary Education. We routinely accept EDPY Courses as options for students to meet our Research Core. Would you give us your permission to list EDPY 500: Survey of Research Methods in Education  
EDPY 502: Survey of Statistics in Education  
as options for our students to fulfill their "Research" Core?  
Let me know if you have any questions....

Thank you.  
Marjori  
Marjori M. Krebs, Ed. D.

Jay Parkes

Tue 9/17/2013 9:34 AM  
You replied on 9/17/2013 9:43 AM.

Marjori,

Thanks for asking! Those courses would be very good options for your students; yes, you may list them.  
Jay

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1252**

**Fields marked with \* are required**

**Name of Initiator:** Stephen Littlejohn      **Email:\*** [littlej@unm.edu](mailto:littlej@unm.edu)      **Date:\*** 08-06-13

**Phone Number:\*** 505 450-3526

Initiator's Title\* Director of MA Program

Associated Forms exist?\* Yes

Faculty Contact\* Stephen Littlejohn

Administrative Contact\* Karen Foss

Department\* C&J

Admin Email\* kfoss@unm.edu

Branch Main

Admin Phone\* (505) 379-0459

**Proposed effective term:**

Semester Spring      Year 2014

**Course Information**

Select Appropriate Program Graduate Degree Program

Name of New or Existing Program \* PhD in Communication

Select Category Major      Degree Type PhD

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)

[PROPOSED CHANGES IN PHD PROGRAM.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)

Need to streamline and refine program based on APR recommendations and departmental concerns.

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

[PROGRAM IMPACT ANALYSIS.docx](#)

## PROPOSED CHANGES IN PHD PROGRAM

### CHANGES IN RED

#### ***Course Requirements for the PhD Degree***

The C&J departmental requirements for the PhD Program in Communication are 39 credits of course work beyond a Master's Degree, plus 18 credit hours for the dissertation. Students who do not qualify for the foreign language competency must take an additional 6 credits of a language or research tool. Any exceptions to these must be approved by the Program of Study Committee, respective Graduate Director, and Department Chair.

#### ***Required Courses:***

##### Core:

C&J 600 History and Philosophy

~~C&J 601 Communication Theory~~

C&J 602 Theorizing Culture

C&J 509 (3 credits) ~~Introduction to Graduate Studies~~ Professional Seminar

~~C&J 510 (2 credit) Introduction to Graduate Studies (This course will be eliminated beginning Fall, 2014, and 509 will require 3 credits.)~~

Three methods courses selected from the following list based on the criteria outlined below:

C&J 507 Quantitative Data Analysis

C&J 604 Qualitative Research Methods I (fieldwork)

C&J 605 Qualitative Research Methods II (textual analysis)

C&J 607 Quantitative Research Methods

C&J 609 Mixed Methods

*(Criteria for selecting methods courses)*

1. If you have NOT completed a quantitative methods course at the MA level equivalent to C&J 507, you are required to take C&J 507. For the two additional courses (in order to give you exposure to both qualitative and quantitative methods) select at least one course from C&J 604 and 605.
2. If you HAVE completed a quantitative methods course at the MA level equivalent to C&J 507, you are required to take C&J 607 and two other methods courses. (You may not take C&J 507 if you have already had the equivalent in your MA program.) In order to give you exposure to both qualitative and quantitative methods, at least one course should be from C&J 604 and 605.

### ***Electives***

The remaining 21 credits of course work are electives that can be taken in the C&J Department. (See course names after the Proposed Graduate Courses AY 2013-2014). Normally, students take 9-12 of these credits in their area of focus (intercultural, health, media). Students should secure approval from their Program of Studies Committee Chair for classes taken outside the Department.

For students who have an MA from another institution, **of these 21** elective credits, no more than 6 credits may be from C&J 502 (or topics courses outside department), and no more than 6 credits may be independent study (C&J 593). For students who have an MA from C&J, and have already taken 6 credits of topics courses or 6 credits of independent study, you may take only 3 additional credits of topic courses or independent study. (Note: Exceptions may be made for students enrolled in Intercultural Engagement Projects (IEPs) that were undertaken under the CJ593: Graduate Problems designation.)

Note: In the Spring of 2013, the faculty approved the elimination of 601 from the core and added 3 units to the elective requirement (from 18 to 21). This change is currently going through the formal University change process at the time of this writing.

### ***Language/Tool Requirement***

Students must demonstrate competency in either a language or research tool. There are two options to meet this requirement.

1. They may demonstrate competency in a language other than English. Competency is demonstrated by proof of fluency in the language (e.g., being a native speaker) or by passing the equivalent of a second year proficiency level course with a B or better (B-, B, B+). Being able to demonstrate non-English language competency may require taking language courses (200-level or higher).
- (2) Competency may also be demonstrated by taking two foreign language courses or two courses in a research tool or methodology. A few examples include statistics, ethnography, visual communication, and women studies. You must pass these courses with a B or better. Courses can be taken in other departments when approved by the students' Program of Studies Committee. Courses generally cannot be ones from your MA program and may include methods that are applied in your dissertation. Credits for courses taken to meet the language/ research tool requirement are taken *in addition to* the 39 credits required for the degree. Usually, the Program of Studies Committee makes the final determination as to credits that may be substituted or transferred.

## **PROGRAM IMPACT ANALYSIS**

### **Proposed Changes in PhD Program in Communication:**

1. These changes are minor and will have little effect on long-range planning or budget.
2. The reduction in number of courses will reduce cancellations and boost enrollments in existing courses.
3. Impacts on budget and faculty utilization will be negligible.
4. Workloads will not change.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1220**

**Fields marked with \* are required**

**Name of Initiator:** Felisa Smith      **Email:\*** [fasmith@unm.edu](mailto:fasmith@unm.edu)      **Date:\*** 02-27-13

**Phone Number:\*** 505 277-6725

**Initiator's Title\*** Professor: AS Biology General  
Administra

**Associated Forms exist?\*** No

**Faculty Contact\*** Felisa Smith

**Administrative Contact\*** Felisa Smith

**Department\*** Biology

**Admin Email\*** fasmith@unm.edu

**Branch** Main

**Admin Phone\*** 277.6725

**Proposed effective term:**

**Semester** Spring      **Year** 2014

**Course Information**

**Select Appropriate Program** Undergraduate Degree Program

**Name of New or Existing Program \*** BS & BA Biology- Ecology and Evolutionary Biology Concentration

**Select Category** Concentration      **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)

[Ecology Concentration Assessment Plan.pdf](#)  
[EEOB Proposed Concentration 2013 v8.doc](#)

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

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

Biology is a broad field. Currently, many of our students graduate without a clear program of study and may lack crucial courses that would allow them to pursue graduate training. By providing concentrations within our BS degree, we can steer students towards courses of study that are directly applicable to specific careers or graduate training in particular areas. The concentration in 'Ecology, Evolution, and Organismal Biology' (EEOB) will provide students with a solid training in the tools and techniques used for the study of living things and their environment, as well as exposure to interdisciplinary approaches, a grounding in at least one taxonomic group and training at multiple levels of the biological hierarchy. This concentration would be particularly appropriate for students seeking additional graduate training in this area at UNM or elsewhere and for students seeking employment with federal, state, and municipal environmental agencies, non-governmental organizations, or environmental consulting firms. Given the seriousness of the many pressing environmental issues facing society, providing formal training in EEOB will enhance the opportunities and jobs available for our undergraduates.

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

[Ecology Concentration Assessment Plan.pdf](#)  
[Justification for Ecology.pdf](#)  
[EEOB Justification & UNM responses.pdf](#)

Climate change and other pressing environmental problems have led to the increased importance of a solid understanding of Ecology, Evolution, and Organismal Biology (EEOB). Students pursuing this option may receive either the Bachelor of Science or Bachelor of Arts degree in Biology with a concentration in EEOB. The concentration provides a depth of understanding at multiple hierarchies of biological organization and exposes students to the techniques, methodologies and approaches used by these sub-disciplines. Students will develop expertise with the biology of a group of organisms, familiarity with methodologies used in studying them, expertise with the systematics of classification, and significant hands-on experience in the field or research laboratory. A concentration in EEOB is designed to provide a comprehensive background for students planning to pursue graduate school or seek a career in a governmental agency.

Majors in biology seeking a Bachelor of Science degree with a concentration in EEOB must satisfy the requirements given in sections 1, 2, 3 and 6. Majors in biology seeking a Bachelor of Arts degree must satisfy the requirements in sections 4, 5, and 6.

Text for catalog (see page 6-9 for text with rationale for each component added):

**Ecology, Evolution, and Organismal Biology (EEOB) concentration within *existing* Biology Major (BS or BA)**

**1. Successful completion of the four-course introductory sequence (16 credits).**

- BIOL 201L Molecular and Cell Biology (4) Fall, Spring
- BIOL 202L Genetics (4) Fall, Spring
- BIOL 203 & 203L Ecology and Evolution (4) Fall, Spring
- BIOL 204 & 204L Plant and Animal Form and Function (4) Fall, Spring

**2. Successful completion of upper division courses in *both* Ecology and Evolution (6-7 credits, depending on whether lab is also taken).**

- BIOL 310L Principles of Ecology (3) Spring
- BIOL 300 Evolution (3)

**3. Successful completion of at least 1 taxonomic based course from the following (3-4 credits).**

- BIOL 484/584 Biology of the Fungi (3)
- BIOL 450 General Virology (3) Spring
- BIOL 463L Flora of New Mexico (4)
- BIOL 482L Parasitology (4) Spring
- BIOL 485L Entomology (4) Spring
- BIOL 486L Ornithology (4) Fall, alternative years
- BIOL 487L Ichthyology (4) Fall
- BIOL 488L Herpetology (4) Spring
- BIOL 489L Mammalogy (4) Fall, alternate years

**4. Successful completion of at least 1 synthetic/comparative taxonomic based course and lab from the following (4 credits).**

- BIOL 360L General Botany (4) Fall
- BIOL 371L Invertebrate Biology (4) Fall
- BIOL 351L General Microbiology (4) Fall, Spring
- BIOL 386L General Vertebrate Zoology (4) Fall, Spring

**5. Successful completion of at least 1 statistics course from the following (3 credits).**

- STAT 145 Introduction to Statistics (3) Fall, Spring
- STAT 345 Elements of Mathematical Statistics and Probability Theory (3) Fall, Spring
- STAT 427 Advanced Data Analysis I (3) Fall
- PSY 200 Statistical Principles (3)
- Or other course with prior approval from EEOB faculty advisory committee

**6. Successful completion of at least 1 course from each of the following clusters:**

- A) Individual (Genes/Physiology)**
- B) Population (Behavior/Population biology)**
- C) Community/Ecosystems**

for a total of 3 courses (9-12 credits). Graduate courses, indicated by an \*, need instructor approval for undergraduate enrollment. Courses within each cluster are listed below.

#### A) Individual (Genes/Physiology) Cluster

- BIOL 401 Topics: Microbial Genetics (3) Fall
- BIOL 435L Animal Physiology (4) Spring
- BIOL 436L Phylogenetics (4) Spring
- BIOL 437 Evolutionary Genetics (3) Spring
- BIOL 460 Microbial Physiology (3) Spring
- BIOL 471 Plant Physiological Ecology (3) Fall
- BIOL 478L Plant Physiology (4) Spring
- Or other course with prior approval from EEOB faculty advisory committee (3)

#### B) Population (Behavior/Population Biology) Cluster

- BIOL 409 Conservation Genetics (3)
- BIOL 409 Sexual Systems in Animals: diversity and evolution (3)
- BIOL 455 Ethology: Animal Behavior (3)
- ANTH 360 Human Behavioral Ecology (3)
- ANTH 363. Primate Social Behavior (3)
- ANTH 491 Population Genetics (3)
- BIOL 491 Population Genetics (3)
- Or other course with prior approval from EEOB faculty advisory committee (3)

#### C) Community/Ecosystem Cluster

- BIOL 409 Topics: Ecology of Plant Microbe Symbiosis (3)
- BIOL 451 Microbial Ecology (3) Fall
- BIOL 495 Limnology (3) Spring
- BIOL 475 Plant Community Ecology (3) Spring
- BIOL 514\* Ecosystem Studies (3) Fall
- BIOL 511\* Macroecology (3) Spring, alternate years
- BIOL 405 Ecosystem Dynamics (3) Spring
- BIOL 419 Topics: Global Change Biology (3) Fall
- BIOL 535/EPS 535\* Freshwater Ecosystems (3) Spring
- Or other course with prior approval from EEOB faculty advisory committee (3)

7. Demonstration of significant hands-on experience in the field or research laboratory (0-4 credits). This can be achieved by one of the following:

- BIOL 400 Senior Honors Thesis (must be accepted into program) (varies)
- BIOL 408L Bosque Internship (4) Fall, Spring, Summer
- BIOL 409 Ornithological Field Expedition (3) varies
- BIOL 461L Introduction to Tropical Biology (4) Spring
- BIOL 463L Flora of New Mexico (4)
- BIOL 496L Limnology Lab (1)
- BIOL 499 Undergraduate Problems (1-4)
- PSY. 450 Gorilla Observation (3) Fall, Spring, Summer
- Successful completion of an approved field course offered at UNM or at another accredited institution

- Participation in a NSF REU program at UNM or elsewhere
- Other field experience with prior approval from EEOB faculty advisory committee

**8. Successful completion of at least 1 interdisciplinary synthetic course (3-4 credits). Graduate courses, indicated by an \*, need instructor approval for undergraduate enrollment.**

- |   |     |                         |
|---|-----|-------------------------|
| • BIOL 324L Natural History of the Southwest  | (4) | Fall                    |
| • BIOL 379 Conservation Biology   | (3) | Spring                  |
| • BIOL 419 Topics in Interdisciplinary Science<br>(e.g., <i>Global Change Biology, Evolutionary Immunology, Communicating Science to the Public, Intermediate Mathematical Biology, Physiological Ecology, Paleo and Historic Ecology, etc.</i> ) | (3) | varies                  |
| • BIOL 445 Biology of Toxins  | (3) | Spring                  |
| • BIOL 470 Biology: Discovery and Innovation  | (3) | Spring                  |
| • BIOL 490 Biology of Infectious Organisms  | (3) | Spring, alternate years |
| • BIOL 492 Introduction to Mathematical Biology   | (3) | Fall                    |
| • BIOL 494 Biogeography   | (3) | Spring, alternate years |
| • BIOL 495 Limnology  | (3) | Spring                  |
| • BIOL 535/EPS 535* Freshwater Ecosystems   | (3) |                         |
| • BIOL 518* Evolutionary and Ecological Genomics  | (3) |                         |
| • BIOC 423 Introduction to Biochemistry   | (3) |                         |
| • EPS 352 Global Climate Change   | (3) |                         |
| • EPS 439 Paleoclimatology  | (3) |                         |
| • BIOL 558/EPS 558* Geomicrobiology   | (3) |                         |
| • ANTH 350 Human Biology  | (3) | Spring                  |
| • ANTH 357 Human Origins  | (3) |                         |
| • Or other course with prior approval from EEOB faculty advisory committee  | (3) |                         |

**9. Successful completion of at least one semester of the 'BrownBag' seminar (1-2 credits).**

- |                      |     |              |
|----------------------|-----|--------------|
| • BIOL 402 Brown Bag | (1) | Fall, Spring |
|----------------------|-----|--------------|

**10. Successful completion of additional Biology courses so the total number of biology hours is greater or equal to 48.**

**11. Successful completion of supporting courses in Math, Physics and Chemistry (24–27 hours).**

- Math: MATH 180 & 181 **OR** MATH 162 & 163
- Physics: PHYC 151 & 152 **OR** PHYC 160 & 161
- Chemistry: Either (CHEM 121 & CHEM 123L and CHEM 122 & CHEM 124L) **or** (CHEM 131L and CHEM 132L)
- PLUS one semester of organic chemistry (CHEM \*\*301 and CHEM 303L) **or** (CHEM 212 and CHEM 124L)

Notes:

- BIOL 110, 112L, 123, 124L, 136 and 239L *do not* count toward a biology major credit.
- A course fulfilling one requirement cannot be used towards another (e.g., no double-dipping); BIOL 419 is considered a different course if it has a different instructor/title.
- Please verify that coursework meets with the requirements for a BS in Biology. Specifically, coursework must include three 400-level courses from different categories, as identified in the catalog (cell/molecular, interdisciplinary, ecology/evolution, organismal).
- Note that all courses in Biology and supporting areas must be completed with a grade of C or better.
- *Note: transfer students must complete at least 19 credits of biology coursework at UNM.*

**Proposed concentration WITH rationale for each component.**

Title: **Ecology, Evolution, and Organismal Biology** (EEOB) concentration within our *existing* Biology Major (BS or BA)

Requirements and rationale for each are given below.

**1. Successful completion of the four-course introductory sequence. Provides the foundation for further study in biology (16 credits).**

- BIOL 201L Molecular and Cell Biology (4) Fall, Spring
- BIOL 202L Genetics (4) Fall, Spring
- BIOL 203 & 203L Ecology and Evolution (4) Fall, Spring
- BIOL 204 & 204L Plant and Animal Form and Function (4) Fall, Spring

**2. Successful completion of upper division courses in *both* Ecology and Evolution. Provides a solid foundation and sufficient breadth in the field for further study of EEOB (6-7 credits, depending on whether lab is also taken).**

- BIOL 310L Principles of Ecology (3) Spring
- BIOL 300 Evolution (3)

**3. Successful completion of at least 1 taxonomic based course from among the following. Provides depth of knowledge and expertise with the biology of a group of organisms, familiarity with methodologies used in studying them and expertise with the systematics of classification (3-4 credits).**

- BIOL 484/584 Biology of the Fungi (3)
- BIOL 450 General Virology (3) Spring
- BIOL 463L Flora of New Mexico (4)
- BIOL 482L Parasitology (4) Spring
- BIOL 485L Entomology (4) Spring
- BIOL 486L Ornithology (4) Fall, alternative years
- BIOL 487L Ichthyology (4) Fall
- BIOL 488L Herpetology (4) Spring
- BIOL 489L Mammalogy (4) Fall, alternate years

**4. Successful completion of at least 1 synthetic/comparative taxonomic based course and lab from among the following. Provides a comparative perspective on a group of organisms (4 credits).**

- BIOL 360L General Botany (4) Fall
- BIOL 371L Invertebrate Biology (4) Fall
- BIOL 351L General Microbiology (4) Fall, Spring
- BIOL 386L General Vertebrate Zoology (4) Fall, Spring

**5. Successful completion of at least 1 statistics course. Provides an introduction to the quantitative methods commonly used in EEOB research and tools for evaluating the scientific literature (3 credits).**

- STAT 145 Introduction to Statistics (3) Fall, Spring
- STAT 345 Elements of Mathematical Statistics and Probability Theory (3) Fall, Spring
- STAT 427 Advanced Data Analysis I (3) Fall

- PSY 200 Statistical Principles (3)
- Or other course with prior approval from EEOB faculty advisory committee

**6. Successful completion of at least 1 course from each of the following clusters:**

- A) Individual (Genes/Physiology)**
- B) Population (Behavior/Population biology)**
- C) Community/Ecosystems**

for a total of 3 courses (9-12 credits). Graduate courses, indicated by an \*, need instructor approval for undergraduate enrollment. Courses within each cluster are listed below. Provides a depth of understanding at multiple hierarchies of biological organization and exposes students to the techniques, methodologies and approaches used by these sub-disciplines (3 courses total; 9-12 credits). Graduate courses, indicated by an \*, need instructor approval for undergraduate enrollment.

**A) Individual (Genes/Physiology) Cluster**

- BIOL 401 Topics: Microbial Genetics (3) Fall
- BIOL 435L Animal Physiology (4) Spring
- BIOL 436L Phylogenetics (4) Spring
- BIOL 437 Evolutionary Genetics (3) Spring
- BIOL 460 Microbial Physiology (3) Spring
- BIOL 471 Plant Physiological Ecology (3) Fall
- BIOL 478L Plant Physiology (4) Spring
- Or other course with prior approval from EEOB faculty advisory committee (3)

**B) Population (Behavior/Population Biology) Cluster**

- BIOL 409 Conservation Genetics (3)
- BIOL 409 Sexual Systems in Animals: diversity and evolution (3)
- BIOL 455 Ethology: Animal Behavior (3)
- ANTH 360 Human Behavioral Ecology (3)
- ANTH 363. Primate Social Behavior (3)
- ANTH 491 Population Genetics (3)
- BIOL 491 Population Genetics (3)
- Or other course with prior approval from EEOB faculty advisory committee (3)

**C) Community/Ecosystem Cluster**

- BIOL 409 Topics: Ecology of Plant Microbe Symbiosis (3)
- BIOL 451 Microbial Ecology (3) Fall
- BIOL 495 Limnology (3) Spring
- BIOL 475 Plant Community Ecology (3) Spring
- BIOL 514\* Ecosystem Studies (3) Fall
- BIOL 511\* Macroecology (3) Spring, alternate years
- BIOL 405 Ecosystem Dynamics (3) Spring
- BIOL 419 Topics: Global Change Biology (3) Fall
- BIOL 535/EPS 535\* Freshwater Ecosystems (3) Spring
- Or other course with prior approval from EEOB faculty advisory committee (3)

**7. Demonstration of significant hands-on experience in the field or research laboratory (0-4 credits). This can be achieved by one of the following:**

- BIOL 400 Senior Honors Thesis (must be accepted into program) (varies)
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- BIOL 463L Flora of New Mexico (4)
- BIOL 496L Limnology Lab (1)
- BIOL 499 Undergraduate Problems (1-4)
- PSY. 450 Gorilla Observation (3) Fall, Spring, Summer
- Successful completion of an approved field course offered at UNM or at another accredited institution
- Participation in a NSF REU program at UNM or elsewhere
- Other field experience with prior approval from EEOB faculty advisory committee

**8. Successful completion of at least 1 interdisciplinary synthetic course. Because many pressing biological questions lie at the edges of disciplines, this will provide students with training in how science is integrated across disciplinary boundaries, and how tools from one discipline can be applied to others (3-4 credits). Graduate courses, indicated by an \*, need instructor approval for undergraduate enrollment.**

- BIOL 324L Natural History of the Southwest (4) Fall
- BIOL 379 Conservation Biology (3) Spring
- BIOL 419 Topics in Interdisciplinary Science  
(e.g., *Global Change Biology, Evolutionary Immunology, Communicating Science to the Public, Intermediate Mathematical Biology, Physiological Ecology, Paleo and Historic Ecology, etc.*) (3) varies
- BIOL 445 Biology of Toxins (3) Spring
- BIOL 470 Biology: Discovery and Innovation (3) Spring
- BIOL 490 Biology of Infectious Organisms (3) Spring, alternate years
- BIOL 492 Introduction to Mathematical Biology (3) Fall
- BIOL 494 Biogeography (3) Spring, alternate years
- BIOL 495 Limnology (3) Spring
- BIOL 535/EPS 535\* Freshwater Ecosystems (3)
- BIOL 518\* Evolutionary and Ecological Genomics (3)
- BIOC 423 Introduction to Biochemistry (3)
- EPS 352 Global Climate Change (3)
- EPS 439 Paleoclimatology (3)
- BIOL 558/EPS 558\* Geomicrobiology (3)
- ANTH 350 Human Biology (3) Spring
- ANTH 357 Human Origins (3)
- Or other course with prior approval from EEOB faculty advisory committee (3)

**9. Successful completion of at least one semester of the 'BrownBag' seminar. Provides exposure to state of the art research and training in critical evaluation (1-2 credits).**

- BIOL 402 Brown Bag (1) Fall, Spring

**10. Successful completion of additional Biology courses so the total number of biology hours is greater or equal to 48.**

**11. Successful completion of supporting courses in Math, Physics and Chemistry (24–27 hours).**

- Math: MATH 180 & 181 OR MATH 162 & 163

- Physics: PHYC 151 & 152 **OR** PHYC 160 & 161
- Chemistry: Either (CHEM 121 & CHEM 123L and CHEM 122 & CHEM 124L) **or** (CHEM 131L and CHEM132L)
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- Please verify that your coursework meets with the requirements for a BS in Biology. Specifically, coursework must include three 400-level courses from different categories, as identified in the catalog (cell/molecular, interdisciplinary, ecology/evolution, organismal).
- Note that all courses in Biology and supporting areas must be completed with a grade of C or better.
- *Note: transfer students must complete at least 19 credits of biology coursework at UNM.*

## **Justification for Ecology, Evolution and Organismal Biology (EEOB) concentration**

Biology is a broad and diverse field. Currently, many of our students graduate without a clear program of study and may lack crucial courses that would allow them to pursue graduate training. By providing 'concentrations' within our BS degree, we can steer students towards courses of study that are directly applicable to specific careers or graduate training in particular areas. The concentration in '*Ecology, Evolution, and Organismal Biology*' (EEOB) will provide students with a solid training in the tools and techniques used for the study of living things and their environment, as well as exposure to interdisciplinary approaches, a grounding in at least one taxonomic group and training at multiple levels of the biological hierarchy. This concentration would be particularly appropriate for students seeking additional graduate training in this area at UNM or elsewhere and for students seeking employment with federal, state, and municipal environmental agencies, non-governmental organizations, or environmental consulting firms. Given the seriousness of the many pressing environmental issues facing society providing formal training in EEOB will enhance the opportunities and jobs available for our undergraduates.

