

The University of New Mexico Faculty Senate

Meeting Agenda February 24, 2015 3:00 P.M. Scholes Hall Roberts Room

AGENDA TOPICS		TYPE OF ITEMS/ PRESENTER(S)
3:00	1. Approval of Agenda	Action
	2. Acceptance of the January 27, 2015 Faculty Senate Meeting Summarized Minutes	Action
	3. Memorial Minute Patrick Gallacher	Action: Gail Houston
	4. Memorial Minute Tony Mares	Action: Gail Houston
3:05	5. Faculty Senate President's Report	Information: Pamela Pyle
3:15	6. Provost's Report	Information: Chaouki Abdallah
CONSENT AGENDA TOPICS		
3:45	7. 2014-2015 Faculty Senate Committee Appointments	Action: Pamela Pyle
	8. Forms C	Action: Pamela Pyle
Grad M.A. General Requirement Revision Grad M.A. Program Requirement Revision Grad Ph.D. Organization, Information and Learning Sciences Rev Grad Ph.D. Psychology Deletion UG Chinese Minor Revision UG B.A. Environmental Planning and Design Revision Grad M.B.A./M.E.M.E. Revision UG A.S. Health Education VA Revision UG Secondary Ed Certificate VA Deletion UG Elementary Education Cert VA Revision UG A.A. Elementary Education VA Revision UG A.A. Studio Art VA Grad Ph.D. Physics Revision Grad M.A. Community/Regional Planning Program UG B.S. Nuclear Engineering UG B.A. History Minor Revision UG B.A. History Revision UG A.A. Liberal Arts W/ concentration Revision VA UG Arabic Minor Revision		
AGENDA TOPICS		
3:50	9. Regent Robert Doughty	Discussion: Robert Doughty III
4:05	10. Fiscal Year 2016 Budget Development Update	Information: Andrew Cullen
4:25	11. Form D - Proposal for Master of Legal Studies Degree for Non-Lawyers	Action: Daniel Ortega Robert Desiderio
4:30	12. Form C - Chicana and Chicano Studies Program	Action: Irene Vasquez Manuel Garcia y Griego
4:35	13. Form C - Core Course for Anthropology	Action: James Boone
4:40	14. Form C - Core Course for Sociology	Action: Nancy Lopez

FACULTY SENATE SUMMARIZED MINUTES

2014-2015 FACULTY SENATE February 24, 2015

(Draft – Awaiting Approval at the March 24, 2015 Faculty Senate meeting)

The Faculty Senate meeting for February 24 was called to order at 3:00 p.m. in the Roberts Room of Scholes Hall. Faculty Senate President Pamela Pyle presided.

ATTENDANCE

Guests Present: Geraldine Forbes-Isais-School of Architecture and Planning; Robert Doughty-Board of Regent; Larry Manuel Garcia y Griego-History Department; Carolyn Gonzales-University Communications and Marketing; Crystal Davis-Staff Council; Jason Wilby- Foreign Languages Literatures; Greg Heileman-Office of Provost; Sarah Kostecky-University Libraries; Gail Houston-English; Shelley McLaughlin-Emergency Medicine School Academy; Rebecca Mayo-College of Nursing; Marios Pattichis-School of Engineering; Glenabah Martinez- College of Education; Jennifer Denetdale-University College; Barbara Reyes-SW Hispanic Research Institute; Leo Romero-School of Law; Nancy Lopez-College of Arts & Sciences; Magdalena Avila-Health Exercise & Sports Science; Daniel Ortega-School of Law; Patricia Perea-University College

APPROVAL OF THE AGENDA

The agenda was approved as written.

1. Approval of summarized minutes for January 27, 2015 meeting

The minutes were approved as written with no abstentions.

2. Memorial Minute for Patrick Gallacher

English Chair Gail Houston presented on the Memorial Minute for Professor of Emeritus for Medieval Language and Literature Studies in the Department of English passed at the age of 80 years old on February 7, 2014. He received a Ph.D. in Medieval English Literature in 1964. He was part Philosopher, Poet and mentor. The English Department has its own fund in his name that is used to help undergraduate students. His love of poetry was such that he would compose for his family and even at birthdays, wedding anniversaries and graduations. He composed them for his graduate students to honor them.

3. Memorial Minute for Tony Mares

English Chair Gail Houston presented on the Memorial Minute for English Emeritus Professor E.A. 'Tony' Mares teacher essayist, poet died January 30, 2015 at the age of 76.

Mares wrote on his website, "I was educated as a historian and Spanish Literature specialist. After teaching history and languages for many years, however, I became increasingly uncomfortable with my own way of understanding the world and also with my way of expressing that understanding. More and more, I turned to poetry."

Mares wrote, "For you, the reader, I hope you will enjoy my work. Some of my poems are meant to be humorous, others deal with political and social issues, and still others simply relate to the many worlds I describe...I want to entertain you, to enrage you, to make you reflect on our condition as arrogantly self-styled homo sapiens sapiens. If my poems even barely make you think about or reflect upon the stupid things we have done to ourselves over the last ten thousand years or so, then they will have succeeded as poems."

Mares is survived by his wife, Carolyn Meyer; son Ernesto Mares, daughter Vered Mares.

4. Faculty Senate Presidents Report

The Faculty Senate will be discussing the budget decisions that are being considered as the University progresses through the current legislative session. Faculty Senate President Pamela Pyle serves on the Budget Leadership Committee that is reviewing different scenarios on how faculty can be more involved. Faculty Senate President Pamela Pyle hopes to convey what she believes is the interests of faculty, that faculty maintain the high quality in programs that we have currently and work to build on the still even through dwindling funds and uncertain new revenues.

Faculty Senate President Pamela Pyle's report to the Board of Regents on Monday, February 6, 2015:

"In looking at the budget forecast and the scenarios being considered I find myself with few answers but many questions. I hope that the directions these questions point to help lead us collectively to the answers that are most beneficial for the University and its common wealth of people and ideas. I am concerned today about identity and identity vs. perception. Is our identity as a truly great research institution clearly visible, if we don't provide exceptional support to our faculty and programs? Of course it's proven to take stock of our fiscal environment, look for ways of doing things better, but does this perception this way of looking have the potential to threaten our growth and identity as a strong academic center of knowledge and innovation. Is cutting always the right response to a financial crisis, is reinvestment in ourselves perhaps a better tact. I realize a balanced budget is an accountant ideal but is it also a used strategy to spend money to make money. How can we better invest in our people and our community? Might not investments in compensation, Academic programs, student services and a broader marketing campaign for instance, bear the financial fruit we are seeking. Our faculty are among the lowest paid of our peers. There are only 2 or 3 institutions below us. Our classes are slightly larger and we are being encouraged to expand them still. After there is a possibility of diminishing benefits and it seems to me that we are taking away incentives to attract and keep high quality faculty here. This is short sided. Must we consider the long term consequences to a short term solutions.

Another question in the identity vs. perception dilemma, our we out to save the University money in the case of the Pre-65 retirees in our actions at odds with our identity as a great compassionate institution who values its extended community.

Regarding the re-incorporation of the Pre-65 into the retirement pool, were hot to collaborative approach might be best a sharing of the cost between the actives of the University would certainly be very humane. Whenever decided I'm hopeful that the message be put out is not in conflict with who we say we or who we inspire to be. I was in a meeting about three weeks ago that a question was raised, our other Universities hasting into cut benefits? The answer was made by, yes many are! I tell this story because I believe this is where we don't want to be; sacrificing our values, ideals and our strengths to follow a common pathway. As we move forward in the budget process I prefer we bushwhack a trail of excellence, inclusion and forth sidedness when identity and perception align and out actions left our intentions and we support whats most valuable to us. Then we are as we claim the leading educational center, the flagship of the state of New Mexico."

Faculty Senate President Pamela Pyle welcomes the Faculty Senate's thoughts to her comments to the Board of Regents.

Faculty Senate President Pamela Pyle traveled with Health Science Center Council Chair Lee Brown and other HSC Faculty to the Legislative Session on UNM Day in Santa Fe, New Mexico. The faculty was able to discuss with legislatures. Mayor Richard Berry met with the Operations Committee including a couple of other faculty. Faculty Senate President Pamela Pyle hopes with that meeting it has opened a door with the Mayor.

5. Provost's Report

Provost Abdallah reported on the Vice President for Research Search. The third candidate is on campus today. There is one more candidate who will be visiting the University soon. Provost Abdallah thanked the faculty who has attended the open forums. He encouraged faculty to continue to participate in the forums and to give their feedback.

The University is concerned about the New Mexico Lottery; there are a couple of options being reviewed by the legislature to make change to the Scholarship, one of them being where students can receive the Lottery Scholarship in the summers but that the 30% tool will be removed. THINK New Mexico is one of the groups lobbying to make sure this option is added. Senate Bill 355 states that the New Mexico Lottery as it stands when collecting the money 30% goes to the scholarship. The New Mexico Lottery Chief Executive Officer admitted that they are needing \$4-\$6 million dollars more than what they currently have to get a new contract. This will create hardships to the students and the institutions. The other New Mexico Lottery bill that is relevant to the University that the New Mexico Lottery will only pay for those whose income is need-base up to \$75,000.

The Health Science Center Chancellor Paul Roth first time in the history of the University to pass 50% in the 6 year graduation rate. Provost Abdallah encouraged all faculty to assist their students need 25 more students. If we make this goal it shows the public and the Board of Regents that the University is a great investment. About 4 years ago the University started at 25% in graduation rate and continues to grow.

CONSENT AGENDA TOPICS

6. 2014-2015 Faculty Senate Committee Appointments

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

7. F

Faculty Senate Committee Appointments Needing Senate Approval

Teaching Enhancement			
First	Last	Title	Department
Michel	Boivin	Clinician Ed-Associate Professor	IM Div of Pulmonary CC and Sleep

Forms C

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

Grad M.A. General Requirement Revision
 Grad M.A. Program Requirement Revision
 Grad Ph.D. Organization, Information and Learning Sciences Rev
 Grad Ph.D. Psychology Deletion
 UG Chinese Minor Revision
 UG B.A. Environmental Planning and Design Revision
 Grad M.B.A./M.E.M.E. Revision
 UG A.S. Health Education VA Revision
 UG Secondary Ed Certificate VA Deletion
 UG Elementary Education Cert VA Revision
 UG A.A. Elementary Education VA Revision
 UG A.A. Studio Art VA
 Grad Ph.D. Physics Revision
 Grad M.A. Community/Regional Planning Program
 UG B.S. Nuclear Engineering
 UG B.A. History Minor Revision
 UG B.A. History Revision
 UG A.A. Liberal Arts W/ concentration Revision VA
 UG Arabic Minor Revision

AGENDA TOPIC

8. Regent Robert Doughty

Regent Robert Doughty received his Undergraduate degree at New Mexico State and received his Law Degree at the University of New Mexico's School of Law. He is a fourth generation New Mexican, he was born in Albuquerque raised in Alamogordo. His parents both attended the University at the Anderson School of Management receiving his Business Degree then receiving his Law Degree. His mother received her degree in the School of Nursing. He expressed his respect for the faculty and Institution.

Regent Robert Doughty expressed his eager to listen and learn more about the University.

Faculty Senators stated their concerns and accomplishments of the University. Faculty mentioned healthcare benefits, student debt, raises, Board of Regents needing to be the University's advocate etc.

9. Fiscal Year 2016 Budget Development Update

Vice President for Budget Analysis and Planning Andrew Cullen gave an update regarding the fiscal year 2016 budget development. There is a 4 year budget plan called an Environmental Stand submitted to the Board of Regents in September 2014 it addresses administration costs, peer comparisons with tuition and fees. A new group of 22 peers have been identified some of them are aspirational, most are regional, and several are minority majority restitutions. The base of the 4 year plan is the academic plan that Provost Abdallah put in place. The inflationary factor has been reviewed such as fringe benefits, healthcare, utilities and other insurances. The Budget Leadership Team will present to the Board of Regents on March 9, 2015 the Innovative ABQ development framework. The Budget Leadership Team is actively working with the City of Albuquerque to move this effort forward so the University can help diversify the economy.

The enrollment is down this current fiscal year; therefore, there was a 1.5% decrease in student credit hour enrollment. That decrease results in about a \$3.60 billion dollar shortfall in revenue within the overall budget. It's made up of tuition \$2.7 million and student fees of \$900,000. This year the goal is to review the other revenues that support instruction in general. There are 4 different sources that can be used; self-insurance reserves \$2.5 million. This is to come up with one time revenues to help with this year's budget. There is a building renewal replacement there is \$1.7 million in reserves and student aide. These have balanced this year's fiscal budget.

The University is anticipating flat enrollment next year so the \$3.6 million dollar problem we have this year the University will reduce the base going into next year because they are counting on additional tuition money.

The \$7.2 million dollars is the result in decrease revenue and anticipated cost increases for utilities, healthcare and other insurances. The University should receive \$2.116 through the state from the funding formula. \$402,000 of that is due to the Health Science Center.

10. Form D Proposal for Master of Legal Studies Degree for Non-Lawyers

The Director of International Law Programs Daniel Ortega and Professor of Law Robert Desiderio presented on the proposal for Master of Legal Studies Degree for Non-Lawyers.

The Master of Legal Studies is not a degree for students who are pursuing a law degree. It is for those students who have other professions who would wish to advance or help by being introduced to the legal method of legal processing some basic substance of law. This is a new degree merging throughout the country being at 36 institutions. Most have been adopted in the last 3-5 years. It is a 30 hour program of which one of 4 hours must be an introduction to legal studies. The students will take courses within the Law School with other Law students. However the grading scale will differ. Two concentrations are being offered; Indian Law and Natural Resources - Environmental Law which are two areas in the Law School that certificates are offered who have an advanced curriculum. Other students who are interested pursuing other areas will work with the faculty and director in developing a program for them.

The form D, Master of Legal Studies Degree for Non-Lawyers was approved by unanimous vote of the Faculty Senate.

11. Form C Chicana and Chicano Studies Program

Director of Chicana and Chicano Studies Irene Vasquez and UNM Land Grant Studies program Director Larry Manuel Garcia y Griego presented on the proposal for Chicana and Chicano Studies program. This program will allow hiring, tenure and promoting its own faculty which currently as an interdisciplinary program they cannot due in the College of Arts and Sciences. This program was established over 45 years ago at the University. Over the last 3 years they have developed the Bachelor of Arts degree program with the support of the Board of Regents. Two certificate programs were developed; those have attracted 50 students to date with 7 of them graduating in Spring 2015. The enrollment growth as gone from 250% from Fall 2011 to Fall 2014. There are two Core Courses offered in the Social and Behavioral Sciences and in the Humanities area that enrolls 400 students a year. The Program offers first year learning communities that enroll 100 students a year. The online courses have added to the enrollment growth and are moving to launch the online bachelor's degree in Chicana and Chicano Studies being the first in the U.S. in Fall 2015. The Chicana and Chicano Studies Program is designed on the high impact practice model. For example, in their degree program, students gain 10 of the 10 recommended high impact practices through the Academic Association of Colleges and Universities.

The form C, Chicana and Chicano Studies Program was approved by unanimous vote of the Faculty Senate.

12. Form C Core Course for Anthropology

Professor of Anthropology James Boon presented on the proposal for Anthropology 220 World Archaeology to be added to the Core Curriculum. This course surveys the development of technological and cultural social development of the human species. This is fundamental for the college graduates and citizens to have basic knowledge in the recent history in civilization but also the 2.5 half million yearlong evolution of human culture.

The form C Core Course for Anthropology was approved by unanimous vote of the Faculty Senate.

13. Form C Core Course for Sociology

Professor of Sociology Nancy Lopez presented on the proposal for Sociology 216 Dynamics of Prejudice. The focus of the course is to look at issues difference, power and discrimination in terms of multiple identities. Currently there is one course in the Core Curriculum; this course will have focus on multiple areas which will include gender, sexual orientation, issues of ethnicity, religion and class. These types of courses have been shown to increase student success. This course will prepare students for professional success, transformations leadership and civic engagement in our increasingly diverse workplaces and society.

The form C Core Course for Sociology was approved by unanimous vote of the Faculty Senate.

14. Faculty Senate Academic Council Report

This item was deferred to the March 24, 2015 Faculty Senate agenda.

Meeting adjourned at 5:20 p.m.

4:45 15. Faculty Senate Academic Council Report

Information:
Charlie Steen

5:00 Adjournment

NOTES:

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

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1581**

Fields marked with * are required

Name of Initiator: Robben Baca **Email:** rbaca@unm.edu **Phone Number:** 505 277-7398 **Date:** 11-17-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[Plan III catalog changes.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)

[Reasons for adopting a Plan III Masters Degree.pdf](#)

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

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

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

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

Master's Degree: General Requirements

To meet general requirements for a master's degree a student must:

- 1 Complete the course work requirements of a Plan I, II, and III program within the identified deadline dates (described below);
 - 2 Fulfill any additional department or graduate unit requirements (e.g., foreign language or skill requirement, practicum, etc.);
 - 3 Maintain a cumulative grade point average of 3.0 or higher;
 - 4 Have a Program of Studies approved by the Dean of Graduate Studies;
 - 5 Complete at least 50% of required course work after admission to the graduate program, unless further limited by the graduate program;
 - 6 No more than 6 credit hours of course work in which a grade of C (2.0), C+ (2.33) or CR (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation.
 - 7 Pass the Master's Examination and/or Final Examination for Thesis except for the Plan III program, which is course work only;
 - 8 Meet the time limit for completion of degree requirements.
- Requirements specific to individual degree programs are described in the appropriate sections of this catalog.

Time Limit for Completion of Degree

All work used to meet degree requirements for a master's degree, including transfer credit, must be completed within a seven-year period immediately preceding the granting of the degree. Course work older than seven years cannot be used to meet requirements for the master's degree. Graduate units may impose stricter limitations on the time limit for completion of degree requirements.

Plans I (Thesis), II (Non-Thesis), and III (course work only) Options

Master's degree programs at the University of New Mexico are completed under one of three plans, as described below. These are referred to as Plans I, II, and III. Some programs offer students the option of following either of these three plans, while others offer only one or two. In addition to the general requirements listed above, the following specific requirements apply:

Plan I Requirements

- 1 A minimum of 24 credit hours of course work, with a minimum of 15 credit hours in the major field.
- 2 A minimum of 6 credit hours of 500-level course work.
- 3 A maximum of 6 credit hours in "problems" courses and a maximum of 5 credit hours of workshop credit.
- 4 Six credit hours of Thesis (599) credit.
- 5 Completion of a master's thesis.

Plan II Requirements

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Comment [1]: Current wording in Graduate Catalog:
Plans I (Thesis) and II (Non-Thesis) Options

Master's degree programs at the University of New Mexico are completed under one of two plans, as described below. These are referred to as Plans I and II. Some programs offer students the option of following either of these two plans, while others offer only one. In addition to the general requirements listed above, the following specific requirements apply:

Plan I Requirements

- 1A minimum of 24 credit hours of course work, with a minimum of 15 credit hours in the major field.
- 2A minimum of 6 credit hours of 500-level course work.
- 3A maximum of 6 credit hours in "problems" courses and a maximum of 5 credit hours of workshop credit.
- 4Six credit hours of Thesis (599) credit.
- 5Completion of a master's thesis.

Plan II Requirements

- 1A minimum of 32 credit hours of course work, with a minimum of 18 credit hours in the major field.
- 2A minimum of 12 credit hours of 500-level courses.
- 3A maximum of 12 credit hours in "problems" courses and a maximum of 8 credit hours of workshop credit.

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- 1 A minimum of 32 credit hours of course work, with a minimum of 18 credit hours in the major field.
- 2 A minimum of 12 credit hours of 500-level courses.
- 3 A maximum of 12 credit hours in “problems” courses and a maximum of 8 credit hours of workshop credit.

Plan III Requirements

- 1 A minimum of 30 credit hours of course work, with a minimum of 18 credit hours in the major field.
- 2 A minimum of 12 credit hours of 500-level courses.
- 3 A maximum of 12 credit hours in “problems” courses and a maximum of 8 credit hours of workshop credit.
- 4 No final examination is required.

Program of Studies for the Master’s Degree

A master’s degree student should file a Program of Studies with the Office of Graduate Studies as soon as she/he has planned a program of studies for the degree in consultation with the major advisor. This form may be obtained from the academic unit or the [OGS Web site](#). The Program of Studies must be approved by the graduate unit and submitted to the Office of Graduate Studies by the following deadlines: October 1 for Spring, March 1 for Summer and July 1 for Fall. It must be approved by the Dean of Graduate Studies before a student may take the master’s examination.

Within either Plan I, Plan II, or Plan III, the student and the major advisor may design a program of studies in which work is done only in the major graduate unit, in the major and a minor graduate unit, or in the major and one or more related graduate units. The following regulations must be observed:

- 1 Each Program of Studies must be approved by the student’s major graduate unit and by the Dean of Graduate Studies (see Program of Studies);
- 2 After a Program of Studies has been filed, a student may change Plans only with the approval of the major graduate unit and the Dean of Graduate Studies and must submit a new/revised Program of Studies;
- 3 No more than half the graduate program’s minimum required course work hours, exclusive of Thesis/Project, may be taken with a single faculty member;
- 4 When a master’s student elects a transcribed minor, the student must consult with the chairperson of the minor graduate unit in the planning of the program of studies. A faculty member from the minor graduate unit must be included on the student’s master’s examination committee unless this right is waived by the chairperson of that unit (see Transcribed Minors, below);
- 5 Application/Transfer of Graduate Credit: The application or transfer of graduate credit to a program of studies is never automatic. With the approval of the student’s graduate unit, a maximum of 50% of the course work requirements for a master’s degree may consist of a combination of applied/transfer credit hours, assuming they meet the restrictions

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specified earlier in this catalog. In addition, applied/transfer credit must meet the following criteria:

- The course work was taken at an accredited institution and is judged by both the graduate unit and the Dean of Graduate Studies to be appropriate to the student's degree program;
- The course work is graded at least a B and was completed within the required seven-year period; and
- Any additional restrictions that may have been imposed by the particular graduate unit have been fulfilled.

NOTE: Course work that has been counted toward a previous degree may not be counted again toward any subsequent degree with the exception of a master's degree for a doctoral degree.

Transcripted Minors

A master's degree student may declare a transcripted minor in a different graduate unit.

- 1 Transcripted minors must be fully approved through the UNM curricular process. A list of approved minors is available on the OGS Web site.
- 2 The student must submit a "Transcripted Minor" form to OGS, approved by both the major and minor units, with the Program of Studies.
- 3 Approved minors have a minimum of 9 credit hours of course work, or more if the department requires.
- 4 The minor must be outside the student's major code.
- 5 The student's master's examination committee or thesis committee must contain one faculty member from the minor field, unless this requirement is waived by the minor department on the Transcripted Minor form.

Required Enrollment

Master's students must be enrolled for and complete at least 1 graduate credit in the term they sit for an examination or complete degree requirements. In order to qualify to sit for a master's exam during the intersession, the student must be registered for the following semester.

Master's Examination

All candidates for the **Plan I and Plan II** master's degrees must pass a master's examination. The examination, drawn from the major field and from minor or related fields as appropriate, may be written, oral or both, depending upon the requirements of the graduate unit.

The examination is conducted by a committee of a minimum of three members approved for committee service. Two members must be in Category 1 or 3; the chair of the committee must be in Category 1, or 3 if within the student's major; one member must be from Category 1; and no more than one voting member can be in Category 4 (see Faculty Approval section for details).

The master's examination may be taken only after the Program of Studies has received approval by the Graduate Dean and only if the student is in good academic standing. In the case of Plan I students, the thesis defense may be considered as the master's examination; for these students, the thesis

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chairperson usually serves as chairperson of the master's examination committee. (See Required Enrollment)

The major graduate unit must notify the OGS of the student's scheduled examination date by submitting the appropriate announcement form. The announcement form must be filed at least two weeks before the master's examination, and no later than the published deadline dates (November 1 for Fall, April 1 for Spring or July 1 for Summer). Barring extraordinary circumstances, the graduate unit notifies the student and the Office of Graduate Studies of the results of the examination no later than two weeks from the date on which it was administered. Should such circumstances arise, the unit informs the student in writing of the reason for the delay and let him/her know when notification can be expected. The results of the examination (pass or fail) must be reported to the OGS by November 15 for Fall graduation, April 15 for Spring graduation or July 15 for Summer graduation. If a student fails the examination, the graduate unit may recommend a second examination, which must be administered within one calendar year from the date of the first examination. The master's examination may be taken only twice. A second failure results in the student's termination from the program.

Reasons for adopting a Plan III Master's Degree -Course Work Only Option

A number of research universities offer course-work only Master's degrees including the University of Texas-Austin, Colorado State University, University of Washington, University of Michigan, and the University of Minnesota to name a few. In general, professional degree programs such as engineering, business, law, and health most often adopt these degree options. However, the course-work only option is not necessarily limited only to departments that offer professional degrees. The main reason behind offering the option is for those students who do not envision conducting research in their career. Furthermore, the Plan III option would be adopted by those departments/programs for which a final examination is not necessary beyond successfully completing required coursework.

Graduate Studies hereby proposes that UNM adopt a Plan III Master's option that would require a minimum of 30 credit hours with the same requirements as a Plan II Master's degree excepting that a final examination would not be required, e.g.

Plan III Requirements

- 1 A minimum of 30 credit hours of course work, with a minimum of 18 credit hours in the major field.
- 2 A minimum of 12 credit hours of 500-level courses.
- 3 A maximum of 12 credit hours in "problems" courses and a maximum of 8 credit hours of workshop credit.
- 4 No final examination is required.

Currently there are at least two departments and one graduate program that have expressed interest in a Plan III Masters: 1.) Civil Engineering for Masters of Engineering, 2.) School of Law-Masters in Legal Studies, and 3.) Water Resources Program in Graduate Studies. The Masters in Legal Studies is currently being proposed by the School of Law as a 30-hour course work only degree, no exam. No department is under the obligation to adopt the Plan III Masters and it is quite likely that many departments will not choose to do so but they have the option to do so in the future.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1569**

Fields marked with * are required

Name of Initiator: Robben Baca **Email:** rbaca@unm.edu **Phone Number:** 505 277-7609 **Date:** 11-05-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[Graduate Catalog current and proposed .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)

[Revision in Plan II Masters.pdf](#)

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

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

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

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

Plans I (Thesis) and II (Non-Thesis) Options

Master's degree programs at the University of New Mexico are completed under one of two plans, as described below. These are referred to as Plans I and II. Some programs offer students the option of following either of these two plans, while others offer only one. In addition to the general requirements listed above, the following specific requirements apply:

Plan I Requirements

- 1 A minimum of 24 credit hours of course work, with a minimum of 15 credit hours in the major field.
- 2 A minimum of 6 credit hours of 500-level course work.
- 3 A maximum of 6 credit hours in "problems" courses and a maximum of 5 credit hours of workshop credit.
- 4 Six credit hours of Thesis (599) credit.
- 5 Completion of a master's thesis.

Plan II Requirements

- 1 A minimum of **32** credit hours of course work, with a minimum of 18 credit hours in the major field.
- 2 A minimum of 12 credit hours of 500-level courses.
- 3 A maximum of 12 credit hours in "problems" courses and a maximum of 8 credit hours of workshop credit.

Plans I (Thesis) and II (Non-Thesis) Options

Master's degree programs at the University of New Mexico are completed under one of two plans, as described below. These are referred to as Plans I and II. Some programs offer students the option of following either of these two plans, while others offer only one. In addition to the general requirements listed above, the following specific requirements apply:

Plan I Requirements

- 6 A minimum of 24 credit hours of course work, with a minimum of 15 credit hours in the major field.
- 7 A minimum of 6 credit hours of 500-level course work.
- 8 A maximum of 6 credit hours in "problems" courses and a maximum of 5 credit hours of workshop credit.
- 9 Six credit hours of Thesis (599) credit.
- 10 Completion of a master's thesis.

Plan II Requirements

- 4 A minimum of **30** credit hours of course work, with a minimum of 18 credit hours in the major field.
- 5 A minimum of 12 credit hours of 500-level courses.
- 6 A maximum of 12 credit hours in "problems" courses and a maximum of 8 credit hours of workshop credit.

Revision of Masters Plan II Requirements

It is proposed that the minimum course work requirement for the Plan II Masters be reduced from 32 credit hours to 30 credit hours. There are two compelling reasons for this change. First, the Higher Learning Commission (HLC) of the North Central Association, which is our accrediting body, requires a minimum of 30 semester credits beyond the Bachelor's degree for the degree (Assumed Practices Number: CRRT.B.10.020 in the HLC Policies). Second, a survey of a number of universities revealed that all of them required 30 credit hours or less for their Master's degrees with the exception of a few programs such as medicine. These universities included: U.T.-Austin, Arizona State University, C.U.-Boulder, U.C. Berkeley, Univ. of Virginia, Texas Tech, and U.S.C.

There appears to be no reason beyond tradition for there to be a 32 hour requirement for the Plan II Master's degree at UNM. This will reduce the number of credits needed to complete the Plan II Master's degree, which will help our students graduate sooner. This change will bring us into alignment with other universities in our region and across the country. Most importantly, it will bring us into alignment with the HLC requirement for the Master's Degree.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1512**

Fields marked with * are required

Name of Initiator: Victor Wai Tung Law **Email:** vlaw@unm.edu **Phone Number:** 505 277-2565 **Date:** 10-26-2014

Associated Forms exist? Yes Initiator's Title Assistant Professor: Organization, Information, &
Faculty Contact Victor Law Administrative Contact Linda Wood
Department Organization, Information, & Learning Sciences Admin Email woodl@unm.edu
Branch Admin Phone 277-4131

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Graduate Degree Program
Name of New or Existing Program PhD in Organization, Information, and Learning Sciences
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)

[Catalog Change to the Doctoral Program.docx](#)
[Prerequisite Change to the Doctoral 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)
see the attached doc

[Justifications of the Catalog change to the Doctoral Program.docx](#)
[Justifications of the Pre-requisite change to the Doctoral Program.docx](#)

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

[Faculty Load Implications for PhD Catalog change Form C.docx](#)
[Faculty Load Implications for PhD Pre-requisite change Form C.docx](#)

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

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

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

Exact Title and Requirements as they should appear in the catalogue

Current Catalog:

Requirements:

An OILS Ph.D. candidate must complete an approved program of studies, exclusive of the dissertation, of no less than 78 graduate credit hours. All candidates complete the required core courses (18 credit hours), concentration courses (15 credit hours), interdisciplinary supporting area courses (30 credit hours) and research courses (15 credit hours).

Candidates for the Ph.D. are required to demonstrate inquiry skills appropriate to conducting scholarly research. The identification and certification of the inquiry skills are completed by the student's Program of Studies Committee on Studies prior to the candidate's starting work on a dissertation.

The dissertation for the degree of Doctor of Philosophy must demonstrate an ability to conduct independent research and competence in scholarly exposition. It should present original investigation at an advanced level, of a significant problem and should provide the basis for a publishable contribution to the research literature of the major field.

The Ph.D. degree in Organization, Information, and Learning Sciences includes a minimum 78 course work credit hours plus 18 dissertation hours.

Proposed Catalog Change:

Requirements:

An OILS Ph.D. candidate must complete an approved program of studies, exclusive of the dissertation, of no less than 78 graduate credit hours. All candidates complete the required core courses (18 credit hours), concentration courses (15 credit hours), interdisciplinary supporting area courses (30 credit hours) and research courses (15 credit hours).

Candidates for the Ph.D. are required to demonstrate inquiry skills appropriate to conducting scholarly research. The identification and certification of the inquiry skills are completed by the student's Program of Studies Committee on Studies prior to the candidate's starting work on a dissertation.

The dissertation for the degree of Doctor of Philosophy must demonstrate an ability to conduct independent research and competence in scholarly exposition. Both traditional and non-traditional (hybrid) dissertation options are accepted. Students should choose an option in consultation with their committee members. It should present original investigation at an advanced level, of a significant problem and should provide the basis for a publishable contribution to the research literature of the major field. A non-traditional (hybrid) dissertation consists of a collection of related articles prepared and/or submitted for publication or already published. Each dissertation must include "introduction" and "conclusion" sections. The student must meet the general manuscript format criteria set forth in the UNM Catalog/Web site on manuscript guidelines. Students must adhere to copyright policies for obtaining permission to use a previously published manuscript.

The Ph.D. degree in Organization, Information, and Learning Sciences includes a minimum 78 course work credit hours plus 18 dissertation hours.

Exact Title and Requirements as they should appear in the catalogue

Current Catalog:

Doctoral Core (18 credit hours)

Prerequisites: OILS 501, OILS 541 and EDPY 500 or equivalent courses. Prerequisites are not applied to the 78 credit hours required.

Proposed Catalog Change:

Doctoral Core (18 credit hours)

Prerequisites: OILS 501, OILS 541 and OILS 570 or equivalent courses. Prerequisites are not applied to the 78 credit hours required.

The OI&LS faculty proposes to make two changes to the PhD requirements in the catalog: (1) change the pre-requisite of the Doctoral Core requirement, and (2) add a non-traditional (hybrid) dissertation option. This Form C focuses on the second change – the addition of a non-traditional (hybrid) dissertation option.

The OILS faculty proposes to change the dissertation requirement of the program to allow non-traditional (hybrid) dissertation options. The hybrid format allows graduates to produce three publishable papers, which can be published before graduates entering the job market. In the current academic job market, it is crucial to have publications in order to find an academic job; likewise, for students seeking employment outside of academia, the ability to write shorter reports and evaluations is crucial to their success, and better preparation than the traditional dissertation format. Therefore, the faculty proposes the change to make our doctoral graduates more competitive in the job market.

The alternative dissertation requirement and the description of the non-traditional (hybrid) dissertation will be added in the “Requirements” section of the catalog, which is highlighted in red in the following section:

The dissertation for the degree of Doctor of Philosophy must demonstrate an ability to conduct independent research and competence in scholarly exposition. Both traditional and non-traditional (hybrid) dissertation options are accepted. Students should choose an option in consultation with their committee members. It should present original investigation at an advanced level, of a significant problem and should provide the basis for a publishable contribution to the research literature of the major field. A non-traditional (hybrid) dissertation consists of a collection of related articles prepared and/or submitted for publication or already published. Each dissertation must include “introduction” and “conclusion” sections. The student must meet the general manuscript format criteria set forth in the UNM Catalog/Web site on manuscript guidelines. Students must adhere to copyright policies for obtaining permission to use a previously published manuscript.

The OI&LS faculty proposes to make two changes to the PhD requirements in the catalog: (1) change the pre-requisite of the Doctoral Core requirement, and (2) add a non-traditional (hybrid) dissertation option.

This Form C focuses on the first change – the change of the pre-requisite of the Doctoral Core requirement.

The OI&LS faculty proposes to change one of the pre-requisites of the Doctoral Core requirement from EDPSY 500 to OILS 570 that is currently submitted for approval (previously offered as OILS 593, Proseminar for OILS). A Form B is submitted for to add OILS 570 to the catalog. The new course focuses on the needs of the OI&LS Doctoral Program, such as literature review and academic writing as well as covering various research methods. The faculty believes that the new course will better prepare the students in doctoral studies by being tailored to our students and content focus.

The Program of Organization, Information, and Learning Sciences proposes to (1) change one of the pre-requisite requirements, and (2) add a non-traditional (hybrid) dissertation option to the Doctoral Program. No faculty workload will be affected by this change.

The Program of Organization, Information, and Learning Sciences proposes to change one of the pre-requisite requirements. Since existing faculty is teaching the pre-requisite, which has been taught for twice in the past two years, no faculty workload will be affected by this change.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1506**

Fields marked with * are required

Name of Initiator: Rikk Murphy **Email:** rikk@unm.edu **Phone Number:** 505-277-5009 **Date:** 10-24-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[Degrees Offered.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)

For some reason, and for many, many years, Cognitive Neuroscience has been listed in under concentrations in the Psychology Degrees Offered section of the catalog but we have never actually had a Cognitive Neuroscience concentration. We are requesting Cognitive Neuroscience be removed.

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

[Justification.docx](#)

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

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

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

Degrees Offered

Ph.D. in Psychology with M.S. Enroute

Concentrations: Clinical Psychology; Cognition, Brain and Behavior; Cognitive Neuroscience, Developmental Psychology; Evolutionary Psychology; Health Psychology; and Quantitative/Methodology. Each student is required to select a concentration.

Degrees Offered

Ph.D. in Psychology with M.S. Enroute

Concentrations: Clinical Psychology; Cognition, Brain, and Behavior; Developmental Psychology; Evolutionary Psychology; Health Psychology; and Quantitative/Methodology. Each student is required to select a concentration.

Justification

As we are only requesting the removal of Cognitive Neuroscience from the list of concentrations we offer, there is no impact on long-range planning, budget, or faculty workload.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1497**

Fields marked with * are required

Name of Initiator: Tania Ivanova **Email:** tivanova@unm.edu **Phone Number:** 505 277-3708 **Date:** 10-22-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[Chinese minor Catalog description.doc](#)

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

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

This change should synchronize the requirements for the Chinese and Japanese minors, two programs that will offer a new major in Fall 2015 - East Asian Studies. Including the 200-level courses in the Chinese minor requirements will also assure that students have a better grasp of the language, especially in the case of a language like Chinese.

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

[Chinese minor justification.doc](#)

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

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

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

Proposed modifications in the Chinese Minor

Current Catalog description of the Chinese Minor

Minor Study Requirements

Students complete eighteen credit hours of course work as described below:

1. Of these total eighteen credit hours, a minimum of twelve credit hours must come from Chinese courses (CHIN) at the 300-level or above.
2. Of these total eighteen credit hours, a minimum of three credit hours must come from HIST 381, 382, 383; or PHIL 336. Note that the following courses are also acceptable when content-appropriate: HIST 251 or 252 (not both) and 300; PHIL or RELG 431; and COMP 331 and 480.

Requested Modifications in the Chinese Minor Study Requirements

Students complete eighteen hours of course work as described below:

- 1) Of these total eighteen hours, a minimum of fifteen hours must come from Chinese language courses at the 200-level and above.
- 2) Of these total eighteen hours, a minimum of three hours must come from Chinese culture-related courses, such as COMP 331, COMP 480, CHIN 370, MLNG 457 (when taught with Chinese content), History 382, Philosophy 336, Philosophy/Religious Studies 431

Requested modifications

1. We request that 200-level courses (instead of 300-level) should be count towards the Minor requirements.
2. We request that the following courses be removed from the requirements for the Chinese minor:

HIST 251, HIST 252 and HIST 300.

In addition, **HIST 381** and **HIST 383** are scheduled to sunset this Fall, so they won't be part of the requirements starting Spring 2015.

3. We request **MLNG 457** (when taught with Chinese content) and **CHIN 370** to be added to the requirements for the Chinese minor.

Justification of the proposed changes in the Chinese Minor

Requested modifications

1. We request that **200-level courses** (instead of 300-level) be count towards the Minor requirements. The rationale is to make the relatively new Chinese minor more similar to the well-established Japanese minor. And since those two programs are now applying for a new major together (East Asian Studies), it makes more sense to have better correspondence between the two programs in their Minor requirements.

2. We request that the following courses be removed from the requirements for the Chinese minor:

HIST 251, HIST 252 and **HIST 300**. The content of HIST 251 and 252 (Eastern Civilization) is too broad and covers a lot of other topics besides China. HIST 300 is rarely taught with Chinese content. Since we will start counting 200-level language courses as part of the Minor requirements, students will have more options among the courses taught in the Chinese program.

In addition, **HIST 381** and **HIST 383** are scheduled to sunset this Fall, so they won't be part of the requirements starting Spring 2015.

3. We request **MLNG 457** (when taught with Chinese content) and **CHIN 370** to be added to the requirements for the Chinese minor.

MLNG 457 is a continuation of CHIN 305 and is typically taught in the Spring.

CHIN 370 is a culture courses, which was recently added to the Chinese curriculum and it wasn't available when the Chinese minor was initially proposed.

All those changes won't have an impact on long-term planning. There are no budgetary considerations and the faculty workload won't be affected.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1489**

Fields marked with * are required

Name of Initiator: Elizabeth Anne Castillo **Email:** esiletti@unm.edu **Phone Number:** 505 277-5050
Date: 10-20-2014

Associated Forms exist? Yes Initiator's Title Admin Assistant 3: Sch Arch Planning Gen Admin
Faculty Contact Claudia Isaac Administrative Contact Elizabeth Castillo
Department Community and Regional Planning Program Admin Email esiletti@unm.edu
Branch School of Architecture and Planning Admin Phone 277-5050

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program Bachelor of Arts in Environmental Planning and Design
Select Category Major 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)

[Proposed BAEPD Degree Req + Existing BAEPD Degree Req.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)

To reduce the number of required credit hours for the degree from 128 to 120 to assist undergraduate students in completing their degrees in a reasonable amount of time. This will be accomplished by the following changes: 1) The deletion of the requirement in the BAEPD Core of ARCH 342, Human Factors in Design - no associated Form A, as this course will remain in the Architecture curriculum; 2) The deletion of the requirement in the CRP Concentration of "CRP 431 or CRP 432 or CRP 433" - three associated Form As to change the dual numbered courses, CRP 431/531, CRP 432/532, and CRP 433/533 to CRP 531 only, CRP 532 only, and CRP 533 only; 3) The deletion of the requirement in the CRP Concentration of CRP 437 - one associated Form A to change CRP 437/537 to CRP 537 only; 4) The deletion of the requirement in the CRP Concentration of "CRP 462 or CRP 484" - no associated Form As, as these two courses will remain as BAEPD elective options; 5) The change in the number of credit hours from four to five for the required course in the CRP Concentration CRP 420, Environmental Design Studio - one associated Form A to change the number of credit hours of CRP 420 from four to five (rationale included in that form); 6) The addition of three credit hours to the electives requirement. These six changes result in a net total of 120CH for the BAEPD degree. A total of five Form As are associated with this Form C. Attached in this form in one document to clarify these changes are: the proposed BAEPD Degree Requirements AND the existing BAEPD Degree Requirements (after viewing proposed requirements, please scroll down to see existing requirements). Also attached in this form is the revised BAEPD 4-year Roadmap.

[BAEPD Road Map Sch of ARCH PLNG.pdf](#)

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

[Faculty load and budg justification for BAEPD changes - cbi rev.pdf](#)

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

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

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

Proposed new BAEPD "Introduction" and "Degree Requirements" catalog sections to appear in 2015-2016 catalog. Please note: in this document, changes and explanations of changes are highlighted in orange.

Introduction

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 and 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 B.A.E.P.D. 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. B.A.E.P.D. graduates may 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 complete a total of **120 credit hours**. The course of study consists of 37 credit hours from the University of New Mexico Core plus: 1 credit hour of science laboratory (as a prerequisite to the program), **33** credit hours of B.A.E.P.D. core courses, **32** credit hours of Community and Regional Planning Concentration courses, and **17** credit hours of electives (**at least 9 credit hours of electives must be upper division coursework**).

---see next page for proposed new BAEPD "Degree Requirements" section---

Degree Requirements

Students must complete the UNM Core requirements (37 credit hours) in accordance with the catalog selection options. Courses taken to fulfill UNM Core requirements may not also be used to fulfill B.A.E.P.D. Core requirements. UNM Core selections must include the following:

		Credit Hours
	Physical and Natural Sciences	
	2 courses, both including labs	8
	Social and Behavioral Sciences	
CRP 181	Introduction to Environmental Problems	3
PSY 105 -or- SOC 101	General Psychology	3
	Introduction to Sociology	
ARCH 121	Introduction to Architecture	3
Total for UNM Core, plus extra science lab		38
	B.A.E.P.D. Core Requirements	
CRP 165	Community and Regional Planning, Introduction	3
CRP 376	Human Settlements	3
CRP 482	Graphic Communications	3
	<i>Note: (deletion of the requirement of 'ARCH 342', which previously was here - no associated Form, as course will remain in ARCH curriculum)</i>	
CJ 225	Small Group Communication	3
CRP 483	Introduction to Geographic Information Systems	3
	Introduction to Research Methods (from any department)	3
		18
	Physical World (Select One)	
SUST 134	Creating a Sustainable Future: Introduction to Environmental, Social, and Economic Health	3
GEOG 195	Humans Role in Changing the Face of the Earth	3
GEOG 352	Global Climate Change	3

GEOG 365	Nature and Society	3
EPS 333	Environmental Geology (Prerequisites, check Catalog)	3

3

Philosophy and Ethics (Select One)

ANTH 340	Topics in Cultural Anthropology	3
CJ 268	Media Theories	3
PHIL 202	From Descartes to Kant	3
PHIL 245	Professional Ethics	3
PHIL 363	Environmental Ethics	3
AMST 182	Introduction to Environment, Science and Technology	3

3

Art and Design (Select One)

ARCH 109	Design Fundamentals	3
ARTH 250	Modern Art	3
ARTS 141	Introduction to Art and Ecology	3
ARTS 187	Introduction to Photography	3
ARTS 320	The Phenomena of Color	3

3

Social and Political Dimensions (Select One)

CRP 435	Community Economics for Planners	3
CRP 470	Sem: Ecotourism and Community Development	3
CRP 487	Political Economy of Urban Development	3
POLS 270	Public Policy and Administration	3
POLS 280	Introduction to Political Analysis	3

3

Ethnic and Gender Studies (Select One)		
CRP 428	Gender and Economic Development	3
CRP 473	Planning on Native American Lands	3
CRP 486	Planning Issues in Chicano Communities	3
AMST 330	Topics in Gender Studies	3
AMST 350	Topics in Race, Class, Ethnicity	3
		3
Total for B.A.E.P.D. Core		33
Community and Regional Planning Concentration Requirements:		
CRP 265	Sustainable Community Planning Methods	3
CRP 330	Introduction to Urban Design	3
CRP 420	Environmental Design Studio (associated Form A to increase CH from 4 to 5)	5
CRP 427	Watershed Management	3
	<i>Note: (deletion of the requirement of 'CRP431 or 432 or 433', which previously was here - three associated Form As to change the dual numbered courses, 431/531, 432/532, and 433/533 TO 531 only, 532 only, and 533 only)</i>	
	<i>Note: (deletion of the requirement of 'CRP 437', which previously was here - associated Form A to change CRP 437/537 to CRP 537 only)</i>	
	<i>Note: (deletion of the requirement of 'CRP 462 or 484', which previously was here - no associated Forms, as these courses will remain as elective options)</i>	
CRP 467	Regional Planning Process and Theory	3
CRP 472	Indigenous Planning	3
CRP 474	Cultural Aspects of Community Development Planning	3
CRP 480	Community Growth and Land Use Planning	3
ECON 105	Introduction to Macroeconomics	3
-or- ECON 106	Introduction to Microeconomics	

One Statistics course in any discipline	3
Total for CRP Concentration	32
17CH Electives (at least 9 credit hours of electives must be upper division coursework)	17
Total for B.A.E.P.D. Degree	120

---existing "Introduction" and "Degree Requirements" sections in 2014-2015 UNM catalog---

Introduction

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 and 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 B.A.E.P.D. 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. B.A.E.P.D. graduates may 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 complete a total of 128 credit hours. The course of study consists of 37 credit hours from the University of New Mexico Core plus: 1 credit hour of science laboratory (as a prerequisite to the program), 36 credit hours of B.A.E.P.D. core courses, 40 credit hours of Community and Regional Planning Concentration courses, and 14 credit hours of electives.

---see next page for existing "Degree Requirements" catalog section---

Degree Requirements

Students must complete the UNM Core requirements (37 credit hours) in accordance with the catalog selection options. Courses taken to fulfill UNM Core requirements may not also be used to fulfill B.A.E.P.D. Core requirements. UNM Core selections must include the following:

		Credit Hours
	Physical and Natural Sciences	
	2 courses, both including labs	8
	Social and Behavioral Sciences	
CRP 181	Introduction to Environmental Problems	3
PSY 105 -or- SOC 101	General Psychology	3
	Introduction to Sociology	
ARCH 121	Introduction to Architecture	3
Total for UNM Core, plus extra science lab		38
	B.A.E.P.D. Core Requirements	
CRP 165	Community and Regional Planning, Introduction	3
CRP 376	Human Settlements	3
CRP 482	Graphic Communications	3
ARCH 342	Architectural Programming and Human Factors	3
CJ 225	Small Group Communication	3
CRP 483	Introduction to Geographic Information Systems	3
	Introduction to Research Methods (from any department)	3
		21
	Physical World (Select One)	
SUST 134	Creating a Sustainable Future: Introduction to Environmental, Social, and Economic Health	3
GEOG 195	Humans Role in Changing the Face of the Earth	3
GEOG 352	Global Climate Change	3

GEOG 365	Nature and Society	3
EPS 333	Environmental Geology (Prerequisites, check Catalog)	3

3

Philosophy and Ethics (Select One)

ANTH 340	Topics in Cultural Anthropology	3
CJ 268	Media Theories	3
PHIL 202	From Descartes to Kant	3
PHIL 245	Professional Ethics	3
PHIL 363	Environmental Ethics	3
AMST 182	Introduction to Environment, Science and Technology	3

3

Art and Design (Select One)

ARCH 109	Design Fundamentals	3
ARTH 250	Modern Art	3
ARTS 141	Introduction to Art and Ecology	3
ARTS 187	Introduction to Photography	3
ARTS 320	The Phenomena of Color	3

3

Social and Political Dimensions (Select One)

CRP 435	Community Economics for Planners	3
CRP 470	Sem: Ecotourism and Community Development	3
CRP 487	Political Economy of Urban Development	3
POLS 270	Public Policy and Administration	3
POLS 280	Introduction to Political Analysis	3

3

Ethnic and Gender Studies (Select One)

CRP 428	Gender and Economic Development	3
CRP 473	Planning on Native American Lands	3
CRP 486	Planning Issues in Chicano Communities	3
AMST 330	Topics in Gender Studies	3
AMST 350	Topics in Race, Class, Ethnicity	3
		3

Total for B.A.E.P.D. Core 36**Community and Regional Planning Concentration Requirements:**

CRP 265	Sustainable Community Planning Methods	3
CRP 330	Introduction to Urban Design	3
CRP 420	Environmental Design Studio	4
CRP 427	Watershed Management	3
CRP 431 -or-	Foundations of Community Development	
CRP 432 -or-	Foundations of Natural Resources	3
CRP 433	Foundations of Physical Planning	
CRP 437	Urban Systems	3
CRP 462 -or-	The Housing Process	3
CRP 484	Neighborhood Planning	
CRP 467	Regional Planning Process and Theory	3
CRP 472	Indigenous Planning	3
CRP	Cultural Aspects of Community Development Planning	3

474		
CRP		
480	Community Growth and Land Use Planning	3
ECON		
105	Introduction to Macroeconomics	
-or-		3
ECON	Introduction to Microeconomics	
106		
	One Statistics course in any discipline	3
	Total for CRP Concentration	40
	Electives	14
	Total for B.A.E.P.D. Degree	128

Updated 10-22-14

Course Subject and Title	Cr. Hrs.	Major	Pre Major	Core	UD	Min Grade	Notes
Semester One:							
ENGL 101	3			3		C	Visit School of Architecture & Planning Advisor
MATH 121	3			3		C	
CRP 165	3	3	3			C	
ARCH 121	3			3		C	
UNM CORE (HUM)	3			3		C	
Total:	15						
<i>Freshman Advisement</i>							
Semester Three:							
PSY 105 or SOC 101	3			3		C	Must maintain minimum 2.5 GPA
STATS	3	3				C	
C-J 225	3	3				C	
CRP 265	3	3				C	
UNM CORE (WRIT + SPEAKING)	3			3		C	
Total	15						
Semester Five:							
PHIL + ETHICS ELECTIVE	3	3				C	Must maintain minimum 2.5 GPA
SOC + POL DIMENSIONS Elec	3	3				C	
CRP 483	3	3		3		C	
CRP 330	3	3		3		C	
RESEARCH METHODS	3	3				C	
							*
Total	15						
<i>Visit Career Services</i>							
Semester Seven:							
CRP 467	3	3			3	C	Must maintain minimum 2.5 GPA
CRP 474	3	3			3	C	
CRP 482	3	3			3	C	
ETHNIC + GENDER STUDIES	3	3			3	C	
ELECTIVE - Upper Division	3				3		
Total	15						
<i>Senior Visit -Advisement</i>							

If you are a current UNM student, use Lobo Achieve to schedule an appointment with the Advisor.

SA+P Bachelor of Arts in Environmental Planning and Design
Four-Year Road Map

Course Subject and Title	Cr. Hrs.	Major	Pre Major	Core	UD	Min Grade	Notes
Semester Two:							
ENGL 102	3			3		C	Must have minimum 2.5 GPA to apply
CRP 181	3	3	3	3		C	
UNM CORE (FOREIGN LANG)	3			3		C	
UNM CORE (SCIENCE+LAB)	4			4		C	
UNM CORE (HUM)	3			3		C	
Total:	16						
<i>Sophomore Advisement: Apply</i>							
Semester Four:							
ECON 105 OR 106	3	3				C	Must maintain minimum 2.5 GPA
UNM CORE (SCIENCE +LAB)	4			4		C	
ART & DESIGN ELECTIVE	3	3				C	
PHYS WORLD ELECTIVE	3	3				C	
ELECTIVE	3					C	
Total	16						
<i>Junior Advisement</i>							
Semester Six:							
CRP 480	3	3			3	C	Must maintain minimum 2.5 GPA
CRP 427	3	3			3	C	
CRP 376	3	3			3	C	
ELECTIVE - Upper Division	3				3	C	
ELECTIVE	3					C	
							*
Total	15						
<i>Apply for degree before fall break</i>							
Semester Eight:							
CRP 420	5	5			5	C	Must have minimum 2.5 GPA in order to graduate
CRP 472	3	3			3	C	
ELECTIVE - Upper Division	3				3	C	
ELECTIVE	2					C	
Total	13						
<i>Senior Visit Advisement</i>							
<i>Graduation Fair</i>							
Degree Total	120	68	6	38	44		

The elimination of CRP 431, CRP 432, CRP 433, and CRP 437 allow faculty to teach these courses at the graduate level only, enhancing the course experience for graduate students, and allow the BAEPD Program to develop course content that focuses specifically on the learning needs of undergraduates. The course content of these undergraduate sections will be integrated into other required BAEPD courses, primarily CRP 265, to allow for optimized educational opportunities for students in the program. Because these courses are routinely taught the graduate level, and will continue to be taught at that level, there will be no significant effect on faculty loads or budget.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1484**

Fields marked with * are required

Name of Initiator: Deirdre F Markham **Email:** dmarkham@unm.edu **Phone Number:** 277-4161 **Date:** 10-16-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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 - MBA MEME Degree Revision.docx](#)

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

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

Registrar advised the following: I was checking out some info on the Graduate Program page of the devl Catalog and found expired courses within the M.E.M.E./M.B.A. dual degree curricula: <http://catalog-devl.unm.edu/catalogs/2015-2016/graduate-program.html> look over the curric and submit a Form C to swap out the expired courses. Either ASM or SOE may submit the Form C proposal. This Form C removes the expired Anderson courses and updates engineering courses.

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

[Form C - MBA MEME Degree Revision.docx](#)

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

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

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

FORM C Degree/Program Change

Name of Initiator: Deirdre Markham Email: dmarkham@unm.edu Date: 10/16/14

Phone: 277-4161

Initiator's Rank/Title: Program Specialist

Associated Forms Exist: Yes **No**

Faculty Contact: Sul Kassicieh

Administrative Contact: Deirdre Markham

Department: Associate Dean's Office

Admin Email: dmarkham@unm.edu

Admin Phone: 277-4161

Branch:

Proposed effective term

Semester: Fall

Year: 2015

Course Information

Circle Program: UG **GR**

Name of new or existing program: Accounting Concentration

Select Category: **Degree** Major Minor Concentration
Certificate Emphasis Department Subject code
UG Core Course

Degree type: M.B.A./M.E.M.E. Dual Degree

Select Action: New **Revision** Deletion Name Change

Exact Title and Requirements as they should appear in the catalog:

Degree Requirements as below:

The School of Engineering (SOE) and the Anderson Schools of Management (ASM) offer a dual degree program leading to the degrees of Master of Engineering in Manufacturing Engineering (M.E.M.E.) and the Master of Business Administration (M.B.A.). Under this program, seven courses are shared: ASM accepts 9 credit hours of graduate credit from the Manufacturing Engineering Program (MEP) core and 6 credit hours of engineering technical electives; the SOE accepts 6 credit hours of graduate credit from ASM, to be applied to the MEP core. Engineering Electives may come from either the Mechanical and Equipment Manufacturing **area of focus** or the Computers in Manufacturing **area of focus** (as defined for the M.E.M.E. degree).

Students pursuing this program must satisfy the admission and other academic requirements of both schools. Students are required to complete a three-month industrial internship in a manufacturing setting (or demonstrate previous equivalent experience). Students are also required to complete a 3 credit hour project in conjunction with a manufacturing enterprise. The 60 credit hour M.E.M.E./M.B.A. curriculum is:

CS 529, CS 531, CS 585, ECE 536, ECE 574L, ECE 595 or ME 581		3
STAT 570 (may substitute MGMT 501 if STAT 570 not offered)	Industrial Statistics	3
ME/ECE 585		3
ME/ECE 586		3
MGMT 502		3
MGMT 504		3
MGMT 506		3
MGMT 508		3
MGMT 511		3
MGMT 521		3
MGMT 522		3
MGMT 526		3
MGMT 598		3
MGMT 5XX	MOT Elective (512, 513, 514, 515, 516, 517 , 518 or 519)	3
MGMT 5XX	MOT Elective (512, 513, 514, 515, 516, 517 , 518 or 519)	3
Elective	Engineering Area of Focus Elective	3
Elective	Engineering Area of Focus Elective	3
Elective	Engineering Area of Focus Elective	3
Elective	Engineering Area of Focus Elective (for Plan II)	3
CS/ECE/ME	Project (or 6 credit hours Thesis, Plan I)	3

Does this change affect other departmental program/branch campuses? Yes ____ No X

Reason(s) for request:

The previous curriculum included courses that have sunset, MGMT 530 and 532, so those have been removed. The courses in red above have been added as available options.

Updated 7/2014, DFM

Statements that include justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications:

The suggested changes update the curriculum for courses that are most relevant for students who are interested in pursuing the degree. There is no additional budgetary or workload issues as these courses are already being offered as part of the existing MEME and MBA degrees.

FORM C Degree/Program Change

Name of Initiator: Deirdre Markham Email: dmarkham@unm.edu Date: 10/16/14

Phone: 277-4161

Initiator's Rank/Title: Program Specialist

Associated Forms Exist: Yes **No**

Faculty Contact: Sul Kassicieh

Administrative Contact: Deirdre Markham

Department: Associate Dean's Office

Admin Email: dmarkham@unm.edu

Admin Phone: 277-4161

Branch:

Proposed effective term

Semester: Fall

Year: 2015

Course Information

Circle Program: UG **GR**

Name of new or existing program: Accounting Concentration

Select Category: **Degree** Major Minor Concentration
Certificate Emphasis Department Subject code
UG Core Course

Degree type: M.B.A./M.E.M.E. Dual Degree

Select Action: New **Revision** Deletion Name Change

Exact Title and Requirements as they should appear in the catalog:

Degree Requirements as below:

The School of Engineering (SOE) and the Anderson Schools of Management (ASM) offer a dual degree program leading to the degrees of Master of Engineering in Manufacturing Engineering (M.E.M.E.) and the Master of Business Administration (M.B.A.). Under this program, seven courses are shared: ASM accepts 9 credit hours of graduate credit from the Manufacturing Engineering Program (MEP) core and 6 credit hours of engineering technical electives; the SOE accepts 6 credit hours of graduate credit from ASM, to be applied to the MEP core. Engineering Electives may come from either the Mechanical and Equipment Manufacturing **area of focus** or the Computers in Manufacturing **area of focus** (as defined for the M.E.M.E. degree).

Students pursuing this program must satisfy the admission and other academic requirements of both schools. Students are required to complete a three-month industrial internship in a manufacturing setting (or demonstrate previous equivalent experience). Students are also required to complete a 3 credit hour project in conjunction with a manufacturing enterprise. The 60 credit hour M.E.M.E./M.B.A. curriculum is:

CS 529, CS 531, CS 585, ECE 536, ECE 574L, ECE 595 or ME 581		3
STAT 570 (may substitute MGMT 501 if STAT 570 not offered)	Industrial Statistics	3
ME/ECE 585		3
ME/ECE 586		3
MGMT 502		3
MGMT 504		3
MGMT 506		3
MGMT 508		3
MGMT 511		3
MGMT 521		3
MGMT 522		3
MGMT 526		3
MGMT 598		3
MGMT 5XX	MOT Elective (512, 513, 514, 515, 516, 517 , 518 or 519)	3
MGMT 5XX	MOT Elective (512, 513, 514, 515, 516, 517 , 518 or 519)	3
Elective	Engineering Area of Focus Elective	3
Elective	Engineering Area of Focus Elective	3
Elective	Engineering Area of Focus Elective	3
Elective	Engineering Area of Focus Elective (for Plan II)	3
CS/ECE/ME	Project (or 6 credit hours Thesis, Plan I)	3

Does this change affect other departmental program/branch campuses? Yes ____ No X

Reason(s) for request:

The previous curriculum included courses that have sunset, MGMT 530 and 532, so those have been removed. The courses in red above have been added as available options.

Statements that include justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications:

The suggested changes update the curriculum for courses that are most relevant for students who are interested in pursuing the degree. There is no additional budgetary or workload issues as these courses are already being offered as part of the existing MEME and MBA degrees.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1474**

Fields marked with * are required

Name of Initiator: Dustin Shafer **Email:** dshafer@unm.edu **Phone Number:** 505 925-8832 **Date:** 10-13-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[HED 2014-2016.pdf](#)
[2016-2018 HED Degree Plan pdf \(2\).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 reason for this request is that the current Health Education degree plan has not been revised in over a decade. Furthermore, in that same time-frame, the program has only matriculated one student. Updating the degree plan will not affect our budget, other programs, branches, or current faculty loads. The foreseeable impact of revising the degree plan should be positive in nature. This may manifest as increased majors, increased credit hour taken, and/or increased graduation/transfer rates.

[finalCurrent Catalog for BS HED 10212014.docx](#)
[finalProposed BS HEDCurric Catalog 102114.docx](#)
[com-hlth-undergrd-pos.pdf](#)

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

[A.S. HED Justification.docx](#)

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

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

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

2014-2016

Associate of Science in Health Education Degree Requirements

The following are the course requirements for completion of an Associate of Science in Health Education degree. Students should see an advisor to customize their educational plans.

Area	Semester	Grade	Credits
------	----------	-------	---------

Writing and Speaking: (12 Credits)

ENGL 110 or 112 or 113	_____	_____	3
ENGL 120	_____	_____	3
ENGL 219	_____	_____	3
CJ 130	_____	_____	3

Math: (6 credits)

MATH 121	_____	_____	3
STAT 145	_____	_____	3

Physical and Natural Sciences: (15 Credits)

BIOL 123/124L	_____	_____	4
BIOL 237	_____	_____	3
CHEM 111L	_____	_____	4
NUTR 244	_____	_____	4

Social and Behavioral Sciences: (6 credits)

PSY 105	_____	_____	3
_____	_____	_____	3

Select one course from the UNM Core Curriculum in Social and Behavioral.

Humanities: (3 credits)

_____	_____	_____	3
-------	-------	-------	---

Select one course from the UNM Core Curriculum in Humanities.

Fine Arts: (3 credits)

_____	_____	_____	3
-------	-------	-------	---

Select one course from the UNM Core Curriculum in Fine Arts.

Foreign Language: (3 credits)

_____	_____	_____	3
-------	-------	-------	---

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

Health Education Core Requirements: (16 Credits)

HED 164L	_____	_____	3
HED 171	_____	_____	3
PENP 114	_____	_____	1
PENP 158 or PENP 159	_____	_____	1
PENP 165	_____	_____	1
HED 260	_____	_____	1
PENP 165	_____	_____	3
HED 293	_____	_____	3

HED 260 has a co-requisite of HED 293.

Total Required: (64 credits)

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

Associate of Science in Health Education Degree Requirements

The following are the course requirements for completion of an Associate of Science in Health Education degree.

Students should see an advisor to customize their educational plans.

Area	Semester	Grade	Credits
------	----------	-------	---------

Writing and Speaking: (12 credits)

ENGL 110 or 112 or 113*	_____	_____	3
ENGL 120	_____	_____	3
ENGL 219	_____	_____	3
CJ 130	_____	_____	3

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

Math: (6 credits)

MATH 121	_____	_____	3
STAT 145	_____	_____	3

Physical and Natural Sciences: (14 credits)

BIOL 123/124L	_____	_____	4
BIOL 237	_____	_____	3
CHEM 111L	_____	_____	4
NUTR 244	_____	_____	3

Social and Behavioral Sciences: (6 credits)

PSY 105	_____	_____	3
_____	_____	_____	3

Select one course from the UNM Core Curriculum in Social and Behavioral.

Humanities: (3 credits)

_____	_____	_____	3
-------	-------	-------	---

Select one course from the UNM Core Curriculum in Humanities.

Fine Arts: (3 credits)

_____	_____	_____	3
-------	-------	-------	---

Select one course from the UNM Core Curriculum in Fine Arts.

Foreign Language: (3 credits)

_____	_____	_____	3
-------	-------	-------	---

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

Health Education Core Requirements: (15 credits)

HED 164L Standard First Aid	_____	_____	3
HED 171 Personal Health Management	_____	_____	3
HED 209 Education for AIDS Prevention	_____	_____	1
HED 212 Fundamentals of Human Sexuality	_____	_____	3
HED 247 Consumer Health	_____	_____	1
HED 260 Foundations of Health Promotion	_____	_____	3
PENP 114 Introduction to Weight Training	_____	_____	1

Total Required: (62 credits)

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

CURRENT CATALOG-HED CURRICULUM

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

***The School Health Education concentration is not currently accepting new students.**

Concentration in Community Health Education

First Year

HED 164L	Standard First Aid	3
HED 171	Personal Health Management	3
ANTH 130	Cultures of the World	3
CJ 130	Public Speaking	3
ENGL 101	Composition I: Exposition	3
ENGL 102	Composition II: Analysis and Argument	3
STAT 145*	Introduction to Statistics	3
PSY 105	General Psychology	3
BIOL 123/124L	Biology for Health-Related Science and Non-Majors/Lab	4
CHEM 111	Elements of General Chem	4
Social and Behavioral Sciences**	Select from UNM Core Curriculum	3
		Total 35

* STAT 145 preferred or select from the UNM Core Curriculum

** Excluding any course from the Social and Behavioral Sciences that are listed in the program of studies

Second Year

HED 209	Education for AIDS Prevention	1
HED 247	Consumer Health	1
HED 260	Foundations of Health Promotion	3
BIOL 237	Human Anatomy and Physiology I for the Health Sciences	3
PSY 200*	Statistical Principles	3
PSY 220*	Developmental Psychology	3
ENGL 219	Technical and Professional Writing	3
NUTR 244	Human Nutrition	3
Fine Arts	Select from UNM Core Curriculum	3
Second Language	Select from UNM Core Curriculum	3
Humanities	Select from UNM Core Curriculum	6
		Total 32

*PSY 200 and PSY 220 are required prerequisites for PSY 331

Third Year

BIOL 239L	Microbiology for the Health Sciences and Non-Majors	4
HED 310	Injury Prevention	1
HED 306	Conflict Mediation	1

CURRENT CATALOG-HED CURRICULUM

HED 321	Violence Prevention	1
HED 333	Emotional Health and Interpersonal Relationships	3
EDPY 303	Human Growth and Development	3
HED 371	Community Health	3
CJ	Upper-Division Elective	3
PSY 331	Psychology of Personality	3
SOC 322	Social Epidemiology	3
	General Education Elective	3
		Total 28
Fourth Year		
HED 451	Secondary Teaching Methods and Curriculum Development for Health Education	2
HED 362	Introduction to Health Behavior Theory	3
HED 446	Health Promotion Program Planning	3
HED 482	Health Education and Multi-Cultural Health Beliefs	3
HED 495	Field Experience	6
HED	Electives	3
OILS 421	Production and Utilization of Instructional Materials	3
OILS 483	Instructional Applications: Computer Technology	3
	General Electives	7
		Total 33

NOTE: Application eligibility for the BSED Degree Program in Health Education requires: a) completion of at least 26 hours of University coursework, b) an overall GPA of 2.5, c) admission into the College of Education, and, d) successful completion (B or better) of HED 171 and HED 260.

Concentration in Community Health Education

First Year

SOC 101	Introduction to Sociology	3
HED 171	Personal Health Management	3
ANTH 130	Cultures of the World	3
CJ 130	Public Speaking	3
ENGL 110	Accelerated Composition	3
ENGL 120	Composition III	3
PSY 105	General Psychology	3
MATH	Select from UNM Curriculum Core	3
BIOL 123/124L	Biology for Health-Related Science and Non-Majors/Lab (<i>pre-req. CHEM 111</i>)	4
CHEM 111	Elements of General Chemistry (<i>pre-req. Biol 123</i>)	4
		Total 32

Second Year

HED	*Elective from 01 credit hour HED course list	1
HED	*Elective from 01 credit hour HED course list	1
HED 212	Fundamentals of Human Sexuality	3
HED 260	Foundations of Health Promotion	3
BIOL 239L	Microbiology for Health Sciences and Non-Majors (<i>pre-req. Biol 123/124L</i>)	4
ENGL 219	Technical and Professional Writing	3
NUTR 244	Human Nutrition (<i>pre-req. Chem 111 or Biol 123/124L</i>)	3
PSY 200	Statistical Principles	3
Fine Arts	Select from UNM Core Curriculum	3
Second Language	Select from UNM Core Curriculum	3
***Electives from suggested list <u>outside</u> of HED or by approval		3
		Total 30

Third Year

HED	*Elective from 01 credit hour HED course list	1
HED	*Elective from 01 credit hour HED course list	1
HED	*Elective from 01 credit hour HED course list	1
HED	**Elective from 03 credit hour HED course list	3
HED 362	Introduction to Health Behavior Theory	3
HED 371	Introduction to Public and Community Health	3
HED 383	Principles of Epidemiology	3
HED 482	Social Determinants and Multi-Cultural Health	3
EDPY 303	Human Growth and Development	3
SOC 380	Research Methods (<i>pre-req. Soc 101</i>)	3
***Electives from suggested list <u>outside</u> of HED or by approval		6

Total 30

Fourth Year

Humanities	Select from UNM Core Curriculum	6
HED 446	Health Promotion Program Planning	3
HED 451	Prevention Strategies in Community Health	3
HED 495	Field Experience (<i>must be approved by faculty of record</i>)	6
HED	**Electives from 03 credit hour HED course list	6
	***Elective from suggested list <u>outside</u> of HED	6

Total 30

TOTAL 122 HOURS

I. HED ELECTIVES

***One Credit Hour Course List –**

Students must complete 5 credit hours from:

HED 209 Education for HIV/Aids Prevention
HED 247 Consumer Health
HED 306 Conflict Mediation
HED 310 Injury Prevention
HED 321 Violence Prevention
HED 445 Strategies for Prevention of Substance Abuse

****Three Credit Hour Course List**

Students must complete 9 credit hours from:

HED164L Standard First Aid
HED 333 Emotional Health and Interpersonal Relationships
HED 472 Health Issues of Death & Dying
HED 487 Physical Activity and Aging
HED 477 Stress Management
HED 493 Topics courses with permission of advisor

II. *SUGGESTED LIST OF ELECTIVES OUTSIDE OF HED**

*Students choose a total of 15 credit hours from the recommended list or must get approval for other courses.
Note prerequisites may apply.*

Instruction and Technology:

OILS 466 Principles of Adult Learning 03cr
OILS 470 Workplace Training 03cr
OILS 471 Designing Training 03cr
OILS 472 Training Techniques 03cr
MSET 365 Technical Integration for Effective Instruction 03cr

Social, Political, Environment Factors of Health:

POLS 270 Public Policy and Administration-03cr
PSY 280 Health Psychology-03 cr
ENVS 330 Enviro Systems -03cr
CRP 403 Community-based practice-03cr (*pre-req. CRP 330*)
CRP 425 Urban Design Theory 03cr (*pre-req. CRP 330*)
CRP 474 Cultural Aspects of Community Dev Planning -03cr
CRP 483 Intro GIS-03cr (*pre-req. CRP 265*)
SUST 402 Topics in Sustainability Studies 1-6cr

Proposed Catalog copy

Multicultural:

ANTH 330 Principles of Cultural Anthropology 03cr
PSY 374 Cross-Cultural Psychology 03cr
SOC 216 Dynamics of Prejudice 03cr
SOC 308 Sociology of Gender 03cr
SOC 326 Sociology of New Mexico 03cr

Communication:

CJ 225 Small Group Communication 03cr
CJ 314 Intercultural Communication 03cr
CJ 327 Persuasive Communication 03cr
CJ 344 Interviewing 03cr
CJ 450 Health Communication 03cr

Note: Students are responsible for meeting any pre-requisites for course electives

UNIVERSITY OF NEW MEXICO
UNDERGRADUATE COMMUNITY HEALTH EDUCATION CONCENTRATION
2011-2012

A GRADE OF C OR BETTER (NOT C-) IS REQUIRED FOR ALL HEALTH EDUCATION AND CORE REQUIREMENT COURSES

STUDENT: _____

Student Signature after Agreement is Reached

SSN _____

ADVISOR: _____

Advisor's Signature after Agreement is Reached

GENERAL EDUCATION: 69 Hours Required

COURSES	HRS	GR	<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; padding: 10px;"> UNM CORE REQUIREMENTS </div> <p>Amer St 182, 185, Anthro 101, 130; Comm & Regional Planning 181;, Econ 105, 106; Engineer-F200;Geog 102, Ling 101, Pol Sci 110,200, 220,240; Psy 105; Soc 101</p> <p>One course chosen from any of the lower division non-English language offerings of the Dept of Linguistic (including sign language) Spanish and Portuguese, Foreign Languages and Literature, and foreign languages in other departments and programs.</p> <p>-</p> <p>Architecture 101; Art Hist 101, 201, 202; Dance 105; FA 284; . Media Arts 210, Music 139, 140, Theater 122. Students may elect to take one 3 hour studio course offered by the Departments of Art & Art History, Music, Theatre & Dance, and Media Arts.</p>
1. Writing and Speaking - 15 hrs			
* English 101	3		
* English 102	3		
* English 219	3		
C & J 130	3		
C & J Upper Division Elective	3		
2. Mathematics - 3 hrs			
*Stat 145	3		
3. Physical and Natural Science –15 hrs			
*Biology 123L/124L or 121L	4		
*Chem 111L	4		
Biology 237	3		
Biol 239L	4		
4. Social & Behavioral Science –21hrs			
*Anthro 130	3		
*Core Requirement	3		
Psy 105	3		
Psy 200	3		
Psy 220	3		
Soc 322	3		
Psy 331	3		
5. Humanities – 6 hrs			
*Core Requirement	3		
*Core Requirement	3		
6. Second Language - 3 hrs			
*Core Requirement	3		
7. Fine Arts – 3 hrs			
*Core Requirement	3		
8. General Education Elective	3		

*Core requirements must be chosen from the acceptable list of courses. This curriculum applies to all bachelor degree students who are freshman, transfer or reentering-entering the University of New Mexico in Fall, 1999 or later.

Revised: 01/11

COMMUNITY HEALTH EDUCATION CONCENTRATION

A grade of C or better (not C-) is required for all health education and core requirement courses.

FIRST YEAR		HRS	GR
H Ed164L	Standard First Aid/Lab	3	
H Ed 171	Personal Health Management	3	
Engl 101	Composition I: Exposition	3	
Biol 123/124L	Biol for Hlth Related Sciences	4	
Chem 111L	Elements of Gen Chm	4	
Psy 105	General Psychology	3	
Soc & Behav Sci	Select from UNM Core Curriculum	3	
Engl 102	Composition II: Analysis and Argument	3	
Anthro 130	Cultures of the World	3	
C & J 130	Public Speaking	3	
Stat 145*	Introduction to Statistics	3	
		35HRS	
SECOND YEAR			
H Ed 247	Consumer Health	1	
H Ed 209	Education for AIDS Prevention	1	
H Ed 260	Foundations of Health Promotion	3	
Psy 200	Statistical Principles	3	
Psy 220	Developmental Psychology	3	
Biol 237	Human Anatomy & Physiology I for the Health Sciences	3	
Biol 239L	Microbiology for Health Sciences	4	
Nutr 244	Human Nutrition	3	
Engl 219	Technical Writing	3	
Sec Lang	Select from UNM Core Curriculum	3	
Humanities	Select from UNM Core Curriculum	6	
Fine Arts	Select from UNM Core Curriculum	3	
		36 HRS	

Revised: 01/11

THIRD YEAR		HRS	GR
H Ed 310	Injury Prevention	1	
H Ed 306	Conflict Mediation	1	
H Ed 321	Violence Prevention	1	
H Ed 333	Emotional Health and Interpersonal Relationships	3	
H Ed 345	Professional Applications in Health Education	3	
Ed Psych 303	Human Growth and Development	3	
C & J	Upper Division Elective	3	
Psych 331	Psychology of Personality	3	
Soc 322	Social Epidemiology or Approved 300-level Soc Course	3	
	General Education Elective	3	
		24 HRS	
FOURTH YEAR			
H Ed 451	Teaching Strategies & Curriculum for Health Education	2	
H Ed 362	Introduction to Behavior Theory	3	
H Ed 471	Introduction to Community Health	3	
H Ed 482	Intro to Health Education and Multicultural Health Beliefs	3	
H Ed 495	Field Experience	6	
H Ed	Electives	3	
OLIT 421	Production and Utilization of Instructional Materials	3	
OLIT 483	Instructional Applications Computer Technology	3	
	General Electives	7	
		33HRS	
	TOTAL HOURS	128	

Revised 01/11

The reason for this request is that the past A.S. Health Education program has fallen short on graduation and transfer rates, due in part to an outdated degree plan. In spring 2014, only one student graduated with the A.S. in Health Education. She was also the first to graduate from the program in a decade. The enrollment in the major has since increased from 9 in fall 2013 to 26 in the fall of 2014. The increased numbers demonstrate the program is starting to generate interest among the student population. In the next few years, we plan to grow the program with an increased focus on recruitment, retention, graduation and transfer rates. To accomplish our goal, we need a revision of our curriculum, bringing it up to date and in-line with main campus. These changes will **not** affect our budget, other programs, branches, or current faculty loads. The revision will not have any budgetary impacts as our full-time faculty are required to teach the same load annually. The foreseeable impact of revising the degree plan should be positive in nature. This may manifest as increased majors, increased credit hour taken, and/or increased graduation/transfer rates.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1473**

Fields marked with * are required

Name of Initiator: Rosa Auletta **Email:** rauletta@unm.edu **Phone Number:** 505 925-8546 **Date:** 10-08-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[SecondaryEducationCertificate_2014-2016.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)

[Justification for deletion of the Sec Ed Cert.docx](#)

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

[Long term and budget impact.docx](#)

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

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

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

2014-2016

Secondary Education Certificate Requirements

The following are the course requirements for completion of Secondary Education Certificate. Students should see an advisor to customize their educational plans.