### **Impact on Long-range planning**

None. We would hope that other concentrations will be developed in the future to direct students into other areas of biology that are growing, but that is beyond the scope of the current proposal.

### **Detailed Budget Analysis**

There are no costs associated with this concentration. All the courses currently exist. We are simply suggesting the track a student would navigate through our offerings if they wanted to develop a robust degree in EEOB.

### **Faculty Workload Implications**

None. A departmental committee will need to be established to oversee the concentration and provide advice for students. However, service on a committee is an expected part of the faculty workload so this will not add unduly to faculty responsibilities.

## **Justification for Ecology, Evolution and Organismal Biology (EEOB) concentration**

Biology is a broad and diverse field. Currently, many of our students graduate without a clear program of study and may lack crucial courses that would allow them to pursue graduate training. By providing 'concentrations' within our BS degree, we can steer students towards courses of study that are directly applicable to specific careers or graduate training in particular areas. The concentration in '*Ecology, Evolution, and Organismal Biology*' (EEOB) will provide students with a solid training in the tools and techniques used for the study of living things and their environment, as well as exposure to interdisciplinary approaches, a grounding in at least one taxonomic group and training at multiple levels of the biological hierarchy. This concentration would be particularly appropriate for students seeking additional graduate training in this area at UNM or elsewhere and for students seeking employment with federal, state, and municipal environmental agencies, non-governmental organizations, or environmental consulting firms. Given the seriousness of the many pressing environmental issues facing society providing formal training in EEOB will enhance the opportunities and jobs available for our undergraduates.

## **Impact on Long-range planning**

None. We hope that this will be the first in a series of concentrations within the Biology degree, so that students can tailor their classes to more adequately prepare them for their long-term goals.

## **Detailed Budget Analysis**

There are no costs associated with this concentration. All the courses currently exist. We are simply suggesting the track a student would navigate through our offerings if they wanted to develop a robust degree in EEOB.

## **Faculty Workload Implications**

Modest.

This proposal requires that all students take the lecture section of Ecology (Biology 310). Depending on how many students elect to pursue the concentration, we may need to increase capacity in this course to prevent a bottleneck. The cap was previously set at 25 and the course was taught every other year. However, a new faculty in our department (Jennifer Rudgers) has taken over the course. The Ecology 310 lecture will now be offered every spring semester and is currently open to 50 students; Professor Rudgers has indicated that she is willing to increase capacity to 100 students, if needed. Moreover, she has submitted a Form C to separate the lecture (Biol 310) from the lab (Biol 310L). The lab will remain capped at 24, which is the maximum number that can be accommodated in vans; the lab is field-based. Please note that the lab is *not* required for the EEOB Concentration, and so will not be a bottleneck for students.

In addition, a departmental committee will need to be established to oversee the concentration and provide advice for students. However, service on a committee is an expected part of the faculty workload so this will not add unduly to faculty responsibilities.

## **Program Assessment**

Assessment will occur within the context of the overall biology degree; these comprehensive plans are still being developed within the department. To specifically assess the effectiveness of the EEOB concentration itself, we will target the one course common to all students: Biology 310. The final exam in this course will include a set of 10 standardized questions that evaluate students' understanding of the fundamental principles of ecology. These questions will be on the final exam every semester and will be scored separately to provide a long-term record of student performance within the EEOB concentration. The 10 assessment questions will be developed collaboratively by Professor Rudgers and the departmental EEOB oversight committee.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1219**

**Fields marked with \* are required**

**Name of Initiator:** Rikk Murphy      **Email:\*** [rikk@unm.edu](mailto:rikk@unm.edu)      **Date:\*** 02-13-13  
**Phone Number:\*** 505-277-5009      Initiator's Title\* Coordinator Program Advisement, Psych Dept

Associated Forms exist?\* Yes ▼

Faculty Contact\* Katie Witkiewitz  
Department\* Psychology

Administrative Contact\* Rikk Murphy  
Admin Email\* [rikk@unm.edu](mailto:rikk@unm.edu)  
Admin Phone\* 505-277-5009

**Branch**

**Proposed effective term:**

Semester Fall ▼ Year 2014 ▼

**Course Information**

Select Appropriate Program Graduate Degree Program ▼

Name of New or Existing Program \* PhD Psychology Quantitative Methodology Emphasis

Select Category Emphasis ▼ Degree Type PhD

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)

[Quant Emphasis Catalog Description.docx](#)

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

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

The purpose of adding the quantitative emphasis is to provide specialized training in the application of quantitative methodology to the study of psychological processes and human behavior.

[Quant Emphasis reason.docx](#)

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

[Quant Emphasis justification.docx](#)

## **Emphasis in Quantitative Methodology for all Psychology Concentrations**

Current students in any Psychology Concentration, other than Quantitative Methodology, may choose an emphasis in Quantitative Methodology. Students choosing an Emphasis in Quantitative Methodology must complete nine hours of graduate coursework in the Quantitative/Methodology area. Any of the following courses may be used to satisfy the requirements for this emphasis. Requests to use other courses will be reviewed by the Quantitative Methodology committee on a case-by-case basis.

### Psychology

PSY 650	Multivariate Statistics
PSY 650	Latent Variable Modeling
PSY 650	Advanced Latent Variable Modeling
PSY 650	Analysis of Data
PSY 650	Programming in Psychology

### Educational Psychology

EDPY 606	Applied Multivariate Statistics
EDPY 607	Structural Equation Modeling

### Statistics

STAT 574	Biostatistical Methods: Survival Analysis and Logistic Regression
STAT 576	Multivariate Analysis
STAT 577	Introduction to Bayesian Modeling
STAT 581	Introduction to Time Series Analysis

### Public Health

PH 502	Epidemiologic Methods
--------	-----------------------

### Electrical and Computer Engineering

ECE 595	Analysis Methods in Functional Magnetic Resonance Imaging
---------	---

**Reason for Request:**

The purpose of the emphasis in Quantitative Methodology is to provide specialized training in the application of quantitative methodology to the study of psychological processes and human behavior. We should offer this emphasis because many of our psychology graduate students desire to take additional quantitative coursework in addition to the quantitative requirements and we would like a formal process for recognizing their additional training in quantitative methods. In addition, we recognize that students with advanced training in quantitative methods are more competitive for research and academic positions upon graduation.

### **Budgetary and Faculty Load Implications**

An emphasis in Quantitative Methods will not require additional budgetary resources or additions to our current faculty. There are no direct implications regarding faculty load. The courses required for this emphasis are already being offered in our department, the Department of Mathematics/Statistics, and in the Department of Educational Psychology.

### **Long-Range Planning**

This emphasis will enable the Department of Psychology to meet the long-range goals of training more of our PhD students in advanced quantitative methods and developing a base of students that are more competitive for academic and research positions post-graduation because of their additional quantitative training.

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D**

**UNIT PREPARES IN QUADRUPPLICATE**  
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: 8/10/12  
Holbrook Mahn  
(Name of individual initiating Graduate Degree or Graduate Certificate)  
Professor 277-5887  
(Title, position, telephone number)  
hmahn@unm.edu  
(Email address)  
LLSS  
(Department/Division/Program)

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

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes  No  If yes, attach statement.

Proposed date to admit new students: Term \_\_\_\_\_ Year \_\_\_\_\_

**Required Signatures:**

Department Chair <u>Lois M. Meyer</u>	Date <u>8/24/2012</u>
College Curricula Committee <u>Tom LaSalle</u>	Date <u>5-6-2013</u>
College or School Dean <u>William E. Fleming</u>	Date <u>9-11-13</u>
Dean of Library Services <u>SEE E-MAIL MEMO</u>	Date _____
Office of the Registrar—Catalog <u>Elizabeth A. Barton</u>	Date <u>12/04/13</u>
FS Graduate Committee <u>John Cannon</u>	Date <u>3/3/14</u>
Dean of Graduate Studies <u>Julie Coomod</u>	Date <u>3/4/14</u>
FS Curricula Committee <u>Matthew Walkers</u>	Date <u>4/4/14</u>
Office of the Provost <u>Rygg</u>	Date <u>4/4/14</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

**Additional Approvals for Degrees:**

Board of Regents _____	Date _____
Council of Graduate Deans _____	Date _____
Academic Council of Higher Education _____	Date _____
Higher Education Department _____	Date _____
State Board of Finance _____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

Received  
DEC 04 2013  
Graduate Office  
University of New Mexico

Wynn Goering <wgoering@unm.edu>  
To: Holbrook Mahn <hmahn@unm.edu>  
Cc: Suzanne Ortega <ortegast@unm.edu>  
Re: Fwd: New Graduate Certificate

March 15, 2011 10:26 AM

Professor Mahn:

Provost Ortega has forwarded me your preliminary proposal for a new Graduate Certificate in Teaching English as a Second Language. Everything seems to be in order and I am ready to authorize its full development and submission to the Faculty Senate approval process, with the stipulation that all new proposals need to come with a letter of recommendation and authorization from the Dean of the college. Once we've got that I'll respond officially and you'll be on your way.

Regards,

Wynn Goering

P.S. I did notice that on p. 3, in the paragraph on "implementation," you listed 2008 dates. At this point those should probably read Fall 2011 and Spring 2012, respectively.

Wynn M. Goering  
Vice Provost for Academic Affairs  
University of New Mexico  
Albuquerque, New Mexico 87131  
505.277.7601

On 3/15/2011 8:38 AM, Suzanne Ortega wrote:

Wynn, let me know if there is something I need to do on this. S.

>>> Holbrook Mahn <hmahn@unm.edu> 3/14/2011 6:56 PM >>>

Dear Provost Ortega,

Attached is a preliminary review outline for a new Graduate Certificate proposed by the Bilingual/TESOL program faculty in the Language, Literacy, & Sociocultural Studies department in the College of Education. Please contact me if there are any questions. Thank you.  
Sincerely,

Holbrook Mahn  
Associate Professor  
Coordinator, Bilingual/TESOL Program  
Language, Literacy & Sociocultural Studies  
University of New Mexico  
(505) 277-5887



*Department of Language, Literacy & Sociocultural Studies*

DATE: August 10, 2012  
TO: Dr. Deborah Rifenburg  
Associate Dean, COE  
FROM: Lois M. Meyer  
Professor & Chair, LLSS *Lois M. Meyer*  
RE: TESOL Graduate Certificate – Preliminary Review

Attached please find the necessary documents for Senior Vice Provost of Academic Affairs Dr. Michael Dougher's preliminary review of the TESOL Graduate Certificate.

According to an email received by Dr. Holbrook Mahn from Dr. Wynn Goering on March 15, 2011, concerning these materials: "Everything seems to be in order and I am ready to authorize its full development and submission to the Faculty Senate approval process, with the stipulation that all new proposals need to come with a letter of recommendation and authorization from the Dean of the college."

Please facilitate the process of securing the requested letter and authorization, which will include a review by the COE graduate committee.

Thank you.

*OK*  
*8/24/12*



September 12, 2013

To: Greg Heileman, Associate Provost for Curriculum  
From: Viola Florez, Interim Dean College of Education *V. Florez*  
Re: TESOL Graduate Certificate

Please be advised that I have read and approved the proposed Graduate Certificate in Teaching English as a Second language (TESOL) proposed by the Department of Language, Literacy and Sociocultural Studies. This certificate will be a valuable course of study for in-service and pre-service teachers who want to gain an understanding of effective pedagogical theory and practice in teaching English Language Learners.



UNM

UNIVERSITY LIBRARIES

RE: TESOL Graduate Certificate

Date: May 7, 2012

From: Steven R. Harris, University Libraries, Director of Collections & Acquisitions Services

University Libraries (UL) provides on-going support for the research and teaching needs of the Department of Language, Literacy, and Sociocultural Studies. The collections include extensive holdings for many aspects of language learning, TESOL, and bilingualism. Because the curriculum for this certificate program already exists, the UL does not anticipate any difficulty in providing significant support. In addition to routine purchases in this area, the library has also adopted a "Purchase on Request" policy, allowing faculty members to request specific purchases to support faculty or student needs. Any additional needs can be met through this program. Contact for the Department is through the librarian for the College of Education, Christina Desai (505-277-6243, [cdesai@unm.edu](mailto:cdesai@unm.edu)) or the Director of Collections & Acquisitions Services, Steven Harris (505-277-2586, [srharris@unm.edu](mailto:srharris@unm.edu)).

## TESOL Graduate Certificate

### Executive Summary

The Graduate Certificate in *Teaching English as a Second Language (TESOL)* is a graduate and postgraduate course of study designed for in-service and pre-service teachers who want to gain an understanding of effective pedagogical theory and practice in teaching English Language Learners (ELLs) as they earn their TESOL endorsement. It is also designed to prepare teachers who want to teach adults both internationally and in this country. This 15-credit certificate program consists of five courses that can be completed within one year. These courses, listed below, are all standing courses in LLSS (with LLSS 581 being added as a graduate section of an existing course, LLSS 482\*, and, therefore there is no budgetary impact nor curricular change apart from implementing the graduate certificate.

- LLSS 556 – First and Second Language Development
- LLSS 581 – Teaching English as a Second Language
- LLSS 580 – Seminar in the Education of the Bilingual Student
- LLSS 558 – Literacy Across Cultures
- LLSS 559 – Second Language Literacy

This program will help teachers meet the educational needs of students in Albuquerque and in New Mexico. Albuquerque Public Schools (APS), the largest district in the state and one of the largest in the nation, provides educational services to over 94,566 children of whom 46,593 (53%) are Hispanic, 4,170 (5%) Native American, and 13,624 (16%) English Language Learners (ELLs). Over 57% of the teachers and administrators in the Albuquerque Public Schools (APS) are UNM/COE graduates. Approximately 20% (62,393) of New Mexico's K-12 students are ELLs.

The TESOL Graduate Certificate, which addresses the core values of the COE, will help LLSS account for graduate and non-degree graduate students who take TESOL endorsement courses at UNM. Currently there is no mechanism to track these students, making it very difficult to assess student-learning outcomes and comply with TK20 and NCATE reporting requirements. Based on surveys distributed to LLSS courses, it is estimated that approximately 400 non-degree students took endorsement courses from 2006-2012. This number includes students who want to teach adults. There is, also, no means for these students to verify with future employers that they have successfully completed a TESOL preparation program. The TESOL Graduate Certificate would allow LLSS to market the TESOL program more widely and would attract more students to UNM.

The TESOL Graduate Certificate goals include having graduates obtain understandings of: theories of first and second language acquisition and development; the role language and culture play in education; the nature of different programs designed to meet the needs of ELLs; effective methods and strategies in teaching ELLs; the nature

of second language literacy and effective instructional strategies to promote it; and the role of family and community in a child's education.

The number of students beginning the pursuit of the TESOL Graduate Certificate should average about 25-30 students a semester. Most of these students will be APS teachers and those from outlying school districts seeking a TESOL endorsement. There will also be students who are pursuing an advanced degree and who would like to simultaneously work toward a TESOL Graduate Certificate. Students could also be drawn from Special Education, Health Education, Literacy, Educational Thought, Speech and Hearing, Linguistics among other programs.

Faculty in the LLSS TESOL/Bilingual Program:

Rebecca Blum-Martinez, LLSS

Sylvia Celedon-Pattichis, LLSS

Pisarn Chamcharatsri, LLSS

Leila Flores-Duenas, Teacher Education

Carlos Lopez Leiva, LLSS

, LLSS

Lois Meyer, LLSS

Julia Scherba de Valenzuela, Special Education

Chris Sims, LLSS

## Graduate Certificate in *Teaching English as a Second Language*

### 1. Program Description

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

The Graduate Certificate in *Teaching English as a Second Language (TESOL)* is a graduate and postgraduate course of study designed for in-service and pre-service teachers who want to gain an understanding of effective pedagogical theory and practice in teaching English language learners (ELLs), as well as students who want to teach English to adults, either in this country or abroad. This 15-credit certificate program consists of five courses that can be completed within one year. These courses are all standing courses in LLSS and, therefore, no new courses will be needed for this graduate certificate program and there will be no additional costs to implement it.

This program should be offered in order to meet the educational needs of students in Albuquerque and in New Mexico. Albuquerque Public Schools (APS), the largest district in the state and one of the largest in the nation, provides educational services to over 94,566 children of whom 46,593 (53%) are Hispanic, 4,170 (5%) Native American, and 13,624 (16%) English Language Learners (ELLs). Over 57% of the teachers and administrators in the Albuquerque Public Schools (APS) are UNM/COE graduates. Approximately 20% (62,393) of New Mexico's K-12 students are ELLs. This Graduate Certificate program would help UNM graduates meet the needs of all of these students.

One of the major suggestions from the APR panel that reviewed the Department of Language, Literacy, and Sociocultural Studies in 2007 was to develop a graduate certificate for TESOL. Non-degree students who attend UNM to get their TESOL endorsements are very difficult to track, as they are not identified as TESOL endorsement candidates when they apply to UNM. After they have completed the UNM coursework, they apply to the New Mexico Public Education Department for their endorsement. Without entrance and exit criteria, it is virtually impossible to account for these students. The Graduate Certificate would allow the program to track these students and get data on how many students complete the program. This information will be essential if the Bilingual/TESOL program is going to accurately and completely comply with TK20 and NCATE reporting requirements. It will also provide an accurate accounting of the student credit hour production generated by these students, so that faculty will get credit for the work that they are doing helping teachers get their TESOL endorsements.

An additional reason why we should offer this Graduate Certificate program is that there are students who attend UNM with the goal of teaching English to adults or teaching English abroad. If these students are not part of a licensure program and have completed the necessary coursework, their transcript will not show that they are certified by UNM to teach English as a second or a foreign language. Having a graduate certificate will provide a service to such students and provide an

incentive that will help to recruit students to UNM. These students become good candidates for the advanced degree programs offered in LLSS.

All of the courses in the Graduate Certificate program are also part of the coursework for the LLSS master's in TESOL. The students who will seek a graduate certificate will be mainly practitioners who are seeking an endorsement through the state. School principals in districts throughout the state have indicated that a key criterion in their hiring decisions is whether applicants have had coursework in teaching English as a second language. In the past, many students who have taken TESOL endorsement courses at UNM have gone on to enroll in the LLSS TESOL MA program because they can transfer up to 12 hours from their TESOL endorsement coursework to their master's.

The major goals in this program will be to have its graduates obtain the following understandings through the five courses in the curriculum for the graduate certificate: theories of first and second language acquisition and development; the role language and culture play in education; the nature of different programs designed to meet the needs of ELLs; effective methods and strategies in teaching ELLs; the nature of second language literacy and effective instructional strategies to promote it; a sociocultural analysis of the role of family and community in a child's education; the factors at play with the education of immigrant populations; and knowledge of the role of the globalization of English.

*How does the program fit within the participating unit's future plans?*

One of the Bilingual/TESOL Program's main objectives in the future is to make sure that student outcomes are accurately assessed and that necessary modifications based on those assessments are implemented in a timely fashion. The Graduate TESOL Certificate program will help in this process. Another goal for the Bilingual/TESOL Program is to continue to recruit more students to LLSS's advanced degree programs. The graduate certificate will be an important tool in meeting this future goal.

*How does the program fit within the UNM mission and strategic plan? Does this program address particular research priorities?*

The UNM mission is to engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM's mission is to provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, and to advance the understanding of the world, its people, and cultures. The proposed Graduate TESOL Certificate program will help to meet these goals.

As well, through the coursework and field experience that students will gain through successful completion of the proposed graduate certificate program, the stated goal in the mission of the College of Education of developing exemplary

teachers and teacher educators, reflecting New Mexico's rich cultural heritage will also be met.

The COE mission aims to address critical educational issues and the issue of educating teachers to effectively teach English language learners certainly is a critical issue in New Mexico and nationally.

The proposed Graduate TESOL Certificate also addresses the core values of the COE.

- Excellence in all that we do
- Diversity of people and perspectives;
- Relationships of service, accountability, collaboration, and advocacy
- Discovery, discussion, and dissemination of ideas
- Innovation in teaching, technology, and leadership

*Does the program overlap or duplicate any existing program within UNM? In the state and/or region?*

The proposed Graduate TESOL Certificate does not overlap or duplicate any existing program within UNM. The five courses that constitute this program can be taken to fulfill other degree requirements, but the Graduate TESOL Certificate program will be unique in its requirements.

*What is the governance structure of the program?*

The program will be developed and administered by the Bilingual/TESOL Program within the Department of Language, Literacy, and Sociocultural Studies. The Bilingual/TESOL Program coordinator will be responsible for overseeing the implementation and maintenance of the program.

*What is the program development and implementation timeline?*

Four of the courses that will constitute the proposed program – LLSS 556, LLSS 580, LLSS 558 and LLSS 559 – are established courses. The fifth course, LLSS 581, is being created through a Form A as a graduate section of an established course, LLSS 482\* which was previously offered for graduate credit. A Form A is appropriate for this change as there is not a change in course content as the content will remain the same as that offered in LLSS 482\* taken for graduate credit. The implementation timeline is to get initial approval of the program and submit the full application packet before the end of the spring 2013 semester. The program will be implemented immediately upon approval.

## **2. Student Impact**

*How many students are projected to enroll?*

While the accounting is not precise, the Dept. of LLSS has determined that the number of students seeking a TESOL endorsement has averaged around 25-30 per semester over the last seven semesters. Through a survey distributed throughout LLSS courses, it has been determined that approximately 400 non-degree students have taken TESOL endorsement courses at UNM from 2006-2012.

*From where will these students be drawn?*

Most of these students will be APS teachers and those from outlying school districts seeking a TESOL endorsement. There will also be students who are pursuing an advanced degree who would like to simultaneously work toward a Graduate TESOL Certificate. Also, students who wish to teach adults in this country and abroad will benefit by taking the coursework for a Graduate TESOL Certificate. They could be drawn from Special Education, Health Education, Literacy, & Educational Thought, Linguistics, and Speech & Hearing, among others.

*What are the demographic characteristics and educational goals of the target students?*

It is hoped that the students who pursue a Graduate TESOL Certificate will reflect the linguistic and cultural diversity of New Mexico. Having such a certificate program in place will help to recruit linguistically and culturally diverse students to UNM. The educational goals for the target students will be to become more effective educators of ELLs by acquiring theoretical understandings and instructional skills that they will be able to implement in their classrooms.

*What are the employment goals of the typical target student?*

Most of the students will have the goal of being teachers of English language learners in K-12 contexts. Some will have the goal of teaching adults either here or abroad.

### **3. Curriculum Plan**

*Describe the curriculum and its impact on existing courses, including courses in other departments.*

The proposed curriculum consists five established courses in LLSS:  
LLSS 556 – First and Second Language Development  
LLSS 581 – Teaching English as a Second Language  
LLSS 580 – Seminar in the Education of the Bilingual Student  
LLSS 558 – Literacy Across Cultures  
LLSS 559 – Second Language Literacy

There should be no significant impact on these existing courses. Students seeking a TESOL endorsement have been taking these courses and will continue to do so if they choose to pursue a graduate certificate. It is hoped that having a graduate certificate available will attract new students; the existing offerings of the courses in the curriculum can absorb these new students.

*What instructional model(s) will be used in presenting the program?*

Instructional models used to present the proposed program will include lecture, small group activities, individual inquiry, hands-on experience with English

language learners, online activities, research projects, and other interactive activities that engage students in constructive education.

*What are the expected student learning outcomes for the program? How will the learning outcomes be measured?*

The expected student learning outcomes are that students will have a strong understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching and that they will also have a strong understanding of methodology to appropriately apply their learning in the classroom context. Learning outcomes will be measured appropriately in each of the endorsement courses using assignments that are common to all sections of the individual courses to ensure students have developed strong theoretical and practical application to benefit English language learners.

*How will students apply?*

Students will apply through the Office of Admissions. Students, who are not enrolled at UNM, will pay an application fee and must comply with the Graduate Admission Processes and Policies described in the Graduate Programs section of the UNM catalog. Current UNM graduate students would be required to fill out the Add a Transcribed Graduate Certificate form as described in the UNM catalog.

*Who is eligible for the Graduate TESOL Certificate?*

Students, who have taken courses listed in this proposal or their equivalents within the last three years, or who are currently taking these courses or their equivalents, can transfer in two courses to the Graduate TESOL Certificate, but must complete three of the five courses after admission to the Graduate TESOL Certificate program. Students, who have not taken courses prior to the approval of this proposal, must complete the five courses listed in this proposal. Students admitted to the Graduate TESOL Certificate program will be subject to the rules and regulations governing graduate certificate programs in the UNM catalog.

#### **4. Budgetary Impact**

*How many faculty are necessary for program delivery and what are their qualifications?*

Faculty who have been teaching the courses in the curriculum will continue to teach these courses when they are incorporated into the Graduate TESOL Certificate program. These faculty include regular tenured faculty in the Bilingual/TESOL Program, graduate students, lecturers, and part-time instructors.

*How will this program affect the workload of current faculty and support staff?*

There will be no significant impact on the workload of current faculty and staff. There will be some additional tracking of students, but this will be consistent with the Bilingual/TESOL Program's goal of tracking student outcomes with reliable assessment measures.

*Will additional faculty or staff be required? What is the cost?*

No additional faculty will be required.

*What faculty and staff development services will be needed?*

There will be minimal staff development needed to help staff understand the application process, the coding of students who are in the Graduate TESOL Certificate program, making sure that students have fulfilled all of the requirements for the certificate program, and the issuance of the Certificate.

*What impact will enrollments in the certificate program have on student support (GA & TA positions, scholarships, etc.)?*

There will be no impact on student support.

*What technology, media, equipment and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost?*

These demands will depend on the individual instructor, and all resources needed are available through the Department of Language, Literacy, and Sociocultural Studies. No additional cost is estimated.

*Are there any needs for additional or renovated space?*

No additional or renovated space will be needed.

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

None are anticipated.

It is anticipated that there will be a minimal need for student support services; no increase from the current limited use by endorsement seeking students.

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

None

## **5. Accreditation Plan**

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

It does not.

## Catalog Text

### Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

The TESOL Graduate Certificate, consisting of the courses listed below, is designed to help teachers add a TESOL endorsement to their teaching license and to prepare other graduate and non-degree graduate students to teach English as a second or foreign language to adults in this country or abroad. (For information on the TESOL endorsement and application procedures, visit the New Mexico Public Education Department website.) In the TESOL Graduate Certificate program students will gain an understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts. They will learn methods to appropriately apply this understanding in different cultural contexts

#### Total Required Course Work: 15 hours

- LLSS 556 – First and Second Language Development
- LLSS 581 – Teaching English as a Second Language
- LLSS 580 – Seminar in the Education of the Bilingual Student
- LLSS 558 – Literacy Across Cultures
- LLSS 559 – Second Language Literacy

#### Application Process:

Send to Office of Admissions (address below):

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

Send to Language, Literacy, & Sociocultural Studies Department (address below):

- Department Application form available on LLSS website
- One official transcript from each college you have attended (Exception: UNM transcripts)

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

College of Education - LLSS  
MSC05 3040, Hokona Hall Zuni 140  
1 University of New Mexico  
Albuquerque, NM 87131-0001

Students should contact the LLSS department at 277-0437 for questions on application procedures.



Office of the Registrar

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Forms

search

Current user: tedesco / Comments (1) / Form Transaction Log



Forms Log

Link to Curricula Forms Process Manual

EXISTING COURSE MINOR CHANGE FORM A Form Number: A2598



Fields marked with \* are required

Name of Initiator: Holbrook Mahn Email:\* hmahn@unm.edu Date:\* 02-13-13
Phone Number:\* 505 277-5887 Initiator's Title\*\* Professor: Language Literacy & Sociocult
Associated Forms exist?\*\* No
Faculty Contact\*\* Holbrook Mahn Administrative Contact\*\* Lois Meyer
Department\*\* LLSS Admin Email\*\* Ismeyer@unm.edu
Branch Admin Phone\*\* 277-0437

Existing Course Information

Course Subject Code\* LLSS (Lang, Literacy & Sociocult St)
Course Number\* 580 Course Level\* GR
Course Title\* Seminar in the Education of the Bilingual Student
Proposed effective term:
Semester Fall Year 2013

CHECK BOX THAT APPLIES Expand All

- 1. Change Course Subject Code
New Course Subject Code Please Select
2. Change Course Number
New Course Number
Change to allow graduate credit (300/400 level only) Please Select
Is content under the new subject code/number essentially the same? Please Select
If no, why should this not be a new course? (enter text below)
If changing a 100-200 level course to 300-400 level, what impact will this have on branch campuses? Enter names of people contacted. (enter text below)

approved to move forward to the next committee

- 3. Proposed Change to Long or Short Course Title
Proposed Change to Long Course Title
Proposed Change to Short Course Title:
(30 characters allowed. If long title is 30 or fewer characters, match long title)

- 4. Change course description text (including prereq, co-req, and restrictions)
Change course description text (35 words or less; excludes prerequisites, corequisites, restrictions). See boxes below for prerequisites, corequisites, restrictions. Words Used: 0

Include syllabus which demonstrates content under new description is essentially the same. (upload a doc/pdf file). Click HERE for sample syllabus and guidelines.

Change Corequisites
Note that if this course is a new co-requisite to those listed, you must submit a Form A for each course to change them.

**Change Prerequisites**

List all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If the change is to remove all pre-requisites, write "None" in the box.

**Change Restrictions**

List any restrictions placed on students for registration in any section of this course. If change is to remove all restrictions, write "None" in the box.

None

5. Change Credit Value or Repeat Rules

	Credit Hours			
	Fixed Credit	Variable Credit		
	Low	Or/To	High	
Credit Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lecture Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lab Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

May the course be repeated for credit?  Yes  No

If yes, how many times can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

OR

If yes, for how many hours can the course be repeated?

6. Change grade option:

6. Change grade option: Is this course to be graded on a CR/NC basis exclusively?  Yes  No

If yes, provide justification below.

Will the course be graded using a grade scale that is different from the standard grade scale?  Yes  No

If yes, justify and contact the Registrar's Office.

7. Delete Course. If course is required, also submit Form C to revise program requirements.

7. Delete Course.

How will this affect student programs? If 100-200 level course, what impact will this have on branch campuses? (enter text below)

8. Add or remove course Also Offered As

Add or Remove course Also Offered As with

9. Add or Remove Schedule Type

9. Add or Remove Schedule Type UNM Schedule Type Glossary

10. Is this change making or removing Technical course (Branches only)

Is this change making a course Technical? (branches only)  Yes  No

Is this change removing a course from Technical status? (branches only)  Yes  No

11. Reason for minor course change request:\*

This course will be included in the TESOL Graduate Certificate, to create which the LLSS Department has submitted a Form D. The change in the restrictions will allow those students who are enrolled in the TESOL Graduate Certificate program to take LLSS 580.

Is it possible this change might impinge on other established departmental programs/branch campus(es)?\*\*

If yes, provide detailed description of impact, name, phone number and email address of branch personnel you contacted: (enter text below)

- If the issue is not resolved, it is subject to review/discussion by the FS Curricula Committee

View Comments on this Form  
Comment on this Form or Review Forms



Office of the Registrar MSC06 3650 1 University of New Mexico Albuquerque, NM 87131-0001

University of New Mexico  
College of Education  
Department of Language, Literacy and Sociocultural Studies  
Syllabus

**LLSS 482-581**

**Teaching English to Speakers of Other Languages**

**Course Description:** Through readings, class discussion, small group interactions, strategies modeling, teaching and assessing, and case study development, participants will acquire an understanding of the process of second language development and ways to facilitate that process for their students.

**Instructor:**

**Telephone:**

**E-Mail:**

**Course Objectives:**

Students will:

- Use knowledge of theory and schools of thought when designing instruction for students;
- Develop approaches, strategies, and learning activities with an emphasis on oral language for second language teaching, for teaching content areas in a second language, and for working with diverse student populations; and
- Adjust instruction according to identified needs of language learners through detailed data collection and analysis in a case study.

**Rationale**

Licensing of bilingual and English as a Second Language teachers requires competencies in ESL methods and knowledge of the process of first and second language acquisition. Additionally, the state license requires that Bilingual and ESL teachers have the ability to use the core curriculum in the development of English as a Second Language activities.

**Prerequisites**

Basic linguistic course

First and Second Language Development

Graduate and Undergraduate credit allowed

**The Attendance Policy of the University of New Mexico**

According to university policy, students will be dropped after three absences. After two absences, your grade may drop one letter grade. Students arriving more than 15 minutes late or leaving 15 minutes early will be considered absent for that class section. **Please be sure to contact me for short-term absences due to illness, bereavement, authorized activity or other special circumstances.** Please note that contacting me about your absence does not relieve you of your responsibility to make up missed work.

**Disability Statement**

Please let me know about any special needs as soon as possible to insure that those needs are met in a timely manner.

**Academic Dishonesty**

Please review the UNM Pathfinder 2012-2013 for the policies regarding academic dishonesty.

**Required Texts**

*Scaffolding Language, Scaffolding Learning* by Pauline Gibbons, Heinemann, 2002

*Building Academic Language* by Jeff Zwiers, Jossey-Bass Teacher, 2008

**Packet of Articles available from the Copy Center of COE, Room 124**

You are expected to carefully read and be prepared to discuss the readings for the date they are assigned.

### **Major Assignments:**

**Case Study:** Please buy a pocket folder with 3 brads to turn in to me with each piece of the case study added to the last so that I can review the entire file!

- Tutor an ELL student for one hour every week for 10 weeks. If you are a classroom teacher, and have English learners in your classroom, please tutor one of your students. If you or your student cannot stay after school, then you may tutor her/him for two half-hour sessions during the week. If you do not have access to any English learning students, I will try to help you set up a tutoring situation. If you are more interested in teaching ESL to an adult learner, you may arrange your tutoring sessions with an adult. Start this as soon as possible – SBA testing during Spring semester makes this challenging!!
- For each hour that you tutor (one hour per week for 10 weeks) you will be required to write a reflection on your tutoring experience. Think of these reflections as a kind of diary: number each entry (1 – 10) and include (1) a short description of the activities you engaged in with your tutee, (2) the student's reaction to the activity, your reaction – did the activity work? What was more/less successful? (3) Does your experience mesh with our readings and discussions? **Assessment of tutee:** You will be required to do a formal assessment of your tutee's oral language (including her/his listening abilities) and an assessment of his/her writing. More information will be given in class.
- Observation Project: Make plans to observe your student (tutee) twice, for roughly 30 – 45 minutes each time. Observe your student during his/her ESL/Language Arts time and, also, during another content instructional activity. Consider the following in a 2-3 page paper:
  1. How did the physical set up of the classroom affect the English language learners?
  2. What was the make-up of the class? How many students appeared to be ELL?
  3. What structures did the teacher use for instruction – groups, individual seatwork, whole class, etc?
  4. What strategies did the teacher use to support the ELL students?
  5. How would you characterize the interaction (if any) between ELL students and English speaking students?
  6. Describe the focal student's participation in the learning events.
- **Graduate students**, read and review two articles on oral language development. Turn in the articles, a bulleted list of salient points and bibliographic information;

**Lesson Planning/Curriculum Cycles.** You will use Gibbons' oral language mode continuum and, reading and writing curriculum cycles to design activities that would support language development.

**Group review of a case study student.** In pairs, use Cortés' Contextual Interaction Model to analyze the student's experience.

### **Grading**

Case Study	40%	Curriculum Cycle Lessons	30%	Group review student	10%
Participation and in class assignments			20%		

## Topics and Assignments

**Jan 17**

**Topic:** Course Overview / Introductions / Word Sort/ Case Study Student and Cortés' Contextual Interaction Model

**Jan 24**

**Topic:** ELL children in schools, applying Cortés' Contextual Interaction Model, WIDA Standards

**Readings:** \* individual case study student profile (handout from G. Valdés or D. Fu)  
\* *Zwiers...ch 1*

**Note:** Find a student who you can tutor for the remainder of the semester. You will need to arrange for a total of 10 tutoring sessions. Try to spend some time with this student before the next class. Describe your impression of your tutee. What are his/her needs? How do you think you might help this student? This is **not** one of the reflections! Rather, it is an introduction to your tutee.

**Jan 31**

**Topic:** Second language acquisition, oracy – developing metalanguage

**Readings:** \*Reading Packet: *When Does Teacher Talk Work as Input*, by Lily Wong Fillmore in S. Gass and C. Madden, Eds. Input in Second Language Acquisition. Rowley, MA: Newbury House, 1985

\**Gibbons ... ch 1*

**Note:** Pictorial Input Chart of Zwiers' ch 2, advanced organizer

**Feb 7**

**Topic:** What can the teacher do? Whole group instruction

**Readings:** \**Zwiers ... ch 3 and 5*

**Note:** Talk Moves – strategies overview

**Feb 14**

**Topic:** What can the teacher do? Small group instruction

**Readings:** \**Gibbons...ch 2*

\* *Zwiers...ch 6*

**Notes:** Talk Moves – Share, Expand and Clarify, Listen Carefully

**Feb 21**

**Topic:** The mode continuum

**Readings:** \**Gibbons...ch 3*

\* *Zwiers ch 4*

**Notes:** Talk Moves – Deepen Reasoning, Think With Others

**Feb 28**

**Topic:** Assessing oral language

**Readings:** \*Reading Packet – *Assessing Spoken Language* in Gibbons, P, Learning to Learn in a Second Language, Portsmouth, NH, Heinemann, 2000

**Note:** Use one of your tutoring sessions to complete an oral assessment on your tutee. The format will be practiced in class! In your reflection, discuss what you learned about your student's oral language, what kinds of activities/mini-lessons could you design to address his/her oral language needs?

**March 7**

**Topic:** Simultaneous bilinguals and writing – strategies and assessment

**Reading:** \*Reader packet – *The Dictado*, K. Escamilla and S. Hopewell

**Note:** Gather a sample of your tutee's writing. Analyze the phrases/sentences, words, transitions, punctuation, spelling and cross-language connections. Write a sample dictado that would address the student's writing issues. In your reflection explain your talking points.

**March 14**      **Spring Break – no class!**

**March 21**

**Topic:** Genre writing – an integrated approach

**Reading:** \*Zwiers ...ch 8

\*Gibbons...ch 4

**Note:** Writing curriculum cycle

**March 28**

**Topic:** Reading and L2 learner

**Readings:** \*Reader packet – *Mini-shared reading*, Barbara Flores

**Apr 4**

**Topic:** Reading Cycle – Before, During and After

**Readings:** \*Gibbons...ch 5

\*Zwiers...ch 7

**Note:** Reading curriculum cycle

**Apr 11**

**Topic:** Lesson planning

**Readings:** \*Gibbons...ch 7

\*Zwiers ... ch 9

**Apr 18**      **No Class – make up work will be assigned**

**Apr 25**

**Topic:** Examples of sheltered lesson/unit plans

**Readings:** \*Reader Packet: *assorted examples*

**May 2**

**Topic:** Putting it all together

**Readings:** \*Reader packet – *If I Said Something Wrong, I Was Afraid* by Douglas B. Reeves, in December 2004/January 2005/ Volume 62/ Number 4, *Educating Language Learners in Educational Leadership*, ASCD 2004

## LLSS 482 - Activities Rubric - Spring 2013

Points	Assignment + comments	Criteria
/20	<p>Attendance</p> <p>Participation</p> <p>In-class assignments</p>	<p>1/17 1/24 1/31 2/7 2/14 2/21 2/28 3/7 3/21 3/28 4/4 4/11 4/25 5/2</p> <p>Is engaged and actively participates in class discussions. Shows evidence of having prepared for the class topic.</p> <p>Learning logs, exit slips, table group assignments, and for graduate students this will include the reviews of the two articles.</p>
/40	<p>Case study</p> <p>*10 Tutoring reflections (10pts)                *explanation of activity                *reactions                *connection to readings</p> <p>*Oral assessments (10 pts)</p> <p>*Written language assessment (10 pts)</p> <p>*Observation of tutee (10pts)</p>	<p>Turns in all tutoring reflections; includes all 3 required topics and actively reflects on the experience.</p> <p>Transcript of student's oral language and completed analysis sheet</p> <p>Completed <i>dictado</i> planning sheet</p> <p>Observes student during 2 different subject classes, addresses all required issues, makes connections to class discussions and readings</p>
/30	<p>Curriculum Cycle Lessons</p> <p>*Oral language Mode Continuum (10 pts)</p> <p>*Reading curriculum cycle (10 pts)</p> <p>*Writing curriculum cycle (10 pts)</p>	<p>Provides appropriate activities for language and content learning that</p> <ul style="list-style-type: none"> <li>• address the objectives of every stage of the cycles,</li> <li>• reflect an understanding of the theoretical foundation of strategies learned in class, and</li> <li>• attempt new strategies modeled and discussed in class.</li> </ul>
/10	<p>*Analysis of Valdés or Fu case-study student using the Contextual Interaction Model</p>	<p>Analyzes the case-study student assigned by considering societal and educational issues impacting the student, the student's family, community and school. Actively participates in a structured discussion.</p>
/100		<p>Total Points</p>

## Bibliography

### Books

*Scaffolding Language, Scaffolding Learning.* Pauline Gibbons, Portsmouth, NH: Heinemann, 2002.

*Academic Conversations.* Jeff Zwiers and Marie Crawford, Portland, ME, Stenhouse Publishers, 2011.

### Articles

*When Does Teacher Talk Work as Input?* Lily Wong-Fillmore in S. Gass and C. Madden, Eds., *Input in Second Language Acquisition.* Rowley, MA: Newbury House, 1985.

*Differentiating Questions, Deepening Understanding.* Eva Thaddeus, in DLeNM's Soleado, Promising Practices from the Field, Summer, 2012.

*Asking the Right Question.* Jane D. Hill and Kathleen Flynn in National Staff Development Council, Vol. 29. NO. 1, Winter 2008.

WIDA's English Language Proficiency Standards, 2007 Edition.

WIDA's 2012 Amplification of the ELD Standards.

*Talk Science Primer.* Sarah Michaels and Cathy O'Connor, TERC: An Education Research and Development Organization, Cambridge, MA, 2012.

*Chapter 4 - Assessing Spoken Language* by P. Gibbons, in *Learning to Learn in a Second Language*, Heinemann, 1991.