Area	Semester	Grade	Credits
------	----------	-------	---------

Writing and Speaking: (6 Credits)

ENGL 110 or 112 or 113	_____	_____	3
ENGL 120	_____	_____	3

Math: (3 credits)

MATH 101 & 102 & 103	_____	_____	3
-or-			
MATH 120	_____	_____	3

In place of MATH 120 an advanced-level mathematics courses (e.g., MATH 121, MATH 150, MATH 180, MATH 162) may be substituted for students who place into a higher math course.

Physical and Natural Sciences: (4 Credits)

_____	_____	_____	4
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Select four courses from ASTR 101/101L, BIOL 110/112L, BIOL 201L, BIOL 202L, BIOL 123/124L, CHEM 111L, CHEM 121/123L, CHEM 122/124L, EPS 101/105L, EPS 201L, EPS 250, NTSC 261L, NTSC 262L, NTSC 263L (NTSC courses recommended), PHYC 151/151L, or PHYC 152/152L. Must include at least one lab.

Social and Behavioral Sciences: (3 credits)

_____	_____	_____	3
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Select one course from ANTH 101, ANTH 130, ECON 105, ECON 106, POLS 110, POLS 200, POLS 260, PYS 105, or SOC 101.

Humanities: (3 credits)

HIST 161 or HIST 162	_____	_____	3
or HIST 260			

Fine Arts: (3 credits)

ARTH 101 or MUS 139	_____	_____	3
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Foreign Language: (3 credits)

_____	_____	_____	3
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Select one course from the UNM Core Curriculum in Foreign Language.

General elective: (3 credits)

_____	_____	_____	3-4
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Select one course from the UNM Core Curriculum in Social & Behavioral Sciences, Physical & Natural Sciences, or Fine Arts as prescribed above in each of the corresponding areas.

Secondary Education Core Requirements: (4 Credits)

EDUC 183 or ETTS 290	_____	_____	3
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These courses are not required for acceptance to the College of Education at UNM or for licensure.

Total Required: (32 credits)

Justification for deletion of the Secondary Education Certificate – Fall 2015

The Secondary Education Certificate has no vocational value at this time. Other than to prove that the student has completed 30 credit hours, it is not accepted for employment in the field of education. This was verified after discussions with the local Human Services offices of Los Lunas Schools and Belen Schools. Students wishing to pursue a degree in Secondary Education must complete the A.A. in Secondary Education and transfer to a four year institution to complete the B.A. or B.S. with a concentration. There is no general degree in Secondary Education at UNM Main Campus. Additionally, the current certificate requires four credits that do not transfer to UNM Main in Secondary or Elementary Education.

Only two Secondary Education Certificates were awarded last year. The students who received these certificates are not pursuing further education in the field of education at this time.

Long-term planning and budgetary impact

There is no budgetary impact on the deletion of this certificate. Only two students were awarded this certificate last year. Neither is pursuing a 4-year degree in Secondary Education. No full-time instructor will lose employment as a result of the sunsetting of this certificate. The course that will be eliminated by the deletion of this certificate, EDUC 183 is taught by an adjunct instructor who can teach other classes. This course has been eliminated from the A.A. of Elementary Education and the Certificate of Education.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1470**

Fields marked with * are required

Name of Initiator: Rosa Auletta **Email:** rauletta@unm.edu **Phone Number:** 505 925-8546 **Date:** 10-07-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[Current Elem Ed Cert.pdf](#)

[Proposed Certificate of Education.xlsx](#)

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

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

[REGISTRAR'S NOTE: THIS FORM REQUESTS A NAME CHANGE AND REQUIREMENTS CHANGES.] Reason for request is to change the name of the certificate from Elementary Education Certificate to a more general Certificate of Education. I propose we eliminate a non-transferrable course and better align the certificate with the A.A. in Elementary Education. I am also submitting another Form C to propose that we delete the Certificate in Secondary Education.

[Justification Cert of Ed.docx](#)

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

[Budget impact on Cert of Ed.docx](#)

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

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

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

Existing Certificate

2014-2016

Elementary Education Certificate Requirements

The following are the course requirements for completion of ~~Elementary~~ Education Certificate. Students should see an advisor to customize their educational plans.

Area	⁹ Semester	Grade	Credits
Writing and Speaking: (6 Credits)			
ENGL 110 or 112 or 113	_____	_____	3
CJ 130 or CJ 220	_____	_____	3
ENGL 120	_____	_____	3
Math: (3 credits)			
MATH 111	_____	_____	3

Physical and Natural Sciences: (4 Credits)

_____ 4
Select four courses from ASTR 101/101L, BIOL 110/112L, BIOL 201L, BIOL 202L, BIOL 123/124L, CHEM 111L, CHEM 121/123L, CHEM 122/124L, EPS 101/105L, EPS 201L, EPS 250, NTSC 261L, NTSC 262L, NTSC 263L (NTSC courses recommended), PHYC 151/151L, or PHYC 152/152L. Must include at least one lab.

Social and Behavioral Sciences: (3 credits)

_____ 3
Select two courses from ANTH 101, ANTH 130, ECON 105, ECON 106, POLS 110, POLS 200, POLS 260, PYS 105, or SOC 101.

Humanities: (3 credits)

HIST 101 or HIST 102 _____ 3
or HIST 260

Fine Arts: (3 credits)

ARTH 101 or MUS 139 _____ 3

Foreign Language: (3 credits)

_____ 3
Select one course from the UNM Core Curriculum in Foreign Language.

General Elective: (3 credits)

_____ 3-4
Select one course from the UNM Core Curriculum in Social & Behavioral Sciences, Physical & Natural Sciences, or Fine Arts as prescribed above in each of the corresponding areas.

~~Elementary Education Core Requirements: (3 Credits)~~

~~EDUC 183 or ETSS 290 _____ 3~~

~~These courses are not required for acceptance to the College of Education at UNM or for licensure.~~

EDUC 183: Introduction to Education in New Mexico

Total Required: (32 credits)

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

2014-2016

Certificate of Education

The following are the course requirements for completion of the Certificate of Education. Students should see an advisor to customize their educational plans.

	Semester	Grade	Credits
Writing and Speaking: (9 Credits)			
ENGL 110 or 112 or 113*	_____	_____	
ENGL 120	_____	_____	
CJ 130 or CJ 220	_____	_____	

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

Mathematics: (3 Credits)

MATH 111	_____	_____	
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In place of MATH 111 an alternative mathematics course such as Math 121 or 123 or 150 or 162 or 180 may be substituted.

Physical and Natural Sciences: (4 Credits)

Recommended: NTSC 261L, NTSC 262L, NTSC 263L. Will accept any science course that meets the undergraduate core curriculum. Must

Social and Behavioral Sciences: (3 Credits)

Select one course from ANTH 101, ANTH 130, ECON 105, ECON 106, POLS 110, POLS 200, PSY 105, or SOC 101.

Humanities: (3 Credits)

HIST 101 or HIST 102 or HIST 260	_____	_____	
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Fine Arts: (3 Credits)

ARTH 101 or ART ED 214*	_____	_____	
MUSIC 139 or MUSIC ED 298	_____	_____	

**ART ED 214 is considered a UNM Core course in the College of Education only. It is the preferred Art class for the B.S. in Elementary Education.*

Foreign Language: (3 Credits)

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

General Elective: (3 Credits)

Select one course from the UNM Core Curriculum in Social and Behavioral Sciences, History, Physical and Natural Sciences, or Fine Arts as prescribed above in each of the corresponding areas.

Total Required: (31 Credits)

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

Justification for revised Elementary Education Certificate – Fall 2015

In revising this certificate, I am recommending that we change the title of the certificate from Elementary Education Certificate to Certificate of Education. The courses required for this certificate align with the Associate of Arts in Elementary Education. By eliminating EDUC 183, *Introduction to Education in New Mexico*, all courses are now applicable to the A.A. in Elementary Education and transferrable to the B.S. in Elementary Education at UNM Main Campus. This certificate meets 30 of the 60 credits necessary for the A.A. in Elementary Education.

There is no need for the Secondary Education Certificate as it has no particular value in this area without additional education. A Form C has been submitted proposing the deletion of the Secondary Education Certificate to avoid duplication. The proposed Certificate of Education is a more general certificate. The revision of the Elementary Education Certificate and the deletion of the Secondary Education Certificate as proposed are separate Form Cs and are not related.

The proposed Certificate of Education can be presented as proof of completion of thirty credits which is a minimum educational requirement when applying for a position as a substitute teacher in elementary schools in Los Lunas, New Mexico as per the Human Resources Office of Los Lunas Schools.

The proposed change does not impact any other branch campus.

Impact on Long-range Planning:

The proposed Certificate of Education provides students with half of the credits needed for the A.A. in Elementary Education that leads to New Mexico State teacher licensure. This certificate also meets the current higher education requirements for substitute teaching in Valencia County at the elementary level.

Budget impact:

By eliminating the current requirement of EDUC 183, *Introduction to Elementary Education in New Mexico*, all the courses in the proposed revised certificate are applicable to the A.A. in Elementary Education and transferrable to the B.S. in Elementary Education. As a result we may experience an increase in the number of certificates awarded due to the elimination of non-transferrable courses. All the courses in this certificate are already part of the regularly offered courses therefore no new courses need to be offered. Our current faculty are qualified to teach all the courses in the Certificate of Education eliminating the need for faculty recruitment.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1469**

Fields marked with * are required

Name of Initiator: Rosa Auletta **Email:** rauletta@unm.edu **Phone Number:** 505 925-8546 **Date:** 10-07-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[Proposed AA Elem Ed degree plan.xlsx](#)

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

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

[Justification for revised AA Elem.docx](#)

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

[Impact AA Elem Ed.docx](#)

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

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

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

Associate of Arts in Elementary Education

(2015-2016) Catalog

Total Hours 60

Writing and Speaking: (12 Credits)

ENGL 110 or 112 or 113*

ENGL 120

CJ 130 or CJ 220

LING 101 or ENGL 240

SEM

GRD

CR

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

Mathematics: (9 Credits)

MATH 111

MATH 112

MATH 215

Physical and Natural Sciences: (12 Credits)

Recommended: NTSC 261L, NTSC 262L, NTSC 263L. Will accept any science course that meets the undergraduate core curriculum.

Social and Behavior Sciences: (6 Credits)

Select two courses from ANTH 101, or ANTH 130, ECON 105, or ECON 106, POLS 110, POLS 200, PSY 105, SOC 101.

Humanities (12 Credits)

HIST 101 or HIST 102

HIST 161

HIST 162

HIST 260

Fine Arts: (6 Credits)

ART HIST 101 or ART ED 214*

MUSIC 139 or MUSIC ED 298

**ART ED 214 is considered a UNM Core course in the College of Education only. It is the preferred Art class for the B.S. in Elementary Education.*

Foreign Language: (3 Credits)

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

Total Required: (60 Credits)

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

Justification for revised A.A. in Elementary Education – Fall 2015

The changes in the Associate of Arts in Elementary Education are needed to more closely align the A.A. degree with the B.S. degree in Education at UNM Main and to reduce the number of credits needed to graduate from 64 to 60. This will also eliminate any non-transferrable courses.

The Fine Arts requirements have changed to Art Education (ARTE 214) and Music for the Elementary Teacher (MUSE 298). Our current offering of Music Appreciation and Art History will not be acceptable to fulfill the Fine Art requirement for Elementary Teachers in about two years. Therefore, I have added the new courses to the choices for the Fine Arts in the event that we are able to engage instructors qualified to teach these courses. Unfortunately, at this time the new courses are not expected to be acceptable as core courses.

EDUC 124, Introduction to Computers for Educators, and EDUC 183, Introduction to Education in New Mexico, will be eliminated from the course offerings as they do not transfer to Main other than possibly as electives. These courses are not required for acceptance to the college of Education at UNM or for licensure. The Math for Teachers courses and the Communications for Teachers (C&J 220) will give students experience, knowledge and skills in the field of education.

The attached degree plan fits perfectly with the 60 hours of General Education Courses required for the B.S. in Elementary Education for K-8 Licensure.

Impact on Long-range Planning:

The Associate of Arts in Elementary Education is designed to meet the New Mexico state teacher licensing requirements for the first two years of study for prospective elementary teachers. It exactly meets the General Education courses (60 credits) required for the B.S. in Elementary Education at this time. It provides for the current and future Fine Arts requirements.

Budget impact:

These changes have no budgetary impact at this time. All the courses in the degree plan are currently offered with the exception of the new ART ED 214 and MUS ED 298. The Fine Arts courses currently offered, ART HIS 101 and MUSIC 139, Music Appreciation, will continue to be acceptable for at least a year. In the meantime, we will recruit instructors qualified to teach the new courses. This revised degree plan reduces the number of credits required for graduation from 64 to 60 credits.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1466**

Fields marked with * are required

Name of Initiator: Robert Harris **Email:** patnbess@unm.edu **Phone Number:** 505 662-5919 **Date:** 10-01-2014

Associated Forms exist? Yes Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[AAAS-FormC-comparison-format1\(b\).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)

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

[This program provides students with the first two years of study toward a Bachelor.docx](#)

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

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

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

Proposed Revision of UNM-LA's Associate of Arts in Studio Art

Overall rationale for change: The Associate of Arts in Studio Art degree program at the University of New Mexico-Los Alamos provides students with the first two years of study toward a Bachelor's Degree in Fine Arts (BFA) at the UNM Albuquerque campus. These revisions will bring the program at UNM-LA into compliance with University requirements for the major in Studio Art.

CURRENT TEXT

About the Program

This program provides students with the first two years of study toward a Bachelor's Degree in Fine Arts (BFA) at UNM Albuquerque campus. Courses and course sequences are designed to encourage the student's power of observation and aesthetic awareness. Simultaneously the student is taught technique and craft with which to use these powers creatively. There are a variety of career opportunities in the Arts. Each artist's career path is unique, which is part of the freedom that comes with being an artist. Most visual artists work individually in the studio. Other career options such as teaching, museum work and free-lance design are generally achieved with a higher degree.

Specific Requirements

A minimum of 66 credit hours with a minimum grade point average of 2.5 overall.

*Note: Students planning to transfer to a four year institution should check grade point requirements at that institution.

At least 15 of these 66 hours must be UNM-LA catalog credit courses taken in residence with a minimum grade point average of 3.0 in Art Studio/Art History courses.

General Education Requirements

Writing and Speaking:

1. Writing and Speaking (9 credit hours)
ENGL 110: Accelerated Composition (3)
or
ENGL 112: Composition II (3)
or

PROPOSED REVISION

About the Program

This program provides students with the first two years of study toward a Bachelor's Degree in Fine Arts (BFA) at UNM Albuquerque campus. These introductory courses emphasize concepts basic to the entire discipline of studio art. Courses and course sequences are designed to encourage the student's power of observation and aesthetic awareness. The Associate of Arts degree program enables students to prepare for advanced study, gallery employment, studio assistant or a career as an individual artist. Other options such as teaching, curatorial work in a museum, free-lance design and management positions are generally achieved with a Bachelor's or Master's degree.

Rationale: Program description is more specific.

Specific Requirements

A minimum of 65 credit hours with a minimum grade point average of 2.5 overall.

*Note: Students planning to transfer to a four-year institution should check grade point requirements at that institution.

At least 15 of these 65 hours must be UNM-LA catalog credit courses taken in the UNM system with a minimum grade point average of 3.0 in Art Studio/Art History courses.

Rationale: Minimum credit hours revised to 65.

General Education Requirements

Writing and Speaking:

1. Writing and Speaking (9 credit hours)
ENGL 110: Accelerated Composition (3)
or
ENGL 112: Composition II (3)
or

<p>ENGL 113: Enhanced Composition (3) ENGL 120: Composition III (3) ENGL 220: Expository Writing (3)</p>	<p>ENGL 113: Enhanced Composition (3) ENGL 120: Composition III (3) ENGL 220: Expository Writing (3)</p> <p><i>(No changes here)</i></p>
<p>Mathematics and Statistics: 2. Mathematics and Statistics (6 credit hours) MATH 107: Problems in College Algebra (1) and MATH 121: College Algebra (3) MATH 150: Pre-Calculus Mathematics (3) MATH 162: Calculus I (4) MATH 163: Calculus II (4) MATH 180: Elements of Calculus I (3) STAT 145: Introduction to Statistics (3)</p>	<p>Mathematics and Statistics: 2. Mathematics and Statistics (4 credit hours) MATH 107: Problems in College Algebra (1) and MATH 121: College Algebra (3) MATH 150: Pre-Calculus Mathematics (3) MATH 162: Calculus I (4) MATH 163: Calculus II (4) MATH 180: Elements of Calculus (3) STAT 145: Introduction to Statistics (3)</p> <p><i>Rationale: 3 credit hours are required by the University for the major in Studio Art.</i></p>
<p><i>(Currently no Physical and Natural Sciences requirement)</i></p>	<p>Physical and Natural Sciences 3. Select one course as specified from the UNM core curriculum. (4 credit hours)</p> <p><i>Rationale: Requiring one course with lab for the Associate Degree will satisfy the need for a credit in Physical and Natural Sciences, and will count toward the 7 credits required by the University for the major in Studio Art at the Bachelor's level.</i></p>
<p>Social and Behavioral Sciences 4. Select one course as specified from the UNM core curriculum. (3 credit hours)</p>	<p>Social and Behavioral Sciences 4. Select one course as specified from the UNM core curriculum. (3 credit hours)</p> <p><i>(No change here)</i></p>
<p>Computer Science, Computer Technology, or Information Technology 5. Computer Science, Computer Technology or Information Technology (3 credit hours) CS 101: Introduction to Computer Science (4) CT 102: Introduction to Microcomputers on PC (4) IT 145: Web Design Fundamentals (3)</p>	<p>Fine Arts 5. Select one course from the following. (3 credit hours) ARTH 101: Introduction to Art (3) FA 284: Experiencing the Arts (3) MUS 139: Music Appreciation (3) MUS 142: Rock Music Appreciation (3)</p> <p><i>Rationale: Computer Science, Computer Technology, and Information Technology are not required by the University for the major in Studio Art. 3 credits in Fine Arts are required by the University</i></p>

	<i>for the major in Studio Art.</i>
Humanities 6. Humanities (6 credit hours) HIST 101: Western Civilization to 1648 (3) HIST 102: Western Civilization Post 1648 (3)	Humanities 6. Humanities (6 credit hours) HIST 101: Western Civilization to 1648 (3) HIST 102: Western Civilization Post 1648 (3) <i>(No changes here)</i>
Electives 7. Electives (3 credit hours) Select one course from among the following groups: <i>Communication and Journalism</i> <i>Foreign Language</i> <i>American Studies</i> <i>Philosophy</i> TOTAL GENERAL EDUCATION REQUIREMENTS 30 CREDIT HOURS	Electives 7. Foreign Language (3 credit hours) Select any non-English language course; minimum of three credit hours. <i>Rationale: 3 credit hours of a Foreign Language are required by the University for the major in Studio Art.</i> TOTAL GENERAL EDUCATION REQUIREMENTS 32 CREDIT HOURS
Technical Core Requirements	Technical Core Requirements
Art History 8. Art History (9 credit hours) ARTH 201: History of Art I (3) ARTH 202: History of Art II (3) ARTH 250: Modern Art (3)	Art History 8. Art History (6 credit hours) ARTH 201: History of Art I (3) ARTH 202: History of Art II (3) or ARTH 250: Modern Art (3) <i>Rationale: 6 credit hours of Art History are required by the University for the major in Studio Art.</i>
Art Studio Core Courses 9. Art Studio Core Courses (10 credit hours) ARTS 106: Drawing I (3) ARTS 125: Art Practices I (3) ARTS 126: Art Practices II (3) ARTS 298: Topics: Portfolio Preparation and Presentation (1)	Art Studio Core Courses 9. Art Studio Core Courses (9 credit hours) ARTS 106: Drawing I (3) ARTS 125: Art Practices I (3) ARTS 126: Art Practices II (3) <i>Rationale: Required courses are ARTS 106, 125, and 126 for the major in Studio Art. ARTS 298 is not required for the major in Studio Art.</i>
Art Studio Elective Courses 10. Art Studio Elective Courses (12 credit hours) <i>Select two from group A:</i>	Art Studio Elective Courses 10. Art Studio Elective Courses (12 credit hours) <i>Select three from group A:</i>

ARTS 130: Introduction to Electronic Art (3)
 ARTS 187: Photography I (3)*
 ARTS 205: Drawing II (3)*
 ARTS 207: Painting I (3)*
 ARTS 287: Black and White Photography (3)
 ARTS 288: Introduction to Color Photography (3)
 ARTS 298T: Topics (1-3)

Select two from group B:

ARTS 123: Shop Foundations (2)
 ARTS 157: Small Scale Metal Construction I (3)*
 ARTS 168: Introduction to Ceramics (3)*
 ARTS 213: Sculpture I (3)*
 ARTS 216: Raku - A Ceramic Low-Firing Reduction Process
 ARTS 257: Small Scale Metal Construction II (3)
 ARTS 268: Ceramics: Materials and Aesthetics

**Required courses for a BFA*

General Electives

11. General Elective Courses (5 credit hours)
 Courses in Music, Theatre or Dance are recommended to fulfill the Fine Arts elective requirements for a BFA. A maximum of 2 hours of Physical Education may count toward the degree.

TOTAL TECHNICAL CORE REQUIREMENTS
 36 CREDIT HOURS

TOTAL CREDIT HOURS 66 CREDIT HOURS

ARTS 130: Introduction to Electronic Art (3)
 ARTS 141: Introduction to Art and Ecology (3)
 ARTS 157: Small Scale Metal Construction I (3)
 ARTS 168: Introduction to Ceramics (3)
 ARTS 187: Introduction to Photography (3)
 ARTS 207: Painting I (3)
 ARTS 213: Sculpture I (3)
 ARTS 274: Introduction to Printmaking (3)

Select one from Group B:

ARTS 205: Drawing II (3)
 ARTS 208: Painting II (3)
 ARTS 216: Raku—A Ceramic Reduction Process (3)
 ARTS 268: Ceramics—Materials and Aesthetics (3)

Rationale: The University requires 9 credit hours of Studio Electives to be selected from Group A: ARTS 130 or ARTS 141 or ARTS 157 or ARTS 168 or ARTS 187 or ARTS 207 or ARTS 213 or ARTS 274 for the major in Studio Art. The University requires 3 credit hours of a Studio Elective to be selected from Group B: ARTS 205 or 208 or 216 or 268 for the major in Studio Art.

General Electives

11. General Elective Courses (6 credit hours)

Rationale: 6 credit hours of General Elective courses are required by the University for the major in Studio Art.

TOTAL TECHNICAL CORE REQUIREMENTS
 33 CREDIT HOURS

TOTAL CREDIT HOURS 65 CREDIT HOURS

This program provides students with the first two years of study toward a Bachelor's Degree in Fine Arts (BFA) at UNM Albuquerque campus. The Associate of Arts degree program enables students to prepare for advanced study, gallery employment, studio assistant or a career as an individual artist.

These revisions will bring the program at the University of New Mexico-Los Alamos into compliance with University requirements for the major with a concentration in Studio Art.

The proposed program changes will not impact the Department of Fine Arts budget or Faculty workload.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1442**

Fields marked with * are required

Name of Initiator: Irene Vasquez **Email:** ivasquez@unm.edu **Phone Number:** 505 277-0998 **Date:** 09-17-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[PDF Catalog Departmentalization Sept 16 14.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)

Chicana and Chicano Studies requests a conversion from program to department status. This change is in line with national developments in relation to the departmentalization of Chicana and Chicano Studies programs at UCLA, UT Austin, and University of Arizona. Arizona State University recently expanded Chicana and Chicano Studies program into an entire school. Chicana and Chicano Studies seeks full institutionalization at UNM, a Hispanic serving research 1 university. Departmentalization is substantiated by annual growth in credit hours, the undergraduate degree program, the minor program and two certificate programs. Moreover, Chicana and Chicano Studies intends to continue to participate in retention efforts coinciding with the institutionalization of high impact programs that retain and graduate students. Please see the attached proposal for detailed responses to form C requirements.

[PDF Final Submission CCS Dept proposal Sept 17.pdf](#)

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

[Dean-Chicana Studies Support Letter-Pecenya v.2.pdf](#)
[ProvostLetter-Chicano-Chicana-Studies-Department-Status-signed.pdf](#)

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

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

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

Proposed Chicana and Chicano Studies Department College of Arts and Sciences

Statement of Academic Purpose

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

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

Degrees Offered

Bachelor of Arts in Chicana and Chicano Studies (B.A.)
Certificate in New Mexican Cultural Landscapes (CERT)
Certificate in Transnational Latino Studies (CERT)

B.A. in Chicana and Chicano Studies

Major Study Requirements

A minimum of 36 credit hours, including the following:

CCS 109	Introduction to Comparative Global and Ethnic Societies
CCS 201	Introduction to Chicana and Chicano Studies
CCS 332	Introduction to Chicana Studies
CCS 365	Chicana-o Cultural Studies
CCS 384 -or-	Community-Based Learning in Chicana and Chicano Studies
CCS 486	Writers in the Community
CCS 480	New Approaches in Chicana and Chicano Studies
CCS 490	Advanced Seminar in Chicana and Chicano Studies
SPAN	Intermediate Spanish II (or above; or an equivalent course taught in Spanish in another

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202	department. Must be taken in residence at UNM.)
	Concentrations:
	Twelve credit hours chosen from one area of the three following concentrations. May include up to three credit hours of Independent Study or other courses having relevant subject matter, with the approval of the Chicana and Chicano Studies Director.
•	Cultural Studies
	CCS 342, 351, 384, 393, 486, 493; AMST 186, 360, 363; ANTH 238, 337, 340; ENGL 265, 365, 465; HIST 260; SPAN 301, 370, 371, 375, 479
•	Intersectional Politics and Social Movements
	CCS 360, 362, 364, 384, 393, 486, 493; AMST 185; CRP 486; HIST 363; POLS 301, 307, 308, 400; SOC 326, 331, 420, 428/528; PSY 374; WMST 200
•	Transnational Perspectives
	CCS 310, 331, 384, 393, *460, 486, 493; AMST 309; ANTH 340; ECON 239; HIST 300, 463, 464, 465; SPAN 101, 301, 307

Minor in Chicana and Chicano Studies

Minor Study Requirements

A minimum of 18 credit hours, including the following:

CCS 201	Introduction to Chicana and Chicano Studies
CCS 490	Advanced Seminar in Chicana and Chicano Studies
SPAN 202	Intermediate Spanish (or above; or an equivalent course taught in Spanish in another department. Must be taken in residence at The University of New Mexico.)
	6 credit hours chosen from Course Listing A, distributed across at least two departments or programs. At least 3 of the 6 credit hours must be 300-level or above. May include up to 3 credit hours of Independent Study or other courses having relevant subject matter, with the approval of the Chicana and Chicano Studies Director.
	3 credit hours chosen from either Course Listing A or Course Listing B.

Course Listing A: Chicanas and Chicanos as a Central Focus (1)

CCS 310, 331, 332, 351, 360, 362, 364, 384, 393, *460, *480, 493; AMST 363; CRP 486; ENGL 365, 465; HIST 260, 363, 464; SPAN 301(*), 370, 371, 375, 479.

Course Listing B: Chicana and Chicano-related Courses (1)

CCS 393, 493, 495; AMST 185, 186, 309, 360 (*); ANTH 238, 337; CJ 413; ECON 239; FS 484; HIST 300, 463, 465; LING 435; POLS 301, 307, 308, 400; PSY 374; SOC 326, 331, 420, 428/528; WMST 200.

(1) Topics courses with relevant content may count toward the minor with the approval of the Chicana and Chicano Studies Director.

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(*) Must have a Chicana and Chicano focus for course listing A or Chicana and Chicano-related focus for course listing B.

Certificate in New Mexican Cultural Landscapes

The certificate in New Mexican Cultural Landscapes is suited for UNM degree-seeking students who are interested in pursuing a special focus in New Mexican cultural landscapes. The certificate is also available to individuals seeking to enhance their knowledge and understanding of New Mexican populations in the United States. Additional credit hour requirements exist for those not pursuing a degree.

Certificate Requirements

A minimum of 15 credit hours for UNM degree-seeking students*, selected from the following:

CCS 342, 372, 374; ANTH 337; AMST 360; HIST 260, 463; POLS 301; SPAN 371, 375, 479, SOC 326.

*As per UNM guidelines, students pursuing the certificate in New Mexican Cultural Landscapes must earn a total of 30 credit hours of college credit.

Certificate in Transnational Latino Studies (offered online)

The certificate in Transnational Latino Studies is suited for UNM degree-seeking students who are interested in pursuing a special focus in transnational or transborder latino studies. The certificate is also available to individuals seeking to enhance their knowledge and understanding of Chicano and Latino populations in the United States. Additional credit hour requirements exist for those not pursuing a degree.

Certificate Requirements

A minimum of 15 credit hours for UNM degree-seeking students*, including the following:

Select 3 credit hours from each of the following area:

Introductory Studies: CCS 109, 201

Globalization: CCS 310, *460

Gender and Expressive Culture: CCS 331, 364, 365

Select 6 credit hours from the following area:

Community Studies: CCS 384, 351 (up to 6 credit hours), 393

*As per UNM guidelines, students pursuing the certificate in Transnational Latino Studies must earn a total of 30 credit hours of college credit.

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Courses

- CCS 109 [102]. Introduction to Comparative Global and Ethnic Societies. (3)
- CCS 201. Introduction to Chicana and Chicano Studies. (3)
- CCS 310. Immigration and Assimilation. (3)
- CCS 331. Transnational Feminisms. (3)
- CCS 332. Introduction to Chicana Studies. (3)
- CCS 342. Race, Culture, Gender, Class in New Mexico History. (3)
- CCS 351. Expediciones. (3 to a maximum of 6 Δ)
- CCS 360. Chicano Latino Civil Rights. (3)
- CCS 362. Chicana and Chicano Movement: El Movimiento Chicano. (3)
- CCS 364. Raza Genders and Sexualities. (3)
- CCS 365. Chicana/o Cultural Studies. (3 to a maximum of 6 Δ)
- CCS 372. New Mexico Villages and Cultural Landscapes. (3)
- CCS 374. New Mexico's Literary Landscapes and Beyond. (3)
- CCS 384. Community-Based Learning in Chicana and Chicano Studies. (3 to a maximum of 6 Δ [3])
- CCS 393. Topics in Chicano Hispano Mexicano Studies. (3, no limit Δ)
- CCS *460. Chicanos and Latinos in a Global Society. (3)
- CCS *480. New Approaches in Chicana and Chicano Studies. (3)
- CCS 486. Writers in the Community. (3 to a maximum of 6 Δ)
- CCS 490. Advanced Seminar in Chicana and Chicano Studies. (3)
- CCS 493. Special Topics. (3 to a maximum of 6 Δ)
- CCS 495. Undergraduate Problems. (3 to a maximum of 6 Δ)

DRAFT Request to Convert Chicana and Chicano Studies from an Interdisciplinary Program to a Department

February 2014

I. For all proposals, provide the following basic information.

A. Identify the proposed changes, including all aspects such as instruction, research, and service.

The mission of the Chicana and Chicano Studies Program at the University of New Mexico is to grow a nationally recognized comprehensive interdisciplinary program whose purpose is to promote a critical understanding of Chicano/Hispano/Mexicano/Mexican American communities through teaching, research, advocacy and community based learning. This proposal seeks to convert the unit's status from an Interdisciplinary program to an academic Department. Departmentalization will provide the critical structure for growth and expansion. Currently, CCS offers an array of curriculum programs that include a Bachelor's degree, a minor and two certificate programs. Within a three-year period, CCS proposes to offer a Masters Degree in Chicana and Chicano Studies. Within a five-year period, the program proposes to offer a PhD program in Chicana and Chicano Studies.

B. Summarize your reasons why the proposed changes are desirable, or necessary. For example, are they responsive to state or national needs, existing or anticipated opportunities, or requirements of regulatory bodies such as accreditation agencies?

Chicana and Chicano Studies is a field of study that was institutionalized almost fifty years ago at college and universities across the U.S. As a discipline, Chicana and Chicano Studies has established rich and dynamic values, norms, research methods, lines of inquiry, literature and texts. Growth and development are the current academic hallmarks of the field. The National Association of Chicana and Chicano Studies is an academic organization that boasts thousands of members across the United States and convenes an annual conference.

In keeping with national trends in the development of Chicana and Chicano Studies, several major flagship campuses in the US Southwest have recently transitioned their Chicana and Chicano Studies programs to Departments, including the University of California, Los Angeles and the University of Arizona. Mexican American Studies at Arizona State University converted from a Department into a larger comprehensive School of Transborder Studies. The Center for Mexican American Studies at the University of Texas, Austin is currently in the process of transitioning from program to Departmental status. These configurations point to the field's maturation, growth and demand. Chicana and Chicano Studies faculty at UNM consider that the same national trends that have contributed toward building comprehensive Chicana and Chicano Studies units in these other institutions are relevant at a flagship research institution such as the University of New Mexico.

The Latino descent population comprises 47% of New Mexico's state population. There are, in addition, local circumstances that underscore the opportunities and possibilities offered by having such a department at UNM, among them, demographic growth and the growing ethnic diversity of the state's population. Hispanics will soon be the majority population in the state of New Mexico. That Hispanic population of the state also is diversifying, due both to immigration and to rural-urban migration of nuevomexicanos descendant of persons who resided here before 1848. Therefore, a critical need exists for exploring, researching, and producing scholarship on the varied experiences, cultural expressions, and social locations of Latino populations and to take advantage of the unique social laboratory afforded by the population of New Mexico.

C. What are the advantages to the University of New Mexico if the proposal is approved and implemented?

A comprehensive department of Chicana and Chicano Studies will provide several benefits to the University of New Mexico. First, a department of Chicana and Chicano Studies will lead to a more visible faculty research profile by linking faculty research to tenure and promotion policies housed in the department. Currently, joint faculty members develop their research profiles specific to a field other than Chicana and Chicano Studies and are not required to publish in the field of Chicana and Chicano Studies. Second, as a high-impact program, Chicana and Chicano Studies will augment currently existing efforts to retain and graduate underrepresented students who make up a majority of the students enrolled in the Chicana and Chicano Studies major. Third, a Chicana and Chicano Studies Department will increase undergraduate enrollments at UNM and in programs and departments that crosslist their courses in CCS. Fourth, an institutionally organized Chicana and Chicano Studies Department will affirm UNM's fulfillment of federal grants that are intended to serve Hispanic Serving Institutions through formally instituted programs and services that serve Hispanic majority campuses. Fifth, a Masters and PhD program in Chicana and Chicano Studies will expand graduate education and funding opportunities for UNM students. Sixth, and not least, after four decades of serving the University of New Mexico as a program, previous and current students, faculty and community stake-holders are proactively supportive of Chicana and Chicano Studies becoming a department in one of the country's largest Hispanic Serving institutions in the Southwest.

1. What advantage does the proposal offer to current or future students, faculty, and staff at UNM?

Students will benefit from being exposed to structured high impact practices that research indicates increases student retention and graduation rates. Faculty whose teaching and research commitments to Chicana and Chicano Studies will be offered the possibility of obtaining tenure and the status of full Professor. Currently, tenure and full professor status do not exist in the interdisciplinary programs in the College of Arts and Sciences. Staff members will be part of a premier program that encourages professional opportunities for all stakeholders. The establishment of a Chicana and Chicano Studies Department will increase student career options and provide academic and civic training for students who adopt the BA degree as their second major. Staff members in the Chicana and Chicano Studies program can seek additional opportunities to be promoted in rank.

D. Does the proposed new or revised unit pose any actual or potential conflicts with the programs or services of existing units at UNM, branches of UNM, or other institutions or organizations within the State of New Mexico? On the other hand, does it offer potential enhancement of, or cooperation with, the programs or services of other units or organizations?

The establishment of a Chicana and Chicano Studies Department will not duplicate any existing programs in the region. UNM will be the only campus in the central region of New Mexico that houses a Chicana and Chicano Studies Department. Our conversations with educators, students, and the general population indicates that the establishment of a Chicana and Chicano Studies Department would attract students enrolled in community colleges and high schools throughout the region whose student populations are interested in pursuing the field of Chicana and Chicano Studies at the university level. Moreover, a Masters program in Chicana and Chicano Studies will be a first of its kind in the state of New Mexico.

The proposal for a Chicana and Chicano Studies Department at UNM centers three critical areas: (Cultural Studies, Intersectional Social and Political Movements and Transnational Perspectives). In addition, CCS offers two unique certificate programs, one in the area of Cultural Landscapes of New Mexico and a second in the area of Transnational Latino Studies. These certificates provide students with the opportunity to focus on the histories and expressive cultures of Nuevomexicano communities or the complex transnational dynamics that have historically and contemporarily shaped Chicano and Latino communities in the U.S.

Western New Mexico University is the only institution in the state that supports a Chicana and Chicano Studies Department. This Department offers a 49 unit major in Chicano and Hemispheric Studies. The geographic distance between Western New Mexico and the University of New Mexico is 183 miles. It is unlikely that students rooted in Albuquerque and the surrounding regions will attend Western New Mexico to receive their B.A. degree in Chicana and Chicano Studies. The establishment of a Department in Chicana and Chicano Studies at UNM would better address the needs of students in Albuquerque and the surrounding locales. Moreover, the curricular focus of the proposed Chicana and Chicano Studies Department is distinct from the Western New Mexico model because of its focus on High Impact practices, critical social theory, community based learning, and undergraduate research. In addition, the UNM model offers two certificate programs, one that can be fully completed in an online format. One specific example of the clear curriculum distinction between these Departmental units is that the UNM model includes a capstone and community based learning requirement, which the Western New Mexico program does not offer.

New Mexico State University offers a Supplementary Chicano Studies major through the Languages and Literature program. Therefore, there is no Departmental structure supporting a Chicana and Chicano Studies program that would compete with the CCS proposed structure. NMSU program does not offer an integrated and systematized interdisciplinary degree in the way that the CCS UNM model herein proposed by systematically drawing on the recent intellectual and theoretical innovations grounded in the discipline of Chicana and Chicano Studies. Rather, the New Mexico State University Chicana and Chicano Studies

concentration is made up of a compilation of courses focused on the Mexican American population and offered through traditional departments such as Sociology, History, English and Spanish. The UNM proposal seeks to follow the current programmatic trends of major flagship campuses in the southwest by establishing a truly interdisciplinary and transdisciplinary Chicana and Chicano Studies Department. In addition, the New Mexico State model does not incorporate the capstone and community based learning opportunities or the high impact framework that distinguishes the UNM Chicana and Chicano Studies curriculum model and that makes it a unique and a truly student-centered academic Department.

E. Provide an overall summary of the anticipated costs or changes in costs, and the human and physical resources, including space and equipment needed during the first three to five years of operation of the proposed new or revised unit.

Chicana and Chicano Studies has planned a three-year consolidation phase for the establishment of the Department and Masters program. In the first year of the process, CCS will not require additional financial resources beyond a partial lateral transfer of the Director's position. The Director will request a conversion of a current Lecturer III, Patricia Rosas Lopategui, to a tenure-track position. The Director's line will be moved to .75 in the Chicana and Chicano Studies program. This will grow the FTE from its current amount of 2.75 to 3.75 FTE. Because faculty who are interested in partial line transfer or formal teaching and service commitments are already Affiliated Faculty teaching crosslisted courses, the impact of the transfer or formal commitment will be minimal in the early phase of Departmental consolidation. In addition, in the first year, currently existing faculty will work with Department Chairs and College Deans to propose transfer partial lines or formulize teaching, research and service commitments to CCS.

In the second year of consolidation, CCS expects to increase the FTE from 3.75 FTE to 5 FTE. Once the Department is established, the current Director's line will be moved fully into Chicana and Chicano Studies. It is expected that two additional faculty holding Affiliated Faculty positions will request a partial line transfer to or formalized teaching and service commitments in Chicana and Chicano Studies. In the second year of the consolidation, the departmental founding faculty will submit a curriculum proposal to establish a Masters program in Chicana and Chicano Studies.

In the third year of consolidation phase, CCS expects to admit its first cohort of students into the Masters program. The founding faculty of the program will be involved in the graduate teaching, recruitment and advising of students admitted to the Master program.

Over an eight-year period, as enrollments grow in the undergraduate and graduate programs in Chicana and Chicano Studies program, CCS aspires to increase its faculty to 8FTE and explore the creation of a Doctoral program in Chicana and Chicano Studies. Therefore, CCS anticipates funding for 3 additional FTE over a period of eight years, growing its core faculty to 8FTE.

A preliminary space needs analysis demonstrates that Chicana and Chicano Studies requires an additional 3,400 sq. ft. to support the academic mission of a department. Currently CCS has access to 839.4 sq. ft., which is not adequate to support its current operations as an academic program.

CCS - Lower Level Usable Space (839.4 sq. ft.)

- Basement Utility & Storage (Rm. B1 & B1A) (237.6 sq. ft.)
- Office (Office Admin) (Rm. #B2) (191.1 sq. ft.)
- Faculty Office (Rm. #B3) (129.9 sq. ft.)
- Restroom/Storage Closet (Rm. #B4) (36.7 sq. ft.)
- Director's Office (Rm. #B5) (189.9 sq. ft.)
- Hallway office (Rm. #B6) (54.2 sq. ft.)

CCS Preliminary Projected Space and Equipment Needs (3393.4)

- Faculty Office (1)(new space) (129.9 sq. ft.)
 - One desk, two chairs, wall shelving units, computer
- Faculty Office (2)(new space) (129.9 sq. ft.)
 - One desk, two chairs, wall shelving units, computer
- Faculty Office (3) new space) (129.9 sq. ft.)
 - One desk, two chairs, wall shelving units, computer
- Faculty Office (4) (new space) (129.9 sq. ft.)
 - One desk, two chairs, wall shelving units, computer
- Faculty Office (5)(new space) (129.9 sq. ft.)
 - One desk, two chairs, wall shelving units, computer
- Faculty Office (6)(new space) (129.9 sq. ft.)
 - One desk, two chairs, wall shelving units, computer
- Faculty Office (7)(new space) (129.9 sq. ft.)
 - One desk, two chairs, wall shelving units, computer
- GA/TA Office (1)(new space) (129.9 sq. ft.)
 - Two desks, two chairs, wall shelving units, computer
- GA/TA Office (2)(new space) (129.9 sq. ft.)
 - Two desks, two chairs, wall shelving units, computer
- Student Work Area/Computer Lab (new space) (240 sq. ft.)
 - Five work tables, 10-15 Chairs, wall shelving units, computer set up
- Conference Room/ (540 sq. ft.)
 - 25 utility tables, 30-35 chairs, TV & VCR/DVD player/Computer & Projector, video screen, shelving unit, white board
- Seminar (new space) (540 sq. ft.)
 - 6 tables, 20 to 25 chairs, TV & VCR/DVD player/Computer & Projector, video screen, white board
- Exhibit/Performance space (540 sq. ft.)
- Break Room/Kitchen (new space) (194.3 sq. ft.)
 - Stove, Refrigerator, Large Table & chairs, Fixed kitchen cabinets, Sink, utility table, bulletin board
- Outdoor mixed-use space (1,250 sq. ft.)

II. In the case of proposals for new units on or off-campus, or major revisions of existing units, provide the following detailed information.

A. Describe the existing organizational structure related to your proposal, and the anticipated structure when the revision or new unit has evolved to anticipated form. Include a description of:

1. Administrative structure, including the line of responsibility within the organization and the path(s) through which the unit will report.

A Chair will serve as the primary administrator of the Chicana and Chicano Studies Department. The Chair will retain management, fiscal, curriculum and programming oversight of the program and report to the Dean of the College of Arts and Sciences. A Vice Chair will assist the Chair and be responsible for the programming and student services needs of the program.

2. Faculty positions, including rank and responsibilities.

The decision-making body for the Chicana and Chicano Studies Department will be the faculty of the unit. Departmental By-Laws will govern decision-making processes in the Department (See By-Laws). The current list of regular, permanent faculty include:

LM García y Griego, Associate professor
Levi Romero, Lecturer III
Patricia Rosas Lopategui, Lecturer III
Michael Trujillo, Associate Professor
Irene Vasquez, Associate Professor

3. Staff positions, including grades and responsibilities.

Chicana and Chicano Studies currently employs one Administrative Assistant III. CCS also utilizes the assistance of one work-study student. The current employee is:

Antoinette Rael, Administrative Assistant III

B. Describe the instructional programs the unit will offer, if any.

1. What degree programs will the unit offer, or support, at the undergraduate or graduate levels?

The Chicana and Chicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano and Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities

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

As part of the proposal for Departmentalization, Chicana and Chicano Studies proposes to establish a new Masters and PhD degree program, which will be the first of their kind in the state of New Mexico. A preliminary proposal for the Masters program in Chicana and Chicano Studies is included below.

Chicana and Chicano Studies Major

Courses required for the preparation of the major support the academic development of students in several ways. First, the courses are intended to introduce students to the field of Chicana and Chicano Studies. Second, the courses support student understanding of the intersectional histories and experiences of communities of color in the United States and how these have been shaped by local and global dynamics. Third, our curriculum promotes an understanding and awareness of southwest studies, in particular, New Mexico's cultural traditions and history. Fourth, the courses reinforce and support the development of Spanish-English dual language skills. Fifth, students completing the lower-division coursework of the major will participate in 3 to 4 High Impact practices.

Preparation of Major – 9 units	Course Title
CCS 102	Introduction to Comparative Global and Ethnic Societies
CCS 201	Introduction to Chicana and Chicano Studies
SPAN	Spanish 202 Intermediate Spanish, or above, or an equivalent course

Core Knowledge in the Major

The courses in the required upper-division curriculum immerse students in the breadth of knowledge that makes up the field of Chicana and Chicano Studies. The courses are designed to reinforce student knowledge of the growing complexity of the field of Chicana and Chicano Studies, examine how gender intersects with race/ethnicity, social status, and sexuality in shaping the experience of Chicana and Chicano populations in the United States, and guide student understanding of the theories, methods and approaches applied in existing body of literatures. Students will be required to complete a capstone assignment and present in an academic and community based forums. Students completing the upper-division coursework of the major will have participated in 3 to 4 High Impact practices.

Core Knowledge – 15 hours	Course Title
CCS 332	Introduction to Chicana Studies
CCS 365 (offer as Eng 365)	Chicana/o Cultural Studies
CCS 384 or CCS 486	Community Based Learning or Writers in the Community
CCS 480	Approaches in Chicana/o Studies
CCS 490	Capstone

Areas of concentrations

Students select one area of concentration and complete the equivalent of a semester of study in the area of specialization.

Concentration 1 – Cultural Studies 12 hours	Course Title
CCS 342	Race Culture Gender Class in NM History
CCS 351	Expediciones
CCS 393	Topics Courses
AMST 186	(All Sections) Intro to SW Studies
AMST 360	003 SW Critical Landscapes
AMST 360	101 Southwest Studies
AMST 360	401 Folk Art and Material Culture in the Southwest
AMST 363	Chicano Latino Film
ANTH 238	Cultures of the Southwest
ANTH 337	Anthropology of New Mexico
ANTH 340	Culture and Power in the Americas
ENGL 265	Intro to Chicana/o Literature
ENGL 365	Chicana/o Cultural Studies
ENGL 465	Chicano-a Literature
HIST 260	History of New Mexico
SPAN 301	001 Lit Chicana Y Latina
SPAN 301	010 Iconic Women-Iconos
SPAN 301	006 Corridos and Counter Culture
SPAN 301	102 Vatos/Home girls in Lit and Film
SPAN 301	180 Hispanic Culture and Language
SPAN 370	Survey of Chicano Literature
SPAN 371	Spanish of the Southwest
SPAN 375	Southwestern Hispanic Folklore
SPAN 479	New Mexico Folklore

Concentration 2 – Intersectional Politics and Social Movements – 12 hours	Course Title
CCS 360	Chicano/Latino Civil Rights
CCS 362	Chicana/o Movement
CCS 364	Raza Genders and Sexuality
CCS 393	Topics Courses
AMST 185	Intro Race Class Ethnicity
CRP 486	Planning Issues in Chicano Communities
HIST 363	Early History of Mexican-Americans
POLS 308	Hispanics in US Politics
POLS 301	Government of New Mexico
POLS 307	The Politics of Ethnic Groups
POLS 400	Gender and Race: US Political Leadership
PSY 374	Cross Cultural Psychology
SOC 326	Sociology of NM
SOC 331	Social Movements
SOC 420	Race and Cultural Relations
SOC 428/528	Sociology of Mexican Americans
WMST 200	Intro to Women Studies

Concentration 3 – Transnational Perspectives – 12 hours	Course Title
CCS 310	Immigration and Assimilation
CCS *460	Latinos in a Global Society
CCS 331 (offered as WMS 331)	Transnational Feminisms
CCS 393	Topics Courses
AMST 309	Globalization and Social Movements
ANTH 340	Culture and Power in the Americas
ECO 239	Economics of Race and Gender
HIST 300	007 Post Revolutionary Mexico
HIST 464	U.S.-Mexico Borderlands
HIST 465	History of Mexican Immigration
SPAN 301	002 Indigenas en Mexico Colonial
SPAN 301	003 Indigenas en Mexico Colonial
SPAN 307	008 Family Migration Narrative
SPAN 101	101 Migracion y la Familia Transnacional
HIST 463	Hispanic Frontiers

Certificate in New Mexican Cultural landscapes

CCS supports a 15-hour certificate program in New Mexican Cultural Landscapes. A certificate program in New Mexican Cultural Landscapes draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the borderlands geographies, landscapes and expressive cultures, especially those located in the state of New Mexico.

New Mexico Cultural Landscapes - 12 hours	Course Title
CCS 342	Race Culture Gender Class History NM History
CCS 372	New Mexico Villages and Cultural Landscapes
CCS 374	New Mexico's Literary Landscape
ANTH 337	Anthropology of New Mexico
AMST 360	003 South West Critical Landscapes
AMST 360	101 Southwest Studies
AMST 360	401 Folk Art and Mat Culture SW
HIST 260	History of New Mexico
HIST 463	Hispanic Frontiers
POLS 301	Government of New Mexico
SPAN 371	Spanish of the Southwest
SPAN 375	Southwestern Hispanic Folklore
SPAN 479	New Mexico Folklore
SOC 326	Sociology of NM

Certificate in New Mexican Cultural landscapes

CCS supports a 15-hour online certificate program in Transnational Latino Studies. The certificate program in Transnational Latino Studies draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the complex and vibrant make-up of the U.S.-Mexican borderlands, geographies, societies and expressive cultures.

Online certificate in Transnational Studies- 15 hours	Course Title
Introductory Courses – Select one course from the following: CCS 201 CCS 102	Introduction to Chicana and Chicano Studies Introduction to Comparative and Global Ethnic Societies

Globalization– Select one course from the following: CCS 310 CCS *460	Immigration and Assimilation Latinos in a Global Society
Gender and Expressive Culture– Select one course from the following: CCS 331 (Offered as WMST 331) CCS 365 (Offered as ENG 365)	Transnational Feminisms Chicana/o Cultural Studies
Community Studies– 6 units CCS 384 (up to 3 units) CCS 351 (up to 6 units) CCS 495 (up to 3 units)	Community Based Learning Expediciones Undergraduate Problems

2. What courses at the lower division, upper division, and graduate levels will the unit offer in support of either its own or other degree programs?

a. Identify both existing and new courses. Briefly explain the need for the new courses.

Existing Courses

CCS 102. Introduction to Comparative Global and Ethnic Societies.
CCS 201. Introduction to Chicana and Chicano Studies
CCS 310. Immigration and Assimilation.
CCS 331. Transnational Feminisms.
CCS 332. Introduction to Chicana Studies.
CCS 342. Race, Culture, Gender, Class in New Mexico History.
CCS 351. Expediciones.
CCS 360. Chicano Latino Civil Rights.
CCS 362. Chicana and Chicano Movement: El Movimiento Chicano.
CCS 364. Raza Genders and Sexualities.
CCS 365. Chicana/o Cultural Studies.
CCS 372. New Mexico Villages and Cultural Landscapes.
CCS 374. New Mexico's Literary Landscapes and Beyond.
CCS 384. Community-Based Learning in Chicana and Chicano Studies
CCS 393. Topics in Chicano Hispano Mexicano Studies.
CCS *460. Chicanos and Latinos in a Global Society.
CCS *480. New Approaches in Chicana and Chicano Studies
CCS 490. Advanced Seminar in Chicana and Chicano Studies
CCS 495. Undergraduate Problems.

Masters degree in Chicana and Chicano Studies

Overview

The purpose of a Masters program in Chicana and Chicano Studies is to provide students with advanced specialized training in the interdisciplinary field of Chicana and Chicano Studies. Students in the program will participate in structured curricular, research and scholarly opportunities, engage in teaching and mentoring opportunities with undergraduate students, and upon completion of the coursework submit a thesis or comprehensive exam.

Rationale

Given the changing dynamics of the economy and education in the 21st century, interdisciplinary and intercultural academic professional training is increasingly becoming significant in higher education. Currently, there are 12 graduate programs in the College of Arts and Sciences, the College of Architecture and Planning, the College of Education, and the College of Fine Arts offering a M.A. and/or a PhD program with faculty that offer coursework in the area of Mexican American Studies. These programs provide graduate students with some teaching, research and scholarship opportunities in the area of Mexican American Studies. A Masters program in Chicana and Chicano Studies at UNM will draw on and consolidate the existing intellectual, scholarly and research resources at UNM to create a dynamic, coherent and cross-disciplinary community of intellectuals focused on the field of Chicana and Chicano Studies.

A Masters program in Chicana and Chicano Studies will strengthen the profile of UNM as a Hispanic Serving Institution. M.A. and Ph.D. programs in the areas of Mexican American Studies, Chicano or Latino Studies or Borderlands are offered at the following universities: California State University, Northridge California State University, Los Angeles, San Diego State University, San Jose State University, University of Arizona, University of Texas, Austin, University of California, Santa Barbara, University of California, Los Angeles, Michigan State University, and University of Texas, El Paso. The establishment of a Masters program in Chicana and Chicano Studies will enhance UNM's reputation as a tier-one campus providing broad and diverse graduate-level opportunities.

Purpose

A Masters program in Chicana and Chicano Studies will benefit graduate students at UNM in several ways. First and foremost, the graduate program will enrich curricular offerings for other students enrolled in MA and PhD programs that currently do not offer a specialization in the area of Chicana and Chicano Studies. Two, the Masters program will enrich graduate student training through cross-disciplinary conversations and collaborations with graduate students and faculty members in a variety of departments and disciplines. Three, the Masters program will provide graduate students with academic professionalization activities that may enhance their job and career prospects, as well as doctoral level opportunities.

Components of a Chicana and Chicano Studies Masters and PhD Program

Dissertation

Masters Thesis/Presentation of thesis or Comprehensive Exams

Faculty-student mentoring

Resources

Part-time Administrative support (.20)

Graduate Coordinator (.25)

Office space – faculty, staff and student space

Travel funds – yearly support for 6-10 students to attend a conference in their field

Master Degree and Doctoral Degree Programs with Faculty Expertise in Chicana and Chicano Studies

A survey of existing faculty demonstrates a core of faculty personnel who are qualified to offer graduate-level courses in Chicana and Chicano Studies.

College of Arts and Sciences

American Studies (M.A./Ph.D.) - Gabriel Melendez, Michael Trujillo, Irene Vasquez

Communication (M.A.)/Ph.D. - Miguel Gandert

Comparative Literature and Cultural Studies (M.A.)

Community Regional Planning (M.A.) – Jose Rivera, Moises Gonzales, Levi Romero

English (M.A.)/Ph.D. - Jesse Alemán, Melina Vizcaino-Alemán

History (M.A./Ph.D.) – Manuel Garcia y Griego, Barbara Reyes

Political Science (M.A./Ph.D.) – Christine Sierra, Gabriel Sanchez

Religious Studies – Michael Candelaria

Sociology (M.A./Ph.D.) - Phillip Gonzales

Spanish (M.A/Ph.D.) Anna Nogar

College of Education

Language, Literacy and Sociocultural Studies (M.A./Ph.D.) - Ruth Trinidad-Galván

College of Fine Arts

Art History (M.A./Ph.D.) - Holly Barnet-Sanchez

Theatre and Dance (M.A.) – Dorothy Baca

Required Courses in a Masters Program in Chicana and Chicano Studies

CCS 460* Chicanos and Latinos in a Global Society

CCS 480* New Approaches in Chicana and Chicano Studies

CCS 490 Capstone in Chicana and Chicano Studies

Possible Course Listings in a Masters Program in Chicana and Chicano Studies

AMST 558 / 358. Topics in Latino/a Studies. (3)

AMST 563 / 363. Chicano/Latino Film. (3)

AMST 560 / 360. Topics in Southwest Studies. (3 to a maximum of 6 Δ)

CJ 519. Culture, Borderlands and Change. (3)

HIST 364 / 564. Contemporary Chicana/o History. (3)

HIST 464 / 644. U.S.–Mexico Borderlands. (3)

HIST 563 / 363. Early History of Mexican-Americans. (3)

HIST 645 / 465. History of Mexican Immigration. (3)
LLSS 566. Issues in Hispanic Education. (3)
ENGL 465 / 565. Chicana/o Literature. (3 to a maximum of 6 Δ)
SOC 428. Sociology of Mexican Americans. (3)
SPAN 547. Seminar in Southwest Spanish. (3)
SPAN 578. Topics in Southwest Hispanic Literature. (3, no limit Δ)
SPAN 579. Topics in Southwest Culture & Folklore. (3, no limit Δ)

b. If any of these courses overlap or are intended to replace existing course offerings in the university, explain how potential duplication and conflict with the units offering those courses would be resolved.

N/A

c. What other courses, such as training or continuing education, might be offered by the unit.

N/A

C. Describe the unit's proposed research programs.

1. What research programs will be conducted by the unit alone or in cooperation with other units?

a. In case(s) of cooperative programs, what other units will be involved, what will be their role, and what will be the relationship between these units and yours?

The UNM Land Grant Studies Program (LGSP), founded in 2008 through a state legislative appropriation, is directed by LM García y Griego, who also holds a joint appointment in CCS. LGSP is both a research and community service program. Its research is primarily focused on the history, politics, and geography of community and private land grants in New Mexico and the Southwest. It offers an annual graduate fellowship which has supported graduate students writing a graduate thesis on topics related to New Mexico's territorial and early statehood history, land tenure, relations between nuevomexicanos and Native Pueblos and tribes, and women's roles in community leadership and property ownership. It will issue its first research monograph, Al pie de la sierra, II, by Javier Sánchez, in 2014.

2. What degree programs will these research programs support, and in what manner will they be supported?

The UNM Land Grant Studies program has provided fellowship and other support to graduate students in the history of the West, American Studies, and Geography. It also provides part-time employment and research experience for undergraduates in archival research, GIS mapping, field work attending land grant community meetings, and presentations before the Legislature's Interim Committee on Land Grants and the New

Mexico Land Grant Council.

3. What non-state funding sources are anticipated for the research programs?

N/A

4. What funding from the University or State of New Mexico will be required?

CCS currently maintains \$44,000 in GA/TAships funds that is used to support the instructional program and the professionalization of graduate students employed by CCS. Once a Masters program is developed and implemented, Chicana and Chicano Studies will seek additional Graduate Assistantships for Masters level students. New GAships will be used to recruit graduate students, provide professionalization for graduate students and support faculty-student research projects.

D.. Describe the unit's service activities.

1. What services will the unit provide to other units in or associated with the University?

In the past two years, Chicana and Chicano Studies has offered Freshman Learning Communities in conjunction with the English and Communications and Journalism Departments. CCS intends to participate in the FLC communities every year. Because this is dependent upon a competitive process, CCS plans to submit a proposal when they become available to programs and departments.

Community based learning courses taught through the Chicana and Chicano Studies programs place students at a variety of non-profits, community based organizations and non-governmental organizations. These include: Community Based Learning, Writers in the Community, Spoken Word and Slam Poetry, and Borderlands Poetics. At UNM, the development of the Community Based Learning courses resulted from faculty, student and community interest in community based engagement and research. The academic purpose of the Chicana and Chicano Studies (CCS) program is "to promote a critical understanding of Chicano/Hispano/Mexicano communities through teaching, research, and advocacy." Through a strategic planning process, CCS faculty identified community based learning courses as an academic planning priority. Moreover, many students enrolled in the Chicana and Chicano Studies program had previously engaged in community organizing, service learning and volunteering through specific program initiatives or individualized opportunities. Many of these experiences were not structurally tied to a curricular program rooted in Chicana and Chicano Studies epistemologies and approaches. Community members also played a role in supporting structured community based learning opportunities for students in the program. The outcome of these dialogues was the creation of several community based learning courses, which strengthen student research, critical thinking, problem-solving and communication skills. The program expects that strengthening these skills will best prepare students for post-baccalaureate programs,

professional opportunities and career pathways.

In the community based learning courses in Chicana and Chicano Studies, students complete 4 to 6 hours of weekly service at a community-based site or non-profit organization in Albuquerque, New Mexico. The students meet weekly with an instructor and completed a common set of readings and written assignments. Guided readings and reflective discussion activities were designed to integrate student learning within the academic field of Chicana and Chicano Studies as well as other fields of study that emphasize experiential learning. In addition, student participants provided short progress reports on their community based learning project. At the end of the semester, each student gave a final presentation that summarized the findings of their community based learning project. Students enrolled in these classes regularly present their projects at the Impact conference, the National Association of Chicana and Chicano Studies conference and other public venues.

a. Are these services currently offered by any other unit in the university associated with it, or contracted by it? If so, do you plan to supplement what exists or to replace it? How would potential conflicts with the other units be resolved?

FLCs are open to programs and departments across campus. Every unit has the option of submitting an application. Therefore, the process is inherently competitive. CCS has been selected to participate every year it has submitted a proposal.

CCS provides unique and deliberative community based learning courses that do not replicate these kinds of experiences elsewhere on campus.

2. What services will the unit provide to organizations outside the university?

The UNM Land Grant Studies Program provides extensive community outreach and service, and involves its student employees and volunteers in a wide range of such activities. These include: participating in and supporting the quarterly meetings of the New Mexico Land Grant Consejo, a state-wide organization of community land grants; supporting the New Mexico Land Grant Council, which meets monthly at UNM in space provided by the Southwest Hispanic Research Institute, training and technical assistance workshops on financial reporting, the Open Meetings and Records requirements that land grants must meet as political subdivisions of the state, mapping, field work and GPS-organized activities to locate boundaries and to help in the settling of boundary disputes between land grants and the U.S. Forest Service; and extensive technical assistance to individual land grants. Examples of the latter are the elections controversy of 2013-2014 of San Miguel del Bado, in which the LGSP is assisting with the genealogical research of heirs and helping set up a website for the election to be held in August, 2014, and the genealogical research and board re-organization plan for the Los Trigos Land Grant.

a. Are there units, either public or private, already offering these services? If so, justify the need for you to provide them via the proposed unit.

There is a need to support the work of community-based organizations in New Mexico. This need is not currently met through the already existing structured partnerships between academic units and community-based organizations.

E. Discuss your plans for the unit for the next three to five years.

Chicana and Chicano Studies plans to undertake an Academic Program Review in the next four years. In preparation for the APR, CCS will undertake a systematic Student Learning Outcomes Assessment of the core-required courses throughout the next four years. CCS also aims to roll out a Masters Program in the next three years. In order to build a comprehensive undergraduate and Masters level graduate programs, CCS will seek outside funding sources to build student and faculty research opportunities.

1. What needs, opportunities, or demands will the unit satisfy that are not currently being adequately met?

The Departmentalization of Chicana and Chicano Studies will provide UNM with a major institutional focus on a major population grouping in the state of New Mexico. Currently, Chicana and Chicano Studies academic programs in the key U.S. Southwestern states have moved their program towards Departmentalization status. Chicana and Chicano Studies at UNM is currently the only academic program that centers its curriculum on the study of Mexican and Mexican American populations in the U.S. and in transnational settings.

2. How will the unit's functions and size change during this period? For example, will they remain static, grow, or diminish?

Chicana and Chicano Studies has experienced substantive enrollment growth over the past three years. With the implementation of a Department and a Masters program, CCS envisions serving more students through several degree programs.

**Chicana and Chicano Studies
Enrollment Trends, 2010- 2013**

The tables below show an upward enrollment trend of undergraduate students from Fall 2011 to Fall 2014.

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 3 Year Average	Spring 3 Year Average
Chicana/o Studies	96	131	152	169	314	239	188	180

**Chicana and Chicano Studies
Credit Hours, 2010-2013**

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 3 Year Average	Spring 3 Year Average
Chicana/o Studies	288	393	456	507	942	717	564	539

Based on enrollment trends over the past years, the Director projects similar enrollment growths over the next three years. Chicana and Chicano Studies recently introduced a core course, in conjunction with Africana Studies, Sustainability Studies, and Women Studies in the area of Social and Behavioral Sciences to take effect in fall 2014. In addition, UNM now has a Diversity requirement that will take effect in fall 2015. CCS courses listed under the UNM Diversity requirement will also draw new and additional student enrollments to the prospective Department.

**Chicana and Chicano Studies
Projection Trends, 2017- 2017**

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2017	Spring 2018	Fall 3 Year Average	Spring 3 Year Average
Chicana/o Studies	314	286	376	343	413	377	367	335

**Chicana and Chicano Studies
Credit Hours, 2014-2017**

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 3 Year Average	Spring 3 Year Average
Chicana/o Studies	942	858	1,128	1029	1239	1131	1101	1005

3. How will faculty, staff, and administrators be acquired to support this unit?

As the university budget permits, Chicana and Chicano Studies will utilize currently existing processes to request additional faculty lines and staff support. The Chair will complete hiring plans on an annual basis. CCS anticipates acquiring 1 FTE annually either through lateral line transfers or new faculty lines.

F. Provide detailed budget information for the first three to five years of operation of the proposed unit. For operating costs, include at least personnel, space upkeep or rental, utilities, contracted services, and equipment maintenance and replacement. For one-time costs, include at least space, furniture, utilities connections, and equipment.

	2014-15	2015-2016	2016-2017	2017-2018	2018-2019
Operating Expenses	\$11,400	\$11,970	\$12,568	\$13,196	\$13,855
Faculty Salaries	\$242,000	\$314,000	\$388,000	\$466,000	\$546,000
Staff Salary	\$29,150	\$30,607	\$32,137	\$48,205	\$50,615
GA/TA/TPT Salaries	\$45,298	\$45,298	\$59,298	\$76,262	\$80,075
Total I&G Budget	\$327,848	\$401,875	\$492,003	\$603,663	\$690,545

Operating expenses growth by 5% each year

Staff Salary growth by 5% each

Faculty salary – 1 FTE each year starting 2015

Growth of GA/TA line by 14,000 each year with a 5% growth



Office of the Dean

To: Greg Heileman, Associate Provost for Curriculum
From: Mark Peceny, Dean, College of Arts and Sciences
Re: Department Status for Chicana and Chicano Studies
Date: 9/11/14
Cc: Irene Vasquez, Director Chicana and Chicano Studies

I write in strong support of the movement of the Chicana and Chicano Studies program to department status. The University of New Mexico has an undergraduate student population unlike that of any other flagship university in the nation. We are the only flagship university with a majority-minority undergraduate student population. We have more Pell-eligible students as a proportion of our student body than any other flagship university. We have a substantial number of non-traditional and first-generation college students. Because the student populations of other universities are increasingly going to resemble the students we serve today at UNM, we have a special responsibility to become national leaders in discovering how to deliver a flagship-quality university education for the emerging American majority.

To do that, we need to hire outstanding faculty who are doing path-breaking research that speaks to the needs of communities we serve. As the most distinguished Hispanic-serving research university in the nation, in a state where Hispanics now constitute a plurality of the state's population, we have a special opportunity to strengthen our national reputation for excellence in the study of Hispanic communities in the United States. We already have extraordinary faculty in this field of study across multiple departments and colleges at UNM. Raising Chicana and Chicano Studies to department status will reinforce this existing strength and significantly raise our profile as national leaders in this discipline.

Bringing Chicana Studies to department status is also likely to improve student success among Hispanic students at UNM. The program has more than tripled student credit hour production over the past three years in part by creating a unique Freshman Learning Community that combines a large lecture section of Introduction to Chicana and Chicano Studies with smaller sections of English Composition. We are confident that this initiative will both increase the number of majors for the undergraduate degree program and engage students who might otherwise not return to UNM for their sophomore year. Chicana Studies has also submitted a proposal to the Department of Education to create a bridge to Chicana Studies and other similar programs at UNM from community and tribal colleges throughout the state. If funded, this would provide another excellent initiative to

draw new students to UNM and improve student success for those who come to UNM and major in Chicana Studies. As the number of new high school graduates plateaus across the state, strengthening pipelines to two years institutions to draw more transfer students can be an important part of any strategy to increase enrollment at UNM.

This effort is so central to the strategic plans of the College of Arts and Sciences that we will set aside resources to increase the size of the tenure track faculty to at least six FTE over the next five years. We intend to do this in two ways. First, some tenured faculty members are considering splitting their faculty appointments formally between their home departments and Chicana Studies. We plan to compensate departments who are willing to welcome this arrangement by allowing them to hire a tenure track Assistant Professor in this area of research. This path would provide the new department with established senior faculty immediately and seed other departments with junior faculty who will be a resource for the new department even if their full appointment will be in a different department. Second, once Chicana Studies achieves department status, we will hire at least two tenure track faculty members in the new department over the next five years who have their full appointment in Chicana Studies. The precise mix of faculty from these two categories depends on how many tenured faculty members wish to split their appointments, which we do not yet know. We intend to follow these strategies rather than hire Assistant Professors with joint appointments in an effort to limit the difficulties untenured faculty often experience in meeting the conflicting demands of multiple units as they attempt to earn tenure. These strategies should also minimize limitations that the new department might impose on existing departments. Hiring faculty in Chicana Studies and cognate faculty in other departments is also certain to diversify the faculty in ways that reflect the students we serve.

Over the past two years, the College has added a lecturer and a tenure track faculty member to Chicana Studies. The tenure track scholar has a joint appointment with Community and Regional Planning in the School of Architecture and Planning. We have already set aside one tenure track hire in Chicana Studies for the FY 17 hiring plan and have a number of proposed hires in other departments for FY 17 that could provide opportunities for tenured faculty in those departments to split their appointments with Chicana Studies. We have done this in a hiring plan designed to reduce the size of the tenure track faculty in the College by 15 positions over two years to cut our budget deficit. I can think of no better indication of the importance the college attaches to this endeavor than that we are willing to make these investments in the face of cutbacks in other areas.

Of course, when Chicana Studies becomes a department we will have to upgrade its present staff position to the status of Department Administrator. As the Masters program is approved in Santa Fe, we will also add GA lines. Given the length of time proposals for new graduate degrees take to work through the system, it is difficult to predict precisely when those resources will be needed.

The proposal submitted by Chicana Studies calls for a \$400,000 increase in the unit's I&G budget over the next five years. Because a significant portion of that amount would involve shifting existing resources from the budget of another department to Chicana Studies, in the case of the tenured faculty who would split their appointments, this commitment would not mean the investment of \$400,000 in new resources. It would, however, clearly involve in excess of \$200,000 in new investments over the next five years. The fact that the College has already increased its I&G investments in the program by approximately \$100,000 over the past three years should provide some indication of our commitment to moving this program to department status. Arts and Sciences will not ask for any new allocations from the Provost's office to support the movement of Chicana Studies to department. All the needed resources will be reallocated from other initiatives in the College.

The first steps in the movement to department status can be accommodated within the existing facility. Over the longer term, it will be difficult to accommodate the proposed expansion of Chicana Studies in the existing building. One possible site for the new department could be the third floor of the Humanities Building, once math faculty move to a completed Science and Math Learning Center Phase II.



THE UNIVERSITY *of*
NEW MEXICO

Office of the Vice Provost for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

Date: September 16, 2014

To: Irene Vasquez, Director, Chicana and Chicano Studies

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: Convert Chicana and Chicano Studies from an Interdisciplinary Program to a Department

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs
Mark Peceny, Dean, College of Arts & Sciences

Thank you for submitting the preliminary review outline for the proposed conversion of Chicana and Chicano Studies from an Interdisciplinary Program to a department. In my judgment, the proposal has been sufficiently well developed to warrant submission to the Faculty Senate curriculum workflow process. Please feel free to proceed. The Office of Academic Affairs is fully supportive of the proposal, which has clear potential benefits for UNM.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1427**

Fields marked with * are required

Name of Initiator: Jennifer George **Email:** jgeorge2@unm.edu **Phone Number:** 505 277-1534 **Date:** 09-15-2014

Associated Forms exist? Yes Initiator's Title Dept Administrator 2: Anthropology Department
Faculty Contact James Boone Administrative Contact Jennifer George
Department Anthropology Admin Email jgeorge2@unm.edu
Branch Admin Phone 277-1534

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program New Core Course ANTH 220
Select Category Major Degree Type
Select Action New

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

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

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

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

Request to add ANTH 220 to the Core Curriculum (no change to exact title)

[ANTH 220 Core Curriculum request 9 15 14.pdf](#)

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

[ANTH 220 Budget statement 9 15 14.pdf](#)

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

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

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

A proposal to add ANTH 220: World Archaeology to the existing Core Curriculum.

Identification of the area into which the course will fit: **Social/Behavioral Sciences**

This document contains the following material:

I. Rationale for adding the course to the core

Justification for adding the course to the Core

How will this course benefit UNM students?

Why does it belong in the UNM Core Curriculum?

Impact statement on the effect this addition may have upon other departments/courses currently in the Core

Current and predicted enrollments for the next three years

Demonstrated example of "Annual Report on Assessment"

II. Budget/Faculty Load statement

Budget impact statement

Resources (faculty/facilities) that the department has for teaching the course

III. Documentation of UNM and HED Core Competencies addressed and Student learning outcomes and proposed techniques to assess those outcomes.

[Based on UNM Outcomes Assessment template:

<http://www.unm.edu/~assess/SupportingFiles/Plan%20for%20Assessment%20of%20Courses-Template.doc>]

IV. Complete syllabus and course schedule including time on topics and suggested text

I. Rationale for inclusion of Anth 220 in the Core Curriculum

The Department of Anthropology faculty present the following arguments in favor of adding Anthropology 220 (World Archaeology) to the UNM core requirement in Social Sciences:

Arguments for Including ANTH 220 in the UNM Core:

As the department's survey course in global prehistory, World Archaeology typically enrolls approximately 40-80 undergraduates, many of whom are Anthropology majors and minors. The course is a direct heir to Frank Hibben's legendary UNM Anthropology 101 and has been taught under various numbers and in different forms by other instructors, including James Boone and Lawrence Straus, and others since Hibben's retirement 36 years ago. It is required for Anthropology majors with an Archaeology Concentration as part of the Anthropology core sequence, and it is part of an optional sequence to fulfill the anthropology minor core requirement and for concentrators in Ethnology and Evolutionary Anthropology. ANTH 220 also serves as a prerequisite for ANTH 320 and ANTH 357. As such, it fulfills a core requirement for Anthropology majors and minors, but not the University core curriculum (as do ANTH 101, 121L, 130, 150/151L, 160/161L). The Archaeology faculty in Anthropology have continued to offer World Archaeology every year, and frequently in successive semesters, increasing its overall enrollment. It is also taught as part of the evening and weekend program, and starting Fall 2011 it was expanded as an offering through Extended University.

1) It is fundamental that college graduates and citizens of today's world have a basic knowledge not only of "recent" history and civilizations--both western and non-western—but also of the 2.5 million-year-long evolution of human culture. This course surveys the development and increasing importance of culture as part of the long-term adaptive success of the hominin family (humans and our extinct ancestors) from the origins of the first stone tools in Africa to the rise of agriculture and finally complex societies in all the inhabited continents after the end of the Ice Age less than 10,000 years ago. A growing dependence on culture—including social organization, ideology & technology—is the fundamental hallmark of the evolutionary trajectory of humankind, allowing "us" to survive and even to thrive throughout the course of the major environmental changes of the late Pleistocene and Holocene periods and ultimately to colonize all the regions of the planet—and even to begin the exploration of space. This course explains how the unique human story developed from the first bipedal primates in tropical Africa to the builders of pyramids, tombs and temples in Mesopotamia, Egypt, China, Mesoamerica, Peru and beyond.

2) Many undergraduates who enroll in upper-division Anthropology courses (300-

and 400-level) have never taken a survey of early human cultural developments, which hampers their ability to succeed at an advanced level and requires faculty instructors to offer basic as well as advanced instruction. Since this survey course does not fulfill university-wide requirements, faculty have not made ANTH 220 a formal prerequisite for upper-division study, which could discourage undergraduate enrollments at that level.