*"If I Said Something Wrong, I Was Afraid."* Douglas B. Reeves in *Educational Leadership*, December 2004/January 2005, Volume 62. NO. 4

# Office of the Registrar

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Forms

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## Forms Log

[Link to Curricula Forms Process Manual](#)

### EXISTING COURSE MINOR CHANGE FORM A Form Number: A2597



Fields marked with \* are required

Name of Initiator: Holbrook Mahn    Email:\* hmahn@unm.edu    Date:\* 02-13-13  
 Phone Number:\* 505 277-5887    Initiator's Title\*\* Professor: Language Literacy & Sociocult  
 Associated Forms exist?\*\*   
 Faculty Contact\*\* Holbrook Mahn    Administrative Contact\*\* Lois Meyer  
 Department\*\* LLSS    Admin Email\*\* lsmeyer@unm.edu  
 Branch    Admin Phone\*\* 277-0437

#### Existing Course Information

Course Subject Code\*   
 Course Number\* 482 Course Level\*   
 Course Title\* Teaching English as a Second Language  
 Proposed effective term:  
 Semester  Year

#### CHECK BOX THAT APPLIES    Expand All

- 1. Change Course Subject Code  
New Course Subject Code
- 2. Change Course Number  
New Course Number 581  
Change to allow graduate credit (300/400 level only)

- Is content under the new subject code/number essentially the same?
- If no, why should this not be a new course? (enter text below)  
While the answer above is "Yes", an explanation is needed. With this Form A a new number will be assigned to the existing LLSS 482\* class which is a well-established course which has been taught with a differentiation of content for graduate students, as it has been available for graduate credit. The course with the new course number will have the same content as the LLSS 482\* course when taken for graduate credit, as has been the case for LLSS 482\* since its inception.
- If changing a 100-200 level course to 300-400 level, what impact will this have on branch campuses? Enter names of people contacted. (enter text below)

- 3. Proposed Change to Long or Short Course Title

3. Proposed Change to Long Course Title

- Proposed Change to Short Course Title:  
(30 characters allowed. If long title is 30 or fewer characters, match long title)

- 4. Change course description text (including prereq, co-req, and restrictions)

4. Change course description text (35 words or less; excludes prerequisites, corequisites, restrictions). See boxes below for prerequisites, corequisites, restrictions.    Words Used: 0

Include syllabus which demonstrates content under new description is essentially the same. (upload a doc/pdf file). Click [HERE](#) for sample syllabus and guidelines.

Syllabus LLSS 482.Sp13.doc

**Change Corequisites**

Note that if this course is a new co-requisite to those listed, you must submit a Form A for each course to change them.

Eliminate the co-requisite of LLSS 456/556.

**Change Prerequisites**

List all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If the change is to remove all pre-requisites, write "None" in the box.

Eliminate the pre-requisite of LLSS 456/556.

**Change Restrictions**

List any restrictions placed on students for registration in any section of this course. If change is to remove all restrictions, write "None" in the box.

5. Change Credit Value or Repeat Rules

Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or/To	High
Credit Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lecture Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lab Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

May the course be repeated for credit?  Yes  No

If yes, how many **times** can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

**OR**

If yes, for how many **hours** can the course be repeated?

6. Change grade option:

6. Change grade option: Is this course to be graded on a CR/NC basis exclusively?  Yes  No

If yes, provide justification below.

Will the course be graded using a grade scale that is different from the standard grade scale?  Yes  No

If yes, justify and contact the Registrar's Office.

7. Delete Course. If course is required, also submit Form C to revise program requirements.

7. Delete Course.

How will this affect student programs? If 100-200 level course, what impact will this have on branch campuses? (enter text below)

8. Add or remove course Also Offered As

Add or Remove course Also Offered As with

9. Add or Remove Schedule Type

9. Add or Remove Schedule Type UNM Schedule Type Glossary

10. Is this change making or removing Technical course (Branches only)

Is this change making a course Technical? (**branches only**)  Yes  No

Is this change removing a course from Technical status? (**branches only**)  Yes  No

11. Reason for minor course change request:\*

A form D is being submitted by the LLSS Department to create a TESOL Graduate Certificate, which will include the new LLSS 581 course. Instead of having a "" 400-level course in the graduate certificate, it was felt that creating a 500-level number would eliminate any ambiguity about whether all courses in the certificate program carry graduate credit.

Is it possible this change might impinge on other established departmental programs/branch campus(es)?\*\*

If yes, provide detailed description of impact, name, phone number and email address of branch personnel you contacted: (enter text below)

- If the issue is not resolved, it is subject to review/discussion by the FS Curricula Committee

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Office of the Registrar MSC06 3650 1 University of New Mexico Albuquerque, NM 87131-0001



## A61.15: Research Allocations Committee

Approved By: Faculty Senate

Effective: **Draft April 8, 2014**

Responsible Faculty Committee: Research Allocations

Office Responsible for Administration: Office of the University Secretary

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

### POLICY RATIONALE

The primary mission of the RAC funding is to support the career development of faculty (research and creative works) who are in various stages of career development, but priority will be given to faculty **in the following order**: 1) in the early stage of their careers, 2) embarking upon new directions, or 3) in fields and disciplines where there is limited **external** funding.

The Research Allocations Committee (RAC) supervises and allocates the Faculty Research Fund. This policy document provides policies and the procedures for grant application, approval, acceptance, and administration. It also defines the structure and composition of the Research Allocations Committee.

### POLICY STATEMENT

The Research Allocations Committee receives requests from faculty members for grants-in-aid, determines faculty eligibility for grants from the fund and the amount of such grants, and appraises the merits of proposed research projects as well as the productivity of the applicants.

The Committee shall communicate and meet with the Vice President for Research or his/her designated representatives. The Committee shall formally meet **at least monthly periodically** during fall and spring semesters to discuss the availability and allocation of funds.

#### Committee Membership

~~Ten~~ **Twelve** members appointed by the Faculty Senate; of these ~~Ten~~ **twelve**, at least one shall be selected from each of the following seven areas **with no more than three members from any one area serving concurrently**:

1. Physical Sciences—**e.g.**, chemistry, earth and planetary, mathematics and statistics, physics and astronomy.
2. Life Sciences—**e.g.**, biology, psychology.

3. Social Sciences—e.g., anthropology, "business and administrative sciences", economics, geography, history, law, political science, sociology.
4. Engineering--all departments of the School of Engineering.
5. Education--all departments of the College of Education.
6. Humanities—e.g., architecture, English, journalism, foreign languages and literatures, Spanish and Portuguese, philosophy, communication.
7. Fine Arts--all departments of the College of Fine Arts.

The term of service shall be two years. Committee members may be elected to a second two-year term. At least one year must pass before a Committee member who has served two consecutive two-year terms is again eligible to serve. At the last meeting each year, the Committee shall elect a chair from the eligible membership. The chair shall remain active through the summer session. The chair or a designated representative shall convene the initial meeting of the new committee.

---

## APPLICABILITY

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All UNM academic units and Branch Campuses excluding the Health Sciences Center.

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

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## DEFINITIONS

---

No specific definitions are required for the Policy Statement.

---

## WHO SHOULD READ THIS POLICY

---

- Academic chairs, directors, and deans
- Faculty members

---

## RELATED DOCUMENTS

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University of New Mexico Research Allocation Council (RAC) Guidelines for ~~Small~~ Grants (≤\$10,000)

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## CONTACTS

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Direct any questions about this policy to the UNM Office of the University Secretary.

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## PROCEDURES

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Procedures for inclusion in this document will be developed by the Research Allocations Committee that defines:

- [Eligibility](#)
- [Funding cycles and submissions](#)
- [Funding priorities and eligible project categories](#)
- [Application requirements](#)
- [RAC review process](#)

---

## HISTORY

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**Effective:**

March 29, 2011 — Approved by Faculty Senate

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## DRAFT HISTORY

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[April 2, 2014 – Draft of Revised Policy to increase membership from ten to twelve members and place in new policy format.](#)

[April 8, 2014 – Faculty Senate Operations Committee revised to add provision limiting membership to three from the seven areas concurrently.](#)

COMMENTS TO: <a href="mailto:handbook@unm.edu">handbook@unm.edu</a>	<a href="#">FACULTY HANDBOOK HOME</a>	<a href="#">TABLE OF CONTENTS</a>	<a href="#">TABLE OF POLICIES</a>	<a href="#">UNM HOME</a>
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## A83: Annual Reports

Approved By: Faculty Senate and Provost

Last Updated: **Draft 3/6/14**

Responsible Faculty Committee: Policy

Office Responsible for Administration: Provost, HSC Chancellor, and EVP for Administration

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

---

### POLICY RATIONALE

---

Annual reports ensure accountability and provide a measure of how well and at what cost UNM is fulfilling its mission of teaching, research, patient care, and public service. Annual reports serve as management tools for UNM's leadership, faculty, and staff, by documenting the success of each division in meeting its key goals. They also provide UNM's stakeholders with a snapshot of the achievements and challenges of each division during the past year, as well as plans for the future.

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### POLICY STATEMENT

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Annual reports will be prepared by the Provost, Chancellor for Health Sciences, and the Executive Vice President for Administration. These leaders are charged with providing:

- a brief description of their units, including information on function, budget, and personnel;
- major activities for the year; and
- plans for the future.

The reports will provide a clear picture of the division's contributions to UNM's achievement of its mission and key goals. The annual reports will be made available and accessible to faculty, staff, and the public. The reports will become part of the permanent records of the University, and reference to them is invited at any time.

---

### APPLICABILITY

---

All UNM units, including the Health Sciences Center and Branch Campuses.

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

---

## DEFINITIONS

---

No specific definitions are required for the Policy Statement.

---

## WHO SHOULD READ THIS POLICY

---

- Academic chairs, directors, and deans
  - Non-academic managers and directors
  - Vice presidents and other executives
- 

## RELATED DOCUMENTS

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## CONTACTS

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Direct any questions about this policy to your vice president.

---

## PROCEDURES

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Annual reports should include unique indicators, presenting data on a wide spectrum of activity including the division's impact on student success and/or quality of patient care; affordability, capacity, and quality of services provided; and effective use of UNM's resources.

To ensure integrity and internal consistency the indicators used should be:

- Based on data that are publicly available and may be reproduced.
- Commonly used nationally or internationally.
- Presented in a way that makes their meaning apparent.
- In a format that allows for comparison to other institutions and trend analysis, when appropriate.

The Annual Report should be brief and well organized. It should not include superfluous materials such as brochures, calendars, class schedules or flyers.

The Provost, Chancellor for Health Sciences, and the Executive Vice President for Administration may request deans and directors to submit annual reports for their academic and administrative units for inclusion in the annual reports.

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## HISTORY

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### **Amended:**

January 25, 2011—Approved by Faculty Senate

August 24, 2010—Approved by Faculty Senate

**Effective:**  
Unknown

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## DRAFT HISTORY

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March 6, 2014—Remove fiscal year from draft policy language.

February 12, 2014—Draft broad policy statement delegating reporting responsibilities to the Provost, Chancellor and EVP for admin.

COMMENTS TO:  
[handbook@unm.edu](mailto:handbook@unm.edu)

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## **C280: Leave Without Pay**

Approved By: Faculty Senate and Board of Regents

Last Updated: **Draft 3/6/14**

Responsible Faculty Committee: Policy Committee

Office Responsible for Administration: Provost and the Chancellor for Health Sciences

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

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### **POLICY RATIONALE**

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A University of New Mexico (UNM) faculty member may encounter a situation that is not covered by other faculty leave policies and may need to request leave without pay. This document describes which faculty members are eligible for leave without pay and the procedures for requesting and granting leave without pay.

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### **POLICY STATEMENT**

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Any faculty member, except for adjunct appointments, is eligible for a leave of absence without pay after two years of service at UNM subject to the following stipulations:

1. Leaves without pay will be granted only when in the opinion of appropriate UNM officials such a leave will be of distinct benefit to this institution as well as to the individual concerned.
2. Leaves without pay will not normally be granted to persons wishing to accept a regular faculty appointment at another institution. Such an arrangement usually puts UNM at a considerable disadvantage, since it would be required to keep the position here open on a temporary basis until the person on leave returns or decides not to return to UNM.
3. Before the leave without pay is approved, the department chairperson and/or the dean concerned must have agreed that the assignments usually carried out by the person requesting the leave may and will be carried out satisfactorily by others—normally including one or more temporary employees from the outside— without any extra cost to UNM.
4. It is to be understood that if a faculty member has not attained tenure, a leave of absence without pay will normally extend the probationary period.
5. Leave of absence without pay is not counted toward retirement or toward years of service when figuring seniority for promotion.

6. While a faculty member is on leave without pay, UNM will not continue to pay its share toward retirement or Social Security benefits.

7. The faculty member's insurance benefits will continue while the faculty member is on leave without pay, unless the faculty member actively cancels his or her insurance through UNM Human Resources. The faculty member will be responsible for paying his or her portion of the benefit premiums. UNM will continue its contribution to premiums. The faculty member should refer to [UAP Policy 3600](#) "Eligibility for Benefit Plans" for requirements pertaining to continuation, cancellation, and reinstatement of benefit plans.

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## APPLICABILITY

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

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

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## DEFINITIONS

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No specific definitions are required for this Policy

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## WHO SHOULD READ THIS POLICY

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

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## RELATED DOCUMENTS

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### *Faculty Handbook*

**Section B:** "Academic Freedom and Tenure," 2.3.2, 3.4.2, and 4.10.

**C200:** "Sabbatical Leave"

**C205:** "Annual Leave"

**C210:** "Sick Leave"

**C215:** "Parental Leave"

**C220:** "Holidays"

**C225:** "Professional Leave"

**C230:** "Military Leave of Absence"

**C235:** "Leave for Service Abroad"

**C240:** "Leave of Absence Incident to Political Activity"

**C245:** "Faculty Absence from Assigned Duties"

### *University Administrative Policies and Procedures Manual:*

**Policy 3440** "Family and Medical Leave"

**Policy 3600** "Eligibility for Employee Benefit Plans"

“Request for Leave Without Pay” form available from the Faculty Contracts and Services Office or the HSC Faculty Contracts Office.

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## CONTACTS

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Direct any questions about this Policy to the Faculty Contracts and Services Office or the HSC Faculty Contracts Office.

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## PROCEDURES

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1. A leave without pay or any combination of a sabbatical leave and a leave without pay will not generally exceed one year in duration, although when the best interests of UNM would be so served and with the concurrence of the department chairperson, the dean, and the Provost or the Chancellor for Health Sciences, the President may approve a two-year absence. However, except in rare cases, as approved by the President, a faculty member shall not be absent from UNM for more than two of any five consecutive years, and it is not contemplated that even such a proportion of absence shall be the norm.

2. Requests for leaves of absence without pay or any combination of a leave without pay and a sabbatical leave, as described in item 1, should be submitted through the applicant's department chairperson to the dean as early as possible, but no later than four months in advance of the date the proposed leave will begin. The dean forwards the request with his/her recommendation to the Provost or the Chancellor for Health Sciences, who in turn submits all pertinent material to the President with his/her recommendations. The President makes the final decision.

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## HISTORY

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April 22, 2014—Approved by the Faculty Senate

August 29, 1978—Approved by Regents

May 10, 1978—Approved by Faculty

May 18, 1975—Approved by Regents

April 8, 1975—Approved by Faculty

February 1, 1975—Approved by Regents

March 14, 1974—Approved by Regents

March 12, 1974—Approved by Faculty

## Special Rules of Order Governing the Reorganization of the Faculty Senate

These special rules of order modify the Faculty Senate Bylaws (Faculty Handbook Policy A60) for a period of two years, beginning July 1, 2012 and ending June 30, 2014, for the purpose of reorganizing the Faculty Senate structure. These sections dealing with Faculty Senate Councils and Council chairs are being added to the bylaws on a two-year, pilot basis. These rules will be extended until June 30, 2015.

### I. Senate Structure

#### A. Officers

##### 5. Election of Council Chairs

The ~~six~~ five council chairs (Academic Council, Research and Creative Works Council, Business Council, Athletic Council, and Health Sciences Council) will be members or chairs of the constituent committees of their respective councils. They will be elected by the voting members of the council for a term of two years.

Council Chairs will be approved by the Faculty Senate Operations Committee and the Faculty Senate. Council chairs can be elected for one additional two-year term.

The Faculty Senate Operations Committee has the authority to appoint interim council chairs (subject to the approval of the Faculty Senate) if the standing committees are unable to elect them by July 1, 2014, or if vacancies occur during the term.

#### D. Faculty Senate Councils

1. The Health Sciences Council and the Athletic Council will change from standing committees of the Senate to Faculty Senate Councils. Three additional councils will be formed from existing standing committees. The five councils and their charges are:

- a. Academic Council

- i. Voting and Ex-officio Members

Chairs (or their delegates) of the following Faculty Senate Committees will constitute the voting membership of the Academic Council: Undergraduate, Graduate and Professional Curriculum, and Admissions and Registration. Ex-officio non-voting members of the Council will be the Senior Vice-Provost for Academic Affairs, and the Associate Vice Provost for Enrollment Management.

ii. Authority

The Academic Council will have decision-making authority in academic matters that cannot easily or fully be handled by single existing Faculty Senate committees. Academic Council decisions shall be reviewed by the Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.

iii. Meetings

The Academic Council will schedule regular meetings. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

b. Research and Creative Works Council

i. Voting and Ex-officio Members

Research and Creative Works Council is composed of ~~four~~ five regular voting members: the chairs of the Research Allocation Committee (RAC), the Research Policy Committee (RPC), the University Press committees, the Library Committee, and the Honorary Degree Committee. The Vice Provost for Research and the Vice President of Research of the HSC will be ex-officio non-voting members.

ii. Authority

The Research and Creative Works Council will have decision-making authority in research and creative works matters that cannot easily or fully be handled by single existing Faculty Senate committees. Research and Creative Works Council decisions shall be reviewed by Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.

iii. Meetings

The Research and Creative Works Council will schedule regular meetings. Meetings will be open to the public.

Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

c. Business Council

i. Voting and Ex-officio Members

The Business Council is composed of ~~three~~ five regular voting members: the chairs of the Budget Committee, Government Relations Committee, the Faculty-Staff Benefits Committee, the Information Technology Use Committee, and the Campus Development Advisory Committee. The Associate Vice President for Planning, Budget and Analysis, and the University Comptroller shall be ex-officio, non-voting members.

ii. Authority

The Business Council will have decision-making authority in business matters that cannot easily or fully be handled by single existing Faculty Senate committees. Business Council decisions can be reviewed by Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations committee for deliberation and decisions.

iii. The Business Council will schedule regular meetings. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

e. Athletic Council

*(No changes from current charge.)*

i. Voting and Ex-officio Members

f. Health Sciences Center Council

*(No changes from current charge.)*

2. In addition to the ex-officio members of the Faculty Senate listed in Section 6(b) of the Faculty Constitution, the six council chairs shall be ex-officio, non-voting members of the Faculty Senate.
3. The six council chairs will meet regularly with the Operations

## Special Rules of Order Governing the Reorganization of the Faculty Senate

These special rules of order modify the Faculty Senate Bylaws (Faculty Handbook Policy A60) for a period of two years, beginning July 1, 2012 and ending June 30, 2014, for the purpose of reorganizing the Faculty Senate structure. These sections dealing with Faculty Senate Councils and Council chairs are being added to the bylaws on a two-year, pilot basis. [These rules will be extended until June 30, 2015.](#)

### I. Senate Structure

#### A. Officers

##### 5. Election of Council Chairs

The ~~six~~ [five](#) council chairs (Academic Council, Research and Creative Works Council, ~~Faculty Life and Scholarly Support Council~~, Business Council, Athletic Council, and Health Sciences Council) will be members or chairs of the constituent committees of their respective councils. They will be elected by the voting members of the council for a term of two years.

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Council Chairs will be approved by the Faculty Senate Operations Committee and the Faculty Senate. Council chairs can be elected for one additional two-year term.

The Faculty Senate Operations Committee has the authority to appoint interim council chairs (subject to the approval of the Faculty Senate) if the standing committees are unable to elect them by July 1, ~~2012~~ [2014, or if vacancies occur during the term.](#)

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#### D. Faculty Senate Councils

1. The Health Sciences Council and the Athletic Council will change from standing committees of the Senate to Faculty Senate Councils. ~~Four~~ [Three](#) additional councils will be formed from existing standing committees. The ~~six~~ [five](#) councils and their charges are:

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- a. Academic Council

- i. Voting and Ex-officio Members

Chairs (or their delegates) of the following Faculty Senate Committees will constitute the voting membership of the Academic Council: Undergraduate, Graduate and Professional Curriculum, and Admissions and Registration. Ex-officio non-voting members of the Council will be ~~three~~ [three](#) Faculty Senators (nominated by the Operations Committee

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~~and appointed by the President Elect~~, the Senior Vice-Provost for Academic Affairs, and the Associate Vice Provost for Enrollment Management.

ii. Authority

The Academic Council will have decision-making authority in academic matters that cannot easily or fully be handled by single existing Faculty Senate committees. Academic Council decisions shall be reviewed by the Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.

iii. Meetings

The Academic Council will schedule regular meetings ~~on a monthly basis, or more frequently if deemed necessary.~~ Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

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b. Research and Creative Works Council

i. Voting and Ex-officio Members

Research and Creative Works Council is composed of ~~four~~ five regular voting members: the chairs of the Research Allocation Committee (RAC), the Research Policy Committee (RPC), the University Press committees, the Library Committee, and the Honorary Degree Committee ~~and the Chair of the Intellectual Property subcommittee of the RPC.~~ The Vice Provost for Research and the Vice President of Research of the HSC will be ex-officio non-voting members. ~~In addition, there shall be three members of the Faculty Senate who will be ex-officio, non-voting members of the council.~~

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ii. Authority

The Research and Creative Works Council will have decision-making authority in research and creative works matters that cannot easily or fully be handled by single existing Faculty Senate committees. Research and Creative Works Council decisions shall be reviewed by Faculty

Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.

iii. Meetings

The Research and Creative Works Council will schedule regular meetings ~~on a monthly basis, or more frequently if deemed necessary~~. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

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c. ~~Faculty Life and Scholarly Support Council~~

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i. ~~Voting and ex officio Members~~

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~~The membership of the Council shall consist of the chair from Scholarship, Honorary Degree, Faculty Ethics and Advisory, Teaching Enhancement, Library, Information Technology Use, and Faculty/Staff Benefits Committees. Non-voting (ex officio) members of the Council are the Vice President for Human Resources, the Director of Faculty Contracts, and three faculty senators nominated by the Operations Committee and appointed by the President-Elect.~~

ii. ~~Authority~~

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~~The FLSS will have decision-making authority in matters of faculty life and scholarly support that cannot easily be addressed by a single existing Faculty Senate committee. The FLSS Council decisions shall be reviewed by the Faculty Senate Operations Committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations Committee for deliberation and decisions.~~

iii. ~~The Faculty Life and Scholarly Support Council will schedule meetings on a monthly basis, or more frequently if deemed necessary. Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.~~

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d. Business Council

i. Voting and Ex-officio Members

The Business Council is composed of ~~three~~ five regular voting members: the chairs of the Budget Committee, Government Relations Committee, the Faculty-Staff Benefits Committee, the Information Technology Use Committee, and the Campus Development Advisory Committee. The Associate Vice President for Planning, Budget and Analysis, and the University Comptroller shall be ex-officio, non-voting members. ~~In addition, there shall be three members of the Faculty Senate who will be ex-officio, non-voting members of the council.~~

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ii. Authority

The Business Council will have decision-making authority in business matters that cannot easily or fully be handled by single existing Faculty Senate committees. Business Council decisions can be reviewed by Faculty Senate Operations committee and are subject to ratification by the Faculty Senate. Recommendations proposed by the Council will be taken to the Senate Operations committee for deliberation and decisions.

iii. The Business Council will schedule regular meetings ~~on a monthly basis, or more frequently if deemed necessary.~~ Meetings will be open to the public. Notification of meetings, agendas, and minutes will be posted on the Faculty Senate website.

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e. Athletic Council

~~(Only changes to current charge are included.)~~  
(No changes from current charge.)

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i. Voting and Ex-officio Members

~~Three Faculty Senators, nominated by the Operations Committee and appointed by the President Elect, will be non-voting members of the Athletic Council.~~

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f. Health Sciences Center Council

*(No changes from current charge.)*

2. In addition to the ex-officio members of the Faculty Senate listed in Section 6(b) of the Faculty Constitution, the six council chairs shall be ex-officio, non-voting members of the Faculty Senate.

3. The six council chairs will meet regularly as a group with the Operations Committee at least once each month at a regular meeting of the Operations Committee.

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**Preamble for the Proposal to Reorganize  
the UNM Faculty Senate  
March 27, 2012**

“The following proposal is limited to a pilot project for a restructuring of the Faculty Senate. Since no revisions to the Faculty Constitution or the Senate By-Laws will be made during this two-year pilot, the responsibilities and authority of the University Faculty as outlined in Section 2 of the Faculty Constitution, and the transfer of those to the Faculty Senate as outlined in Section 6(a) of the Faculty Constitution, shall not be abridged.”

Hereinafter, this pilot period is referred to as a 2-year transition period.

# Proposal for the Reorganization of the UNM Faculty Senate March 2012

## Prologue

The University of New Mexico Faculty Senate Operations Committee created a Task Force in 2009 on Senate Organizational Structure to form a proposal for restructuring the Faculty Senate to be more responsive and flexible to the needs of the faculty, administration, and the University as a whole. The 2009 Task Force was led by Prof. Douglas Fields, then the President of the Faculty Senate. The conclusions of the Task Force resulted in a presentation that was provided to various faculty groups throughout the academic year 2010-2011. A special meeting of the Faculty Senate, called on May 9, 2011 by then Senate President Richard Wood, was held to discuss this sole topic – Senate Reorganization – with the faculty Senators. Several questions, issues, concerns, and hopes were expressed at that meeting. The hopes were consistent with the notion that since the University was undergoing a major realignment in shared governance, in response to a critique from the Higher Learning Commission within the university's accreditation agency, this would be an ideal time to consider changes in the structure of the Senate to align itself with proposed changes in the Administration and to affect a better posture for shared governance in the future. The Senate reorganization proposal provided here takes into account the comments by Senators at the special meeting, as well as suggestions from other groups since May, such as the Committee on Governance and the current Operations Committee. In addition, some materials added from historical archives at UNM and materials collected from other universities on their Faculty Senate structures have provided additional insight into some of the features of this plan.

## A Need for Change

It continues to be increasingly difficult for the Faculty Senate (FS), the FS President, and the Operations Committee (OPS) to adequately meet all the legitimate needs and time demands of their respective roles. It is also increasingly difficult for the Faculty Senate to respond to new initiatives and weigh in proactively on strategic directives coming from the Administration, the Regents, and our wider organizational environment. If shared governance within the University is to work well, and if it is to lead UNM in the best strategic pursuit of its academic mission in the future, we believe we simply have to have a structure that both embodies democratic practice and is capable of responding in an efficient way where the structure is less centralized in the person of the FS President. The UNM Central Administration has indicated that they are open to suggestions for change to our shared governance model. This proposal represents an improved structure of the Faculty Senate, which will be integrated easily into the current model of governance by the administration.

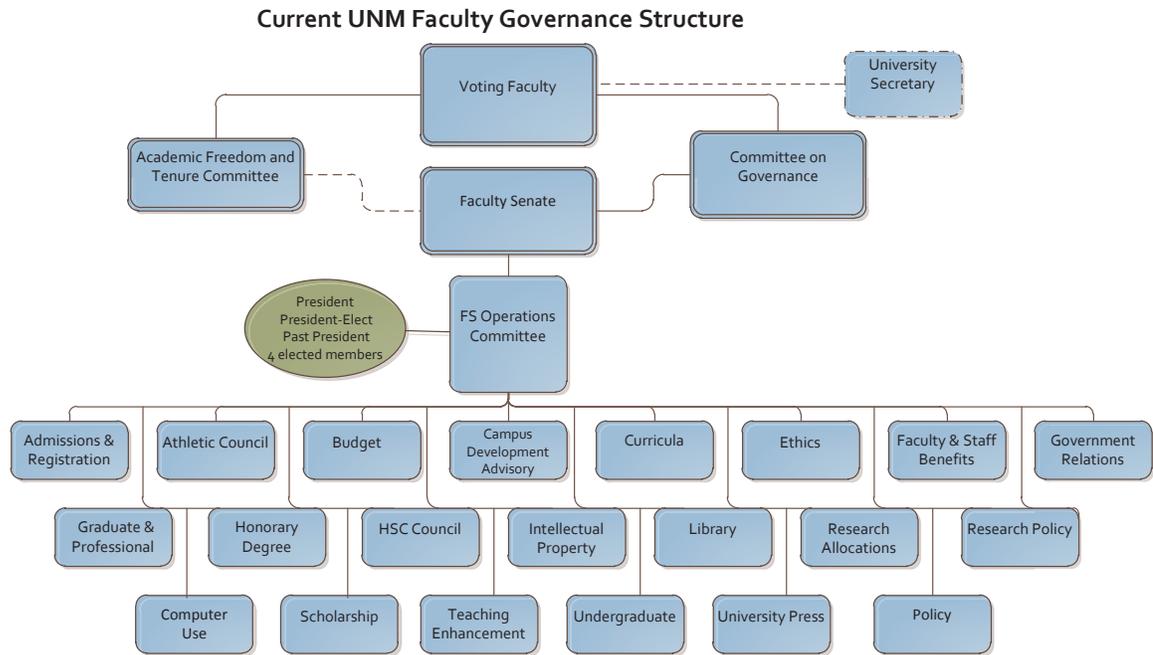
Due to the complexity of our university committee system, it makes sense to compartmentalize committees into councils of committees that deal with similar issues. This will in no way add to the number of people in the reporting chain as each council will be made up of the Heads of the Committees that comprise it. Each Council will decide among its members who will serve as the Council Chair. As you can see by comparing the two charts (current and proposed, below), it will be much easier for Senate leadership to assist committees in a timely and thoughtful way if the committees are grouped together and represented by this intermediary council structure.

## Current Faculty Senate Structure

The current structure of the UNM Faculty Senate (FS) is comprised of Senators elected from the entirety of the UNM campus, including the branch campuses. There are 73 Senators divided among the various academic units, with 8 at-large Senators included in this total. There is one executive committee, known as the Operations Committee (OPS) of the Faculty Senate. It is comprised of the FS President, the President-elect, the past-President and 4 members of the Senate, all elected annually by the Faculty Senate. The charge of this committee is to oversee the workings of the FS Committees, to set the agendas for the Faculty Senate Meetings, and to be a conduit between the administration and the FS Committees and Faculty Senate. The twenty-one (21) standing Committees of the Faculty Senate are:

- Admissions and Registration
- Athletic Council
- Budget
- Campus Development Advisory
- Computer Use
- Curricula
- Faculty Ethics and Advisory
- Faculty and Staff Benefits
- Governmental Relations
- Graduate and Professional
- Health Science Center Council
- Honorary Degree
- Intellectual Property (duties currently assigned to RPC)
- Library
- Policy
- Research Allocations
- Research Policy
- Scholarship
- Teaching Enhancement
- Undergraduate
- University Press

Currently, each of these committees has, in its charge, a definition of the voting members and administrative, staff, and student ex-officio (non-voting) members. The faculty membership usually is defined in such a way as to have representation on the committee by as diverse a group as possible. The schematic shown below gives the structure of the current Faculty Senate and its committees.



The number of committees reporting directly to the OPS committee and, hence the Senate President, is unwieldy. There is simply no current method to organize all the information coming from 21 committees in an effective and efficient manner. It places too high a burden on the Senate President to be able to deal with all the outputs from committees and, at the same time, deal with the many ad-hoc, unforeseen, and disparate duties that befall the Senate President as he/she also represents the overall faculty to the Administration and to the Regents. The large number of committees makes it difficult to organize the many tasks that are conducted by the committees. Additionally, the current structure makes it difficult for the general faculty, unit and department Chairs, academic Deans, and members of the university Administration to decide which Senate committees to go to with issues and concerns and for faculty to understand the responsibilities of each committee so they know for which committee to volunteer. The large number of committees serves to dilute the authority and power of each committee on their overall impact of the Senate and its decisions. The current large number of committees makes it impractical to offer compensation or release time to the chairs of large and time-consuming committees (e.g. Curriculum, Graduate, Undergraduate, Policy, Research Allocations, Teaching Enhancement, etc.). The “rigidity of charges” to the current committees makes it difficult to shift the charge when the external and internal trends would be a reasonable option, without resorting to the effort of getting the full Senate to approve such changes.

Implementation of the changes to charge, and the associated approval for such changes can be separated by months, or even a full academic year. Moreover, there is some rigidity in the membership of committees, where an appropriate distribution of faculty members is required on the committee. Sometimes vacancies on committees prevent membership to some faculty who would otherwise be effective and enthusiastic members of the committees except for the distribution requirements on those committees. Finally, the current structure does contain some inactive committees that should be reorganized, eliminated, or have charges transferred to other existing committees. Currently, two of our 21 committees rarely meet, one is comatose, and another meets traditionally one time per year. Hence, we could label our committees as being standing, sitting or sleeping.

Within the current structure of the Faculty Senate there are two existing Councils. One is the Athletic Council, which is essentially a committee named a "Council." It operates as a committee in the current structure, but could be reconstituted into a Council under the proposed plan by adding 3 Faculty Senators and adding some breadth to the current responsibilities; this could be easily addressed in a change to the charge of this committee. The second Council, the Health Science Center (HSC) Council, is a bona-fide Council in the definition of a Council. All of the HSCs 23 Senators are members of this Council. It was in a pilot mode in its first year of existence, and the organization and operation of this Council was so successful at the conclusion of the pilot year, that the Faculty Senate approved adding this Council to the committee structure at the April 26, 2011, faculty senate meeting.

The bottom line on the proposed reorganization of the Senate is that the work of the Senate should not rest upon the shoulders of a few members, that is on the Operations Committee and the Senate President and President-elect, but should be shared as much as possible by all. In the proposed reorganized structure we have the makings for a true paradigm of shared governance. On many of the proposed councils there will be ex-officio participation by members of the Administration, and by some staff members and a few students.

## What would NOT Change

This proposal does not recommend changes in any of the following for the first two years of implementation (see page 12 for details on 2 year transition):

- The way that faculty committees are constituted
- The charge of existing Senate committees (except for the Athletic Council)
- The way that faculty are appointed or elected to the committee membership
- The election of the President of the Senate
- Any of the structure of the constitutionally provided committees, i.e., the Committee on Governance or the Academic Freedom and Tenure Committee
- The way that Faculty are elected as Senators
- The elections of Senate members to the Senate Operations Committee
- The charge of the Operations Committee

## Proposed Structure of Senate

The basic premises on which rest the proposed new organizational structure are as follows:

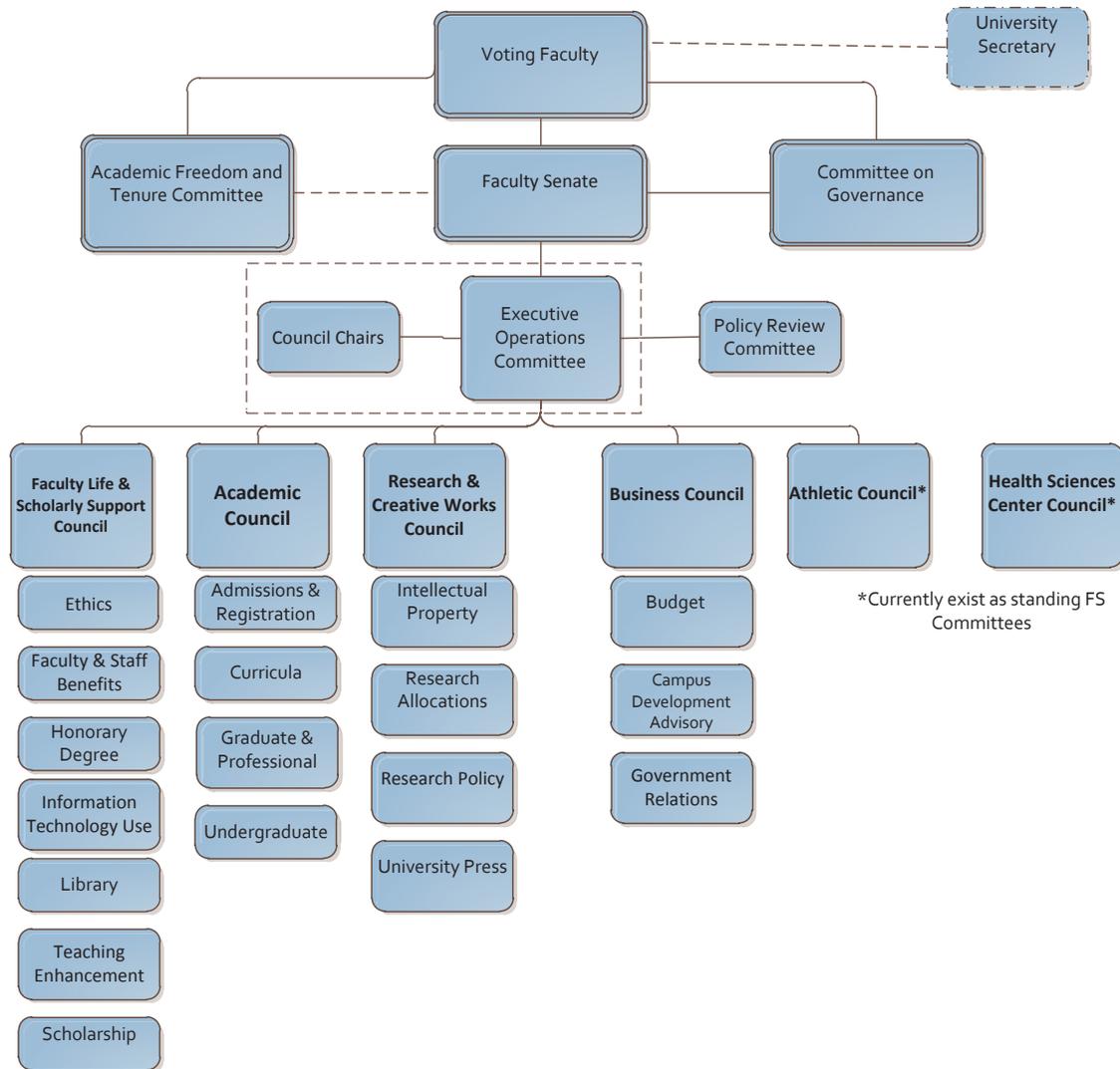
First, for purposes of efficiency and coordination of efforts among the various committees and Councils, there should be a direct and unambiguous relationship between the basic current Senate committee structure and the structure of the Councils reporting to the Operations Committee.

Second, any Senate structure must provide a seamless way about which we can go about reorganizing the work now distributed among a disparate, system-less array of standing, sitting, and sleeping committees.

Third, the new council structure will represent a group of bodies to study the current set of committees to see what committees should be kept, consolidated, restructured, or eliminated and will examine those areas in general to see what academic needs are NOT being taken care of either through committees or otherwise. A basic requirement of each council will be to review, on an annual basis, the efficiency of its constituent committee structure.

Finally, there is no way in which either the Senate as a whole or an Operations Committee can deal with all the matters over which 21 committees, larger numbers of administrators, and even larger numbers of individual faculty members are likely to send for Senate consideration. To paraphrase the words of UNM Faculty Senate President Steven Proust in 1976: We must have a mechanism for an effective system that steers, clears, and prepares business for full Senate debate and deliberations (see Appendix A on the initial attempt at the UNM Senate organization in 1976).

## Proposed UNM Faculty Governance Structure



### Faculty Senate

The proposed new structure of the Senate is shown above. The current Policy Committee and the group of Council Chairs will report directly to the Operations (OPS) Committee. The President-elect of the Senate will preside over the group of Council Chairs when they meet, generally on the order of twice per month for the purpose of coordination among themselves. The Council Chairs will meet with the Operations Committee once per month for the purpose of communicating issues of importance to the OPS Committee. Since the President-elect will

convene meetings of the Council Chairs, he/she will bring useful information to the Operations Committee on a weekly basis.

The Faculty Senate is the representative body that oversees the work of the Councils and gives final faculty approval to new policies and resolutions that represent the faculty body. Senators are elected from the various colleges with numbers of representatives determined by the relative proportion of faculty in the college. Many senators would be allowed to become members of any one of the proposed 6 Councils depending on their interest; each Council would have a maximum of 3 Senators per Council. These Senate representatives would be ex-officio on the Councils, but would then bring the knowledge of the Council that they represent to the Faculty Senate body.

### Faculty Senate Councils

The Councils of the Faculty Senate are created paralleling the divisions of university life:

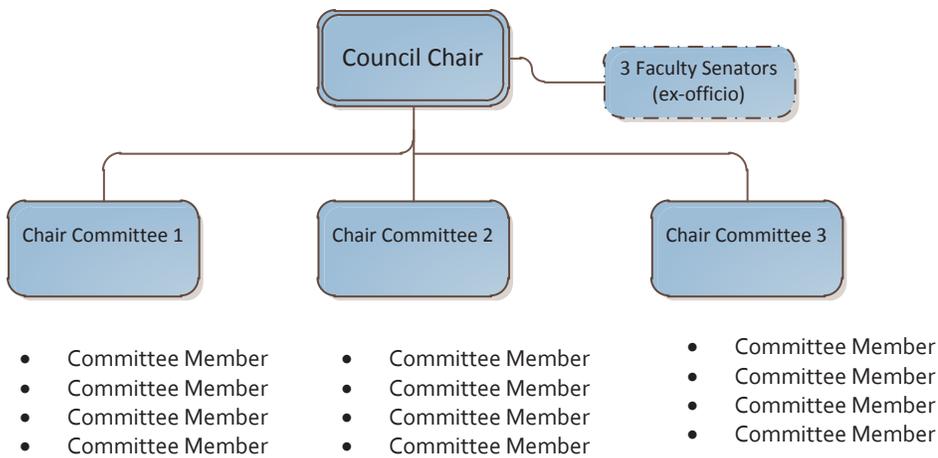
- Graduate Research & Creative Works Council
- Academic Council
- Business Council
- Faculty Life and Scholarly Support Council
- Health Sciences Center Council
- Athletic Council

During the first two years of this reorganization, each Council will be comprised of the existing set of Senate committees that best fit within that Council (see graphic, page 6). The leadership of the Councils will be comprised of the Chairs of the current Senate committees and a maximum of 3 faculty Senators. The Senators who are elected by the Senate for the Council assignments will serve a 2-year term on these Councils, coincident with their Senate terms. The overall Council Chair will be elected from among the group of Faculty Senate committee chairs that make up that Council, or from the membership on the committees that make up that Council. The authority of each Council Chair will be that authority granted to them by the Chairs of the Council's committees. Such authority, collectively, will not exceed the authorities granted in the charges of each committee that constitutes the Council. Generally speaking, it shall be the responsibility of the Council Chairs to report the results of their work to the Operations Committee on a regular basis.

There shall also be, in non-voting positions on each Council, members of the Administration, Staff, and Students where appropriate as determined by the current charge of each committee. In this way the Council structure will facilitate dialog between UNM Central administration and faculty governance structures. Each Council's leadership initially (for a period of 2 years; see Transition Philosophy, page 14) will have standing Faculty Senate Committees assigned to it, but they are charged with the design of each committee's charge, membership, and duration of existence after the initial two-year transition period.

The figure shown below reveals how a typical Council is organized. The Chairs of the committees within the Councils will be responsible for conducting the charges of their committees and in coordinating these activities among the committees within the Council. The committee chairs will meet before the start of the academic year to elect a Council Chair. The Council Chair can be any of the committee Chairs or any member of the committees within the Council. The term of the Council Chair will be for 2 years, with one additional 2-year appointment possible.

Typical Council



### Membership on Faculty Senate Councils

After the first two years of the new organizational structure, during each Council’s first meeting of the academic year, committees of the council are formed (or continued), and faculty in attendance are placed into these committees according to their interest and the committees’ needs. The intent is that this self-organization, driven by interest (rather than first-come, first served), will put more dedicated and knowledgeable faculty into committee service. Committees will then elect their chairs, who would serve on the Council as voting members. The Councils would generally meet monthly, unless a more aggressive schedule is deemed appropriate by the members of that Council.

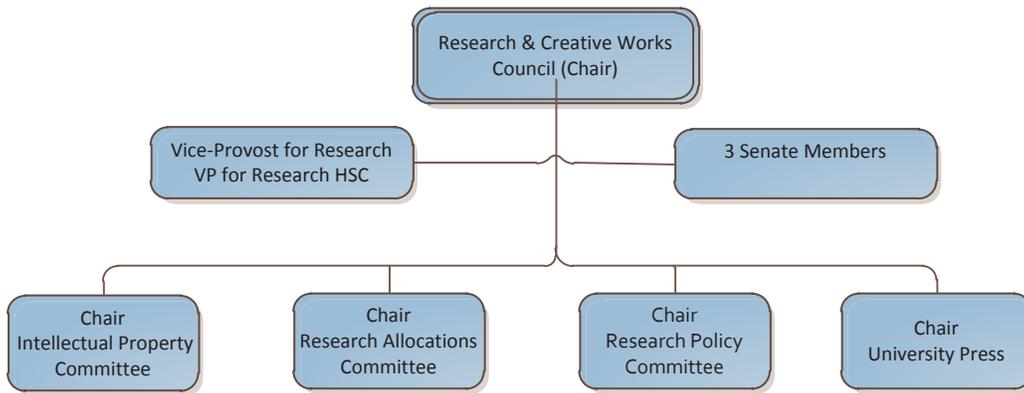
### Operations Committee

The Operations Committee of the Faculty Senate will be composed of the President of the Faculty Senate (who chairs the committee), the past-President, the President-elect, and four members of the Senate, elected annually by that body; this follows the current bylaws of the Senate. The charge of the Operations Committee is specified in the Faculty Handbook, policy

A60, Section I, paragraph B. (2). These duties will remain in effect during the transition period of the reorganization.