3) In the current budget context, which has mandated pause-and-hold and the search for instructional efficiencies, the Anthropology Department would be well served by this curricular change, which brings an entirely appropriate, timely, and important course that has been developed over the course of 35 years into the fold of offerings for the entire student body by way of the core curriculum. It will also serve as an important recruitment tool for the Anthropology major, and will be attractive to non-major students in the humanities, social and natural sciences.

Current and Predicted Enrollment:

The following table presents enrollment figures for Anthropology 220 for the past five years:

Anth 220 enrollment since 2009		
Year	Semester	Enrolled
2014		
	Fall	60 (online)
	Spr	43
		69 (online)
2013		
	Fall	63 (online)
	Spr	55
2012		
	Fall	59 (online)
	Spr	53
2011		
	Fall	37
	Spr	70
2010		
	Fall	56
	Spr	66
2009		
	Spr	32

These figures show a stable (slightly increasing if Online versions are counted) over the past 5 years. We expect a slight increase in enrollments if the course is added to the Core Curriculum.

Documented annual assessment report:

The Outcomes Assessment instrument takes the form of a 10 question multiple choice test, to be given at the beginning, and again at the end of the semester. The ten questions test students' knowledge of the major social, technological and economic transitions in human prehistory and contemporary ideas about the causes and consequences of these transitions. The questions will be rephrased somewhat, with different examples, the second time around. The exam will be graded on a scale of 1 – 10, 10 representing a perfect score. Individual students scores (scale of 1 – 10) and their means and variances from the beginning and end of the term are stored in an Excel spreadsheet. The mean change in score from the beginning to the end of the semester will be recorded and its statistical significance evaluated with a Student's t-test. The rubric for achievement of outcomes will be a statistically significant improvement in the mean class score. Scores will be disseminated to all archaeology subfield members. The subfield will meet to assess the success of the methods used to teach the learning objectives and to devise alternative measures to increase the difference in initial and final mean scores.

Baseline Knowledge Quiz (Anthropology 220; given in Spring 2014)

1. Anatomically modern humans are thought to have appeared

- a) about 5 million years ago
- b) about 2 million years ago
- c) about 200,000 years ago
- d) about 20,000 years ago

2. The earliest domestication of crop plants occurred in several areas of the world

- a) about 2000 years ago
- b) about 8,000 to 10,000 years ago
- c) about 35,000 years ago
- d) about 60,000 years ago

3. One of the big advantages of planting and harvesting crops over hunting and gathering is

- a) you can produce more food with less work
- b) it takes more work to grow crops, but you produce more food on a smaller area of land
- c) you can supplement your diet with carbohydrates
- d) crop agriculture gives a more balanced diet

4. Mesoamerican civilization differs from those that developed in Eurasia in that

- a) There is no monumental architecture
- b) There is no agriculture
- c) There were no large domesticated animals that could be used for meat, dairy or plowing
- d) Iron metallurgy developed there without an intervening Bronze Age

5. Corn (maize) was a staple crop

- a) In early civilizations in China and Africa
- b) In Mesoamerican and Andean civilizations
- c) In Mesopotamia and Europe
- d) In Polynesia

6. Sexual division of labor is a characteristic of

- a) Only hunter-gatherer societies
- b) Only intensive agricultural societies
- c) All known traditional human societies, regardless of subsistence pattern
- d) None of the above

7. Traditional cultures that made and used stone tools

- a) Disappeared after the invention of agriculture
- b) Persisted into the 20th century
- c) Were always based on hunting and gathering
- d) Never grew crops or had domestic animals

8. The North and South America were most likely to have been first settled by humans

- a) Between 13,500 and 20,000 years ago
- b) Between 50,000 and 60,000 years ago
- c) Between 120,000 and 200,000 years ago
- d) None of the above

9. The first known domesticated animals were

- a) dogs
- b) cats
- c) pigs
- d) horses

10. By 25,000 years ago in the Upper Paleolithic, humans had the following

- a) use of art in the form of painting and sculpture
- b) the use of sewing to make clothing
- c) the use of fire for cooking
- d) all of the above

Results: 48 students took the test at the beginning and end (first and last week) of the semester. The mean score at the beginning of the semester was 6.27 (out of 10) and at the end, 8.06. A paired Student's t-test showed that the improvement in scores is significant at $p < .0001$ (see results in table below).

	<i>First week</i>	<i>Last week</i>
Mean score (out of 10)	6.270833333	8.0625
Variance	4.627216312	3.804521
Observations	48	48
Hypothesized Mean Difference	0	
df	47	
t Stat	-5.258297989	
p-value (T<=t) one-tail	1.747×10^{-6} (<.0001)	
t Critical one-tail	1.677926722	
p-value (T<=t) two-tail	3.494×10^{-6}	
t Critical two-tail	2.011740514 (<.0001)	

II. Budget/Faculty Load statement

a. Budget impact statement: At least one section of Anth 220 (and its predecessor Anth 120) has been taught every semester for about 30 years. Enrollments have ranged between about 25 to 40 in the classroom based course and up to 60 in the online version. Although we expect the average enrollment to increase if the course is given Core Curriculum status (and thus taking enrollment pressure off the other CC courses in Anthropology), we expect the overall impact on budget and department faculty/resources/facilities to be very little over what it currently is. This will particularly true with EU (Online) offerings, as classes with 30+ enrollments will include a TA position.

b. Resources (faculty/facilities) that the department has for teaching the course: Anth 220 rotates between 2 to 5 faculty members every semester. Lecture classes are held mainly in Hibben 105, which has 100 seats. There is also an online section that has been now been taught twice. We expect assigning Anth 220 Core Curriculum status will change the current situation very little. Again, we do expect the change will take enrollment pressure off other Anthropology Core Curriculum courses.

III. Documentation of UNM and HED Core Competencies addressed and Student learning outcomes and proposed techniques to assess those outcomes. [Based on UNM Outcomes Assessment template]

Department Name: Anthropology

Course Number and Title: Anthropology 220 World Archaeology

The course falls within the UNM Core Area IV: Social and Behavioral Sciences, and as such will strive to achieve the 4 educational goals described below

NM HED Area IV: Social and Behavioral Sciences Competencies UNM Area 4: Social and Behavioral Sciences		
Core Competency <i>Students will:</i>	Rationale <i>Students should:</i>	Assessment Suggestions
1. Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.	Develop an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems.	Essays, examinations requiring analysis of information, problem based applications, research projects, laboratory experiments.
2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	Enhance their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Comparative & problem based essays, examinations requiring analysis of information, research projects.
3. Describe ongoing reciprocal interactions among self, society, and the environment.	Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Comparative & problem based essays, portfolios, research projects, laboratory experiments, fieldwork.

4. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	Problem based projects, research projects, essays, examinations requiring analysis of information, fieldwork.
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Anthropology 220: Course Goals, Student Learning Outcomes, and Assessment

Course Goal #1: Students will gain familiarity with the major global transitions in human prehistory, including the advent of modern human behavior and technology, the origins of domestication of plants and animals, the emergence of sedentary village life, and the rise of civilization and urbanism

Student Learning Outcomes (SLOs) for Goal #1:

SLO 1: Students will be able to describe and critically evaluate, in writing, the types of questions explored by archaeologists, and how archaeological investigation compares and contrasts to investigation in other disciplines in terms of its methods and subject matter

Addresses UNM/HED Area III, Competency 3: Communicate scientific information.

SLO 2: Students will be able to describe, in writing, the different approaches used by archaeologist to formulate research questions about the human past and the methods used to address these questions.

Addresses UNM/HED Area III, Competency 5: Apply scientific thinking to real world problems

Course Goal #2: Students will understand the various theoretical debates within the field of archaeology regarding the causes and consequences of these major global transitions

Student Learning Outcomes (SLOs) for Goal #2:

SLO 1: Students will be able to describe, in writing, the different approaches used by archaeologists to formulate research questions about the causes of major social, technological and economic transitions in human prehistory and the methods used to address these questions.

Addresses UNM/HED Area III, Competency 5: Apply scientific thinking to real world problems

SLO 2: Students will be able to describe, in writing, theories of sociocultural, biological, and evolutionary change in human prehistory and how these theories address or account for variation or fit with patterning or other structures

Addresses UNM/HED Area III, Competency 3: Communicate scientific information.

Addresses UNM/HED Area NM HED Area IV: Social and Behavioral Sciences
Competency 1: Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.

Addresses UNM/HED Area NM HED Area IV: Social and Behavioral Sciences
Competency 4: Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

Course Goal #3: Students will understand the goals of archaeology, the types of questions that archaeologists seek to answer

Student Learning Outcomes (SLOs) for Goal #3:

SLO 1: Students will be able to describe, in writing, the purpose and findings of archaeological research in one or more specific geographic regions

Addresses UNM/HED Area III, Competency 1: Describe the process of scientific (in this case archaeological) inquiry

SLO 2: Students will be able to describe, in writing, the different approaches used by archaeologist to formulate research questions about the human past and the methods used to address these questions.

Addresses UNM/HED Area III, Competency 5: Apply scientific thinking to real world problems

Student Learning Assessment:

Learning assessment will be accomplished through 1) a series of three written exams during the semester and 2) a short knowledge survey to be given at the beginning and again at the end of the semester. These are described below.

Assessment of student learning during the course will be accomplished through the administering of 3 exams (including a final) during the course of the semester. The exams will be problem and fact-based examinations involving short answers and short essay questions requiring analysis of information presented in class. The short essay questions will be designed to call upon higher order thinking (example of one of three exams to be administered during the semester is provided above).

In addition, an Outcomes Assessment instrument will take the form of a 10 question multiple choice test, to be given at the beginning, and again at the end of the semester. [Note: an example is given above] The ten questions will test student's knowledge of the major social, technological and economic transitions in human prehistory and contemporary ideas about the causes and consequences of these transitions. The questions will be rephrased somewhat, with different examples, the second time around. The exam will be graded on a scale of 1 – 10, 10 representing a perfect score. Individual students' scores (scale of 1 – 10) and their means and variances from the beginning and end of the term will be stored in an Excel spreadsheet. The mean change in score from the beginning to the end of the semester will be recorded and its statistical significance evaluated with a t-test. The rubric for achievement of outcomes will be a statistically significant improvement in the mean class score. Scores will be disseminated to all archaeology subfield members. The subfield will meet to assess the success of the methods used to teach the learning objectives and to devise alternative measures to increase the difference in initial and final mean scores.

IV. Full course syllabus & Sample Exam

WORLD ARCHAEOLOGY

Anthropology 220, Section 101, Fall 2012

Instructor: James L. Boone

Graduate School of Management Bldg., Rm. 128

Tuesday, Thursday 12:30 pm-1:45 pm

I. GENERAL INFORMATION

Instructor: James L. Boone

Office and Office Hours: Tuesday 10:30-11:30 Anthropology Annex Rm 114

Office Phone and e-mail: jboone@unm.edu, Phone 505-990-4514

II. COURSE DESCRIPTION

This introductory course in archaeology is designed to give you an appreciation of both the diversity and continuity of the human experience through time. You will become familiar with some of the most significant and fascinating archaeological sites around the world, from the cave paintings of ice age mammals in France and Spain to the Mayan pyramids at Tikal, Guatemala. Using these and other examples of world-famous archaeological sites across the globe, we will explore different methods and theoretical approaches that archaeologists use to gain insight into our remarkable human past.

III. LEARNING OBJECTIVES

- Gain familiarity with the major global transitions in human prehistory, including the advent of modern human behavior and technology, the origins of domestication of plants and animals, the emergence of sedentary village life, and the rise of civilization and urbanism
- Understand the various theoretical debates within the field of archaeology regarding the causes and consequences of these major global transitions
- Understand the goals of archaeology, the types of questions that archaeologists seek to answer

IV. TEXTBOOK and WEB PAGE

Images of the Past, by T. Douglas Price & Gary M. Feinman (5th ed., 2008, McGraw-Hill).

The syllabus and lecture material will be posted on the WebCT page constructed for this course. The site can be accessed by everyone that is registered for this class using your UNM netid (go to <http://learn.unm.edu>, at *log in* use your id, same as your e-mail). If you don't have a UNM id, you can get one by going to <http://netid.unm.edu>

V. GRADING

Your grade will be comprised of scores from THREE EXAMS, which includes the final exam. The exams are NOT CUMULATIVE. The exams will consist of approximately 25-30 multiple-choice questions, short answer questions, and a few discussion questions. Review sheets for exams will be provided several days before the exam, along with in-class reviews. The exam questions will be drawn largely from the lecture material, supported by the text. The exams will be weighted as follows:

Exams Weighting:

Exam 1: 30%

Exam 2: 35%

Final exam: 35%

Grading Scale

A+ = 96-100%

A = 90-95%

B+ = 86-89%

B = 80-85%

C+ = 76-79%

C = 70-75%

D = 60-69%

<60% = F

V. POLICIES

Students must have valid excuse for missed exams, and must complete a make-up exam with one week of the regularly scheduled exam. If you know you will miss an exam ahead of time, you must contact the instructor immediately, in order to schedule a makeup time for the exam. It is the student's responsibility to initiate drops from the class or complete withdrawals. If you need accommodations in this

class, prior notice needs to be given to the instructor and Accessibility Resource Center, Mesa Vista Hall 2021 (277-3506).

VI. COURSE SCHEDULE

Week 1 (Aug 26 and 28) Introduction to Archaeology; The First Humans

Readings: Chapter 1, pages 1-25 (focus on terms on page 5 and 7)

Week 2 (Sept. 2 and 4): The First Humans continued

Readings: Chapter 2, pages 35-69; focus on "Hadar", "Laetoli", Swartkarns"

Week 3 (Sept. 9 and 11): Out of Africa: Homo erectus

Readings: Chapter 3, pages 371-103; focus on "Trinil", "Zhoukoudian" and "Atapuerca"

Week 4 (Sept. 16 and 18): The Rise of Homo sapiens

Reading: Chapter 4, pages 105-122; focus on Neanderthal traits, Out of Africa and Multi-regional Hypotheses, modern and ancient DNA

Week 5 (Sept. 23 and 25): The Upper Paleolithic in Europe

Readings: Chapter 4: 123-126; 130-135 focus on "Lascaux"

Exam Review

EXAM 1: September 30

Week 6 (Oct 2): The Upper Paleolithic in Europe

Readings: Chapter 4: 127-129, 136-141. Focus on "Dolni Vestonice", "Portable Art".

Week 7 (Oct. 7 and Oct. 9): Paleoindians

Readings: Chapter 4, pages 145-159. Focus on "Beringia", Monte Verde", "Kennewick Man"

Week 8 (Oct. 14): Mesolithic and Archaic Periods

Readings: Chapter 5, pages 161-173. Focus on "Vedbaek", "Bone chemistry"

Readings Chapter 7, pages 270-273, Focus on "Poverty Point"

FALL BREAK Oct. 16-17 (Thursday-Friday)

Week 9 (Oct. 21 and Oct. 23): The First Farmers

Readings: Chapter 6, pages 197-206; 209-218, 242-247, 256-263. Focus on "Explaining Origins of Agriculture", "Abu Hureyra", "Çatalhöyük", "Guilà Naquitz"

Week 10 (Oct. 28 and 30): Native North Americans

Chaco Film

Exam Review

EXAM 2: November 4

Week 11 (Nov. 6): Mound and Megalith Builders

Readings: Chapter 7, pages. 265-269. 274-291. Focus on "Hopewell", "Cahokia"

Readings: Chapter 11, pages 515-519. Focus on "Stonehenge"

Week 12 (Nov. 11 and 13): Ancient Mesoamerica, The Olmecs

Readings: Chapter 8, pages 319-323. 329-334.

Week 13 (Nov 18 and Nov. 20): Ancient Mesoamerica continued

Readings: Chapter 8, pages 346-364. Focus on "Teotihuacan", "Mesoamerican Ballgame" Tikal"

Week 14 (Nov. 25): Writing and Calendars

Readings: Chapter 8, pages 365-366, 374-383

THANKSGIVING HOLIDAY November 27-30 (Thursday –Sunday)

Week 15 (Dec 2 and 4): The Moche and the Inca

Readings: Chapter 9, pages 385-388, 399-403, 405-408

Readings: Chapter 9, pages 417-428

Week 16 (Dec 9 and 11): The Iceman

Chapter 11: page 508.

Final Review

FINAL EXAM: Friday, December 19, 10:00am-12:00 noon

A proposal to add ANTH 220: World Archaeology to the existing Core Curriculum.

Identification of the area into which the course will fit: **Social/Behavioral Sciences**

This document contains the following material:

Budget/Faculty Load statement

Budget impact statement
Resources (faculty/facilities) that the department has for teaching the course
Memo from Dean or College Curriculum Committee regarding financial support for 5 to 10 years

II. Budget/Faculty Load statement

a. Budget impact statement: At least one section of Anth 220 (and its predecessor Anth 120) has been taught every semester for about 30 years. Enrollments have ranged between about 25 to 40 in the classroom based course and up to 60 in the online version. Although we expect the average enrollment to increase if the course is given Core Curriculum status (and thus taking enrollment pressure off the other CC courses in Anthropology), we expect the overall impact on budget and department faculty/resources/facilities to be very little over what it currently is. This will particularly true with EU (Online) offerings, as classes with 30+ enrollments will include a TA position.

b. Resources (faculty/facilities) that the department has for teaching the course: Anth 220 rotates between 2 to 5 faculty members every semester. Lecture classes are held mainly in Hibben 105, which has 100 seats. There is also an online section that has been now been taught twice. We expect assigning Anth 220 Core Curriculum status will change the current situation very little. Again, we do expect the change will take enrollment pressure off other Anthropology Core Curriculum courses.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1421**

Fields marked with * are required

Name of Initiator: Shoshana Handel **Email:** shandel@unm.edu **Phone Number:** 505 277-2501 **Date:** 09-04-2014

Associated Forms exist? Yes Initiator's Title Coord Grad Acad Advisement Dept Sociology
Faculty Contact Nancy Lopez Administrative Contact Shoshana Handel
Department Sociology Admin Email shandel@unm.edu
Branch Admin Phone 277-2501

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program New Core Course SOC 216
Select Category UG Core Course Degree Type All
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)

[216 Catalog Language.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 file addresses the reason for the request. The document attached titled "Justification" includes the requested information from the registrar's website, including the syllabus and assessment plan. The associated form indicated above is a FORM A to remove the prerequisite requirement for this course.

[216Reason for Request.docx](#)

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

[216Impact.docx](#)

[Additional NM HED Soc 216 Core Competency Explanation 11 19 14.docx](#)

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

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

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

Current

4. Social and Behavioral Sciences (minimum 6 credit hours): Two courses chosen from Africana Studies 109, American Studies 182, 185; Anthropology 101, 110, 130; Chicana and Chicano Studies 109; Community and Regional Planning 181; Economics 105, 106; Engineering 200; Geography 102; Linguistics 101; Native American Studies 109; Political Science 110, 200, 220, 240; Psychology 105; **Sociology 101**; Sustainability Studies 109, University Honors 204; Women Studies 109.

Proposed

4. Social and Behavioral Sciences (minimum 6 credit hours): Two courses chosen from Africana Studies 109, American Studies 182, 185; Anthropology 101, 110, 130; Chicana and Chicano Studies 109; Community and Regional Planning 181; Economics 105, 106; Engineering 200; Geography 102; Linguistics 101; Native American Studies 109; Political Science 110, 200, 220, 240; Psychology 105; **Sociology 101,216**; Sustainability Studies 109, University Honors 204; Women Studies 109.

Rationale for adding the course to the core

Soc 216 “Dynamics of Prejudice” offers students an opportunity to learn about and reflect on the social construction of race, gender, class, sexual orientation and disability in the U.S. and beyond. This course fulfills the New Mexico learning goals and outcomes in the social and behavioral sciences (#4 in the Core Curriculum) as well as the newly established 3-credit “U.S. and Global Diversity and Inclusion” requirement for all undergraduates. Soc 216 complements (yet does not duplicate) the existing core course offered by American Studies and the Ethnic Studies Programs at UNM. While the two aforementioned programs would offer interdisciplinary courses on topics related to race and ethnicity in the U.S. and global communities, Soc 216 would be the only course in the core curriculum that is anchored in the social sciences and explicitly examines the co-construction and simultaneity (intersectionality) of several social identities and social statuses (e.g., race, gender, class, ethnicity, sexual orientation, and disability), and how those intersecting processes shape inequality and differential power in different social groups. These types of courses have been shown to increase student success. For example, in several national studies across diverse university settings, Dr. George Kuh has found that early exposure to courses that address U.S. and global diversity contribute to student engagement and deep learning. By providing students an opportunity to engage in learning activities that enhance cross-cultural understanding, Soc 216 also prepares our students for professional success, transformational leadership and civic engagement in our increasingly diverse workplaces and society.

Impact statement on the effect this addition may have upon other departments/courses currently in the Core

Currently we have one high enrollment course in the core (SOC 101 Introduction to Sociology), which typically enrolls 250 students. SOC 216 enrolls under 60 students per section and it is used by undergraduates across the curriculum to develop critical thinking and knowledge about U.S. diversity by race, class, gender and disability. While some of these topics may be covered in introduction to sociology courses, this course has a primary focus on understanding the dynamics of inequality for entire categories of people by race, class, gender, etc.

Branch campus will not be directly affected in that students will still have the option to take Sociology 101 to fulfill the core requirement. However, if in the future, this course is offered and/or students have transfer credits from UNM-Albuquerque or CNM (which offers an equivalent) this will add more options. The benefits outlined in the justification for this curriculum change would apply in this case.

Current and predicted enrollments for the next three years

The course has an average enrollment of 30 students. This course could be designed to have similar enrollments as SOC 101, which currently has 250 students per section.

Budget/Faculty Load statement

Adding this course to the University Core will not require additional budgetary resources or additional faculty. This will change will not increase faculty teaching load.

Student Learning Outcomes and Proposed Techniques to Assess Those Outcomes.

STUDENT LEARNING OUTCOMES AND STUDENT LEARNING GOALS:

Student Learning Goal #1: Develop critical thinking and understanding about race, gender, ethnicity, social class, sexual orientation, and disability

- a. Students will understand race as a social construction that is analytically distinct from ethnicity and ancestry
- b. Students will understand the distinction between master social status, cultural background, and national origin, and how these concepts apply to race and ethnicity
- c. Students will understand gender as a social construction that is analytically distinct from sex assignment at birth and sexual orientation
- d. Students will understand differing conceptions of class, including class as a multi-dimensional social construction that is co-constructed with race

Student Learning Goal #2: Learn to recognize the societal (macro), institutional (meso) and individual experiential (micro) dimensions of society; analyze the dynamics of oppression and resistance at those levels; and critically assess solutions to pressing social inequalities

- a. Students will understand the historic policies and contemporary practices that contribute to the social construction of inequalities among entire categories of people by race, gender, class, etc.
- b. Students will understand the historical trajectories of an array of key movements for social justice, freedom, and the deepening of democracy in U.S. society
- c. Students will be able to identify examples of individual and collective agency and resistance to oppression at the individual, institutional and societal levels

Student Learning Goal #3: Students will understand the concept of intersectionality, specifically the ways in which race, gender, class, etc. overlap as social constructions that are co-constructed

- a. Student will be able to understand and give examples of how race is gendered and gender is racialized
- b. Students will understand and give examples of how racialized social structures shape class inequality at the individual, institutional and societal levels
- c. Students will be able to identify race-gender and race-class gaps in education, employment, life expectancy, infant mortality rates, housing, etc., and give examples of the social dynamics that produce these outcomes

Student Learning Goal #4: Improve writing and research skills

- a. Students will demonstrate continuous improvement in developing their scholarly voice via multiple writing projects; specifically they will be able to demonstrate (via a portfolio evaluation) how they have honed their sociological toolbox via reflection papers, essay exams and research papers
- b. Students will be able to discern the difference between lay, journalistic, and other popular culture examinations of social inequality based on race, gender, ethnicity, and those explanations that are grounded in sociological and other scholarly research and analysis

ANNUAL ASSESSMENT FOR FIRST THREE YEARS:

- Pre and Post Ungraded class assessment: At the beginning of each semester we will ask each Soc 216 Dynamics of Prejudice instructor to independently sample students before and after the semester. Specifically we will ask them to assess students' understandings about race, gender, class, etc. The same students would then be asked the same questions toward the end of the semester as follows:

This class has been selected to participate in a pre and post assessment about student learning outcomes. This is not graded as part of your grade; however, you will earn an extra 3 points on your final grade just for participating regardless of whether you answered fully or not. For this section please choose one of the following questions.

ASSESSMENT AT THE BEGINNING OF CLASS (First day of Class)

1. In your opinion, what is race? Ethnicity? Ancestry? Give examples.
2. In your opinion, what is gender? Sex? Sexual Orientation? Give examples. Discuss how your experiences and academic training shape your understandings of these concepts.

ASSESSMENT AT THE END OF CLASS (Three weeks before the semester ends)

1. In your opinion, what is race? Ethnicity? Ancestry? Give examples.
2. In your opinion, what is gender? Sex? Sexual Orientation? Give examples. For each question define each concept and discuss how your experiences and academic training shape your understandings of these concepts.

NOTE: The instructor would not return the first assessment until the second assessment has been completed and evaluated according to the rubrics provided in this memo. Students will eventually receive both assessments at the end of the semester. Students that complete both assessments will earn 3 points extra credit toward their final grade regardless of the substance of their responses.

- Portfolio Evaluation: As departmental resources allow, we plan to also ask at least one Soc 216 instructor per year to include one activity/learning activity with an assessment component. For example we may ask for copies of one of the graded exams that include one or more of key concepts: race, gender, ethnicity, class, sexual orientation, disability, etc. (Of course all relevant student identification information will be erased to protect FERPA). Other types of evidence that can be evaluated for assessing learning outcomes include: reflection papers, essay exams, portfolios, research papers and literature reviews completed in this class, among other learning products. Instructors will be asked to copy this

information for all students in the class and another faculty member other than the instructor will conduct the assessment. We may refer to additional resources for assessments such as those that are available at: •Assessing Students' Social Responsibility and Civic Learning; <http://heri.ucla.edu/pub/AssessCivicLearning.pdf>

SAMPLE GRADING RUBRIC FOR PRE & POST ASSESSMENT AND/OR PORTFOLIO EVALUATIONS OF TESTS, REFLECTION PAPERS, RESEARCH PAPER OR OTHER STUDENT WORK

EXPLAINING RACE AND ETHNICITY:

Explaining the difference between race and ethnicity; understanding the difference between essentialist, anti-essentialist and social constructionist conceptualizations

GRADING RUBRIC

0=Not accurate, unclear

1=Generally accurate but lacks depth or rich examples

2=Difference explained fully with examples and contextualized applications

EXPLAINING GENDER AND SEX

Explaining the difference between gender and sex; understanding the difference between essentialist, anti-essentialist and social constructionist conceptualizations

GRADING RUBRIC

0=Not accurate, unclear

1=Generally accurate but lacks depth or rich examples

2=Difference explained fully with examples and contextualized applications

Other potential grading rubrics, for assessing other SLOs above:

EXPLAINING INTERSECTIONALITY

Explaining the difference between one-dimensional analysis of social inequality and intersectional approaches; understanding the difference between essentialist, anti-essentialist and social constructionist conceptualizations

GRADING RUBRIC

0=Not accurate, unclear

1=Generally accurate but lacks depth or rich examples

2=Difference explained fully with examples and contextualized applications

Use of Outcomes Assessment Data:

SOC 216 PEDAGOGY AND RESEARCH LEARNING COMMUNITY (Open to all instructors including part-time instructors, teaching assistants, postdoctoral fellows, lecturers, tenure-track and tenured faculty)

The Race and Ethnicity Taskforce and the Undergraduate Committee (both of the Department of Sociology) will convene a Soc 216 Pedagogy and Research Learning Community once a year. All instructors that teach courses in race, gender, class, sexual orientation and disability will be invited.

Each year we will build on the information gathered from the previous year. For example in the first year's meetings meeting we will share and reflect on the summarized evidence provided from the information gathered from the assessment strategies of the previous semester. The objective of this meeting is to assess and identify where we have not met stated student learning outcomes and goals. We will then identify pedagogical strategies and learning activities, readings that may ameliorate these gaps. The intent is to test these strategies in the following semester as we work towards continually improving pedagogy to enhance deep and lasting learning about the dynamics of prejudice vis-à-vis race, gender, ethnicity, social class, sexual orientation and disability in society.

The second evaluation year, we will focus on reconvening the Soc 216 Pedagogy and Research and Learning Community with Soc 216 instructors to focus on whether the interventions identified during the Fall meeting were implemented and assess whether these interventions had any success in enhancing student learning outcomes and goals as evidenced by student work, exams or other systematic data gathering. The goal is to develop a convergence space among instructors that may not have otherwise had the opportunity to share teaching strategies and materials and promising practices for advancing student success. The third year of evaluation would build on these previous activities. All meeting minutes will be archived electronically for use by other assessment teams in the department and beyond.

Documentation of UNM and HED Core Competencies addressed

See previous section.

Enrollment History

Academic Period	Campus	Subject	Course Number	# of Sections	Total Enrollment
Fall 2011	Albuquerque/Main	SOC	216	1	59
	Gallup	SOC	216	1	20
Spring 2012	Gallup	SOC	216	1	21
	Valencia	SOC	216	1	40
Fall 2012	Albuquerque/Main	SOC	216	1	23
Spring 2013	Albuquerque/Main	SOC	216	1	37
	Valencia	SOC	216	1	29
Summer 2013	Valencia	SOC	216	1	14
Fall 2013	Albuquerque/Main	SOC	216	1	31
Spring 2014	Valencia	SOC	216	1	30
Fall 2014	Valencia	SOC	216	1	24

Syllabus- Spring 2013

DYNAMICS OF PREJUDICE

Soc 216-002, T/H: 12:30-1:45pm, DSH 325
University of New Mexico
Office Hours: T 2-4 pm
Office Room: SSCI 1053

Professor Nancy López
Department of Sociology
Tel: 505 277-3101
nlopez@unm.edu

Office Room: SSCI 1073 Office Hours: Thursdays 10am-12pm.

DESCRIPTION

How can we understand the social processes that create categories of race, ethnicity, gender, sexual orientation, and class? How are groups of people named, aggregated, dichotomized, stigmatized and translated into systems of inequality? How can oppressive processes be interrupted and redefined to eliminate human oppression? This class is an introduction to the origins of oppression and discrimination.

- **LEARNING OUTCOMES**

- Develop critical thinking and understanding about race, gender, disability, social class, and sexual orientation
- Learn to recognize the societal (macro) institutional (meso) and experiential (micro) dimensions of oppression and solutions to pressing inequalities
- Improve writing and research skills
- Create a respectful and democratic classroom community where everyone feels free to share his or her experiences as we engage in boundary crossings (e.g., race, class, gender, religion, sexuality, disability, teacher/student, etc.)

REQUIRED TEXTBOOK (available at the UNM bookstore & on reserve in the library)
Rosenblum, Karen E. & Toni-Michelle C. Travis. *The Meaning of Difference: American Constructions of Race, Sex & Gender, Social Class and Sexual Orientation*. Second Edition. New York: McGraw Hill, 2000.

Any readings that are not from the required textbook above are chapters, articles, and excerpts from books available on-line through e-reserve. Go to the UNM library webpage: <http://eLibrary.unm.edu/zimmerman> and go to “Electronic Course Reserves.” Select Sociology and Lopez. Make sure you log on to the Sociology 216. Our password is: “lobo216.” (I’m also teaching Soc507; password: lobo507). You can access e-reserves from any computer on campus as well as from home. You have the option of reading these articles on line or printing them out.

YOUR CLASS GRADE WILL BE BASED ON A PORTFOLIO EVALUATION:

- Participation & Attendance (20%)
- Critical Journal (10%)
- One-Page Summary of Readings (20%) **Due Tuesdays; Ten in Total.**
- Midterm Exam (20%) **Mar. 10**
- Final Paper (30%) **Draft Due: Apr. 14**
Final Version & Portfolio Due: Apr. 26

PORFOLIO: DUE TUES.

I expect everyone to earn an “A” in this class. Your grade will be based on a portfolio evaluation. Your portfolio consists of your journal entries, summaries, midterm exam, final paper, peer editors’ comments and video worksheets. Please include a completed self-grade sheet as the first page of your portfolio. (I have included a sample self-grade sheet as the last page of this syllabus so that you can map your progress throughout the semester). I will return your portfolios on the last day of class, May 5.

Attendance & Participation (20 points)

Class participation, attendance, punctuality, and demonstrating that you have read the assigned material are a very important part of your grade. I will take attendance every day. You are responsible for the content of every reading listed in the syllabus, classnotes, all announcements, assignments and changes in the curriculum made in class. Absence is no excuse. Exchange phone numbers with five or more of your classmates so that you can get the notes and updates you missed during your absence. More than four unexcused absences may be grounds for failure. Please discuss any special circumstances by calling or emailing me. Excessive lateness will negatively affect your grade. When calculating your self-grade for the portfolio, take into consideration how often you participated in class by bringing in questions and comments, as well as the quality of your comments during class discussions.

Critical Journal (10 points)

As we move through the semester I will provide you with a few questions for you to reflect on about your understanding of oppression and resistance across a variety of social domains. Each journal entry should be one to two handwritten pages. These journal entries will be collected at the end of the semester in your portfolio.

Summaries (20 points)

As we read the articles in class, I found that it would be helpful for classroom discussion if you came prepared with written comments and questions about the readings. You should write a one-page summary of ten of the readings we discuss in class. These summaries may be handwritten. Please include an underlined question that you are prepared to share with the class. I will collect summaries on Tuesdays. I will return them periodically so that you can file them in your portfolio. Each summary is worth 2 points each.

Midterm (25 points)

The midterm will be short answer and essay format. No make-up examinations will be given.

Final Paper (25 points)

One of the pleasures of being a sociologist is that you can study anything that sparks your interest. Write a paper based on any of the topics covered in class. Be creative. Choose any topic that is interesting to you. You can do participant observation, life history interviews, or focus groups at your place of work, at a community center, at a club at UNM or in your neighborhood. You may be interested in doing a content analysis of a major newspaper's coverage (or not) of an issue we discussed in class. Maybe your passion is the visual arts, music, or dance. This paper is your creation, however, you must discuss your topic with me. If you cannot meet during my office hours please call or email me so I can give you feedback on your topic. The paper must be at least six pages long, not including the coversheet and bibliography. The primary requirement is that you apply sociological theory/concepts to your research question. Start by doing a search in SOCIOLOGICAL ABSTRACTS, a database indexing articles written by sociologists. I will distribute a guide for doing the research paper. Use one-inch margins and double space your pages. Use the free computer facilities on campus. We will do in-class peer-editing of your paper drafts two weeks before it is due.

PART I: THEORIZING OPPRESSION

Week 1

Tues., Jan. 17

How do you operationalize race? What paradigm do you live in? Introduction to essentialism and social constructionism; Journal Entry #1; Preliminary discussion of substantive student research interests; Discussion on Banking Education, Dialogic Pedagogy; Distribute Voter Registration Cards

Thurs., Jan. 20

“Framework Essay: Constructing Categories of Difference,” pp. 1-33

Week 2

Tues., Jan. 25

“Framework Essay: Experiencing Difference,” pp. 165-188

Thurs. Jan 27

Video: VC-798 RACE THE POWER OF AN ILLUSION: Episode One: The Difference Between Us

PART II: RACE

Week 3

Tues., Feb. 1 CRITIQUE # 1 DUE

Angier, Natalie, "Do Races Differ? Not Really, DNA Shows," New York Times, Tuesday, August 22, 2000.

“The DNA Mystique,” Dorothy Nelkin & Susan Lindee, pp. 381-393

“Who is Black? One Nation’s Definition,” F. James Davis, pp. 34-41

“The Health of Black Folks: Disease, Class, and Ideology in Science,” Nancy Krieger and Mary Basset, pp. 393-398

Thurs., Feb. 3

“The Meaning of Difference,” pp. 279-293

Week 4 CRITIQUE # 2 DUE

Tues., Feb. 8

“Oppression,” Marilyn Frye, pp. 190-194

“Federal Indian Identification Policy,” pp. 49-60

“What Americans Don’t Know About Indians,” Jerry Mander, pp. 441-444

Thurs., Feb. 10

Video: VC-799 RACE THE POWER OF AN ILLUSION - Episode Two: The Story We Tell

Week 5

CRITIQUE # 3 DUE

Tues., Feb. 15

DUE: One-page handwritten abstract of research topic due, including specific research question, data, central sociological concept, data, etc.

“La Raza and the Melting Pot: A Comparative Look at Multiethnicity,” Carlos A. Fernandez, pp. 62-69

“Diversity and Its Discontents,” Auturo Madrid, pp. 224-229

“Racism in the English Language,” Robert B. Moore, pp. 451-458

Thurs., Feb. 17

***** (ON E-RESERVE, Password lobo216) Lee, Stacey, 1994, “Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students,” *Anthropology and Education Quarterly*, 25(4):413-429.

“Asian American Panethnicity,” Yen Le Espiritu, pp. 70-79

“Can Asian-Americans Turn the Media Tide,” Helen Zia, p. 223

Week 6

CRITIQUE # 4 DUE

Tues., Feb. 22

DISABILITY

*** (ON E-RESERVE: Password lobo216) Hehir, Thomas. 2002. “Eliminating Ableism,” *Harvard Educational Review*, 72(1), Spring, pp. 1-32.

“Disability beyond Stigma: Social Interaction, Discrimination, and Activism,” Michelle Fine and Adrienne Asch, pp. 201-209

“Disability Definitions: The Politics of Meaning,” Michael Oliver, pp. 408-411

PART II: GENDER & SEXUALITY

Thurs. Feb. 24

“The Five Sexes: Why Male and Female Are Not Enough,” Anne Fausto-Sterling, pp. 87-91

“The Berdache Tradition,” Walter Williams, pp. 92-100

“Gender Bending,” Judith Lorber, pp. 259-262

Week 7 **CRITIQUE # 5 DUE**

Tues. Mar. 1

“Gender Stereotypes and Roles,” Susan Basow, pp. 101-115

“The Gender Gap: Contours and Causes,” Andrew Hacker, pp. 372-380

“Backlash,” Susan Faludi, pp. 413-430

Thurs., Mar. 3 Candelario, Ginetta and Nancy López. 1995. “The Latest Edition of the Welfare Queen Story: An Analysis of the Role of Dominican Immigrants in the New York City Political-Economic Culture,” *Phoebe: An Interdisciplinary Journal of Feminist Scholarship, Theory and Aesthetics* (7)1/2:7-22. (ON E-RESERVE; password lobo216)

Video: *De Welfare No Vive Nadie (No One Lives Off Welfare)*, 25 min.