### Research and Creative Works Council

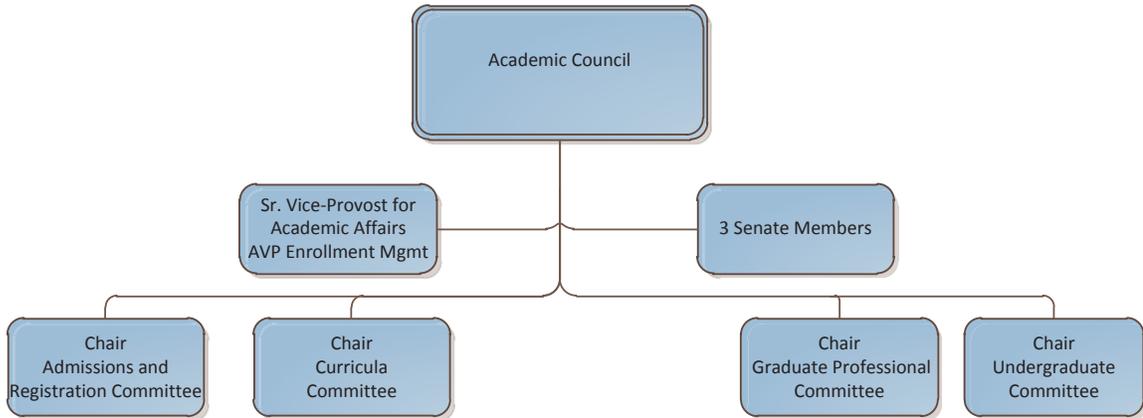
The Research and Creative Works Council is charged with oversight of the research endeavor of the university including both “big-science” and smaller, unfunded or underfunded creative works. Members of the council are: the Chair (elected to a two-year term by a vote of the Chairs of the committees in the Council), three members of the Faculty Senate (elected by that body for 2-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-Provost for Research, the 3 faculty Senators, and the HSC Vice-Provost for Research. The configuration of the initial Research and Creative Works Council shall consist of the current Senate committees of: Intellectual Property (which is currently an inactive committee), Research Allocations, Research Policy and the University Press.



### Academic Council

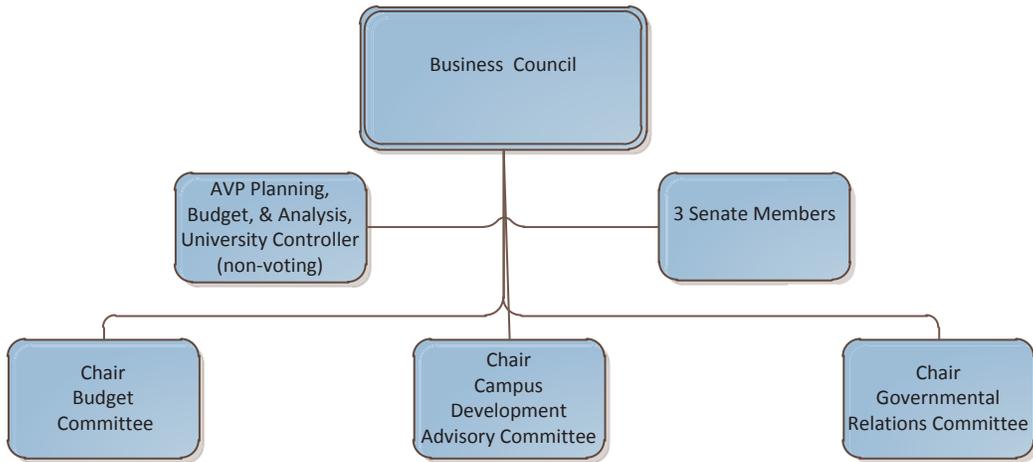
The Academic Council is charged with oversight of the teaching and curricula of the university including the undergraduate, graduate, and professional levels. Members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs within the Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-Provost for Academic Affairs, the 3 faculty Senators, and the VP for Enrollment Management. The configuration of the

initial Academic Council shall consist of the current Senate committees of: Admissions and Registration, Curricula, Undergraduate, and Graduate/Professional.



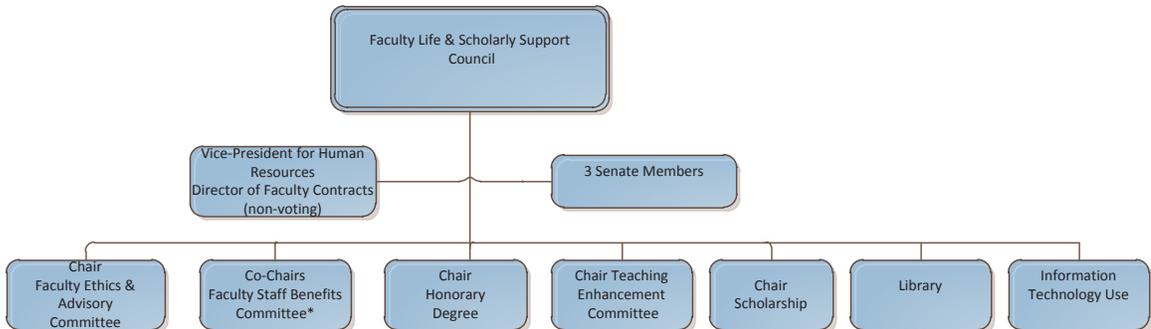
## The Business Council

The Business Council is charged with oversight of the business aspects of the university including the budget, government relations, campus planning, capital projects, etc. Members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs of that Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Associate Vice-President for Planning, Budget, and Analysis, the 3 faculty Senators, and the University Controller. The configuration of the initial Business Council shall consist of the current Senate committees of: Budget, Campus Development Advisory, and Government Relations.



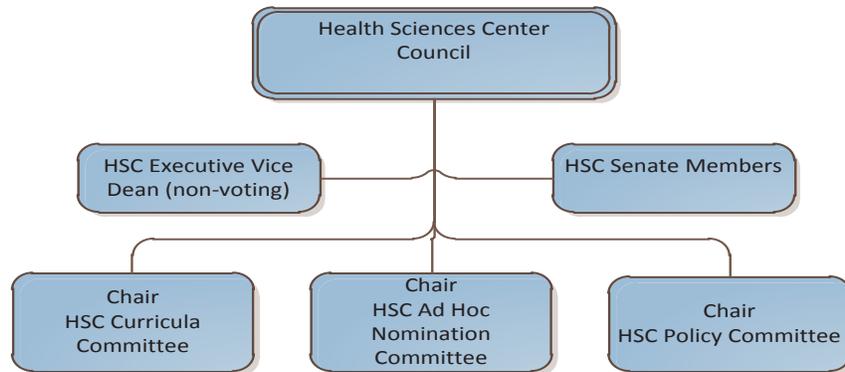
### Faculty Life & Scholarly Support Council

The Faculty Life Council is charged with oversight of faculty benefits, faculty responsibilities, faculty ethics, as well as the Faculty/Staff Club. Voting members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs within that Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-President for Human Resources, the 3 faculty Senators, and the Director of Faculty Contracts. The configuration of the initial Faculty Life Council shall consist of the current Senate committees of: Scholarship, Honorary Degree, Faculty Ethics and Advisory, Teaching Enhancement, Library, Information Technology Use, and Faculty/Staff Benefits.



## Health Sciences Council

The Health Sciences Council is charged with oversight of faculty issues that are unique to the Health Sciences Center and the School of Medicine. Voting members of the council are: the Chair (elected to a two-year term by a vote of the members of the Council), all members of the Faculty Senate from the Health Sciences Center, and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Health Sciences Center Executive Vice Dean.



## Athletic Council

The Athletic Council is charged with oversight of intercollegiate and intramural athletics. It currently has the title of a Council, but it presently operates as a committee. The proposed makeup of the Council would be as follows. Voting members of the council are: the Chair (elected to a two-year term by a vote of the members of the Council twelve faculty members (with a majority having tenure), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). The 12 faculty members shall all come from a minimum of four schools/colleges consistent with the current charge. Non-voting members of the Council are: the Vice President for Athletics, the Associate Director of Athletics, 3 Faculty Senators (elected by that body for two-year terms), and the faculty representative to the National Collegiate Athletic Association (NCAA).

#### Athletic Council

- Chair
- 3 faculty senators (ex-officio)
- 12 Faculty members (majority tenured)
- 3 undergraduate students
- 1 graduate student
- 1 alumni
- Vice President for Athletics (non-voting)
- Associate Director of Athletics (non-voting)
- Faculty representative to the NCAA (non-voting)

#### Policy Committee

The Policy Committee will report directly to the Operations Committee. The charge to this committee is essentially the same as it exists now:

- Review, as necessary, policies of the Regents' Handbook, Faculty Handbook, Constitution, University Business Policies and Procedures, and the Pathfinder;
- Consult and collaborate with administrators with respect to policies in documents other than in the Faculty Handbook;
- Communication of policies across the campuses after Faculty Senate approval, full faculty approval, or as per policy history; and
- Review policies developed by other standing committees.

The Policy Committee membership will be comprised of seven voting faculty (from at least three schools and colleges including the Health Sciences Center and none of whom are from the same department) and one non-voting member of the Faculty Senate. At the committee's request, an attorney from the University Counsel's office with primary responsibilities for policy issues shall attend committee meetings and provide legal advice to the Policy Committee; this member will be in an ex-officio status. The terms of office for the non-Senate members shall be for three years, set up on a staggered basis so that the terms of at least three members will expire each year. The non-Senate members can be appointed for a second three-year term. The term of office for the Senate member will be two-years, who will also be ex-officio. The chair is elected by the Committee and normally will serve a renewable two-year term. The Committee annually selects a Vice-Chair to serve in place of the chair in his/her absence. In addition to the Committee members, subcommittee membership will be augmented with other faculty, administrators, staff, and students as required for specific subcommittee tasks.

## Faculty Senate Council Budgets

The Budgets of the Councils should reflect the importance of the mission to which they are associated, the number of committees which comprise the Council, and the scope of activities and responsibilities taken up by the committees within the Council. Each year the FS President-elect will negotiate with the University Provost for the Budget of the entire Senate and then, in turn, negotiate with each Council Chair the operating budget for each Council. The Budgets will take into account the size of the Council in terms of faculty participation, the amount of work assigned to the Council by the Executive Committee, and any special financial circumstances of a particular council. In general SACs or release time will be provided to each Council Chair, to the President, and to the President-elect. For the first year of this proposal the Senate President will request from the Provost the following amounts and support for the Council structure. Each Council Chair may elect to take a SAC (supplementary administrative compensation) or be released from one course. These monies would be added to the current Faculty Senate budget. Each year, the Senate President will negotiate with the Provost the budget for the following year based on experience gained in the previous year.

Council Chairs: \$30,000 for six chairs (to be distributed based on size of each Council)

Council Administrative Support: 2.0FTE (about 0.3FTE per Council)

President-elect: \$5,000 SAC and one-course release

President: \$10,000 SAC and two-course release (the current model)

## Transition Philosophy – Going from Now to the Future

In order to provide for a smooth transition between our current Senate structure and the proposed Council structure, it is suggested that the Councils keep the current Senate committees that comprise their initial charge for a period of 2 academic years without changes. After one year, the Senate President shall conduct a review of the workings of the Council Structure and report to the Senate on any suggested corrections for the operation of the second year of this transition period. After the 2-year transition period, if the Councils are working effectively, then the changes proposed in the previous section, dealing with Council self-organization, could be implemented. For example, in the beginning the Council leadership will be comprised of the 3 elected Senate members and the Chairs of the current Senate committees. After working in the new structure for a period of 2 years, the make-up of the Council Leadership, the number and kind of existing committees, committee membership, and other details would become a matter to be dealt with by the Council itself. The President of the Faculty Senate shall commission a group of Senators, Council Chairs, members of various Council committees, and selected members of the Administration to write a report in the Fall 2014 to document the value of the Senate under the Council structure. Based on the findings of the report, the Senate shall vote in the fall of 2014 on whether to make the Senate Council structure permanent, or to revert back to the current committee structure.

There is one issue that remains as a matter of determination during the 2-year transition phase. It has been suggested that the six Council chairs become voting members of the Operations Committee instead of being advisory to that committee. While this seems to be a useful change to the proposed scenario since it would give the Council Chairs more voice in the operation of the Senate, the current Senate bylaws require that all members of OPS are elected by that body and shall also be Senators at the time of their election. Since many of the members and chairs of the Senate committees are not senators, it is likely that Council Chairs will not be Senators. The bylaws may need to be changed to allow for the Senate to “appoint” the Council Chairs as voting members of the Operations Committee, or to allow for a directly election of the Council Chairs by campus voting faculty. It is suggested that this model be studied during the 2-year transition period, and if the Senate feels that this new structure will be more effective, then the Operations Committee should engage the Committee on Governance to ask for faculty permission to alter the bylaws in determining how to elect the Council Chairs to become voting members of the Operations Committee.

Following approval of this draft proposal by the Faculty Senate, Special Rules of Order, as provided in Roberts Rules of Order, Section 2, paragraphs 1 through 9, shall be developed to guide the actual implementation of this reorganization. These Rules shall be reviewed by the representative of the Committee on Governance, a member of the Senate Policy Committee, and the Senate Parliamentarian to determine whether there are issues that require a vote of the full faculty. These rules shall then be reviewed by the Senate Operations Committee and by the Senate as per Roberts Rules.

## Executive Summary

The current structure of the UNM Faculty Senate is not optimized for flexibility and responsiveness. It is proposed to create integration structures (Councils), led by the Chairs of the existing Senate committees. These Councils would have broad authority and budgets within their domains to create and define committee structures and to make operational decisions in collaboration with the Faculty Senate and central Administration representatives. Policies formed by Councils (or committees of the Councils) would be taken to the Faculty Senate for adoption or rejection. The charge of each Council for the first two years will be the charge of the committees that comprise it. After that point, the councils can choose to self-organize subject to the approval of the full Senate. Although improved responsiveness and increased flexibility are important goals of this proposal, the overarching goal is to get Senators directly involved in the work of Faculty Senate and to become active participants in shared governance. In addition, this proposed Council structure will provide training to Council chairs in the area of academic administration and enable these individuals the ability to move into more permanent positions within academic administration should they choose to do so later in their careers.

## ***Appendix A: Historical Precedent at UNM for Senate Restructuring***

Prior to 1976, instead of a representative body, all Voting Faculty comprised the governing body with the Faculty Policy Committee and about 30 other committees performing the work of the body. The Faculty Policy Committee had been in place for over 20 years when it was abolished on July 1, 1976 and the operational functions it performed were delegated to the Faculty Senate as we know it today. At that time an ad-hoc Executive Committee on the Structure of the new Senate was formed “with the idea that it make recommendations within four weeks as to a permanent structure for the Committee.” (Oct 6 memo from the first Faculty President Prouse to the Senate).

Faculty President Prouse came up with a preliminary organizational chart that looks surprisingly similar to what we are proposing now. The chart follows on page 17. He wrote in a memo in 1976 to the members of the faculty senate:

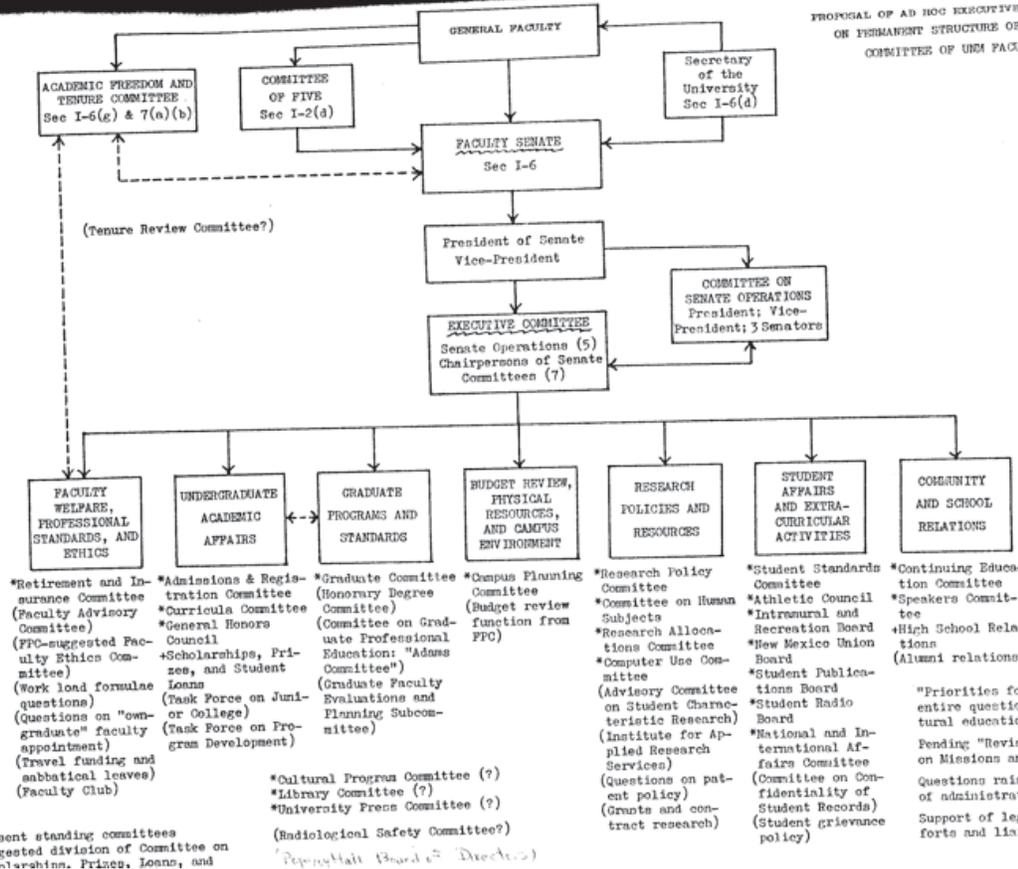
*As you will see by examining the revised organizational chart that is now submitted to you as a representation of the committee’s basic proposal, the most central element in the structure of the proposed permanent Executive Committee is that the elected chairpersons of seven basic Senate Committees organized to deal with broad and fundamental areas of faculty responsibility and concern shall become members of the Executive committee.*

Further, he wrote:

*There is no way in which either the Senate as a whole or an Executive committee can deal directly and de novo with all of the matters which some three dozen committees or committee-like bodies, larger numbers of administrators, and even larger numbers of individual faculty members are likely to send for Senate consideration; there must be some effective system for steering, clearing, and preparing business for full Senate debate and determination.*

As can be seen in the proposed structure of 1976 the Committee of Five is our Committee on Governance, the AF&T committee is the same as we have now, and the University Secretary is still a major feature in the Faculty Governance structure. In addition, many of our existing committees were in place in 1976. It appears, in reviewing the minutes of 1976 and 1977 that the Senate did not approve the structure shown in the chart below, but simply provided for an Executive Operations committee to deal with all of the standing committees of the new Senate.

PROPOSAL OF AD HOC EXECUTIVE COMMITTEE  
ON PERMANENT STRUCTURE OF EXECUTIVE  
COMMITTEE OF UNM FACULTY SENATE



- \*Retirement and Insurance Committee (Faculty Advisory Committee)
- \*FPC-suggested Faculty Ethics Committee (Work load formulae questions) (Questions on "own-graduate" faculty appointment) (Travel funding and sabbatical leaves) (Faculty Club)
- \*Admissions & Registration Committee
- \*Curricula Committee
- \*General Honors Council
- +Scholarships, Prizes, and Student Loans (Task Force on Junior or College) (Task Force on Program Development)
- \*Graduate Committee (Honorary Degree Committee)
- (Committee on Graduate Professional Education: "Adams Committee")
- (Graduate Faculty Evaluations and Planning Subcommittee)
- \*Campus Planning Committee (Budget review function from FPC)
- \*Research Policy Committee
- \*Committee on Human Subjects
- \*Research Allocations Committee
- \*Computer Use Committee (Advisory Committee on Student Characteristic Research) (Institute for Applied Research Services) (Questions on patent policy) (Grants and contract research)
- \*Student Standards Committee
- \*Athletic Council
- \*Intramural and Recreation Board
- \*New Mexico Union Board
- \*Student Publications Board
- \*Student Radio Board
- \*National and International Affairs Committee (Committee on Confidentiality of Student Records) (Student grievance policy)
- \*Continuing Education Committee
- \*Speakers Committee
- +High School Relations (Alumni relations)
- "Priorities for Minorities": entire question of multicultural education?
- Pending "Revised Statement on Missions and Goals"?
- Questions raised on review of administrators?
- Support of legislative efforts and liaison?

\* Present standing committees  
+ Suggested division of Committee on Subcommittees, Prizes, Loans, and

\*Cultural Program Committee (?)  
\*Library Committee (?)  
\*University Press Committee (?)  
(Radiological Safety Committee?)  
\*Regulatory Board & Director

## *Appendix B: Summary of other University Senate Structures*

A survey of the structures of faculty senates of twenty universities showed a vast array of organizational outlines. The schools reviewed were those with student body populations ranging from 13,000 at the University of Northern Colorado to the State University of New York, which serves 465,000 students over a combined total of 64 campuses. The majority of schools contain roughly the same number of students as UNM, though only a few have a Senate structure like we are proposing here. The table, below, shows the statistics on the twenty (20) schools studied.

### Faculty Senate Committees and campus population (2011)

UNIVERSITY	COMMITTEES	STUDENTS
Iowa State University*	17	26,000
Ohio State University	20	55,000
State University of New York	11	465,000
University of AZ	14	40,000
University of CA Berkeley	31	25,000
University of CO Boulder*	14	29,000
University of Illinois-Urbana	19	80,000
University of Kansas	6	29,000
University of Michigan	19	60,000
University of Minnesota*	11	52,000
University of Nebraska	14	22,000
University of Northern CO	6	13,000
University of Oklahoma	6	31,000
University of Oregon	5	22,000
University of Tennessee	13	31,000
University of TX El Paso*	18	20,000
University of Toledo	9	23,000
University of Utah	10	28,000
University of Virginia	11	60,000
University of Washington	5	45,000

\*Faculty Senates with Council-like organizational structures

At one institution, the University of Colorado, the President of the Faculty Senate is also the President of the University; the Chair of the Faculty Council, the intermediary layer of responsibility between the faculty committees and the Faculty President, is the Vice President of the Senate. Of the twenty (20) schools surveyed, only the University of California at Berkeley has more committees than UNM, at 31.