Week 8

Tues. Mar. 8 Review for Midterm; Bring questions

Thurs. Mar. 10 MIDTERM

Week 9 **CONTINUE RESEARCH FOR PAPER: COMPLETE YOUR SUMMARIES**

Mar 15 Spring Break

Mar 17 Spring Break

PART III: **CLASS**

Week 10 **CRITIQUE # 6 DUE**

Tues. March 22 **REMINDER DRAFT OF PAPER DUE APRIL 14th**

VC-800 **RACE THE POWER OF AN ILLUSION: Episode Three: The House we Live In**

Thurs. Mar. 24

“Why Are Doves of Unqualified, Unprepared Kids Getting into Our Top Colleges? Their Dads Are Alumni,” John Larew, pp. 273-278.

“The Rise and Fall of Affirmative Action,” James E. Jones, Jr. 320-331.

“The Shape of the River: Long-Term Consequence of Considering Race in College and University Admission,” William G. Bowen and Derek Bok, pp. 332-336.

Week 11

CRITIQUE # 7 DUE

Tues. Mar. 29

“How Much Social Mobility Exists in the United States?” Richard D. Kahlenberg, pp. 117-129

“The Underclass: Concept, Controversy, and Evidence,” Ronald B. Mincy, pp. 130-142

“Social Movements and the Politics of Difference,” Cheryl Zarlenga Kerchis and Iris Marion Young, pp. 337-349

***** (on e-reserve; password lobo216) Donald, Barlett and James Steele. 2003, “Corporate Welfare,” in *The Social Construction of Difference & Inequality: Race, Class, Gender and Sexuality*, Tracy Ore, editor, New York: McGraw-Hill.

Thurs. Mar. 31

“Twelve Key Supreme Court Cases,” pp. 295-320

“Driving While Black: A Statistician Proves That Prejudice Still Rules the Road,” John Lamberth, pp. 240-242.

“Darkness Made Visible: Law, Metaphor, and the Racial Self,” D. Marvin Jones, pp. 243-253.

Week 12

CRITIQUE # 8 DUE

Tues. Apr. 5

***** (on e-reserve; Password lobo 216) Bonilla-Silva, Eduardo. 2003. *Racism Without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States*. New York: Rowman and Littlefield, chapter 1, “The Strange Enigma of Race in Contemporary America,” pp. 1-17; chap 2, “The Central Frames of Color-Blind Racism,” pp. 25-48

Thurs. Apr. 7

“Whiteness as an ‘Unmarked’ Cultural Category,” Ruth Frankenberg, pp. 81-86.

***** (on e-reserve; password lobo216) Peggy McIntosh, "White Privilege, Color, and Crime: A Personal Account," in *Images of Color, Images of Crime*, Eds. Coramae Richey Mann and Marjorie S. Zatz, Los Angeles: Roxbury Publishing Company, 1988.

PART IV: SEXUALITY

Week 13 CRITIQUE # 9 DUE

Tues. Apr. 12

"The Invention of Heterosexuality," Jonathan Ned Katz, pp. 143-144

"Homosexuality: A Social Phenomenon," Barbara Sherman Heyl, pp. 146-155

"Media, Science, and Sexual Ideology: The Promotion of Sexual Stability," Gilbert Zicklin, 399-407

Thurs. Apr. 14

PEER-EDITING OF PAPER DRAFT

*****BRING THREE COPIES OF YOUR DRAFT****You will edit your peers papers in group of four**

Please bring your peer editing guidelines so that you can submit written comments to your classmates;

Week 14 CRITIQUE # 10 DUE

Tues. Apr. 19

"To Be and Be Seen: The Politics of Reality," Marilyn Frye, pp. 466-471

"The Development of Gay, Lesbian, and Bisexual Identities," Heidi Levin and Nancy J. Evans, pp. 156-162

"You Can't Forget Humiliation," Amy L. Helm, pp. 408

Thurs. Apr. 21

"The New Colored People," Jon Michael Spencer, pp. 43-48.

"Talking Past Each Other: Black and White Languages of Race," pp. 231-239.

Week 15

Tues. Apr. 26

PORTFOLIO DUE

BEGIN PANEL PRESENTATIONS; come prepared for a 5-minute presentation on your research where you will share your research question, anchoring sociological concept, findings (2-3 highlights), and why this is important

Thurs. Apr. 28 PANEL PRESENTATIONS; come prepared for a 5-minute presentation on your research where you will share your research question, anchoring sociological concept, findings (2-3 highlights), and why this is important

Week 16

Tues. May 3 PANEL PRESENTATIONS Come prepared for a 5-minute presentation on your research where you will share your research questions, anchoring sociological concept, findings (2-3 highlights), and why this is important

Thurs. May 5 FINISH PRESENTATION; discuss American Sociological Association pamphlet; "Careers in Sociology" on e-reserve; password lobo216; Portfolios Returned

PLEASE NOTE WE WILL NOT HAVE A FINAL EXAM

NOTE:

The Center for Academic Program Support (CAPS) offers **FREE** one-on-one tutoring for in a variety of subjects, including writing. For more information please call 505 277-4560. CAPS is located in the third floor of the Zimmerman Library.
Website <http://www.unm.edu/~caps>.

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Student Support Services at 277-3506.

SELF-GRADE SHEET

**Soc 216 Dynamics of Prejudice, Prof. Nancy López, Dept. of Sociology
University of New Mexico, Spring 2005**

NAME: _____
EMAIL: _____
TEL: _____

- PLEASE CALCULATE YOUR SELF-GRADE FOR ALL THE WORK YOU HAVE DONE OVER THE SEMESTER; INCLUDE ALL THE REQUESTED MATERIALS AS LISTED BELOW. USE THIS GRADE SHEET AS THE FIRST PAGE OF YOUR PORTFOLIO
- I WILL RETURN PORTFOLIOS ON THE LAST DAY OF CLASS. WE WILL NOT HAVE A FINAL EXAMINATION. ENJOY THE BREAK!

LIST DATES OF ABSENCES: _____

TOTAL NUMBER OF ABSENCES: _____

(More than 4 unexcused absences may be grounds for failure; please discuss any special circumstances below)

REQUIREMENT	TOTAL POINTS	SELF-GRADE	CLASS GRADE
Participation & Attendance	20 (____ * .20) =		
Journal (2 points for each of the 5 entries)	10		
Summary of Readings (2 points for each of the 10 summaries)	20		
Midterm	25 (____ * .25) =		
Final Paper	25 (____ * .25) =		
TOTAL	100 points		

- To calculate your self-grade for the course multiply your numerical self-grade by the percentage. For example, if you believe you earned an 80 for your participation in class you would calculate your self-grade by multiplying 80*.20 which would give you a total of 16 points out of a possible 20 points toward your final grade.
- Please remember to include your peer editor's comments and the video worksheets in your portfolio.
- **GRADE KEY:** A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C - = 70-73; D < 69, F < 59

**NM HED Area IV: Social and Behavioral Sciences Competencies
Dynamics of Prejudice (Sociology 216) Updated 11/18/14**

Core Competency	Soc 216 Course Outcomes/Skills	Assessment Tool/Assignments*
Identify, describe and explain human behaviors and how they are influenced by social structures, institutions and processes within the contexts of complex and diverse communities	Learn to recognize the societal (macro), institutional (meso) and individual experiential (micro) dimensions of society; analyze the dynamics of oppression and resistance at those levels; and critically assess solutions to pressing social inequalities	Reading assignments and responses Research Paper Exams on the readings
Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	Students will develop critical thinking and understanding about race, gender, ethnicity, social class, sexual orientation, and disability	Reflection writing exercises Research Paper
Describe ongoing reciprocal interactions among self, society and the environment.	Students will understand the concept of intersectionality, specifically the ways in which race, gender, class, etc. overlap as social constructions	Critical Review of readings and discussions; Journals
Apply the knowledge base of the social and behavioral sciences to identify, describe, explain and critically evaluate relevant issues, ethical dilemmas, and arguments.	Students will be able to explain the difference between one-dimensional analysis of social inequality and intersectional approaches	Exams Reflection Paper writing exercises Critical reviews of existing research

UPDATE (11/19/14): The Forms to remove Soc 101 (Introduction to Sociology) as a prerequisite for Soc 216 are already in the workflow. We anticipate that this minor change will be reviewed and approved.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1416**

Fields marked with * are required

Name of Initiator: Dinesh Loomba **Email:** dloomba@unm.edu **Phone Number:** 505 277-4521 **Date:** 08-25-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[ClassMechPhD.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)

The course, PHYC 503, Classical Mechanics I, is no longer sufficiently pertinent to the graduate core education for a PhD in Physics. Therefore, we propose to modify the PhD program requirements so as to remove PHYC 503 as a required core course. Instead, special topics such as chaos theory, non-linear dynamics, fluid dynamics, and others, will replace this as an elective.

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

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

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

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

Here's the previous listing in the Catalog:

Ph.D. in Physics

The Doctor of Philosophy in Physics requires a minimum of 48 credit hours of graduate work **exclusive of dissertation**. These credit hours must include PHYC *466, 503, 505, 511, 521, 522/ASTR 537, four seminars (PHYC 500 and/or 501), and four electives chosen from a list of courses specified on the Department's Graduate Handbook. Details *must* be discussed with a graduate advisor each semester.

Here's the new listing as it should appear in the Catalog:

Ph.D. in Physics

The Doctor of Philosophy in Physics requires a minimum of 48 credit hours of graduate work **exclusive of dissertation**. These credit hours must include PHYC *466, 505, 511, 521, 522/ASTR 537, four seminars (PHYC 500 and/or 501), and four electives chosen from a list of courses specified on the Department's Graduate Handbook. Details *must* be discussed with a graduate advisor each semester.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1414**

Fields marked with * are required

Name of Initiator: Elizabeth Anne Siletti **Email:** esiletti@unm.edu **Phone Number:** 505 277-5050 **Date:** 08-21-2014

Associated Forms exist? Yes Initiator's Title Admin Assistant 3: Sch Arch Planning Gen Admin
Faculty Contact Claudia Isaac Administrative Contact Claudia Isaac
Department Community and Regional Planning Admin Email cisaac@unm.edu
Branch School of Architecture & Planning Admin Phone 277-5939

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Graduate Degree Program
Name of New or Existing Program Master of Community and Regional Planning Program
Select Category Degree Degree Type Masters
Select Action Revision

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

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

[Proposed MCRP Course of Study in 14-15 Catalog.pdf](#)

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

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

The following changes are proposed to the MCRP degree requirements in response to recommendations made during the most recent accreditation site visit, which occurred in January 2014. The Planning Accreditation Board recommended that the program reduce the total number of credit hours for the graduate degree from 50 to 48. They also recommended the requirement of a spatial analysis component to the curriculum, which is explained in the attached document "Proposed MCRP Course of Study." These changes are being proposed to assist students in completing their degrees in a reasonable amount of time and to allow students more time to focus on their exit requirement, the thesis or professional project, during their third semester in the Program, which is the semester in which CRP 521 was typically completed. MCRP students will have more control over their academic opportunities by replacing a studio requirement with two competency requirements, where students will have the option of completing internships or projects, and completing spatial analysis courses or other work to demonstrate competency in the two proposed areas in consultation with their faculty advisor. The proposed changes include: 1) the deletion of the requirement in the MCRP Core of CRP 521, Advanced Planning Studio(5CH), to be replaced by demonstrated capacity in two competency areas as outlined in the attached document "Proposed MCRP Course of Study"; 2) the addition of 3CH to the electives total for the MCRP degree. This results in a net reduction from 50CH to 48CH for the MCRP degree. Also attached here for comparison is the "Existing catalog MCRP Course of Study." These changes will affect other programs, as the MCRP Program has dual degree offerings with Latin American Studies, Public Administration, and Water Resources. With the deletion of the requirement of CRP 521 (5CH), which students in all of the dual degree programs historically have been required to take, the dual degree programs will have five additional elective credit hours to add to their curriculum if they wish their dual degrees to remain at the same credit hour total. If they wish for their dual degree program credit hour total to be reduced by 2CH, as the MCRP Program alone is doing, then they will have an additional three credit hours of electives to add to their curriculum.

[Existing MCRP Course of Study in 14-15 Catalog.pdf](#)

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

[Faculty load and budg justification for MCRP 102314.pdf](#)

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

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

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

Proposed new MCRP "Course of Study and Degree Completion" catalog section, to appear in 2015-2016 catalog. Please note: in this document, changes and explanations of changes are highlighted in orange.

Course of Study and Degree Completion

The M.C.R.P. degree program is a two-year course of study for which a minimum of 48 credit hours is required. This program requires three parts for the completion of this degree: 48 credit hours of course work as indicated in the program of study; the Graduate Review; demonstrated competency in two areas described below; and a thesis or professional project to be presented in public.

Students enrolled in this program are allowed to take up to 12 credit hours at the graduate level in other UNM programs.

Incoming graduate students are required to have taken statistics and economics as prerequisites for this program. If a student has not taken these courses, they may take them simultaneously with their first semester of graduate course work in the program, and must have the prerequisites completed before beginning their second semester in the program.

Required Graduate Courses

	Core Course Requirements	Credit Hours
CRP 500	Planning Theory and Process	4
CRP 510	Planning Communication Workshop	2
CRP 511	Analytical Methods for Planning	4
	<i>(Note: deletion of the requirement of CRP 521 (5CH), which previously was here-no associated Form A, as this studio will remain in the catalog)</i>	
CRP 545	Land Use Controls	3
	-or-	
CRP 580	Community Growth and Land Use Planning	3
	Total credit hours to meet Core Course Requirements	13

Concentrations Course Requirements

- Students are required to select an area of concentration in Community Development, Natural Resources and Environmental Planning, or Physical Planning and Design.

- Students are required to take a concentration Foundations course (3 credit hours) and a second methods course (3 credit hours) from a cluster of course options in their concentration area.
- Total of 6 credit hours of Concentrations Requirements.

Elective Course Requirements

- Students must take 21 credit hours of approved elective course work.
- Total of 21 credit hours of Electives

Exit Course Requirements

	Credit Hours
CRP 588 Professional Project/Thesis Preparation Seminar Plan I	2
CRP 599 Master's Thesis -or- Plan II	6
CRP 589 Professional Project	6
Total of 8 credit hours to meet Exit Requirements	

A total of 48 credit hours are required for completion of the M.C.R.P. Degree

The Graduate Review

The Graduate Review should take place at the student's request after the completion of 12 credit hours of graduate study but must take place before the student can enroll in the thesis/professional project preparation course. A faculty committee consisting of the student's advisor and one other CRP faculty member reviews the student's prior academic records, proposed Program of Studies, evidence of courses focused in a concentration, a Student Self-Assessment filled out by the student, and the thesis or professional project proposal. Assessment of the student's performance in the program to date and proposals for future work guide the committee's recommendations for the student's remaining efforts to complete the M.C.R.P. degree and the approval of the Program of Studies Form.

Spatial Analysis and Professional Deliverable Competencies

Students in the MCRP Program must demonstrate competency in the following two areas. Students will have the option of completing internships or projects, and completing spatial analysis courses or other work to demonstrate competency in these areas. This requires faculty consultation to determine coursework or internships that help demonstrate each competency. This will require sign-off from students' advisors.

Competency 1. *Providing a real-time professional deliverable to a client.*

Competency 2. *Using spatial analysis to analyze planning problems and develop planning solutions.*

To fulfill Competency 2 (spatial analysis), students may complete either Introduction to GIS (CRP 583) OR GIS courses from other UNM departments, with faculty advisor approval. Students are responsible for consulting with their advisor regarding the best way to meet this requirement.

Thesis or Professional Project

The thesis/professional project is a formal document prepared in consultation with the student's faculty committee and presented in public. The thesis/professional project committee, which is nominated by the candidate, evaluates the scope of the work, the quality of analysis and the content of the findings and/or recommendations. The committee also evaluates the student's understanding of his or her chosen field of study and area of concentration, as well as strengths in accomplishing graduate studies.

---existing "Course of Study and Degree Completion" catalog section in 2014-2015 catalog---

Course of Study and Degree Completion

The M.C.R.P. degree program is a two-year course of study for which a minimum of 50 credit hours is required. This program requires three parts for the completion of this degree: 50 credit hours of course work as indicated in the program of study; the Graduate Review; and a thesis or professional project to be presented in public.

Students enrolled in this program are allowed to take up to 12 credit hours at the graduate level in other UNM programs.

Incoming graduate students are required to have taken statistics and economics as prerequisites for this program. If a student has not taken these courses, they may take them simultaneously with their first semester of graduate course work in the program, and must have the prerequisites completed before beginning their second semester in the program.

Required Graduate Courses

Core Course Requirements	Credit Hours
CRP 500 Planning Theory and Process	4
CRP 510 Planning Communication Workshop	2
CRP 511 Analytical Methods for Planning	4
CRP 521 Advanced Planning Studio	5
CRP 545 Land Use Controls	3
-or-	
CRP 580 Community Growth and Land Use Planning	3
Total credit hours to meet Core Course Requirements	18

Concentrations Course Requirements

- Students are required to select an area of concentration in Community Development, Natural Resources and Environmental Planning, or Physical Planning and Design.
- Students are required to take a concentration Foundations course (3 credit hours) and a second methods course (3 credit hours) from a cluster of course options in their concentration area.
- Total of 6 credit hours of Concentrations Requirements.

Elective Course Requirements

- Students must take 18 credit hours of approved elective course work.

- Total of 18 credit hours of Electives

Exit Course Requirements

	Credit Hours
CRP 588 Professional Project/Thesis Preparation Seminar Plan I	2
CRP 599 Master's Thesis -or- Plan II	6
CRP 589 Professional Project	6
Total of 8 credit hours to meet Exit Requirements	

A total of 50 credit hours is required for completion of the M.C.R.P. Degree

The Graduate Review

The Graduate Review should take place at the student's request after the completion of 12 credit hours of graduate study but must take place before the student can enroll in the thesis/professional project preparation course. A faculty committee consisting of the student's advisor and one other CRP faculty member reviews the student's prior academic records, proposed Program of Studies, evidence of courses focused in a concentration, a Student Self-Assessment filled out by the student, and the thesis or professional project proposal. Assessment of the student's performance in the program to date and proposals for future work guide the committee's recommendations for the student's remaining efforts to complete the M.C.R.P. degree and the approval of the Program of Studies Form.

Thesis or Professional Project

The thesis/professional project is a formal document prepared in consultation with the student's faculty committee and presented in public. The thesis/professional project committee, which is nominated by the candidate, evaluates the scope of the work, the quality of analysis and the content of the findings and/or recommendations. The committee also evaluates the student's understanding of his or her chosen field of study and area of concentration, as well as strengths in accomplishing graduate studies.

The elimination of the studio course (CRP 521) and its replacement with concentration elective credits will alleviate graduate faculty resource constraints and allow for more efficient faculty allocation to undergraduate and graduate teaching. The Form C requires no new coursework, and so will require no additional faculty or support budget.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1410**

Fields marked with * are required

Name of Initiator: Kimberly Gauderman **Email:** kgaud@unm.edu **Phone Number:** 505 277-7852 **Date:** 07-31-2014

Associated Forms exist? Yes Initiator's Title Associate Professor: History Department
Faculty Contact Kimberly Gauderman Administrative Contact Melissa Bokovoy
Department History Admin Email mbokovoy@unm.edu
Branch Main Admin Phone 277-2451

Proposed effective term

Semester Spring Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program History Minor
Select Category Minor Degree Type BA
Select Action Revision

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

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

[History Minor Catalog Changes.docx](#)

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

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

Branch campuses will need to be notified that students have greater flexibility in choosing courses for the History minor: any two lower-division and any five upper-division courses. They will also need to be notified that a C is now the lowest grade acceptable for a course that counts towards the History Minor.

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

[History Minor Changes Justification 2014.doc](#)

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

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

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

Dr. Kimberly Gauderman, History Undergraduate Advisor, kgaud@unm.edu

July 30, 2014

Below are the proposed changes to the current language for the History Minor in the 2014-2015 UNM Catalog. The History Department is proposing curricular changes to the Minor Requirements and increasing the minimum grade accepted for the Minor to a C. I am including the current catalog language after the proposed changes to the requirements below. Current Catalog (2014-2015)

Proposed Curricular Changes for the History Minor

Minor Study Requirements

The History Minor requires twenty-one hours of coursework (seven classes). Students may choose from any two lower-division courses (100-200) and any five upper-division courses (300-400 level). Students are encouraged to establish their own program and to select courses that contribute to their major field of study.

The Department accepts a grade of "C" as counting toward graduation and requires that the student achieve a minimum grade point average of 2.25 in major or minor studies.

Current Requirements for the History Minor (2014-2015 Catalog)

Minor Study Requirements

The planned program outlined below is designed to supplement a student's work in his or her major field. In total it requires a minimum of seven courses (21 credit hours). The lower-division requirement includes a minimum of two courses (6 credit hours) from the following: HIST 101, 102, 161, 162, 181, 182, 251, 252.

The upper-division requirement includes a minimum of five courses (15 credit hours), at least three of which must be concentrated in one field, e.g., U.S., Europe.

The Department accepts the grade of "C-" as counting toward graduation, but requires that the student achieve a minimum grade point average of 2.25 in major or minor studies.

Justification for Changes to the History Minor Requirements

Dr. Kimberly Gauderman, Undergraduate Advisor, kgaud@unm.edu

July 30, 2014

Justification:

The History Department, in an effort to clarify the criteria for the Minor, better utilize faculty resources, and offer greater flexibility to students to create a program of study that will contribute their major field of study and support their career goals, propose the following changes to the Minor. Proposed language for the UNM Catalog, following the format of current catalog language, has been submitted in a separate document.

- Greater flexibility in determining lower-division and upper-division courses allows students to design a personal program of study that will support their major field of study. As students will not be constrained to classes with particular geographical and temporal framings, students will have access to a greater number of professors who can mentor students in their particular fields of expertise.
- The increase of the acceptable grade for courses applied to the minor from a C- to a C brings our department into compliance with the College of Arts and Sciences and most other departments in the College. This change also mirrors our proposed change to the History Major.

Impact on long-range planning, budget analysis, faculty work load implications

The proposed changes to the requirements to the History Minor do not affect long range planning, budget, or the faculty work load for the History Department or the University. The proposed curriculum changes use existing faculty resources and will have no budgetary impact.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1409**

Fields marked with * are required

Name of Initiator: Robert Douglas Busch **Email:** busch@unm.edu **Phone Number:** 505 277-8027 **Date:** 07-31-2014

Associated Forms exist? Yes Initiator's Title **Principal Lecturer: Nuclear Engineering**
Faculty Contact **Robert Busch** Administrative Contact **Annette Torres**
Department **Nuclear Engineering** Admin Email **anntorr@unm.edu**
Branch Admin Phone **277-7959**

Proposed effective term

Semester **Fall** Year **2015**

Course Information

Select Appropriate Program **Undergraduate Degree Program**
Name of New or Existing Program **BS Nuclear Engineering**
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)

[Form C NE Undergraduate Curriculum for Fall 2015.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)

To provide the necessary courses for the existing Nuclear Engineering B.S. degree in the new Nuclear Engineering Department, and to reduce the number of credit hours required for graduation so that the degree requirements can be completed in 8 semesters with normal course loads. The reduction has been done by combining material and removing some non-nuclear engineering courses that are not directly needed to provide the skills needed for a B.S. degree in Nuclear Engineering.

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

[NE Curriculum budgetary.docx](#)

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

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

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

UNIVERSITY OF NEW MEXICO as Proposed for Fall 2015
SCHOOL OF ENGINEERING
CURRICULUM FOR BACHELOR OF SCIENCE DEGREE IN NUCLEAR ENGINEERING

Hours⁶ Required for Graduation: 124

Fall Semester		Spring Semester	
<u>Course Title</u>	<u>Cr. Hrs.</u>	<u>Course Title</u>	<u>Cr. Hrs.</u>
<u>FRESHMAN YEAR</u>			
Chem 121/123L General Chem/Lab	4	Chem 122/124L General Chem/Lab	4
Math 162 CalcI	4	Math 162 CalcII	4
Engl 101 Comp I: Exposition	3	Engl 102 Comp II: Analys&Arg	3
NE 101 – Intro to Nucl Engr	1	Physcs 160 General Physics	3
Core Humanities Elective ¹	<u>3</u>	CS 151 Comp Prog Fund	<u>3</u>
	15		17
<u>SOPHOMORE YEAR</u>			
NE 230 Princ Radiation Prot	3	NE 213 Circuits for ChNEs	3
Math 264 Calculus III	4	NE 231 Prin of Nucl Engr	3
Engl 219 Technical Writing	3	NE 314 Thermo & Nucl Sys	3
Physcs 161 General Physics	3	NE 371 Nucl. Engr. Material Sci	2
Econ 105 Intro Macroeconomics	<u>3</u>	Math 316 Diff Eq	<u>3</u>
	16		14
<u>JUNIOR YEAR</u>			
<i>Ch-NE 311 Intro Transport Phenma</i>	3	<i>Ch-NE 312 Unit Operations</i>	3
NE 315 Nucl Engr Analy&Calcs	3	NE 313L Intro Lab Technique	3
Ch-NE 323L Nucl Det Meas/Lab	3	NE 330 Nucl Engr Science	3
CE 202 Statics	3	Core Fine Arts Elective	3
Nuclear Engr. Tech. Elective ⁵	<u>3</u>	Nuclear Engr. Tech. Elective ⁵	<u>3</u>
	15		15
<u>SENIOR YEAR</u>^{3,4}			
NE 410 Nucl. Reactor Thry I	3	NE 413L Nucl Engr Lab I	3
NE 464 Thrml-HydrI Nucl Sys	3	NE 452 Senior Seminar	1
NE 497L NE Comp Methods	3	NE 470 Nucl Matls &Fuel Cycle	3
NE 462 Monte Carlo Tech	3	NE 498L Nuclear Engr Design	4
Core Humanities Elective ¹	<u>3</u>	Core Soc. & Behav. Sci. Elective ¹	3
	15	Core Second Language	<u>3</u>
			17

- 1 Students should consult the online UNM catalog, the online LoboTrax, or an advisor to obtain a list of acceptable courses to fulfill the core curriculum requirements. These courses may be taken whenever convenient.
- 3 Students must file an application for the B.S. Degree prior to the completion of 95 semester hours of applicable courses.
- 4 Students are encouraged to take the Fundamentals of Engineering (FE) Examination during their senior year. This is the first formal step toward professional registration.
- 5 The NE Technical Electives are chosen from a list of approved upper division nuclear engineering courses with the approval of the student's advisor.
- 6 To count towards graduation credit hours, each course must be completed with a grade of C- or better. Courses used to fulfill the UNM core curriculum require a grade of C or better.

Changes:

1. Combined ChNE 310, 317, and 330 into 2 3 CR courses (NE 315 – Nucl Engr Analysis and Calculations, and NE 330 – Nucl Engr Science) (results in a reduction of 2CR)
2. Removed Physics 262 – 3rd semester Physics (3 CR)
3. Removed 1 Technical Elective (3 CR)
4. ChNE 311 has been changed back to a 3 CR course from 4 CR (1 CR)

Will Require:

Form A for NE 330 adding one credit hour and material from Physics 262.

Form A for NE 497L changing name to NE Computational Methods

Form B for new NE 315 NE Analysis and Calculations

Form C for new Curriculum

REVISED CURRICULUM FOR B.S. NUCLEAR ENGINEERING

Budgetary and faculty load implications:

Two courses outside the department were dropped from the curriculum and three departmental courses were combined into two. With the creation of the new Nuclear Engineering Department, the faculty felt that the material in the dropped courses could be included on a topic basis where needed and that combining two existing courses, it will reduce the teaching requirements for the new NE department.

We will sunset NE 317 and add some content to NE 310 and NE 330.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1408**

Fields marked with * are required

Name of Initiator: Kimberly Gauderman **Email:** kgaud@unm.edu **Phone Number:** 505 277-7852 **Date:** 07-30-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[4yr BA History 201480.pdf](#)
[History Major Catalog Changes 2014.docx](#)

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

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

Branch campuses will need to be notified that requirements for the history major have been changed to include completion of any history survey plus any two courses from the remaining surveys in addition to History 260.

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

[History Major Changes Justification 2014.doc](#)

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

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

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

Course Subject and Title	Credit Hrs.	Major	Minor or 2nd Major	Core	Upper Div.	Min. Grade	Notes
Semester Two:							
HIST 100 level *	3	3				C	
ENGL Composition 2	3			3		C	
Physical and Natural Science	4			4		C	
Minor or 2 nd Major Requirement	3		3			C	
Elective	2					D-	
Total:	15	3	3	7	0		
Advisement: Departmental Check-In							

Semester Four:							
HIST 300-400 level	3	3			3	C	
HIST 300-400 level	3	3			3	C	
Upper Division Elective	3				3	D-	
Minor or 2 nd Major Requirement	3		3			C	
Humanities	3			3		C	
Total	15	6	3	3	9		
Advisement: Attend Departmental Orientation							<i>(within the 4th to 12th week)</i>

Semester Six:							
HIST 300-400 level	3	3			3	C	
HIST 300-400 lvl (491/492)	3	3			3	C	
Humanities	3			3		C	
Upper Division Elective	3				3	D-	
Physical and Natural Science	3			3		C	
Total	15	6	0	6	9		
Complete Graduation Workshop & Apply for degree Advisement: Departmental Check-In							(after 4th week)

[illegible]

Degree Total	120	36	18	37	54
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* The 100 level requirement includes one survey series and two from the remaining courses: 101-102, 161-162, 181-182, 251-252, 260 - for a total of 12 lower division hours.

The University of New Mexico Core Curriculum (37 units)

Writing and Speaking: (3-9 units)

Mathematics: (3 units)

Physical and Natural Sciences: (7 units)

Social and Behavioral Sciences: (6 units)

Humanities: (6 units)

Foreign Language: (non-English language; 3 units)

Fine Arts: (3 units)

Arts and Sciences College Minimum Requirements

• Total credit hours = 120

• 300/400 level credit hours = 54

• Minimum credit hours taught in A&S = 96

University Residence Requirements

a. Minimum hours = 30

b. Senior standing = 15 past 92

c. In major = One half

d. In minor = One quarter

Career Opportunities and Pathways

➤ Advocacy (Law, Government, Foundations):



➤ Business and Associations (Corporations, Non Profit):



➤ Communication/Research (Advertising/Public Relations, Journalism, Library Science, Public History [Museums, Cultural Research Management, Multi-Media Production, Preservation, Television/Documentaries]):



Minimum graduation GPA = 2.00

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

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

Notes:

• New Majors should contact the department to be added to the History Majors Listserve.

• History Majors must take EITHER History 491 (Historiography) or History 492 (Senior Seminar) before graduation. For those students who plan to take History 491, they must contact the Department the semester prior to the intended semester of enrollment to obtain departmental approval.

• All students are encouraged to take three semesters of foreign language study beyond the University Core Requirement.

• Departmental Honors: Thesis and minimum 3.0 GPA required. Interested students should contact the department by their junior year for more information.

• Students are invited to join the Undergraduate History Society and the History Honors Society (Phi Alpha Theta). Contact the department for more information.

Suggested Minors/Upper Division Electives

American Studies, Business, Criminology/Sociology, Economics, English, Environmental Science, Foreign Language, Political Science, Interdisciplinary Studies Programs (Africana, Chicano Hispano Mexicano, Native American, Latin American, Medieval, Peace, Women's)

Business/Marketing, Community and Regional Planning/Environmental Planning and Design, Economics/Statistics, English, Foreign Language, Political Science, Interdisciplinary Studies

Art History/Art and Ecology, Business/Marketing, Economics/Statistics, English, Foreign Language, Journalism, Interdisciplinary Film and Digital Media Program, Political Science, Interdisciplinary Studies

Contact Information

Major Staff Advisor:

Email:

Website: <http://artsci.unm.edu/advisement/index.html>

Major Faculty Advisor:

Email:

Website: <http://www.unm.edu/~hist/index.html>

Minor Staff Advisor:

Email:

Website:

Dr. Kimberly Gauderman, History Undergraduate Advisor, kgaud@unm.edu

July 30, 2014

Below are the proposed changes to the current language for the History Major in the 2014-2015 UNM Catalog. The History Department is proposing curricular changes to the Major Requirements, increasing the minimum grade accepted for the Major to a C, and eliminating the distributed minor for history majors. I am including the current catalog language after the proposed changes to the requirements below.

Proposed Curricular Changes for the History Major:

Undergraduate Major (No Changes to section)

A history major is especially well suited to prepare a student for graduate study or work in the professions. The Department encourages those students who have a firm idea of their career goals to specialize at the undergraduate level, taking courses which support their career objectives. Others study history because it gives a general background which prepares them intellectually for advanced study in business, law, theology, archival management, editing, public administration or similar careers that require a liberal arts background with a research emphasis. The Department encourages such students to take a broad range of courses covering the history of the various regions of the world.

Major Study Requirements (Changes)

The History Department allows students great latitude in creating a course of study that will reflect their interests and career objectives. The lower-division requirements include the completion of one survey series plus any other two courses from the remaining surveys including HIST 260. Students may choose from HIST 101-102, 161-162, 181-182, 251-252, 260 for a total of 12 credit hours. The upper-division requirement includes a minimum of eight 300- and/or 400-level courses (24 credit hours), including HIST 491 (Historiography) or HIST 492 (Senior Seminar).

The Department accepts a grade of "C" as counting toward graduation and requires that the student achieve a minimum grade point average of 2.25 in major or minor studies.

Distributed Minor for History Majors (ELIMINATE)

Current Requirements for the History Major (2014-2015 Catalogue)

Undergraduate Major

A history major is especially well suited to prepare a student for graduate study or work in the professions. The Department encourages those students who have a firm idea of their career goals to specialize at the undergraduate level, taking courses which support their career objectives. Others study history because it gives a general background which prepares them intellectually for advanced study in business, law, theology, archival management, editing, public administration or similar careers that require a liberal arts background with a research emphasis. The Department encourages such students to take a broad range of courses covering the history of the various regions of the world.

Major Study Requirements

The history program for general majors, as outlined below, is designed to provide some of the cultural background necessary for intelligent and responsible living and lifelong intellectual growth. It also helps to prepare students for a variety of professions and careers. The lower-division requirement includes HIST 101 and 102, and one of the following pairs: 161–162, 181–182, 251–252, for a total of 12 credit hours. The upper-division requirement includes a minimum of eight 300- and/or 400-level courses (24 credit hours), including HIST 491 Historiography or 492 Senior Seminar. A minimum of two courses in each of three fields is necessary, i.e., two in U.S., two in Latin American, two in European, etc. Consult the undergraduate advisor for variations possible in this program.

The Department accepts a grade of "C-" as counting toward graduation, but requires that the student achieve a minimum grade point average of 2.25 in major or minor studies.

Distributed Minor for History Majors

The History department may offer a distributed minor in American Studies, Asian Studies, Comparative Literature or Russian Studies, as well as a minor in a single department. Approval of the Chairperson of the History Department is required for all distributed minors.

Justification for Changes to the History Major Requirements

Dr. Kimberly Gauderman, Undergraduate Advisor, kgaud@unm.edu

July 30, 2014

Justification:

The History Department, in an effort to clarify the criteria for the Major, better utilize faculty resources, and offer greater flexibility to students to create a program of study that will support their career goals, propose the following changes to the Major. Proposed language for the UNM Catalog, following the format of current catalog language, has been submitted in a separate document.

- Allowing the completion of any History survey series plus any two courses from the remaining series as meeting requirements for the major will allow students to focus on a specific geographical region and temporal period that is of most interest to them. All of our surveys have similar pedagogical approaches that focus on critical thinking and writing skills. Because all of our survey courses are taught by tenured/tenure-track faculty, this change will also expose students in their initial classes to faculty in their areas of interest who can mentor them at an earlier stage in their academic program.
- The addition of History 260, History of New Mexico, is appropriate for our majors, who already frequently choose to enroll in this course. The History department has many faculty members who focus on the History of the US West in their teaching and research. The inclusion of this course will expose students to one of our nationally recognized departmental strengths. The department already regularly teaches this course, which is also required for students majoring in Education.
- The increase of the acceptable grade for courses applied to the major from a C- to a C brings our department into compliance with the College of Arts and Sciences and most other departments in the College.
- The distributed minor for History majors is unclear and has never been approved for students in our department. Eliminating it from the catalog encourages students to explore minors in established fields on our campus and clarifies departmental requirements for our Majors.

Impact on long-range planning, budget analysis, faculty work load implications

The proposed changes to the requirements to the History Major do not affect long range planning, budget, or the faculty work load for the History Department or the University. The proposed curriculum changes use existing faculty resources and will have no budgetary impact.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1405**

Fields marked with * are required

Name of Initiator: Jami Lynn Huntsinger **Email:** jamilynn@unm.edu **Phone Number:** 505 925-8623
Date: 07-17-2014

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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 Revision Revision for Curriculum Committee.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)

Importantly, UNM Valencia is articulating requirements in the Associate of Arts in Liberal Arts with Main Campus requirements in Liberal Arts. Most of our transfer students major in this degree program. Secondly, I have added concentrations to give transfer students two important things: 1) a way to get started in a program they may want to pursue at the institution to which they transfer, and 2) an educational goal that will increase retention and completion. Importantly, UNM VC does not have degree programs for any of the concentrations listed.

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

[Justification for the Change in the Program.docx](#)

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

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

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

Associate of Arts in Liberal Arts

Area 1: Writing and Speaking 12 hours

	Class	Semester	Hours
English 110, 112, 113	_____	_____	3
English 120	_____	_____	3
CJ 130, Phil 156, English 219, English 220	_____	_____	6

(Choose two from this list, Engl 219 and 220 recommended for English emphasis)

Area 2: Mathematics 3-6 hours

Math 121, 129, 145	_____	_____	3
	_____	_____	3

(For the Sociology emphasis, students must choose two Math courses; for the Sociology emphasis, STATS 145 recommended)

Area 3: Physical and Natural Sciences 7-8 hours

2 Science Core (including lab when required)	_____	_____	3-4
	_____	_____	4

Area 4: Social and Behavioral Sciences 6 hours

Social and Behavioral Core	_____	_____	3
	_____	_____	3

Area 5: Humanities 6 hours

Humanities Core	_____	_____	3
	_____	_____	3

Area 6: Non-English Language (Foreign Language) 3 hours

Non-English Language Core (Foreign Language)	_____	_____	3
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Area 7: Fine Arts 3 hours

Fine Arts Core	_____	_____	3
Electives	_____	_____	18-21
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

(Any 12 Credit hours of the 60 hours required need to be 200-level or above to complete the degree.)

Concentrations

English Concentration: 18 -21elective credits, 9 of which are English courses, **Any 12 of the 60 required credits must be 200-level or above.**

Suggestions include, but are not limited to English 150, 211, 240, 250, 264, 265, 292, 293, 294, 295, 296, 297, 298

Sociology Concentration: 18-~~21~~ elective credits, 9 of which are Sociology courses (including any noted for Criminology), **Any 12 of the 60 required credits must be 200-level or above.**

Suggested, but not limited to, Soc 101, 205, 211, 213,216

Psychology Concentration: 18 -21elective credits, 9 of which are English courses, **Any 12 of the 60 required credits must be 200-level or above.**

Suggested, but not limited to, Psy 105, 200, 220, 240, 260, 265, 271, 280

History Concentration: 18-21 elective credits, 9 of which are History courses, 18 -21elective credits, 9 of which are English courses, **Any 12 of the 60 required credits must be 200-level or above.**

Suggestions include, but are not limited to, History 101, 102, 161, 162, 181, 182, 260

Liberal Arts Concentration: 18-21 elective credits, 3 of which are English 298 to begin writing degree plan required in Senior year, 18 -21elective credits, 9 of which are English courses, **Any 12 of the 60 required credits must be 200-level or above.**

Suggested, but not limited to, Engl 298. Students should see advisor to create a degree plan.

- A. **Justification for the Change in the Program:** Importantly, UNM Valencia is articulating requirements in the Associate of Arts in Liberal Arts with Main Campus requirements in Liberal Arts. Most of our transfer students major in this degree program. Secondly, I have added concentrations to give transfer students two important things: 1) a way to get started in a program they may want to pursue at the institution to which they transfer, and 2) an educational goal that will increase retention and completion. Importantly, UNM VC does not have degree programs for any of the concentrations listed.
- B. **Impact on Long-range Planning:** The long range plan in the Division of CHESS is to continue to update programs to articulate requirements with UNM Main Campus requirements, a student-centered approach to education which encourages retention and completion of the degree program
- C. **Detailed Budget Analysis:** Since we already offer this degree program, there are no new expenses.
- D. **Faculty Workload Implications:** There is no impact on faculty as all courses in the Associate of Arts in Liberal Arts courses, as well as the proposed concentrations, are already being taught. We use UNM Main Campus learning outcomes and course descriptions already, so no new curriculum development is need.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1397**

Fields marked with * are required

Name of Initiator: Lorenzo Garcia **Email:** lfgarcia@unm.edu **Phone Number:** 505 277-4771 **Date:** 06-12-2014

Associated Forms exist? Initiator's Title
Faculty Contact
Department
Branch

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
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)

[Arabic Minor.doc](#)

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

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

Request reflects newly approved courses for Arabic (ARAB 211/212, 375, 475) and their impact on Arabic minor. Approval of additional courses for Arabic minor aims to assist students wishing to fulfill minor requirements (the HIST and RELG courses listed in current Catalogue are not offered every year) and will improve time to degree for students pursuing Arabic minor.

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

[Faculty Workload and Budgetary implications.doc](#)

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

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

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

Arabic minor

Original Minor (as in current Course Catalogue):

Students complete eighteen hours of course work as described below.

1. Of these total eighteen hours, a minimum of six hours must come from ARAB 301, 302, or 320.
2. Of these total eighteen hours, a minimum of six hours must come from HIST 386 or 387 or RELG 457.

Note that the following courses are also acceptable when content-appropriate: AFST 380 and 397; COMP 332, 335, 432, 453, and 480; FREN 335 and 432; HIST 300 and 496; POLS 340; and RELG 347 and 447.

Proposed Changes:

Students complete eighteen hours of course work as described below.

1. Of these total eighteen hours, a minimum of nine hours must come from ARAB 211, 212, 301, 302, or 475.
2. Of these total eighteen hours, a minimum of six hours must come from the following courses (where content-appropriate): ARAB/AFST 319, 320, 375, 475, 497; AFST 379, 380 and 397; HIST 300, 387, and 496; RELG 347, 447, and 457; COMP 332, 335, 432, 453, and 480; FREN 335 and 432; POLS 340; and ANTH 340/PSY 450

Rationale for Changes:

- 1) First and second-year ARAB courses (100/200 level) will now be taught as intensive courses; because the ARAB 100 and 200 levels will be intensive, students will reach an appropriate level for a minor (Intermediate High) by the end of 212.
- 2) The required HIST and RELG classes are not offered every year, and there are new Arabic and Africana Studies classes that should also be available as part of the minor.

Budgetary and Faculty Load Implications:

The proposed changes do not affect faculty course load so that there are no budgetary or faculty load.

FACULTY WORKLOAD AND BUDGETARY IMPLICATIONS

The requested revision of the Arabic minor is intended to reflect two changes: the approval of ARAB 111-112 and 211-212, intensive first and second year Arabic language instruction, and several new courses in Arabic Studies/Africana Studies (including 319, 375, 397, 475). The first proposed revision to the Arabic minor will allow students to count their intensive second year toward their Arabic language requirement, since the new intensive courses will train students to a level appropriate for students completing a minor in Arabic Studies (Intermediate-High Proficiency) by the end of ARAB 212. Further, adding the new Arabic Studies and Africana Studies courses to the list of coursework approved for completion of the minor in Arabic Studies will allow students to complete their degrees in a more timely fashion (especially since the required History and Religious Studies courses in the current catalogue description of the minor are not offered every year).

The courses involved in the proposed revision of the Arabic minor are already covered by faculty in Arabic and Africana Studies, such that the revision to the Arabic minor will have no impact on faculty workload and have no budgetary implications for the either program.



Proposal for Master of Legal Studies Degree for Non-Lawyers



Proposal for Master of Legal Studies Degree for Non-Lawyers

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	Center for Native American Health, UNM Health Sciences Center
	Department of Economics, UNM
	Department of Geography and Environmental Studies, UNM
	Leadership Institute at the Santa Fe Indian School
	Leger Law and Strategy
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1.



THE UNIVERSITY *of* NEW MEXICO

Office of the Vice Provost for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

Date: July 15, 2014

To: Daniel Ortega, Research Professor of Law

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: MLS Degree for Non-Lawyers – Pre-Approval

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs
Nancy Middlebrook, University Accreditation Director
Elizabeth Barton, Associate Registrar

Thank you for submitting the preliminary review outline for the Master of Legal Studies (M.L.S.) degree for non-lawyers. In my judgment, the proposed M.L.S. has been sufficiently well developed to warrant submission to the Faculty Senate Curricula Committee, please feel free to proceed.

2.



MEMORANDUM

August 2014

To: Associate Registrar Elizabeth Barton

From: Dean David Herring *David Herring*

Re: Submission of Form D - Proposal for Master of Legal Studies Degree for Non-Lawyers

I am pleased to submit Form D in quadruplicate to initiate the review process outside the law school. Please let me know if any additional information or documentation is needed. Thank you very much for your assistance.

3.

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: April 30, 2014

David J. Herring
(Name of individual initiating Graduate Degree or Graduate Certificate)

Dean and Professor of Law, 505-277-4700
(Title, position, telephone number)

herring@law.unm.edu
(Email address)

School of Law
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☒ No ☐ If yes, attach statement.

Proposed date to admit new students: Term Fall Semester Year 2016

Required Signatures:

Department Chair	_____	Date	_____
College Curricula Committee	<u>Steven K. Hauer</u>	Date	<u>7-21-2014</u>
College or School Dean	<u>David J. Herring</u>	Date	<u>7-22-2014</u>
Dean of Library Services	<u>Michael</u>	Date	<u>7/23/14</u>
Office of the Registrar—Catalog	<u>Elizabeth H. Barton</u>	Date	<u>12/01/14</u>
FS Graduate Committee	<u>Gregory C. Linstead</u>	Date	<u>10/11/14</u>
Dean of Graduate Studies	<u>Julie Coomes</u>	Date	<u>12/17/14</u>
FS Curricula Committee	<u>Carolyn Montoya</u>	Date	<u>2/7/15</u>
Office of the Provost	<u>Christine Abdulhadi</u>	Date	<u>3/5/15</u>
Faculty Senate	<u>Quinn T. Leary</u>	Date	<u>3/6/15</u>
Board of Regents	<u>Jack L. Fortner</u>	Date	<u>4-10-15</u>

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

4.

UNM School of Law
Executive Summary of Proposal for Master of Legal Studies Degree for Non-Lawyers

Program Description: The Master of Legal Studies (M.L.S.) degree for non-lawyers will enhance the work skills of its graduates by giving them a condensed education about law and the legal process. The M.L.S. will benefit the entire state by making a scarce public resource--legal education--more broadly accessible to the workforce. Because the M.L.S. is open to recent college graduates and working professionals from all disciplines, it fits well with many undergraduate and graduate degrees. The two initial areas of concentration in this program are Indian Law and Natural Resources-Environmental Law.

Evidence of Need: Little data exist locally, regionally, or nationally demonstrating the demand for M.L.S. degree holders. A master's degree in law for non-law students is a new concept; most of the 36 degree programs offered nationally were established recently. Nonetheless, UNM's M.L.S. degree is expected to be successful as evidenced by the growing number of similar programs. Law schools are developing these degrees to meet the needs of non-lawyer professionals who must understand the judicial, legislative, regulatory, and policy-making process to perform their jobs effectively. Thus, the M.L.S. degree will serve non-lawyers and recent college graduates who need or want intensive, short-term training in the law but do not need or want a J.D. degree. M.L.S. students from a variety of disciplines and jobs will enrich the education of J.D. students because greater cross-disciplinary understanding will have a positive impact on new lawyers when they enter the legal profession or other fields.

New Mexico Department of Workforce Solutions statistics suggest that for jobs with a relatively high average number of annual openings in NM, the M.L.S. degree will significantly enhance an applicant's qualifications and potential value to likely employers. Note these jobs in particular: regulatory affairs managers (223 average annual openings), accountants and auditors (178), business operations specialists (148), child, family, and school social workers (79), civil engineers (48), construction managers (42), environmental compliance inspectors (33), regulatory affairs specialists (33), government property inspectors and investigators (33), post-secondary education administrators (27), occupational and safety specialists (26), reporters and correspondents (13), education administrators (12), and non-lawyer state magistrate judges and tribal judges (10). Moreover, graduates likely will become leaders in NM tribal judicial systems. Graduates also will be well suited for leadership positions in tribes' executive, legislative, managerial, and entrepreneurial sectors. Among American Indians and Alaska Natives in NM, as of 2010, 3,118 males and 4,848 females had Bachelor's degrees, for a total estimated in-state applicant pool of 7,966.¹ Moreover, total fall enrollment of American Indians or Alaska Natives in NM higher education in 2009-10 and 2010-11 was 13,184.² Thus, relative to the 8 FTE seats to be filled annually, there is a large and growing local applicant pool for the M.L.S. program among college graduates who may be particularly interested in the Indian Law concentration.

The M.L.S. program dovetails well with the Innovation Academy at Innovate ABQ. This Academy has good potential to benefit the state's workforce and economy by pooling the talents and insights of faculty and students from a spectrum of disciplines to solve difficult problems and incubate new industries and jobs. M.L.S. students will be ideal participants in this Academy

¹ <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

² <https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=4&s1=35>.

because they will be steeped in the process of crossing disciplinary boundaries throughout their entire degree program.

Duplication: UNM hosts the state's only law school, so by definition there are no similar degree programs for non-lawyer graduates or professionals at any NM institution of higher education. Moreover, there are no comparable programs available to UNM students through the WICHE professional student exchange or regional graduate program.

Program Content: 30 credit hours must be completed on a full- or part-time basis, primarily from existing upper-level law courses. All M.L.S. students must take the 4-credit-hour "Introduction to U.S. Law, Procedure and Legal Education" during their first fall semester. The other 26 credit hours will depend on a student's area of concentration or course preferences. A faculty advisor in each area of concentration will help plan the students' curriculum.

Evaluation and Assessment: Immediate learning outcomes will be measured by successful completion of course requirements, as evidenced by examination results. J.D. and M.L.S. students will take the same examinations in all courses except the introductory course, but M.L.S. exams will be blind-graded on a separate scale. After the first five years of the program, M.L.S. alumni and their employers will be surveyed to determine the value that the degree has added to the alumni's job performance.

Required Resources: The Dean's fund will cover the first year of program expenses, so no loss will be generated. The M.L.S. is projected to produce net revenue from tuition and fees in year 2 that will increase in years 3 and 4 before reaching a plateau in year 5. Therefore, the M.L.S. is projected to rapidly become self-supporting. A .50 FTE program administrator likely will be needed later, but existing faculty and staff will implement the M.L.S. initially. Program revenue will pay for the portion of faculty and staff time devoted to the M.L.S. Otherwise, current space, technology, media, equipment, and instructional supplies will suffice.

Six-Year Enrollment and Cost Projection: See the cost projection in the attached table.

Year	Full-time Students @ 30 Credit Hours/Year		Part-time Students @ 10 Credit Hours/Year		Credit Hours
	New	Returning	New	Returning	
1 program start-up	n/a	n/a	n/a	n/a	n/a
2	1	n/a	7	n/a	100
3	3	n/a	1	7	170
4	5	n/a	1	8	240
5	5	n/a	7	2	240
6	5	n/a	0	9	240

Additional Information: Letters of support have been received to date from Albuquerque Hispano Chamber of Commerce, Leadership Institute at the Santa Fe Indian School, Leger Law and Strategy, New Mexico Environment Department, New Mexico Tribal-State Judicial Consortium, Pueblo of Isleta Appellate Court, and these UNM units: Center for Native American Health, Department of Economics, Department of Geography and Environmental Studies, Native American Studies Program, and Water Resources Program.

**Attachment E to UNM School of Law Master of Legal Studies Proposal:
Projected Program Cost Estimates and Resources**

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
ESTIMATED REVENUES												
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition				61,494	61,494	37,943	99,437	37,943	137,380		137,380	
Other *	45,000											
TOTAL REVENUE	45,000		61,494		99,437		137,380		137,380		137,380	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
ESTIMATED EXPENSES												
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Director SAC		10,000	10,000		10,000	10,000	20,000		20,000		20,000	
Faculty Support				3,500	3,500	2,000	5,500	2,500	8,000		8,000	
TA support				5,760	5,760		5,760		5,760		5,760	
Administrative Support		10,000	10,000	10,000	20,000		20,000		20,000		20,000	
Recruitment Costs		25,000	18,000		18,000	2,000	20,000		20,000		20,000	
TOTAL EXPENSES	45,000		57,260		71,260		73,760		73,760		73,760	
DIFFERENCE (Rev.-Exp.)	0*		4,234		28,177		63,620		63,620		63,620	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
ESTIMATED IMPACT OF NEW PROGRAM												
FTE Enrollment	0		3.3		5.7		8		8		8	
Projected Annual Credits Generated	0		100		170		240		240		240	
Tuition Generated	0		61,494		99,437		137,380		137,380		137,380	
* Year 1 expenses will be covered by Dean's Fund												

5.



Proposal for Master of Legal Studies

April 29, 2014

1. Program Description and Purpose

a. What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any).

The proposed M.L.S. is a post-baccalaureate degree program for individuals whose career choices or current professions would be enhanced with an understanding of the U.S. legal system and process.

The major goals of the M.L.S. are (1) to enable professionals and recent college graduates, principally New Mexico residents, to enhance their skills by taking law courses dealing with legal and regulatory issues affecting their specialties, and (2) to enhance the Law School's Juris Doctor (J.D.) degree program by providing law students the opportunity to interact with M.L.S. students working in a variety of fields that our J.D. graduates are likely to encounter in their work as lawyers, judges, legislators, public officeholders, in-house counsel, entrepreneurs, CEO's, etc.

The M.L.S. degree will provide a condensed education about law and the legal process, enabling its graduates to:

- Understand cases decided by courts, statutes passed by legislatures, and regulations issued by administrative agencies
- Learn how the legal system addresses a particular situation
- Learn legal principles applicable to their particular areas of interest
- Gain a better understanding of how the law works and how to use it

The M.L.S. degree will require 30 hours of course credit. Full-time students can complete the degree in two semesters; part-time students in up to 8 semesters. Students begin their studies in the fall by completing an introductory course.

The Law School has the curriculum in place to support the M.L.S. Law students may concentrate in Natural Resources and Environmental Law or Indian Law, and M.L.S. students may do the same. Besides these two concentration areas, M.L.S. students, with prior approval, may plan their own areas of focus. These areas include, for example, Constitutional Law & Rights, Criminal Justice, Commercial and Consumer Law, and Business Practice. After the

first five years, the Law School may offer additional defined concentration areas, depending on demand and resources.

Approximately 5 full-time students (30 credits per year) and 9 part-time students (average of 10 credits per year) will be enrolled in the M.L.S. at any given time (or approximately 8 full-time-equivalent students). So as not to unduly burden faculty, the general rule will be that no more than 3 M.L.S. students may enroll in courses outside the two concentration areas. If more than 3 M.L.S. students want to register for such a course and the instructor makes no exception, then the students will be chosen by lottery.

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

Since it was founded in 1947, the School of Law has offered only the three-year J.D. degree (formerly called the LL.B. degree). Over time it added four-year J.D./masters degree programs in business administration, Latin American studies, and public administration. The Law School presently allows a student to design a combined masters or doctorate degree and law degree. The student must satisfy the admissions and academic requirements of both the law school and the graduate school.

The Law School has developed a national reputation for excellence as demonstrated by the following distinctions: fourth highest-rated law school (Above the Law 2014), fifth most popular law school (ABA Journal 2013), seventh best law school for Hispanics (Hispanic Business 2013), and eighth best public law school (Above the Law 2013).¹ In addition, the Law School's clinical program is recognized as a model for other law schools to emulate.² The Law School has achieved national prominence due to the very high quality of its instruction, which is facilitated in significant part by its 9:1 student-faculty ratio.

Although the Law School has produced many outstanding New Mexico leaders in the public and private sectors for decades, its small size (approximately 340 J.D. students) make legal education a scarce public resource that is needed by a greater portion of the state's workforce than is possible to serve solely through the J.D. degree. Just increasing the size of the Law School is not the answer. Some individuals do not have the desire, time, or resources to give three or four years to the study of law, but they understand that some education in law will allow them to become more attractive to employers and to make greater contributions in their chosen professions and society at large. Therefore, the Law School wants to offer the M.L.S. to make legal education more broadly accessible to the segment of the workforce that can devote limited time to an abbreviated legal education pertinent to their professions. Some examples of that segment of the workforce include accountants; arbitrators; architects; business administrators; civil engineers; construction engineers and managers; educational leaders; environmental scientists; journalists; mediators; legal/regulatory compliance officers; oil and

¹ <http://lawschool.unm.edu/about/index.php>.

² US News & World Report recently ranked UNM's clinical law program ninth in the country.

gas administrators; non-lawyer state magistrate judges and tribal judges; managers of tribal enterprises, public administrators working in local, state, tribal, and federal government; public health administrators; and water resources engineers. Moreover, the presence of working professionals from other careers and disciplines will enrich the experience of J.D. students by providing practical, applied insight into similar and different approaches to solving cross-disciplinary and interdisciplinary problems.

Many law schools throughout the country have recognized this need for legal education. Those schools offer degrees with different titles that are similar to the proposed M.L.S. degree; e.g. the Juris Master, Master of Jurisprudence, Master of Legal Studies, Master in the Studies of Law, or Master of Science in Legal Studies. Regardless of the title, these masters degree programs offered at law schools throughout the U.S. provide non-lawyers with career-relevant knowledge of the law in a short period of time. See **Attachment A**, “National List of Masters Programs.”

As host of the state's only law school, UNM is the sole institution that can broaden access to legal education to better meet the needs and demands of the New Mexico market. The delivery of legal education to non-law students, moreover, is consistent with its mission, which is to

educate and train students to become excellent lawyers who will enrich and serve local, state, tribal, national and international communities after graduation. We seek to maintain our long tradition of opening access to the profession. We also seek to make legal education more broadly available by educating practicing attorneys *and non-lawyers* in New Mexico. We endeavor to focus our resources on some of New Mexico's most pressing legal needs through educational, research and service programs of national and international prominence.
(Emphasis added)

Accordingly, the M.L.S. program fits within the Law School's mission because it will offer a degree program for students who will not become lawyers, but instead will apply their legal knowledge in a spectrum of disciplines. These M.L.S. graduates will be better qualified to enter or remain in various workforce positions.

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

UNM's mission is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.³ The M.L.S. further implements UNM's mission by offering the excellent teaching at the state's only law school to a new, unserved category of students.

³ http://www.unm.edu/president/documents/Strategic_Framework.pdf

UNM President Robert Frank's pertinent objectives from the UNM 2020 Strategic Plan⁴ that was approved unanimously by the Board of Regents on May 14, 2013 are to:

- *Create structures and processes that allow for student degree customization:* The M.L.S. degree is designed to allow for degree customization as explained above.
- *Create and value opportunities for all members of UNM (students, faculty, staff, leadership) to serve local, state, regional, national, and global communities:* The M.L.S. degree creates an opportunity for UNM students, faculty, and staff to enhance their job skills in order to better serve surrounding and far-flung communities.
- *Take a leadership role in the cultural, social, and educational revitalization of the community:* The M.L.S. degree will strengthen workforce skills that will help to revitalize the community through its graduates' improved job performance.
- *Build the workforce of New Mexico by providing a premier and innovative education:* The M.L.S. degree will provide a premier education from a nationally prominent and highly respected public law school.
- *Develop a culture of entrepreneurship and innovation among students and faculty with the aim of fostering economic development in New Mexico:* The M.L.S. degree will help to develop a culture of entrepreneurship and innovation among students and faculty that will foster economic development because it will create new cross-disciplinary and interdisciplinary networks among lawyers and professionals in other disciplines.

UNM President Robert Frank has stated that "the entire University is responsible for the UNM 2020 plan implementation and it [will] roll up to the President through his direct reports and through their direct reports and so on."⁵ Accordingly, Dean David Herring launched the initiative to establish the M.L.S. degree in order to fulfill the law school's responsibility to meet the state's workforce needs by implementing UNM 2020.

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

Because the M.L.S. program is open to recent college graduates and working professionals from all disciplines, it fits well with dozens of degree offerings at UNM. Accordingly, legal knowledge imparted by the M.L.S. program likely would enhance the job skills of graduates of the following UNM programs, among others:

<u>Bachelor's Degrees</u>	<u>Masters Degrees</u>	<u>Doctoral Degrees</u>
Architecture	Accounting	Economics
Business Administration	Architecture	Educational Leadership
Civil Engineering	Business Administration	Family Studies
Construction Engineering	Communication	History

⁴ UNM 2020 Strategic Plan, Tactical Planning Recap, <http://regents.unm.edu/meetings/documents/2013/unm-goals-objectives-v9-130530-1-tactics.pdf> (last visited June 14, 2013).

⁵ UNM Board of Regents, Minutes of May 14, 2013 Meeting at 2, <http://regents.unm.edu/meetings/minutes/2013/bor-minutes-2013-05-14.pdf>.

Construction Management Criminology Economics Emergency Medical Services Environment, Planning & Design Environmental Science Family Studies History Interdisciplinary Liberal Arts Journalism & Mass Communication Mechanical Engineering Native American Studies Philosophy Political Science	Community & Regional Planning Construction Management Economics Educational Leadership Family Studies Health Administration History Mechanical Engineering Nursing Pharmaceutical Sciences Philosophy Political Science Public Administration Public Health Water Resources	Medicine Nursing Practice Pharmacy Philosophy Political Science ⁶
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e. Assuming timely approval, what is the program development and implementation timeline?

In the first year after the degree is approved, the Law School will recruit and admit the first class of M.L.S. students. In the second year, the law school will welcome the first class of M.L.S. students to the fall semester.

f. Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)

M.L.S. students must complete at least 30 credit hours, primarily from courses offered to second- and third-year J.D. students. All M.L.S. students must take the 4-credit-hour LAW 560 “Introduction to U.S. Law, Procedure and Legal Education” (described below) during the fall semester.

The remaining 26 credit hours will depend on a student’s area of concentration or course preference. A faculty advisor in each area of concentration or focus will help plan the students’ curriculum. Students will choose electives in consultation with and as approved by their advisor. The law faculty already has developed required and elective courses for the two initial areas of concentration. The courses now available for M.L.S. students wishing to concentrate in Indian Law or Natural Resources and Environmental Law are as follows:

⁶ <http://catalog.unm.edu/catalogs/2013-2014/degrees-offered.html>

Indian Law

Required Courses:

- LAW 584 Indian Law – 3 hours
- LAW 628 Law of Indigenous Peoples (writing seminar) – 3 hours

Elective Courses:

- LAW 593 Tribal Natural Cultural Resources Law (writing seminar) – 3 hours
- LAW 593 State-Tribal Relations – 3 hours
- LAW 593 Indian Civil Rights ((writing seminar)) – 3 hours
- LAW 593 Criminal Law in Indian Country – 3 hours
- LAW 593 International Law & Indigenous Peoples (writing seminar) – 3 hours
- LAW 593 International Advocacy for Indigenous Peoples (writing seminar) – 3 hours
- LAW 593 Pueblo Indian Law - 3 hours
- LAW 579 Tribal Courts – 3 hours

Natural Resources and Environmental Law

Required Courses – at least two of the following three:

- LAW 614 Administrative Law – 3 hours
- LAW 580 Environmental Law – 3 hours
- LAW 565 Natural Resources – 3 hours

Elective Courses:

- LAW 593 Introduction to Natural Resources and Environmental Law – 2 hours (offered every year)
- LAW 544 Oil & Gas Law – 3 hours (offered every year)
- LAW 547 Water Law – 3 hours (offered every year)
- LAW 593 Advanced Oil & Gas Law – 3 hours
- LAW 670 Animal Law – 3 hours
- LAW 593 Environmental Litigation (drafting course) – 2 hours
- LAW 593 Federal Law of Water Resources – 3 hours
- LAW 554 Indian Water Law – 3 hours
- LAW 578 Natural Resources: Indian Country – 3 hours
- LAW 593 Wildlife Law (drafting course) – 2 hours

New Course

The M.L.S. degree will require one new course LAW 560 “Introduction to U.S. Law, Procedure and Legal Education.” All students must successfully complete this course during the first semester of the program. The course will be taught by law school faculty.

The reason for the new course is that first-year J.D. students learn the legal method, the common law tradition, case and statutory analysis, legal procedure, and the basic principles of the core areas of law: contracts, torts, criminal law, constitutional law, and civil procedure. This training prepares J.D. students for upper division courses where it is assumed that everyone already knows how to “think like a lawyer.” Because M.L.S. students will not have had that same exposure, “Introduction to U.S. Law, Procedure and Legal Education” will provide M.L.S. students sufficient background in the U.S. legal system and the study of law to prepare them for upper-division law courses. There are several text books currently available just for this purpose, which are directed principally to non-law students studying law.

Impact of Curriculum on Existing Courses and Courses in Other Departments

The M.L.S. curriculum will have a minor impact on existing second- and third-year courses through the addition of up to 3 non-law students in some courses. There will be no impact on first-year courses because M.L.S. students generally will not enroll in them. M.L.S. students must have the permission of the dean and the specific faculty member before enrolling in a first-year course.

With respect to courses in other departments, the M.L.S. curriculum should have little or no impact because the small number of M.L.S. students (approximately 8 full-time-equivalents) likely will translate into an occasional M.L.S. student enrolling in, *e.g.*, MGMT 508 “Ethical, Political, Social and Legal Environment of Business” or another pertinent course at the Anderson School of Management or at another UNM college or school.

g. [Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution’s priority and refer to documentation provided by Provost’s Office (see section 9).]

2. Justification for the Program

a. Evidence of Need

The basic premise of the M.L.S. degree is that many current workforce positions can be performed more effectively and with more positive outcomes with the benefit of legal education and knowledge because judicial decisions, legislation, and administrative regulation are increasingly intertwined with the substance of many specialized areas. Accordingly, the M.L.S. degree will serve the sub-set of working non-lawyers and recent college graduates who need or want intensive, short-term training in the law but do not need or want a J.D. degree.

In addition to upgrading the skills of non-lawyer professionals working in New Mexico, M.L.S. students will enrich the education of J.D. students because greater cross-disciplinary and interdisciplinary understanding will have a positive impact on new lawyers when they enter the legal profession or other fields.

1. Provide evidence of student demand.

Little data exist locally, regionally, or nationally demonstrating the demand for M.L.S. degree holders. A master's degree in law for non-law students is a new concept; most of the 36 degree programs offered nationally have been in existence for only a few years. The forecast, however, is that the M.L.S. degree will be successful as evidenced by the growth in these programs. Law schools are implementing these new programs to serve non-lawyer professionals who must understand the judicial, legislative, regulatory, and policy-making process to perform their jobs effectively. Indeed, the budgets of government agencies and private enterprise would benefit by employing M.L.S. degree holders to reduce legal and regulatory compliance costs and avoid legal land mines. See **Attachment A**, "National List of Masters Programs."

Attachment B, "New Mexico Department of Workforce Solutions Statistics," lists dozens of potentially pertinent job titles in New Mexico. For those job titles with a relatively high number of positions in New Mexico as of 2011, the statistics tend to suggest that there is a large pool of potential applicants relative to the 8 full-time-equivalent positions in the M.L.S. program that the law school seeks to fill annually. Note these job positions in particular: accountants and auditors (5723 positions in New Mexico in 2011), business operations specialists (5009), construction managers (3558), environmental compliance inspectors (1172), child, family, and school social workers (1878), registered nurses (16,893), reporters and correspondents (376), mechanical engineers (821), education administrators (380), post-secondary education administrators (469), elementary and secondary education administrators (1538), regulatory affairs specialists (1172), regulatory affairs managers (7000), non-lawyer state magistrate judges and tribal judges (325), government property inspectors and investigators (1172), and hydrologists (167).

The U.S. Census Bureau's 2006-2010 American Community Survey reveals that among American Indians and Alaska Natives in New Mexico, 3,118 males and 4,848 females had Bachelor's degrees, for a total estimated in-state M.L.S. applicant pool of 7,966 as of 2010.⁷ Moreover, data from the National Center for Education Statistics indicates that total fall enrollment of American Indian or Alaska Native students in post-secondary education in New Mexico in 2009-10 and 2010-11 was 13,184.⁸ Thus, there is a relatively large and growing applicant pool for the M.L.S. program among the sector of the New Mexico population that is likely to be particularly interested in the Indian Law concentration.

⁷ <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

⁸ <https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=4&sl=35>.

2. Provide evidence of demand for program graduates.

i. (For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.)

The NMDWS statistics in **Attachment B** tend to suggest that for those job titles with a relatively high average number of annual openings, the M.L.S. degree will be a valuable credential that will significantly enhance an applicant's qualifications and potential value to likely employers. For those job titles with a relatively low average number of annual openings, alumni of the M.L.S. program will have a competitive advantage over other applicants. Note these job positions in particular: accountants and auditors (178 average annual openings), business operations specialists (148), civil engineers (48), construction managers (42), environmental compliance inspectors (33), child, family, and school social workers (79), registered nurses (565), reporters and correspondents (13), mechanical engineers (33), education administrators (12), post-secondary education administrators (27), regulatory affairs specialist (33), regulatory affairs managers (223), non-lawyer state magistrate judges and tribal judges (10), government property inspectors and investigators (33), occupational and safety specialists (26), and hydrologists (7).

ii. (For full proposal, a discussion of the program's relationship to workforce development is also required.)

Indian Law Concentration

The attached letters of support from the New Mexico Tribal-State Judicial Consortium, the Leadership Institute at the Santa Fe Indian School, and the Pueblo of Isleta indicate that the M.L.S. degree would play a unique and very important role in the development of tribal legal systems and criminal justice systems throughout New Mexico, particularly as tribes continue to develop their legal infrastructure. Accordingly, it is expected that there will be high interest in the M.L.S. degree throughout New Mexico Indian Country.

University of South Dakota Law Professor Frank Pommersheim's 2002 essay about the Rosebud Sioux Reservation in South Dakota is directly on point. "Training is an absolute necessity in order to continue to advance the development of tribal courts."⁹ Tribal judges need training to improve their skills in handling trials with or without juries. This training is "particularly relevant for the non-law-trained members of the tribal judiciary."¹⁰ In addition, because the overwhelming bulk of most tribal court dockets consists of criminal matters, training of prosecutors and public defenders is also essential.

This is especially true when a moderate to significant number of tribal prosecutors are still not formally law-trained. It is also necessary to ensure that such training be made available to any individual--whether law-trained

⁹ Frank Pommersheim, *Looking Forward and Looking Back: The Promise and Potential of a Sioux Nation Judicial Support Center and Sioux Nation Supreme Court*, 34 Ariz. St. L.J. 269, 277 (2002).

¹⁰ Id.

or not--who does criminal defense work in the tribal court system in those tribes that do not have public defender systems.¹¹

Interest in the M.L.S. degree among tribal communities in New Mexico also extends to civil court proceedings and other civil matters.

Some tribes, seeing their tribal courts burdened with more complex litigation, have chosen to adopt the Federal Rules of Civil Procedure. While this makes sense as a stop-gap measure, the rules do not provide for the subtle nuances found in local rules, which lay out timing, formatting, and other requirements for pleadings and meetings of counsel. A simple small-dollar contract dispute in tribal court need not have the discovery burdens of the Federal Civil Rules; however, wholesale adoption would apply such rules to a case. The inability of tribes to legislate their own way forward can undermine many of the advantages that litigants and their attorneys can find in tribal court.¹²

...

Each federally recognized Indian tribe may determine its membership, enact criminal and civil laws, levy taxes, control tribal property, exercise powers delegated by Congress, and adjudicate tribal disputes in its own way. Today, there are 566 federally recognized tribes, and potentially 566 sets of laws uniquely tailored to each tribe's historical and present-day situations.¹³

...

There is no question that Indian tribes have the power to regulate the conduct of business on their reservations, including adjudicatory jurisdiction over those businesses in the event a tribal law is violated, to protect and preserve the political integrity of the tribe, and the health and welfare of tribal members. This regulation of conduct is a necessary tool of tribal self-government that has been recognized by Congress.¹⁴

With new sources of income from gaming and other enterprises,

Tribes have developed and improved their organizational and physical infrastructures and the tribal services they provide. Among many other things, they have: drafted or revise tribal codes; taken control of (and often supplemented or improved) Indian Health Services and Department of Health and Human Services programs previously administered by the federal government; created or improved tribal court systems and law

¹¹ Id. at 278.

¹² Rob Roy Smith, *Understanding and Respecting the Process of Trying Cases in Tribal Courts: What Attorneys Need to Know*, in NAVIGATING TRIBAL LAW: LEADING LAWYERS ON UNDERSTANDING THE UNIQUE PROCEDURES, INTRICACIES, AND CHALLENGES INVOLVED WITH TRIBAL CASES, at 4 (2013).

¹³ Id. at 1.

¹⁴ Id. at 6.

enforcement agencies; established or refined policies governing their growing numbers of employees; lobbied federal and state governments to further their interests; and hired legal counsel to protect and advance their sovereignty both in their business operations and in the courtroom. Even Tribes who have experienced less economic growth have benefited to some extent from other Tribes' successes in litigation and lobbying, as favorable laws and legal precedents are often applied to Tribes in general.¹⁵

A growing number of tribes are building sustainable economies that reflect their own priorities. To do so, they approach economic development and growth by backing up their jurisdiction with capable governance.

This means building a legal/political infrastructure of appropriate laws and policies that keep politics in its place and encourage both citizens and outsiders to invest time and energy in the [tribal] nation's future. This in turn means appropriate separations of powers; clear roles for legislatures, the tribal executive, and managers; commercial codes; and a dispute resolution mechanism, such as an independent tribal court, that can capably address business issues and make decisions free of political interference. . . . This nation-building approach to economic development consists of six key steps: claim jurisdiction (decision-making power), build capable governing institutions, identify strategic priorities/concerns, craft development policies, choose projects, and implement them. . . . Evidence from across Indian Country indicates that this approach dramatically increases the chances of creating sustainable Indigenous economies, even where development assets may be limited. Tribes with few resources that take these steps tend to do better than tribes with ample resources who ignore the principles captured here.¹⁶

The rapid development in New Mexico of tribal casinos and off-shoot enterprises such as hotels, performance venues, golf courses, gas station-convenience stores, and other on-reservation businesses since the 1990's has dramatically expanded the size and breadth of the workforce employed by tribal communities in this state. As suggested by the legal scholarship and policy paper cited above, the increased complexity of managing and operating tribal governments and enterprises suggests that the M.L.S. degree will help to meet the growing need to develop a workforce with some training in tribal, state, and federal law and the legal system. A tribal council that includes one or more members with an M.L.S. degree will be better prepared to exercise its legislative powers by drafting and enacting ordinances and regulations that reflect tribal values and culture plus the daily cross-jurisdictional interactions that typify contemporary tribal government. Likewise, a casino or hotel manager with an M.L.S. degree will be better prepared for the thousands of

¹⁵ S. Chloe Thompson, *Exercising and Protecting Tribal Sovereignty in Day-to-Day Business Operations: What the Key Players Need to Know*, 49 Washburn L.J. 661, 673 (2010).

¹⁶ Stephen Cornell and Miriam Jorgensen, *The Nature and Components of Economic Development in Indian Country*, Nat'l Cong. of Am. Indians Pol'y Res. Center (2007), at 10-13, available at http://nni.arizona.edu/resources/inpp/2007_CornellJorgensen.pdf.

commercial transactions with non-Indians that occur on a weekly basis, and for the tribal court cases that occasionally stem from these interactions.

Natural Resources and Environmental Law Concentration

Natural Resources and Environmental Law is particularly important in New Mexico, and UNM School of Law has a long and proud tradition of educating and preparing students to practice in this field. The Law School's Natural Resources and Environmental Law Program includes a longstanding professional development certificate program for graduating students who have emphasized pertinent coursework; the Utton Transboundary Resources Center, which delivers information, research and service on water law and other issues important to the state and the region; and the *Natural Resources Journal*, the oldest journal in the natural resources/environmental field published at any U.S. law school.

Natural resources law—dealing largely with matters such as oil and gas development, water allocation, and public lands management—has been important in the American West for over a century. Environmental law—focusing primarily on pollution control and protection of public health—is newer, having grown into its modern form over the past 45 years. There is much overlap between these two areas of law, which are increasingly complex because they deal with an ever greater set of challenges and demands. Both areas are highly significant in New Mexico, where they strongly influence our economy, our landscape, and the health and well-being of our citizens.

Professionals of many kinds may wish to pursue an M.L.S. with a concentration in Natural Resources and Environmental Law. For example, the M.L.S. may benefit personnel working in federal, tribal, state, and local government, and in private-sector fields ranging from real estate, to energy production, to banking, to environmental consulting. The program may also attract national laboratory personnel based in New Mexico. This concentration may be an attractive and feasible option for graduate students concurrently enrolled in other graduate programs at UNM. (See the attached letters of support.)

Several other law schools offer similar degree programs, such as the University of Arizona (Master's in Legal Studies with a Certificate in Environmental Law and Policy), University of Denver (Master of Resources Law Studies), and the University of Oklahoma (Master of Legal Studies in Energy and Natural Resources Law). Denver's program, which started in the late 1990s, draws around 20 to 25 students per year. This information shows that specialized Master's degrees in this field of law are catching on, and suggests that such a program can succeed at UNM. None of these existing programs, however, is likely to meet the needs of New Mexico professionals who might seek a Master's from UNM (especially on a part-time basis). Not only are these other law schools 400+ miles away from New Mexico's population centers, but their tuition would be far more expensive than UNM's for in-state residents.

A concentration in Natural Resources and Environmental Law would be especially relevant for professionals in New Mexico. Because UNM law students are primarily New Mexico residents who remain in the state to practice, our courses are generally geared toward the

law and issues most relevant to New Mexico. In addition, the pertinent UNM law faculty has extensive experience in some of the matters most relevant to the state, including oil and gas development, natural resource issues in Indian Country, and water allocation and management.