The University of New Mexico serves far fewer students than universities with the same number of committees and presumably number of faculty. Universities that have a roughly equal number of committees to UNM serve many more students than does UNM. The UNM faculty senate is the same as the University Senate at The Ohio State University which has 20 committees while OSU has 55,000 students. The University of Michigan has 19 committees on its faculty senate, but they serve 60,000 students. The faculty senate at the University of Illinois consists of 19 committees as well, but Illinois serves 80,000 students.

Two schools whose faculty senates contain 18 committees each follow the kind of structure we propose at UNM, i.e., a Council-like structure. The faculty senate at the University of Texas at El Paso has an Executive Council composed of 8 people who meet with Senate President John Wiebe and update him on the activities of the committees. At Iowa State University, the 17 faculty senate committees report to Faculty President Steve Freeman through 7 councils. The council chairs meet with the faculty senate executive board (the Iowa State structure is included here for comparison to the one proposed at UNM).

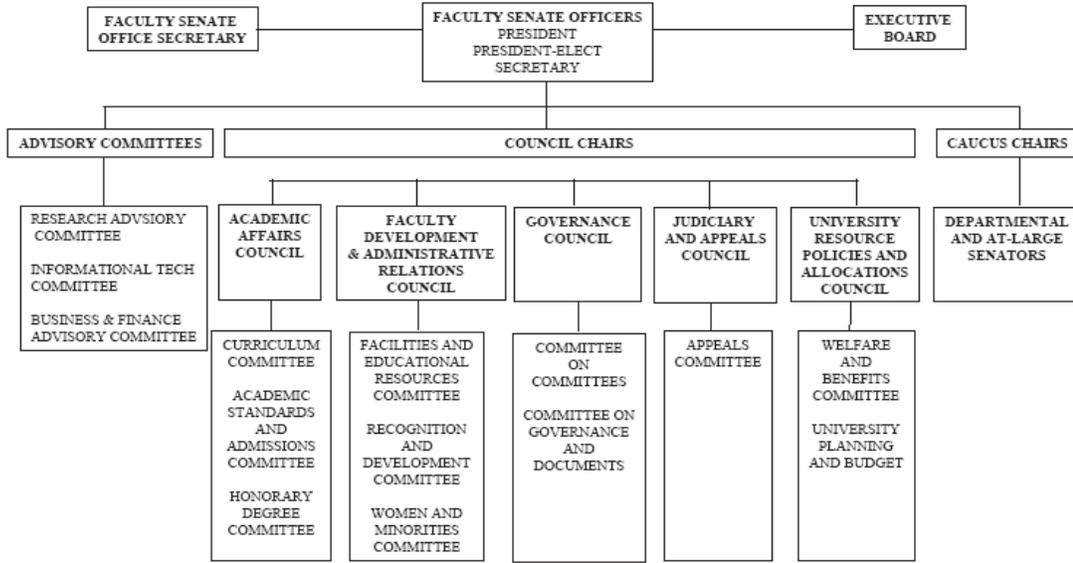
Some schools that have a smaller number of committees within their senate structure don't particularly need an intermediate layer of committee management. These include The University of Utah, which has 28,000 students and 10 senate committees, the University of Toledo, which serves 23,000 students and has 9 senate committees, the University of Northern Colorado, which serves 13,000 and has 6 senate committees, the University of Washington, which has 45,000 students and only 5 senate committees, the University of Oklahoma, which has 31,000 students and only 6 senate committees, and the University of Oregon which has 22,000 students and 5 senate committees.

The University of Minnesota has 52,000 students. Its Faculty Senate is one of 5 Senates on campus and even it has a Faculty Consultative Committee (FCC) which oversees its 11 committees. These committees report to the Faculty Senate through the FCC. Interestingly, the president of the University serves as the chair of the Faculty Senate and presides over its meetings, much like the process at the University of Colorado.

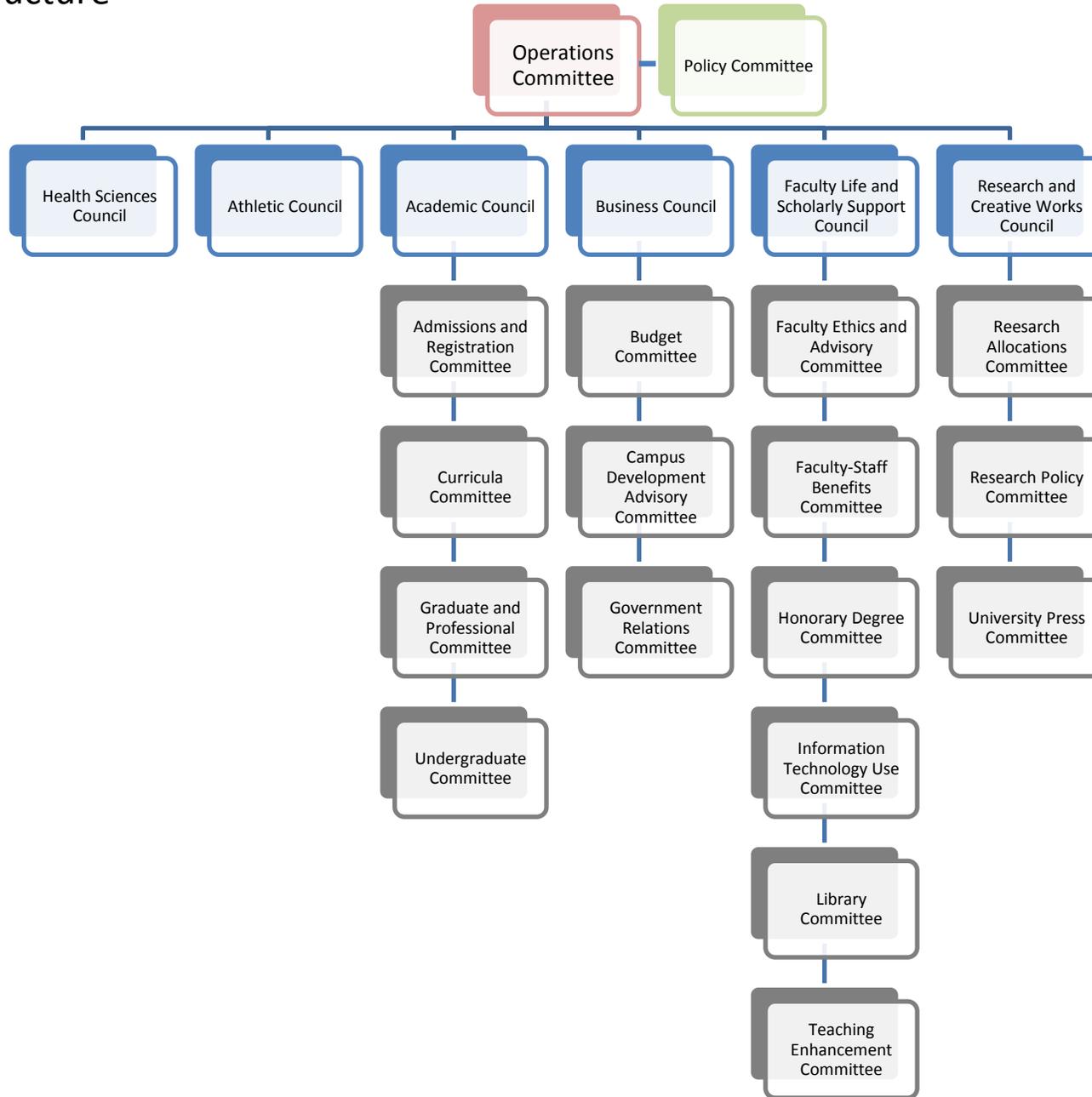
In looking at the size of the committees on the faculty senates studied, we see that all of the eleven committees at SUNY contain around 12 members. This is much smaller than a typical committee at UNM. Most of the eighteen committees at UTEP have around 11 members. In most cases there is a wide range of committee membership. The smallest committee at the University of TN, for instance, the Committee on Benefits and Professional Development, has 10 members and the largest committee, the Undergraduate Council, contains 49 members! UNM averages about 12-13 faculty per Senate committee.

Iowa State University Faculty Senate

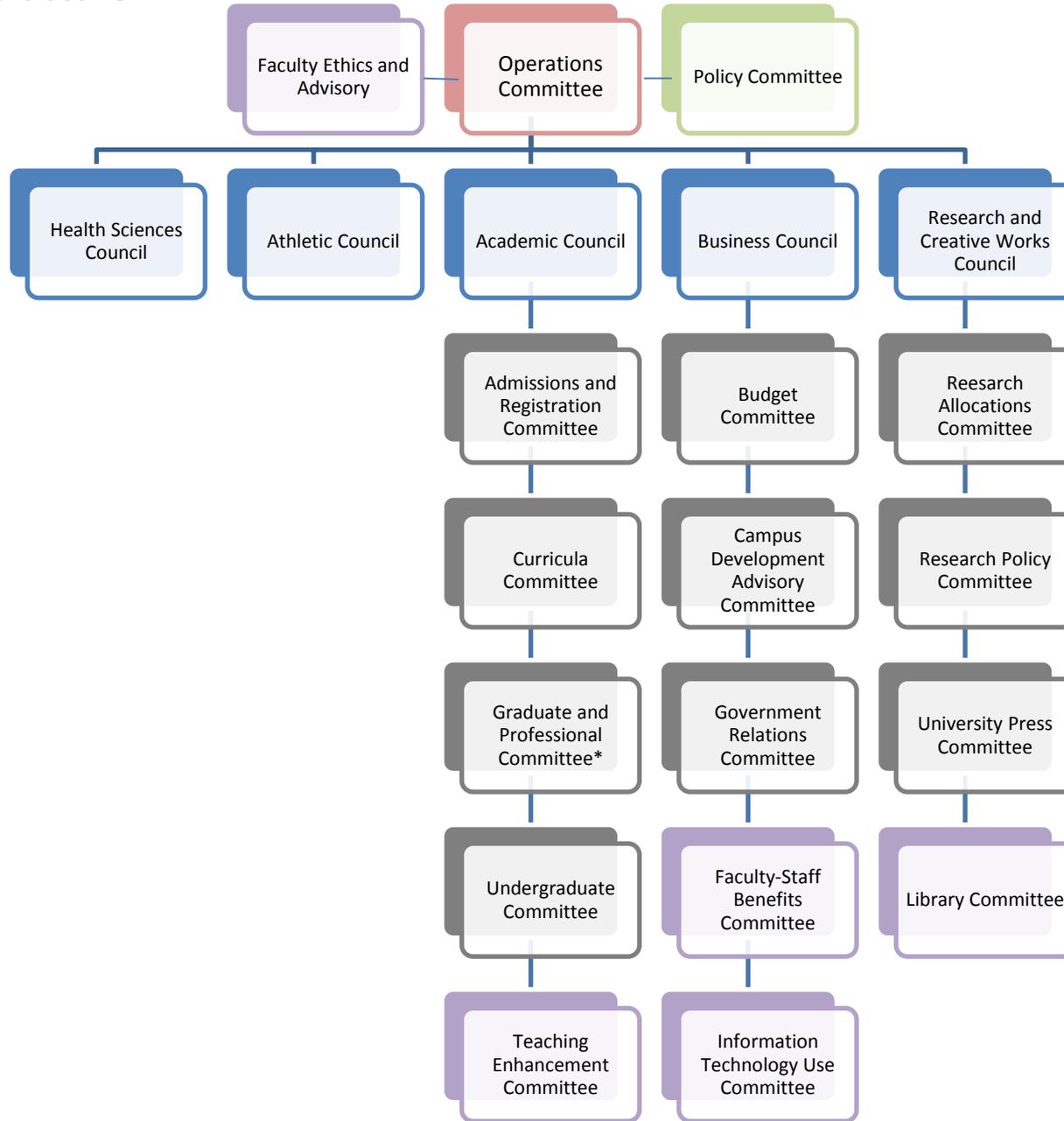
FACULTY SENATE STRUCTURE



# Current Structure



# Proposed Structure



\*The Honorary Degree Committee is a subcommittee of the Graduate and Professional Committee.

# UNM Divestment

# Going Fossil Free



**350.Org NM**

April 2014

Tom Solomon



# 4/8/14 – UNM Divestment Presentation to Board of Regents



- KOAT TV7 coverage
  - <http://www.koat.com/news/Environmental-group-urges-UNM-regents-to-stop-investing-in-fossil-fuels/25399552>



# UNM Divestment Statement w/ 2300+ signatures

## UNIVERSITY OF NEW MEXICO: GO FOSSIL FREE!

To President Frank,

“Because it is unconscionable to pay for our education with investments that will condemn the planet to climate disaster, we call on the University of New Mexico to

**1) immediately freeze any new investment in fossil-fuel companies &**

**2) to divest within five years**

from direct ownership and from any commingled funds that include fossil-fuel public equities and corporate bonds.”

These eight State Legislators signed a letter of support:

**Sen. Gerald Ortiz y Pino (Bern-12)**

**Rep. Christine Trujillo (Bern-25)**

**Rep. Elizabeth Thompson (Bern-24)**

**Rep. Rick Miera (Bern-11)**

**Sen. Bill O’Neill (Bern-13)**

**Rep. Miguel Garcia (Bern-14)**

**Rep. Patricia Royball-Caballero (Bern-13)**

**Rep. Mimi Stewart (Bern-21)**

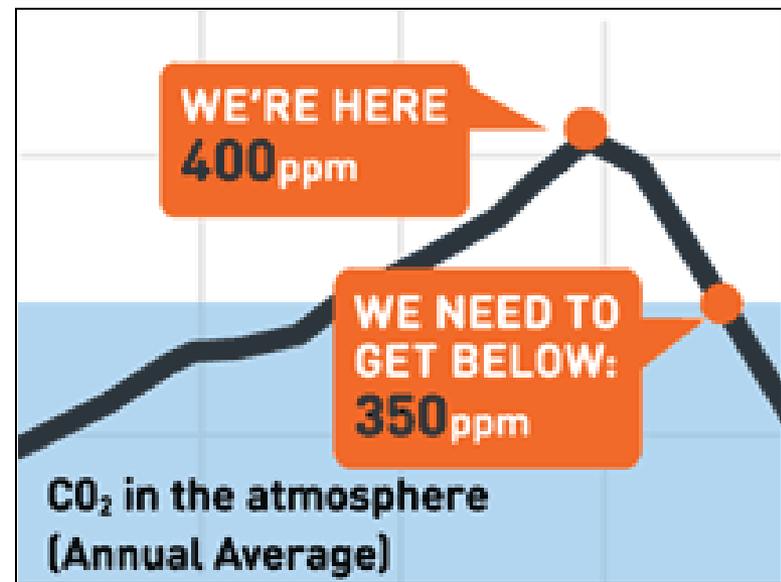


# What is Divestment?

- Divestment simply means getting rid of stocks, bonds or investment funds that are unethical or morally ambiguous.
- In this case, investments in the world's Top 200 Fossil Fuel companies (Coal, Oil & Gas):  
<http://gofossilfree.org/companies/>



# Why Divest?



- To pressure the fossil fuel industry to stop obstructing the policy changes needed to save civilization.



# Harvard Faculty Urge Divestment

- 93 members of the Harvard Faculty wrote an open letter to Harvard President Drew Faust urging divestment from fossil fuels:

**Faculty of Harvard University to the President and Fellows  
April 10, 2014**

**Our University invests in the fossil fuel industry: this is for us the central issue. We now know that fossil fuels cause climate change of unprecedented destructive potential. We also know that many in this industry spend large sums of money to mislead the public, deny climate science, control legislation and regulation, and suppress alternative energy sources.**

...more at <http://www.harvardfacultydivest.com/>



# 500 Divestment Campaigns



## Colleges Divesting:

- SF State U (CA)
- C of Atlantic (ME)
- Foothl-DeAnza (CA)
- Green Mtn C (VT)
- Hampshire C (MA)
- Naropa U (CO)
- Peralta C (CA)
- Prescott C (AZ)
- Sterling C (KS)
- Unity C (ME)
- Pitzer C (CA)

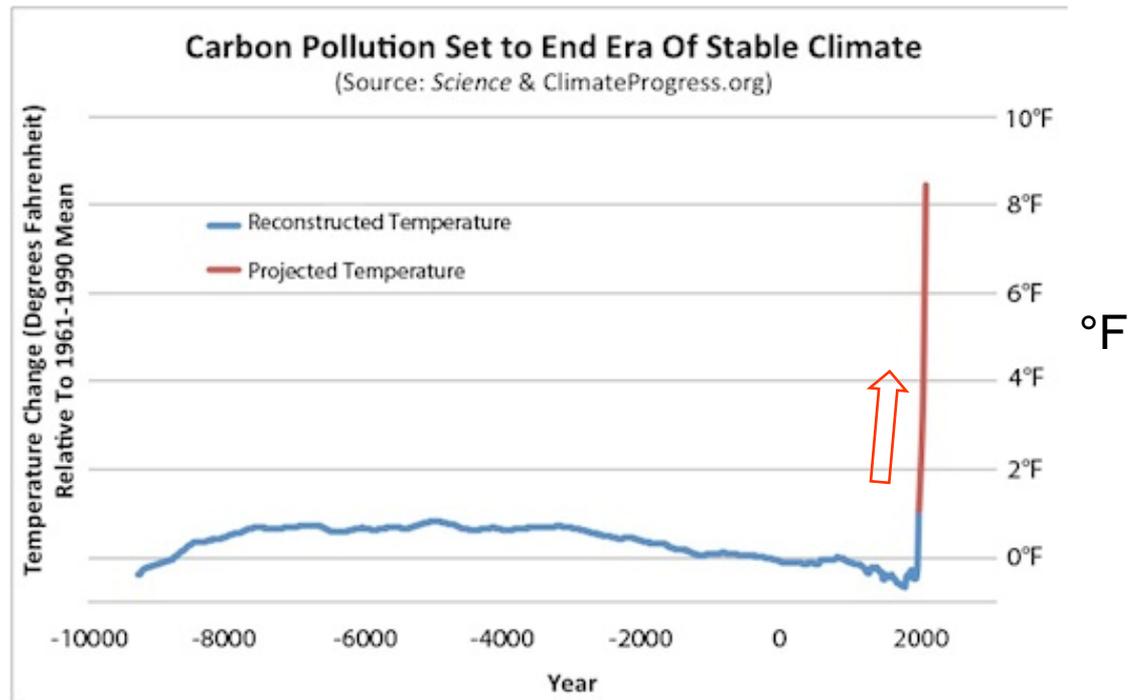
- 500 active campaigns exist in the US and Canada
- Divestment commitments already made in **10** colleges & universities, **22** US cities and **23** religious institutions



# Warming Forecasts Are Catastrophic

- The IEA forecasts a civilization-ending  $6^{\circ}\text{C}$  ( $10.8^{\circ}\text{F}$ ) warming by 2100 if we keep on our current path.
- All developed nations agree that warming must be kept **below  $2^{\circ}\text{C}$  ( $3.6^{\circ}\text{F}$ )** to avoid climate catastrophe.
- **This requires 80% of fossil fuel reserves to be left in the ground.**

New Science Study Confirms 'Hockey Stick': The Rate Of Warming Since 1900 Is 50 Times Greater Than The Rate Of Cooling In Previous 5000 Years

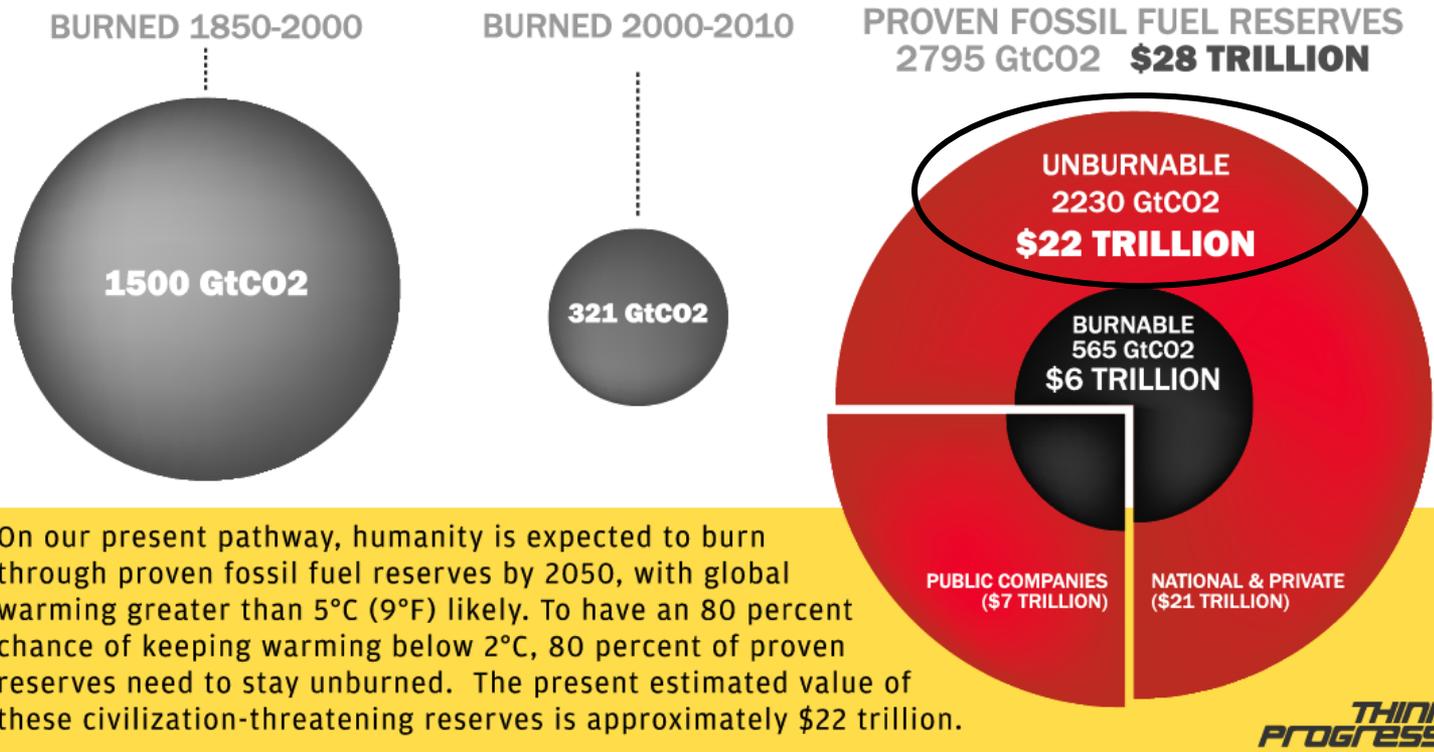


Temperature change over past 11,300 years (in blue, via [Science, 2013](#)) plus projected warming this century on humanity's current emissions path (in red, via [recent literature](#)).



# The \$22 Trillion Carbon Bubble

## THE \$22 TRILLION CARBON BUBBLE



Sources: Meinshausen et al. 2009; Allen et al. 2009; Sokolov et al. 2009; Carbon Tracker Initiative 2011. Carbon reserves as of the start of 2011; since then approximately 50 gigatons of carbon dioxide have been burned. Total fossil reserves are projected to be four times larger than proven reserves, and exploration for new reserves continues.



# The UNM Endowment CIF: \$358M



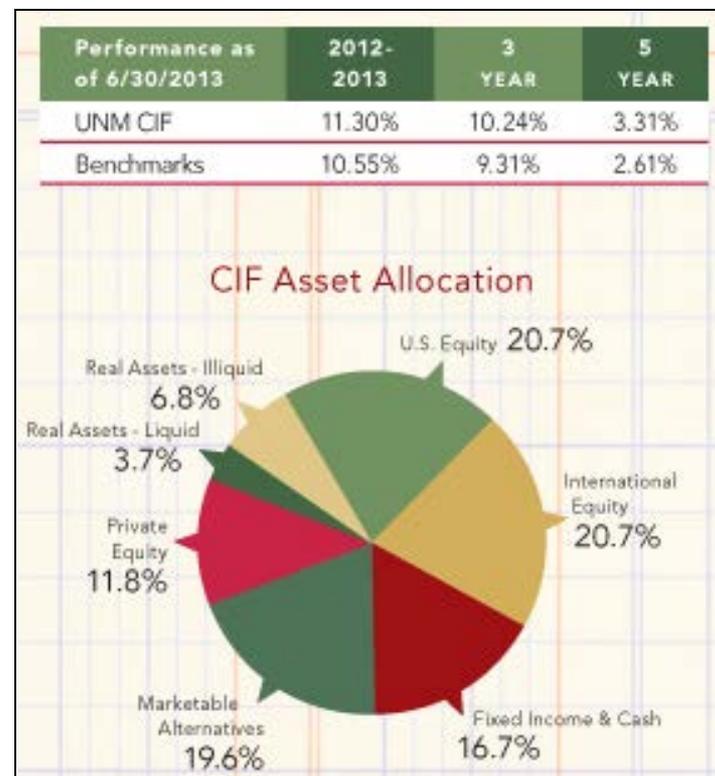
Two entities control CIF investment policy: the *Regents* and the *Foundation Board*.



“The University of New Mexico Board of Regents has delegated authority to the **UNM Foundation Investment Committee** to oversee and manage the endowment assets of the University and the Foundation. The pooled assets are combined for investment purposes and operated as a unitized pool known as the **Consolidated Investment Fund (CIF)**. The CIF is managed in accordance with the Consolidated Investment Fund **Investment Policy**, which is approved by both the **UNM Foundation Board of Trustees** and the **UNM Board of Regents**.”

“The UNM Foundation Investment Committee is comprised of representatives from the volunteer Board of Trustees (7 members), investment professionals from the community (3 members) and University officials (2 members).

The Investment Committee utilizes a professional investment consulting firm (Hewitt EnnisKnupp) to advise on investment matters and engages an investment custodian (Northern Trust Company) to safe-guard the investment assets.”



<https://www.unmfund.org/about/endowment-funds/> Data retrieved 11-13-13



# Energy Stocks have Under-Performed the Market by 50% Over Five Years

Data retrieved 3-25-14



- **UNM Endowment returns would have improved without Energy stocks**

\* <http://us.spindices.com/indices/equity/energy-select-sector-index>



# How Would UNM Go Fossil Free?

- 1) President Frank, the Regents and the UNM Foundation Board commit to divest.
- 2) The UNM Foundation Investment Committee rewrites the CIF investment policies to reflect divestment, with transparent and enforceable safeguards.
- 3) The Foundation and the Regents approve the new divestment policy and the CIF executes it.
- 4) Resources on how: <http://gofossilfree.org/resources/>



# Fossil Free Investing

<http://www.greenamerica.org/fossilfree/>

Green America has partnered with 350.org on the national [Go Fossil Free divestment campaign](#).

These financial services companies, certified members of the Green Business Network®, can help you divest from fossil fuel companies and invest in fossil-free options.

## MUTUAL FUNDS

[PDF] »

### Broad-Based Mutual Funds That Exclude Fossil-Fuel Companies by Policy



**Green Century Balanced Fund** -- This fund excludes fossil-fuel companies, and in 2009 became the first fund to release a carbon-footprint report of its holdings: 66 percent smaller than the S&P 500.



**Portfolio 21** -- Portfolio 21 pursues a company-wide strategy of screening out investments in fossil fuel companies. A searchable list of its holdings appears on its Web site.



**Shelton Green Alpha Fund** -- Green Alpha Advisors believes that fossil fuels disrupt the economy and its underlying ecosystems, do not represent solutions, and have no place in Green Alpha portfolios.

### Clean-Energy-Focused Fossil-Free Mutual Funds



**Pax World Global Environmental Markets Fund** -- While excluding fossil fuels, this fund also invests in clean energy and energy efficiency, pollution control, waste management, and water infrastructure.

### Community-Development Mutual Funds (Also Fossil-Free)



**Access Capital Community Investment Fund** -- Because of this fund's focus on community investing, it is not invested in fossil fuel companies.



**CRA Qualified Investment Fund** -- The CRA Fund focuses on community development, including affordable housing, job creation, and neighborhood revitalization.

## EXCHANGE TRADED FUNDS

First Trust ISE Global Wind Energy Index Fund

PowerShares Global Clean Energy ETF

Guggenheim Solar ETF

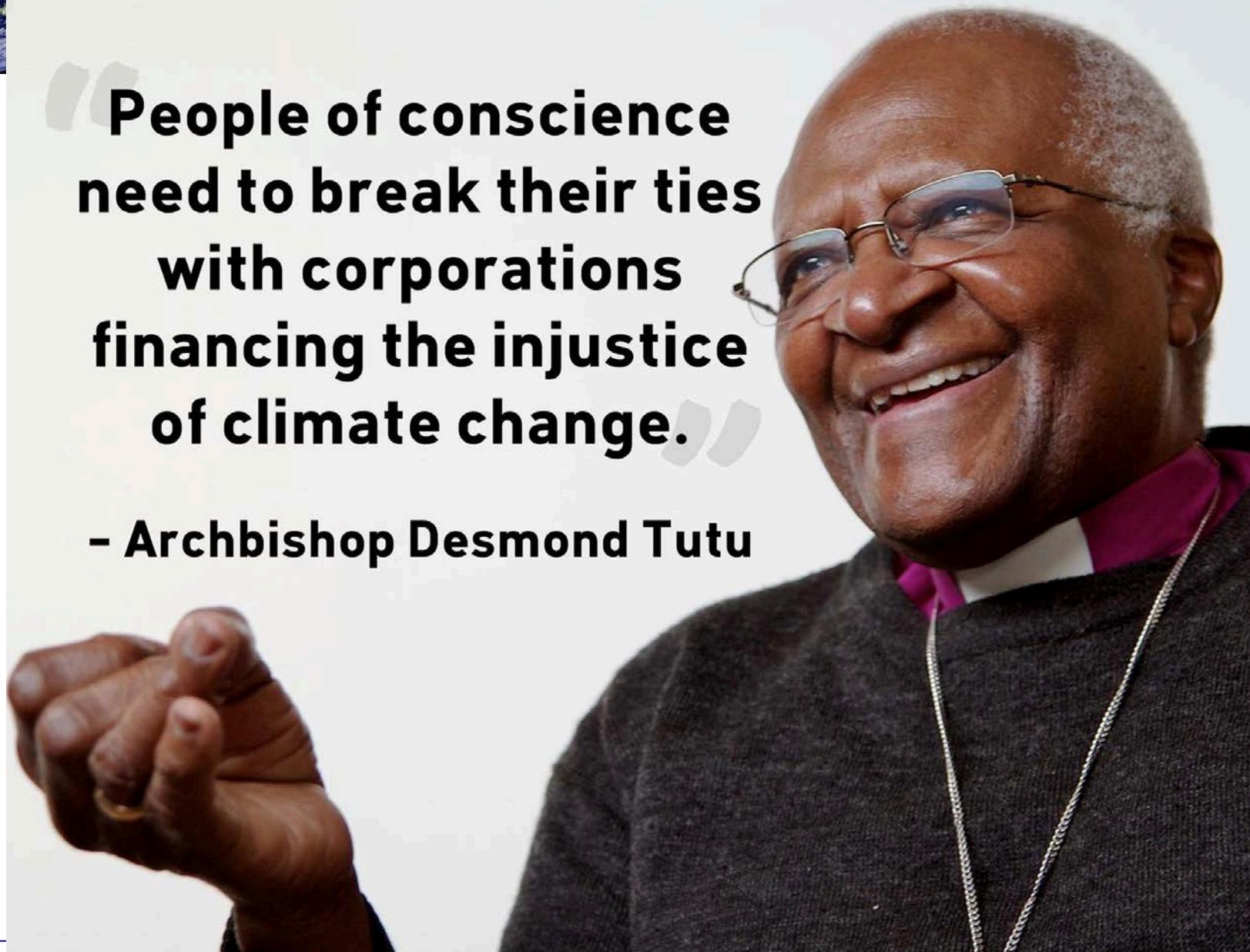
Van Eck Global Alternative Energy ETF

Van Eck Solar Power ETF



**“ People of conscience  
need to break their ties  
with corporations  
financing the injustice  
of climate change.”**

**- Archbishop Desmond Tutu**





# UNM Endowment Investments

<https://www.unmfund.org/about/endowment-funds/> Data retrieved 11-13-13

**40 different funds**

**Est. \$260M in equity funds**

- BlackRock Russell 1000 Index Fund
- Vanguard Dividend Appreciation Index Fund
- Vanguard Growth Index Fund
- Jensen Quality Growth Fund
- IronBridge Small-Cap Fund
- GMO International Core Fund
- Vanguard Developed Markets Index Fund
- Silchester International Value Fund
- Mondrian Emerging Markets Fund
- PIMCO Moderate Duration Fund
- Sankaty Senior Bank Loan Fund
- Stone Harbor Emerging Market Debt Fund
- Vanguard Inflation Protected Securities
- Colchester Global Bond Fund
- Anchorage Capital Partners Offshore Fund
- BlueCrest AllBlue
- Brevan Howard Multi-Strategy Fund
- Davidson Kempner Institutional Partners
- Fortress Macro Offshore Fund
- Elliott International Fund
- Graham Capital PMX 10V Fund
- King Street Capital
- Och Ziff Overseas II Fund
- Shepherd Investments International
- Silver Point Capital Offshore
- Viking Global Equities III Fund
- Adams Street
- Commonfund Capital
- Montauk Triguard
- Newbury Fund, L.P.
- Saybrook Capital L.P.
- Wexford Partners L.P.
- BlackRock Diamond Property Fund
- Metropolitan Real Estate IV Fund
- RREEF America REIT III
- Thor Urban Fund L.P.
- \*Goldman Sachs iShares Natural Resources Index
- \*Natural Gas L.P.
- \*Newlin Energy Partners L.P.
- \*Quantum Resources

\*Pure fossil fuel





# Backup



# Pathways to Fossil-Free Investing

## INSTITUTIONAL PATHWAYS TO FOSSIL-FREE INVESTING

Endowment Management in a Warming World

Joshua Humphreys

- Want to know how to go fossil-free? Here's how:
  - A 41- page guide for investment committees:  
<http://631nj1ki9k11gbkx39b3qpzua.wpengine.netdna-cdn.com/files/2013/06/institutional-pathways-final-061813.pdf>



# The Pentagon (3/4/14)

## “Climate Change is a Threat Multiplier”



### QUADRENNIAL DEFENSE REVIEW 2014

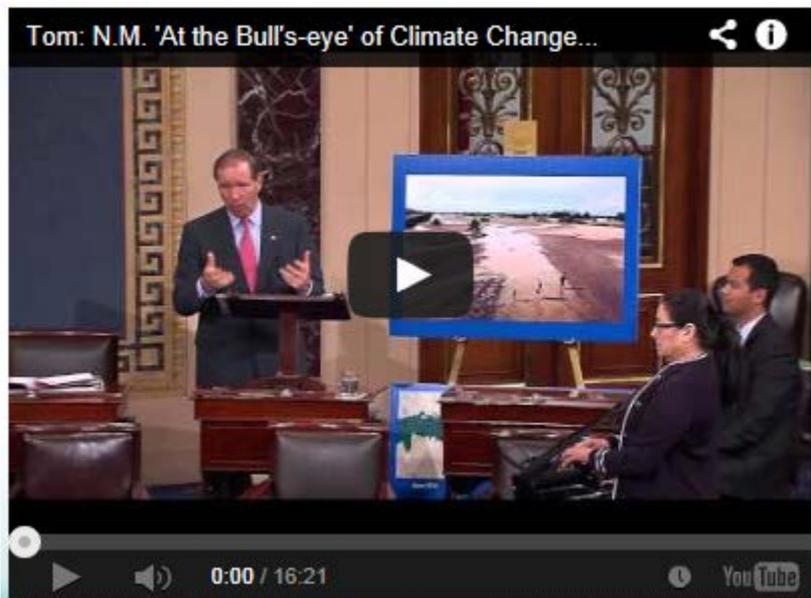
[http://www.defense.gov/pubs/2014/Quadrennial\\_Defense\\_Review.pdf](http://www.defense.gov/pubs/2014/Quadrennial_Defense_Review.pdf)

- **Under ‘Global Trends’** (p8): “Climate change poses another significant challenge for the United States and the world at large. As greenhouse gas emissions increase, sea levels are rising, average global temperatures are increasing and severe weather patterns are accelerating. These changes... will devastate homes, land, and infrastructure. Climate change may exacerbate water scarcity and lead to sharp increases in food costs. The pressures caused by climate change will influence resource competition while placing additional burdens on economies, societies, and governance institutions around the world. These effects are threat multipliers that will aggravate stressors abroad such as poverty, environmental degradation, political instability, and social tensions – conditions that can enable terrorist activity and other forms of violence.”
- **Adm. Sam Locklear III, commander of US Pacific Cmnd:** “You have the real potential here in the not-too-distant future of nations displaced by rising sea level. Certainly weather patterns are more severe than they have been in the past. We are on super typhoon 27 or 28 this year in the Western Pacific. The average is about 17.”



# 29 US Senators Speak Out on Climate Change in Historic all-night session: 3/10/2014

[http://www.tomudall.senate.gov/?p=press\\_release&id=1579](http://www.tomudall.senate.gov/?p=press_release&id=1579)



**Sen. Tom Udall 3/11/14-** "New Mexico and the Southwest are at the bull's-eye when it comes to climate change. We know it's a serious problem, the American people know it's a serious problem, and we want something done." "By 2050, NM will resemble the Chihuahuan desert 300 miles to the south."

<http://www.heinrich.senate.gov/view/heinrich-climate-change-is-not-theoretical-and-it-cannot-be-ignored>



**Sen. Martin Heinrich - U.S. Senator** Martin Heinrich (D-N.M.) delivered his opening remarks on the Senate floor to help kick off the #Up4Climate conversation and call attention to the urgent need to tackle climate change, March 10, 2014.



# Eight NM State Legislators Have Signed a Divestment Letter to the Regents

Dear President Frank and Regents of the University of New Mexico,

Climate change is accelerating. We are witnessing the increasing impacts of a warming planet more and more consistently. In this last year alone our country experienced record-breaking heat and hurricanes, which impacted hundreds of thousands of people and cost our country hundreds of billions of dollars. Hurricane Sandy alone caused \$50bn in damages. Here in New Mexico we are experiencing the worst drought since 1880. Experts agree that global warming caused by humans burning fossil fuels will continue to accelerate and intensify these tragic climate disasters. The scientific consensus is clear and overwhelming; we cannot safely burn even half of global fossil-fuel reserves without dangerously warming the planet for several thousand years.

As public pressure to confront climate change builds, we call on the University of New Mexico to **1) immediately freeze any new investment in fossil-fuel companies, and 2) to divest within five years from direct ownership and from any commingled funds that include fossil-fuel public equities and corporate bonds.**

We believe such action on behalf of UNM will not only be a sound decision for our institution's financial portfolio, but also for the well-being of its current and future graduating classes, who deserve the opportunity to graduate with a future not defined by climate chaos.

For the good of our students and our nation, and to preserve the quality of life for this and future generations worldwide, we call upon you to join a growing movement of schools around the country that are committed to preventing a more extreme climate by moving UNM's endowment beyond fossil fuels.

Sincerely, **Sen. Gerald Ortiz y Pino (Bern-12)**  
**Rep. Christine Trujillo (Bern-25)**  
**Rep. Elizabeth Thompson (Bern-24)**  
**Rep. Rick Miera (Bern-11)**

**Rep. Mimi Stewart (Bern-21)**  
**Rep. Miguel Garcia (Bern-14)**  
**Rep. Patricia Royball-Caballero (Bern-13)**  
**Sen. Bill O'Neill (Bern-13)**



# Top 200 Fossil Fuel Companies

- Divest from these: (<http://gofossilfree.org/companies/>)

## TOP 200 FOSSIL FUEL COMPANIES

By carbon in proven oil, gas and coal reserves.

Source: *Unburnable Carbon*, The Carbon Tracker Initiative. [Click here to download the list in Excel.](#)

Show  entries

Search:

Company	GtCO2	Primary Fossil Fuel
Severstal JSC	141.6	Coal
Lukoil Holdings	43.56	Oil and/or Gas
Exxon Mobil Corp.	41.03	Oil and/or Gas
BP PLC	34.6	Oil and/or Gas
Gazprom OAO	28.83	Oil and/or Gas
Chevron Corp.	21.22	Oil and/or Gas
ConocoPhillips	19.14	Oil and/or Gas
Total S.A.	18.02	Oil and/or Gas
Anglo American PLC	16.75	Coal
Royal Dutch Shell PLC	16.2	Oil and/or Gas

Showing 1 to 10 of 200 entries



# THE FINANCIAL CASE FOR DIVESTMENT

- **REPORT: THE FINANCIAL CASE FOR DIVESTMENT, NOV 3, 2013**
- On 11/3/13 Bevis Longstreth, former Securities and Exchange Commissioner under President Reagan, posted a report on why it's a financial imperative to divest from fossil fuels. Among the key findings are that:
  - Governments are regulating carbon and other pollutants, making fossil fuels expensive to produce.
  - The rise of alternative and clean energy technology is lowering demand for coal, oil and gas.
  - Rising grassroots and public opposition to fossil fuel companies are stigmatizing them, and that's making their stocks less valuable.
  - Fossil fuel companies are becoming pariahs, which has bad implications for hiring, employee morale and motivation, stockholder satisfaction and equity valuations.
  - **60-80% of the coal, oil and gas reserves underground are stranded assets, meaning that they can't be burned without raising temperatures beyond the exceedingly dangerous 2 degree C threshold, and will at some point in the near future lose their entire value.**
  - A sophisticated reading of fiduciary duty allows endowment and pension fund managers to divest from fossil fuel stocks without risking liability.
  - In the context of pensions and endowments, focusing on short-term returns is not useful, and divesting from fossil fuel companies will likely be the right decision.
  - He goes on to summarize his main point on the financial case:
    - Recognizing climate change as an existential threat to the planet, unique in human history, and both the compelling need to limit carbon emissions and the confidence we place in global leaders to achieve the necessary limits, the largest 200 fossil fuel companies are vastly overvalued in their trading markets and, therefore, continuing to hold investments in any of them exposes our endowment to material loss.
  - Read the report here: [http://www.huffingtonpost.com/bevis-longstreth/the-financial-case-for-di\\_b\\_4203910.html](http://www.huffingtonpost.com/bevis-longstreth/the-financial-case-for-di_b_4203910.html)



# SF State University Divestment

## A Case Study

### San Francisco State University Foundation

- Committed to divest from coal and tar sands and set up a committee to explore full divestment in May 2013
- This May (2013), San Francisco State University (SF State) became the first public university and first school on the west coast to commit to divest immediately from coal and tar sands companies and start a formal process to look at fully divesting from the fossil fuel industry.
- The SF State University Foundation, which manages \$51.2 million endowment for the university, issued the following statement on the decision:
- “The SF State University Foundation Finance and Investment Committee voted unanimously at its May 20, 2013 meeting to limit direct investments in fossil fuel companies. The SF State University Foundation Executive Committee also voted unanimously at its May 23, 2013 meeting that the foundation would not directly invest in companies with significant production or use of coal and tar sands and that it would amend its Investment Policy Statement (IPS) to reflect this change.”
- In addition, per a request by SF State President Leslie Wong, the Foundation Board will convene a special committee comprised of Foundation directors to review the Foundation’s investment policy, identify all of the Foundation’s fossil fuel investments, and make recommendations for future changes to the Foundation’s investment policy in regards to divestment.



# What is Divestment?

## What is fossil fuel divestment?

Divestment is the process of pulling your investments from fossil fuel companies in order to cease profiting from the destruction of the planet. Divestment is a tactic for fighting climate change.



**Why now?** A few years ago, global warming seemed like a distant threat. Now, millions of people have witnessed climate disruption first hand in the terrible droughts, floods, heat-waves, wildfires, and storms that have ravaged much of the globe. Scientists warn us that we're reaching tipping points where the system could spin out of control.

**Here's the math:** If we're going to limit warming to 2°C, a goal that even the most conservative governments in the world have agreed to meet, then we can only burn 565 gigatons more of carbon dioxide. But the fossil fuel industry has 2,765 gigatons of carbon in their reserves – nearly five times the safe amount – and every day they're searching for more. Their business model is incompatible with a livable climate.

**Why divestment?** 1) Divestment is a proven tactic in highlighting the destructive practices of fossil fuel companies in the public arena; 2) divesting from dirty energy is already generating market interest in creating environmentally sustainable investments; and 3) divestment can help create the political momentum we need to pass carbon-restrictive legislation.

**Will I lose money if I divest?** No. Don't believe us? Many big institutional investors are highlighting the increasing financial disincentives for investing in fossil fuel companies and the increasing financial incentives for divesting portfolios of fossil fuels. Even Goldman Sachs, one of the most establishment finance firms on Wall Street, is divesting from coal.

**Divesting helps save the planet AND your money.** If we're going to have any chance of slowing down climate change, most fossil fuel reserves will need to stay in the ground -- and investments based on those reserves will lose their market value. This is called the "carbon bubble."

**It's going to take all of us to make a difference.** We are excited that dozens of cities, religious institutions, foundations, organizations and thousands of activists have already divested or are in the process of doing so. Start a campaign and join the movement:

[www.gofossilfree.org](http://www.gofossilfree.org)