3. Include any other information as appropriate that will support evidence of need for the university, state, or region.

Broader access to legal education is necessary within UNM and throughout New Mexico and the United States. According to UNM Interim Senior Vice Provost and Law Professor Carol Parker:

The need to navigate and understand the U.S. legal system has grown sharply with the rise of the regulatory state over the past 50 years. Today it is increasingly important for workers in the knowledge economy to understand how laws and the regulatory environment can affect goals and strategies in their fields. Law faculty should collaborate more closely with colleagues in other colleges and departments to offer an array of degree programs to meet this growing need. Such programs, intended to provide access to legal knowledge rather than to produce more lawyers, would marry that knowledge to the subject matter of myriad other disciplines.

Virtually every sector of today's economy would benefit from employing workers with more than superficial knowledge of the law.¹⁷

...

Including legal studies with the arts, sciences, and other professional programs would enhance development of critical reasoning and analysis skills, the ability to make connections across courses and subjects, and the ability to employ different intellectual perspectives. . . . Interdisciplinary programs would also set the stage for pipeline-to-graduate-degree programs based on baccalaureate studies, such as three-plus-two or four-plus-one programs. . . . Creating exciting programs that combine legal information with the arts, sciences, and other professional programs will help reframe what legal education means.¹⁸

Professor Parker's timely commentary in *The Chronicle of Higher Education* suggests that now is the time for UNM School of Law to answer the call for broader access to legal education in the context of related university-wide initiatives such as the Innovation Academy at Innovate ABQ. "To succeed today, colleges and universities must ensure students maximize higher education opportunities and acquire the skills needed to become creative problem solvers who can think critically and collaboratively, work hard, and be life-

¹⁷ Carol A. Parker, *Legal Education for All (or More Than Just Lawyers)*, *The Chronicle of Higher Education* (September 9, 2013).

¹⁸ *Id.*

long learners and information seekers.”¹⁹ The Innovation Academy will foster creativity, innovation, and interdisciplinary collaboration in all academic pursuits. It will be the locus of interdisciplinary research and teaching around applied problem-solving. It will use real-world, community engagement techniques to ensure that students are capable of solving problems and identifying which questions to ask.²⁰

UNM’s competitive advantages that support the creation of the Innovation Academy [are its] [u]nique ability to pull together innovators from STEM, Energy-Environmental Sciences, Creative Arts, Design, Social Sciences, Humanities, Business, Law, and Medicine in a demographically, socially, and geographically diverse university, city and state to work on solutions for problems that will challenge us in the future; the theoretical application of which can lead to students acquiring cultural consciousness and the ability to problem solve, think critically, and persist.²¹

In sum, this M.L.S. proposal is well timed and well conceived to dovetail readily with the aims of the Innovation Academy at Innovate ABQ. Indeed, this proposal is an expression of the Law School’s concrete efforts and firm commitment to expand its collaboration with its sister schools and colleges on this very important initiative, which has the potential to benefit New Mexico’s workforce and economy for generations.

b. Duplication

1. Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.

UNM hosts the state’s only law school; therefore, there are no similar degree programs for non-lawyer graduates or professionals at any institution of higher education in New Mexico.

Attachment C, “Western Interstate Commission for Higher Education,” indicates that there are no comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or regional graduate program. Even if such programs existed, WICHE duplication would be inapplicable to the proposed M.L.S. program given the principal reasons for establishing this new degree. The first reason is to enable New Mexico professionals and recent college graduates working at full- or part-time local employment to enhance their job skills by taking law courses dealing with legal/regulatory issues affecting their specialties. The second reason is to enhance the law school’s J.D. degree program by providing law students the opportunity to interact with M.L.S. students working in a variety of fields that UNM J.D. graduates are likely to

¹⁹ Carol A. Parker, *Concept Paper: The Innovation Academy at Innovate ABQ*, at 2-3 (February 27, 2014).

²⁰ *Id.* at 5-6.

²¹ *Id.* at 7.

encounter in their work as lawyers, judges, legislators, public officeholders, in-house counsel, entrepreneurs, CEO's, etc. For example, public administrators, environmental engineers, and regulatory compliance officers will enhance the J.D. students' education by contributing their practical, work-derived knowledge and experience to classroom discussions. Neither of these objectives will be achieved by sending would-be M.L.S. students to similar programs at WICHE *or* non-WICHE U.S. law schools.

2. If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.).

Not applicable.

3. (For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.)

Not applicable.

4. (For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.)

Not applicable. See answer to (b)(1) above, which is incorporated herein by reference.

3. Inter-institutional Collaboration and Cooperation

a. If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. (For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.)

Not applicable. There are no current plans for *inter*-institutional collaboration given the traditional, in-person classroom instruction that will be used for this program. During the initial years of the program, the Law School will investigate opportunities for collaborative relationships with other law schools that offer on-line courses in similar degree programs. However, *intra*-institutional collaboration with all UNM departments offering complementary courses will be a standard feature of the M.L.S. program. Indeed, the law school's long-standing joint-degree programs are a solid precedent of intra-institutional collaboration. Examples include the joint J.D.-M.B.A. program with the Anderson School of Management, the J.D.-M.P.A. program with the School of Public Administration, and the J.D.-Master of Arts in Latin American Studies program with the Latin American & Iberian Institute. In addition,

law students may earn a J.D. together with a Ph.D. in another academic field. The School of Law accepts up to six hours of appropriate graduate courses toward its degree requirements, and the graduate department accepts up to six hours of law courses toward its degree requirements. It is anticipated that similar arrangements would enable multiple departments to benefit from the presence of M.L.S. students in their classrooms.

4. Clientele and Projected Enrollments

a. Clientele

Applicants will be admitted to the M.L.S. program based on their ability to thrive in a demanding, competitive academic atmosphere, as evidenced by their academic record and professional accomplishments. The program will accept applications from individuals with baccalaureate degrees. Applications will be accepted on a rolling basis until 8 full-time-equivalent M.L.S. students have accepted offers of admission. A faculty M.L.S. admissions committee that is separate from the J.D. admissions committee will review applications and make admissions decisions.

1. Describe the population of students that will be recruited for the program.

Mid-career professionals, graduate students in other fields, recent recipients of bachelor's degrees, and undergraduate juniors and seniors will be recruited.

2. Describe the admission requirements for the program.

- Bachelor's degree from an accredited institution of higher education in the U.S. or foreign equivalent.
- Official transcript
- Application for admission
- Personal statement articulating reasons for needing or wanting an M.L.S. degree
- One letter of recommendation documenting the applicant's ability to successfully complete the M.L.S. program

Neither the LSAT nor the GRE is required. A law school M.L.S. admissions committee will review the applications and make admissions decisions.

3. Indicate how you plan to recruit students. (For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.)

New Mexico-based applicants will be recruited by mail, email, the program website, and personal contact. The initial marketing and communications roll-out will focus on no-cost and low-cost marketing tools. The four target markets include (1) persons likely to be

interested in the Indian law or Natural Resources and Environmental Law concentrations who are working for tribal governments and enterprises, or for government agencies and nonprofit organizations focusing on natural resources/environmental issues, (2) junior and senior undergraduate students and recent baccalaureate graduates from UNM, the state, and the region, (3) working professionals within a commuting radius, and (4) working professionals at large employers and throughout the state, with special focus on highly regulated industries and employers that may pay their personnel's tuition.

The recruitment plan will address underrepresented student populations within New Mexico and will contribute to preparing a diverse workforce in the same way as the law school's exemplary, highly successful recruitment plan for J.D. students has done so for decades. Indeed, the Law School seeks an M.L.S. student body that reflects the demographics of the law school's J.D. student body, which is the tenth most diverse in the country.²² Since the 1960's UNM has trained more American Indian attorneys than any other law school, plus hundreds of minority attorneys. UNM School of Law's steadfast efforts in this regard have dramatically diversified its student body and faculty, the State Bar of New Mexico, and the ranks of New Mexico's private and public sector leadership. Between 1994 and 1999 the total enrollment of ethnic/racial minority students at UNM School of Law was 41%, compared to a national average of 20%. Between 2000 and 2008 those statistics were 38% and 21%, respectively.²³ From 2000 through 2008 the Law School had a higher average enrollment of female students (56%) than the national average of American Bar Association-accredited schools (48%).²⁴ More recent statistics demonstrate the Law School's continued emphasis on diversity.²⁵

J.D. Enrollment and Ethnicity at UNM School of Law

	2009	2010	2011	2012	2013
Minorities	44.7%	42.7%	41.6%	42.5%	46.4%
White/Caucasian	45%	48.4%	48.5%	50%	44.9%
Unknown	10.3%	8.5%	9.6%	6.9%	8.7%

J.D. Enrollment and Gender at UNM School of Law

	2009	2010	2011	2012	2013
Female	54.1%	53%	47.4%	47.4%	49.9%
Male	45.9%	47%	52.6%	52.6%	50.1%

²² <http://lawschool.unm.edu/about/index.php>.

²³ State Bar of New Mexico, Committee on Diversity in the Legal Profession, *Report on the Status of Minority Attorneys in New Mexico, 1999-2009*, at 46 ("Report"), available at <http://www.nmbar.org/Attorneys/lawpubs/MinoritiesintheProfessionReportUpdate2009.pdf>.

²⁴ Id. at 47.

²⁵ <http://www.lsac.org/lasacresources/publications/official-guide-archives>;
https://officialguide.lsac.org/Release/SchoolsABADData/SchoolPage/SchoolPage_Info/ABA_LawSchoolData.aspx?sid=97; <http://lawschool.unm.edu/about/2013Std509InfoReport.pdf>.

b. Projected Enrollment

1. Provide a five-year projection of enrollments. (For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first five years. A description of the methodology used to arrive at these projections should also be provided.)

See **Attachment D**, “Six-Year Enrollment Projection.” Enrollment projections for a new degree program are extremely difficult because there is no local experience from which to draw. Based on the response of outside observers to the proposed M.L.S. degree, the law school anticipates that it will receive many more applicants than the number of students it intends to enroll. The law school therefore projected enrollment on the number of full-time and part-time students it intends to admit each year. The underlying assumption is that part-time students will outnumber full-time students.

During the second through fourth year of the degree, the enrollment will increase incrementally so that by the fourth year and thereafter, 5 full-time and 9 part-time students will be enrolled. The credit hours in Attachment D were determined by multiplying the number of full-time students by 30 credit hours per year and the number of part-time students by an estimated average of 10 credit hours per year. By the fourth year 5 full-time students will enroll in a total of 150 credit hours (5x30 credit hours) and 9 part-time students will enroll in 90 credit hours (9x10 credit hours), which comprise 3 full-time-equivalents at 30 credit hours per year.

5. Institutional Readiness for the Program

a. How many faculty are necessary for program delivery?

See answer to next question.

b. How will this program affect the workload of current faculty and support staff?

Existing faculty and support staff will be sufficient to deliver the program. Only one new course will be offered, which will be taught by a current law faculty member. Therefore, the M.L.S. program will have minimal impact on the workload of current faculty and support staff.

c. Will additional faculty or staff be required? What is the cost?

No. It is likely that a .50 full-time-equivalent program administrator will be needed eventually, but existing faculty and staff will implement the M.L.S. during the initial years. As indicated in **Attachment E**, “Projected Program Cost Estimates and Resources,” a percentage of existing faculty and staff compensation will be paid from program revenue to personnel who are partially re-assigned to this program.

d. Will any GA/TA positions be used to assist graduate faculty in the program?

Second- and third-year J.D. students will be hired as tutors to help M.L.S. students with course material, writing assignments, and exam preparation (J.D. and M.L.S. students will take the same examinations in all courses except the introductory course). Tutors also may offer recommendations on course selection and other school-related issues, participate in social events with the M.L.S. students, and attend weekly small-group meetings to get acquainted and consult about questions or problems. These interactions will also enrich the tutors' legal education by informally training them to communicate clearly and effectively, *i.e.*, not in "legalese," about legal concepts, which is an essential skill for J.D. graduates in their interactions with clients and non-lawyers generally.

e. What faculty and staff development services will be needed?

Faculty will need little, or no, development services. Admissions and career services staff will need to be trained how to promote the M.L.S. to applicants and employers.

f. What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?

None. Available law school resources will suffice; thus there will be no additional cost.

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

No.

h. What, if any, existing external facilities will be used? (For full proposal, discuss any agreements that have been or will be entered into for use of the facility.)

None.

6. Projected Cost of the Program

a. Provide a five-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.

See **Attachment E**, "Projected Program Cost Estimates and Resources." Year 1 expenses will be covered by the Dean's fund, so no loss will be generated. The program is projected to produce net revenue from tuition and fees starting in year 2, increasing in years 3 and 4 as additional credits are generated, and leveling off in year 5. In sum, the program is projected to rapidly become self-supporting.

b. If applicable, describe anticipated sources of new revenue required for the program.

See prior answer.

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

M.L.S. students will pay the same fees as J.D. students.

d. (For full proposal, a detailed five-year program budget is required outlining programs costs and anticipated state support based on the state funding formula and other areas of support.)

See **Attachment E**, "Projected Program Cost Estimates and Resources."

7. Quality of the Program

a. Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.

The UNM law faculty has been educated at the nation's most distinguished law schools and has practiced and taught law throughout the country, bringing a healthy diversity of academic backgrounds, professional interests, experience, and outlooks on legal education and law practice.

As the only law school in New Mexico, the Law School has a close relationship with members of the State Bar. This relationship is reflected by the distinguished judges and lawyers who enrich the curriculum by serving as adjunct faculty. Some of these adjuncts will teach some courses taken by M.L.S. students.

The law faculty has a broad range of expertise that will contribute significantly to the knowledge and professional lives of M.L.S. students, and is well prepared to offer the existing courses described in this proposal because they have taught all of them for years.

By design, the school has remained small, with a 9:1 student-faculty ratio for 340 J.D. students. This ratio will not be significantly affected by adding 8 full-time-equivalent M.L.S. students, and will continue to allow for a flexibility that has produced a highly-ranked, progressive, and innovative curriculum.

The faculty has embraced a legal reform movement spurred by the ground-breaking book, Best Practices in Legal Education. The school also is one of 10 law schools nationwide charged with examining ways to improve legal education as part of a project funded by the Carnegie Foundation.

b. Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.

Admissions standards for the new M.L.S. degree will be similar to those of most other law schools and will be applied to assure quality, diversity, and accessibility, in keeping with the School of Law's traditions. See **Attachment A**, "National List of Masters Programs." Of the 32 law schools in **Attachment A** that offer similar masters degrees, 18 require only a bachelor's degree. Twelve schools have additional requirements such as program-pertinent work experience, enrollment in graduate school or a graduate degree, or a background in a program-pertinent academic area, such as science, technology, engineering, or math. Two schools—Indiana and Stanford--do not post admissions standards on their websites.

UNM School of Law followed the majority view and proposes to require only a bachelor's degree in order (1) to generate an optimally-sized pool of potential applicants, (2) to enhance the skills of New Mexico's workforce as broadly as possible, and (3) to promote the traditional, university-wide values of accessibility and diversity. Requiring only a bachelor's degree is especially appropriate with respect to the likely applicant pool for the Indian law concentration, considering the following statistics from the 2006-2010 American Community Survey:²⁶

**Estimates of Educational Attainment for the
American Indian and Alaska Native Population 25 Years and Over in New Mexico**

	Males	Females	Total
Bachelor's degree	3118	4848	7966
Masters degree	1276	1995	3271
Professional school degree	270	353	623
Doctorate degree	424	194	618

c. What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?

Except for the new introductory course, M.L.S. students generally will take second- and third-year law courses. The instructional model in those courses will be the traditional Law School Socratic Method. The introductory course required of all M.L.S. students will be a combination of lecture and Socratic Method. As in many Law School courses, PowerPoint and similar classroom technology will be employed.

d. What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).

Internships with, e.g., government agencies, and tribal courts will be available to M.L.S. students. As the Innovation Academy takes shape, related internships can be developed there as well.

²⁶ <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

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

Services likely to be needed are initial orientation, academic and other advising, legal research training, and externship placements. These services will be provided primarily by the program director, the instructor of the introductory course, the faculty teaching in the two academic concentrations, and the law library faculty. M.L.S. students also will receive support from the Student Services office on matters referred by the program director from time to time. The extent of services needed is expected to be similar to that of J.D. students concerning initial adjustment. The cost of these services equates to the percentage of faculty, staff, and TA time devoted to providing them. Accordingly, these costs are already captured in the law school's existing personnel budget and in the program-specific personnel budget set forth in **Attachment E**.

f. What student support will be needed (GA & TA positions, scholarships, internships, etc.)?

With respect to TA positions, see prior answer and Section 5(d) on page 19 above. The Law School's limited grant and scholarship funding for J.D. students will not be available to M.L.S. students. Instead, when the M.L.S. program generates sufficient net revenue the Law School may offer need-based scholarships to M.L.S. students.

g. What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?

M.L.S. students will gain understanding of the law pertinent to their interests, plus analytical, writing, and speaking skills that will enhance their ability to perform the aspects of their jobs that require knowledge of law and the legal system. M.L.S. graduates will be able to:

- Understand cases decided by courts, statutes passed by legislatures, and regulations issued by administrative agencies.
- Learn how the legal system addresses a particular situation
- Learn legal principles applicable to their particular areas of interest
- Gain a better understanding of how the law works and how to use it in their professions

h. How will the program's learning outcomes be measured? (For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.)

Immediate learning outcomes will be measured by successful completion of course requirements, as evidenced by examination results. J.D. and M.L.S. students will take the same examinations in all courses except the introductory course, but M.L.S. exams will be blind-graded on a separate scale. After the first five years of the program, M.L.S. alumni and their employers will be surveyed to determine the value that the degree has added to the alumni's job performance.

i. [Prior to submission to the NMHED and NMGDC, the proposal should UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.]

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

1. Will accreditation be sought for the program? If so, describe the process and expenses involved.

No, because accreditation is not required by the American Bar Association, as explained below.

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

Standard 308 of the American Bar Association (ABA) Standards for Approval of Law Schools provides that an ABA-approved law school may not establish a degree program other than the J.D. degree program unless the school is fully approved, and the additional degree program will not detract from a law school's ability to maintain a sound J.D. degree program. The school must obtain acquiescence prior to commencing such a program. The ABA does not formally approve any program other than the first degree in law (J.D.).

The School of Law is fully accredited by the ABA and will obtain acquiescence by completing a questionnaire on "Degree Programs in Other Than the J.D." under its periodic reporting requirements for its current accreditation.

ABA accreditation does not extend to any program supporting any degree granted by the School of Law other than the J.D. The content and requirements of any other degree, such as the proposed M.L.S. degree, are created by the law school itself and do not reflect any judgment by the ABA accrediting bodies regarding the quality of the program. Moreover, admission requirements for such programs vary from school to school, and are not evaluated through the ABA accreditation process. The ABA reviews these degree programs only to determine whether they would have an adverse impact on the law school's ability to maintain its accreditation for the J.D. program. If no adverse impact is indicated, the ABA "acquiesces" in the law school's decision to offer the non-J.D. program and degree.

8. Assessment of Operations and Impact

a. In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?

Such measures will include surveys of M.L.S. alumni and their employers. See section 7(h), page 22.

b. (For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.)

After five years, the Law School will conduct a thorough evaluation of the M.L.S. to determine whether the program has met its goals and, if so, whether it should be continued or even expanded. If the program has not been successful, the Law School will decide whether the M.L.S. should be modified or discontinued. That evaluation will involve law faculty, students, staff, M.L.S. alumni, employers and members of the relevant communities.

9. Administrative Responsibility for the Program and Institutional Commitment

a. What is the proposed governance structure of the program? (For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.)

The M.L.S. will be managed by a Director, who will be a member of the law faculty. The Director will report to the Dean of the Law School. The Director will also report to a Law School committee, composed of law faculty, students, and relevant community members.

b. [Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.]

10. Additional Information

a. Provide any additional information needed to make the case for development of a full proposal. (For full proposal, provide any additional information to support the request for the proposed degree program.)

11. Attachments full proposal only

1. Department of Labor documentation, if applicable.

See **Attachment B**, "New Mexico Department of Workforce Solutions Statistics."

2. Formal Needs Assessment.

See **Attachment B**, "New Mexico Department of Workforce Solutions Statistics."

3. List of similar programs (state and regional).

See **Attachment A**, "National List of Masters Programs."

4. List of potential employers.

Employers hiring for the following positions are likely to find an M.L.S. degree to be an attractive and relevant qualification: Accountants; arbitrators; architects; business administrators; civil engineers; construction engineers and managers; educational leaders; environmental scientists; journalists; mediators; legal/regulatory compliance officers; non-lawyer state magistrate judges and tribal judges; managers of tribal enterprises, oil and gas administrators; public administrators working in local, state, tribal, and federal government; public health administrators; and water resources engineers. This is not an exhaustive list.

5. List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable.

Not applicable.

6. Letters of support from external partners or stakeholders.

See attached letters of support.

12. Additional Attachments for submission to NMHED and NMGDC (supplied by Provost's Office)

1. Minutes from the Board of Regents meeting, noting approval.

2. Documentation of institution's priority for the proposed program.

6.

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
Appalachian School of Law 1) Juris Master http://www.asl.edu/Graduate-Programs/Juris-Master-Degree.html 2) Masters in Legal Studies http://www.asl.edu/Graduate-Programs/Masters-in-Legal-Studies-Curriculum.html	1) Admission to JD program 2) Bachelors	1) Starting with the class of 2014, ASL will confer the JM upon all candidates for the JD who successfully complete their 3d semester of law school in good academic standing 2) a) Standard (intent to apply to law school) b) Human Resources and Management Regulation c) Natural Resources and Energy Regulation e) Legal Studies	1) None 2) Mix of on campus and online
University of Arizona Masters of Legal Studies http://www.law.arizona.edu/MLS/	Bachelors	1) Self-Designed 2) Legal Compliance and Legal Risk Management 3) Mining Law and Policy 3) Environmental Law and Policy 4) Tax Law and Policy 5) International Trade and Business Law 6) Criminal Law and Policy 7) Family Law	None
Arizona State University Master of Legal Studies http://www.law.asu.edu/admissions/Admissions/MLSMasterofLegalStudiesProgram.aspx	Bachelors	1) Patent Practice 2) Sustainability 3) Self-Designed	None
UC Hastings Master of Studies in Law http://www.uchastings.edu/academics/grad-division/msl-program/index.php	Bachelor's plus one of the following: a graduate degree, or current enrollment in a graduate-level program in a field	1) Health and Science 2) Business and Technology 3) Self-Designed	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
	other than law substantial professional experience in a field other than law AND can provide an official score report from the GRE, LSAT, GMAT or MCAT		
Catholic University Master of Legal Studies http://www.law.edu/academic/MasterProgram.cfm Starts summer 2014	Bachelors	Intellectual Property (more to be added later)	Not at this time
Chicago-Kent College of Law Master of IP Management & Markets https://www.kentlaw.iit.edu/academics/master-of-ip-management-and-markets	Bachelors	Intellectual Property	None
Cleveland Marshall Master of Legal Studies https://www.law.csuohio.edu/academics/mls	Bachelors	Administrative and Regulatory Law Business Law Civil Litigation and Dispute Resolution Constitutional Law Criminal Law Education Law Employment and Labor Law Environmental, Land Use and Real Estate Law Family Law Health Law Intellectual Property Law International and Comparative Law Jurisprudence Local Government Law	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
		Personal Injury Law Tax and Estate Planning Self-Designed Concentration	
Cornell University Master of Science – Legal Studies Program http://www.lawschool.cornell.edu/admissions/degrees/master-of-science.cfm	Cornell University graduate Ph.D. students and post-doctoral fellows	Self-Designed Concentration	None
University of Dayton Masters in the Study of Law http://www.udayton.edu/law/academics/grad_program	Bachelors	1) Intellectual Property 2) Technology	None
University of Denver 1) Master of Taxation http://www.du.edu/tax/about/graduate-tax-program-at-du.html 2) Master of Resources Law Studies http://www.law.du.edu/index.php/enrgp/degrees 3) Master of Science in Legal Administration http://www.law.du.edu/index.php/msla	1) Bachelors 2) Bachelors 3) Bachelors	1) Tax 2) Environmental and Natural Resources 3) Legal Administration <ul style="list-style-type: none"> • Law Firm • Court • International Court • Advanced Standing 	1) Both online and on campus options available 2) None 3) Both online and on campus options available
Drexel University Master of Legal Studies http://www.drexel.edu/law/academics/non-JD-programs/mls/	Bachelors (intended for professionals in the fields of health care, college sports, or finance but there is no formal requirement)	1) Health Care Compliance 2) NCAA Compliance and Sports Law	May be completed entirely online or supplemented with live courses
Emory University Juris Master http://www.law.emory.edu/index.php?id=7804	Bachelors	Environmental Finance Healthcare	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
		Intellectual Property International Labor and Employment Media and Marketing Nonprofit and Development Public Health Real Estate Technology and Innovation	
Indiana University (IUPUI) Master of Jurisprudence http://mckinneylaw.iu.edu/degrees/mj.html ABA acquiescence pending	No info yet	No info yet	No info yet
Loyola University (Chicago) Master of Jurisprudence http://www.luc.edu/law/degrees/	1) Bachelors plus 2yr experience. 2) Bachelors plus 2yr experience in a child/family-serving field. Preference given to applicants already employed in these respective fields, but volunteer work will also be considered. 3) Bachelors plus 3yr experience in the health care field.	1) Business and Corporate Governance Law 2) Children's Law and Policy 3) Health Law	1) entirely online 2) entirely online 3) entirely online
University of Nebraska Master of Legal Studies http://law.unl.edu/academics/degree_programs.shtml#masterls	Bachelors	None	None
University of New Hampshire	All require Bachelors	1) Intellectual Property	1) None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
Masters Degree http://law.unh.edu/academics/graduate-programs/llm-masters-diploma	only	2) Commerce & Technology 3) International Criminal Law & Justice (starting Summer 2014)	2) None 3) Entirely online
Northwestern Law Master of Science in Law http://www.law.northwestern.edu/academics/degree-programs/msl	Bachelors The program is designed for students with STEM backgrounds. This includes students who have formal degrees in STEM fields as well as professionals who work in STEM environments.	1) Intellectual Property and Patent Design 2) Business Law and Entrepreneurship 3) Regulatory Analysis and Strategy	Currently none. "While some of the classes will be taught in a "blended learning" format, with a substantial online component, there is not currently an all-online option. We are considering an all-online option for the future."
Notre Dame Master of Science in Patent Law http://patentlaw.nd.edu/	Bachelors plus assessment of eligibility to sit the patent bar	Patent	None
Nova Southeastern University Master of Science in Law http://nsulaw.nova.edu/online/	Education – Bachelors plus some professional experience in the education field Employment - At least 2 yr of Human Resources or Business experience is recommended, along with a Bachelor's degree in an applicable field.	1) Education Law 2) Employment Law 3) Health Law	Entirely online

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
	Health - Relevant professional experience is recommended, along with a Bachelor's degree in Nursing, Psychology, Biology, Healthcare/Business Administration or another directly applicable field.		
The Ohio State University Masters in the Study of Law http://moritzlaw.osu.edu/admissions/msl	Either: (1) Ph.D. or other doctoral degree in a discipline other than law, or (2) completed a program of study amounting to 45 quarter hours (or 30 semester hours) toward their doctoral degree. Additionally all MSL candidates must show an academic record demonstrating the ability to succeed in a competitive law school environment.	1) Business Law 2) Criminal Law and Procedure 3) Dispute Resolution 4) Intellectual Property 5) International Law 6) Labor and Employment Law	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
University of Oklahoma Master of Legal Studies https://www.law.ou.edu/mls	Bachelors	1) Indigenous Peoples Law 2) Energy and Natural Resources	1) Online only 2) on campus
Pacific McGeorge Master of Science in Law http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law.htm	Bachelors plus either currently pursuing a graduate degree in another discipline OR already hold a graduate degree in another discipline OR 3yr successful professional experience	1) Criminal Justice 2) Health Admin and Law 3) Human Resources/Conflict Mgmt 4) Govt & Public Policy 5) Water & Environmental Law	None
University of Pittsburgh Master of Studies in Law http://www.law.pitt.edu/academics/non-lawyers/msl	Bachelors, unless they are accepted and enrolled in the joint program with the Legal Studies Program in the College of General Studies. In that case, 6 hours of MSL courses are counted towards the Bachelors.	Business Law <ul style="list-style-type: none"> • Commercial Law • Corporate Law • General Business Law • International Business • Tax Constitutional Law and Civil Rights Criminal Law and Justice Disability Law Education Law Elder and Estate Planning Law Employment and Labor Law Energy Law Environmental and Real Estate Law Family Law Health Law Intellectual Property and Technology Law International and Human Rights Law	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
		Jurisprudence Personal Injury and Civil Litigation Regulatory Law Sports and Entertainment Law Self-Designed Concentration	
University of San Diego Master of Science in Legal Studies http://www.sandiego.edu/law/academics/msls/	Bachelors Designed for grad students in other disciplines (such as political science, economics, international relations, engineering, philosophy, business or medicine) or professionals from different fields (such as journalism, business, science or technology)	1) General 2) Business and Corporate Law 3) Criminal law 4) Environmental and Energy Law 5) Intellectual Property 6) International Law 7) Taxation	None
Seton Hall University Masters of Science in Jurisprudence http://law.shu.edu/online/graduate-degrees/MSJ/	Bachelors	1) Health and Hospital Law 2) Pharmaceutical and Medical Device Law and Compliance 3) Intellectual Property Law	completely online, or hybrid online/traditional
Stanford University Master of Legal Studies http://www.law.stanford.edu/degrees/advanced	No information provided	A nonprofessional degree designed for advanced graduate students from the US or abroad who have no prior legal training and whose interdisciplinary research requires knowledge of the foundations of the legal system. Only a few such	No information provided

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
		students, if any, are admitted in a given year.	
University of St. Thomas Master of Studies in Law http://www.stthomas.edu/law/academics/degrees/mslcompliance	Bachelors	Organizational Ethics & Compliance	None
University of Tulsa 1) Masters of Jurisprudence in Indian Law http://indianlawmj.org/about/ 2) Masters of Jurisprudence in Energy Law http://www.utulsa.edu/academics/colleges/college-of-law/Academic%20Programs/Online%20Masters%20in%20Energy%20Law.aspx	Bachelors for both	1) Indian Law 2) Energy Law	Both are entirely online
Wake Forest Master of Studies in Law http://msl.law.wfu.edu/about/	Bachelors	None	None
Washburn University Master of Studies in Law http://www.washburnlaw.edu/academics/msl/index.html Starting Fall 2014	Bachelors	1) Business and Transactional 2) Children and Family 3) Criminal Justice 4) Government 5) Natural Resources 6) Tax/Estate Planning	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
Widener University Masters of Jurisprudence https://law.widener.edu/Spiffs/WidenerLawHighlights/MJProgramsOnline.aspx	1) Bachelors plus applicants preferably will have recent or current professional employment in health care or a closely related field. 2) Bachelors	1) Health Law <ul style="list-style-type: none"> • Legal Nurse Consulting & Hospital Regulatory Compliance • Health Care Regulatory Compliance and Analysis • Global Health Care Compliance and Ethics 2) Corporate and Business Law <ul style="list-style-type: none"> • Corporate Regulatory Compliance and Analysis • Global Corporate Regulatory Compliance and Ethics 	Both entirely online
Yale University Master of Studies in Law http://www.law.yale.edu/graduate/msl_program.htm	Have a doctoral degree or be a doctoral candidate in a field other than law, unless the applicant is a working journalist. Journalists must have at least a bachelor's degree.	Journalism Self-designed	None

MLS Attachment A – Nat'l List of Masters Pgms.docx

7.

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
Accounting	Accountants and Auditors	5723	178	61	105	109	68		
	-Loan officer	1532	61			81			Bachelors in Finance
	-Personal financial advisor	619	19	1		81			Bachelors in Finance
	- Actuaries	24	1						
Architecture	Architects, Except Landscape and Naval	661	18			46	27		
Business Administration	Business Operations Specialists, All Other	5009	148			1			
Civil Engineering	Civil Engineers	1589	48			86	37		
Construction Engineering	(see mechanical engineering)								
Construction Management	Construction Managers	3558	42						Degree is "Business administration and management general"
Criminology	-Criminal Investigators and Special Agents	1678	44	21	6				No degree data provided
	-Protective service workers, all other	608	50						No degree data provided
	-probation officers and correctional treatment specialists	1154	49		7 (corrections), 54 (social work)	80 (social work)			
Economics	Economists	84	4	1		87	31	3	
Emergency Medical Services	Emergency medical technicians and	1296	49	458	62	19			

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
Environment Planning and Design Environmental Science	paramedics								
	-Environmental restoration planner	780	31	1	1	26			
	-Environmental engineer	683	25			4	9		
	-Environmental Compliance Inspector	1172	33						No degree data provided
Family Studies	-Environmental Scientists and specialist including health	780	31		26	24			
	-recycling coordinator	1057	49	N/A	N/A	N/A	N/A		No degree data provided
	-Counselors, all others	223	8	1	54	80	55		Social Work Degree
	-Child, Family and School Social workers	1878	79	1	54	80	55		Social Work degree
History Interdisciplinary Liberal Arts	-Psychologists all other	222	10		40	471	19	12	
	Historians	36	2			142	30	13	
	-Political Scientists	N/A	N/A			197	11	1	
Nursing	-Anthropologists	326	19		90	25	5		
	-Registered nurse	16893	565	62	808	354	102	7	
	-Nurse Practitioner	301	N/A						
	-Nursing Instructor	201	N/A						
	-clinical nurse specialist	1977	73						15 different degrees were listed under this profession including chemistry, biology,

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
Pharmaceutical Sciences									health administration, etc.
	-Pharmacists	1508	58			85	2	2	
Journalism & Communication	-Pharmacy technician	2243	75	251					
	-Reporters and correspondents	376	13		4	148	28		
Mechanical Engineering Native American Studies	-Public relations specialist	615	26			43	2		
	Mechanical Engineer	821	33			164	29		
	-Area, ethnic, and cultural studies teachers (NOTE: this is not the Native American Studies degree but is a related Public Administration degree)					11 (native studies)	N/A		This involves obtaining a degree in public administration.
	There is no immediate granular data available regarding number of Native American Studies degrees. The eDEAR reporting tool at hed.state.nm.us is what we need to obtain this data but								

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
Philosophy	there is no immediate access to it.								
	Philosophy and Religion teachers post-secondary	34	N/A			47 (philosophy) 17 (religious studies)	6 (phil.)	2 (phil.)	
Political Science	(See interdisciplinary liberal arts)								
Arbitrators	-Arbitrators, mediators, and conciliators	80	3	6				102 (JD)	
Educational leaders	-Education administrators, All	380	12				99	17 (PhD), 13 (post-masters certificate)	Educational Leadership and Administration, General Degree
	-Education administrators, postsecondary	469	27				99	17 (PhD), 13 (post-masters certificate)	
	-Education administrators, elementary and secondary	1538	N/A				99	17 (PhD), 13 (post-masters certificate)	
Mediators	(See arbitrators)								
Legal/Regulatory compliance officers	-Regulatory affairs specialist	1172	33						Several different degree programs were listed under this occupation, including engineering degrees and management degrees

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
non-lawyer state magistrate judges and tribal judges	-regulatory affairs manager	7000	223						Several different degree programs were listed under this occupation, including engineering degrees and management degrees
	-Judges, magistrate judges, and magistrates	325	10	6 (post secondary certificate 1-2)				102 (JD)	Employment data does not differentiate between lawyer and non-lawyer judges
	-administrative law judges, adjudicators, and hearing officers	162	3	6 (post secondary certificate 1-2)				102 (JD)	
	*Tribal judges								*Complete discrete data on tribal judges not available, each individual tribal court would have to be contacted
managers of tribal enterprises	** (see regulatory affairs specialist and regulatory affairs manager, and government property inspector)								**Complete discrete data on managers of tribal enterprises is not available
oil and gas administrators (See also, government property inspector)	inspectors, testers, sorters, samplers, and weighers	1173	37						

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
public administrators working in local, state, tribal, and federal government public health administrators	Government property inspector and investigator	1172	33						15 degrees listed under this profession including business administration and engineering degrees
	-medical and health services managers				27 (health info.)		14 (pub. health)		15 degrees listed under this profession including biology and public health
	-occupational health and safety specialist	534	26	23	7				Occupational health and safety and quality control degrees
	-medical scientists, except epidemiologists	286	9						
	***administrators working in tribal government								***Complete discrete data on administrators working in tribal government is not available
water resources engineers	-Water and wastewater treatment plant system operators	838	37	12	9				
	-hydrologist	167	7			29	21	5	

8.

**Attachment C to UNM School of Law Master of Legal Studies Proposal:
Western Interstate Commission for Higher Education**

WICHE MEMBERS

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
North Dakota
Oregon
South Dakota
Utah
Washington
Wyoming
Commonwealth of the Northern Mariana Islands (CNMI)

PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)

Access to MLS or comparable programs - NONE

“WICHE's Professional Student Exchange Program enables students in 10 western states to enroll in selected out-of-state professional programs usually because those fields of study are not available at public institutions in their home states.”

Professional Education in 10 Healthcare Fields (Years shown in parentheses are the normal maximum for WICHE support.)

DENTISTRY (4 Academic Years)
MEDICINE (4 Academic Years)
OCCUPATIONAL THERAPY (2 Academic Years Plus Clinicals)
OPTOMETRY (4 Academic Years)
OSTEOPATHIC MEDICINE (4 Academic Years)
PHARMACY (4 Academic Years or 3 Academic Years for Accelerated Programs)
PHYSICAL THERAPY (3 Academic Years)
PHYSICIAN ASSISTANT (2 Academic Years)
PODIATRY (4 Academic Years)
VETERINARY MEDICINE (4 Academic Years)

**Attachment C to UNM School of Law Master of Legal Studies Proposal:
Western Interstate Commission for Higher Education**

WESTERN REGIONAL GRADUATE PROGRAM (WRGP)

Access to MLS or comparable programs - NONE

“The Western Regional Graduate Program (WRGP) allows master’s, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in some 320 high-quality programs at 56 participating institutions outside of their home state and pay resident tuition. The WICHE states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the Commonwealth of the Northern Mariana Islands.”

“Institutions can nominate their graduate programs for participation in WRGP every fall. *PROGRAMS THAT AREN’T RELATED TO HEALTHCARE MUST BE “DISTINCTIVE,” MEANING THEY MUST BE OFFERED AT NO MORE THAN FOUR OTHER INSTITUTIONS IN THE WICHE REGION (EXCLUSIVE OF CALIFORNIA).* Healthcare-related programs are not subject to the “distinctiveness” criteria, but must be of high quality. WICHE is also seeking inclusion of new programs in emerging and high-need fields, such as Professional Science Masters (PSMs); microtechnology and nanotechnology; green building and building energy conservation; emerging media and communications; biotechnology and bioinformatics; computer and cyber security; alternative energy technology; and homeland security.”

No programs listed under “Law” or “Legal Studies” – related programs:

PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS

Administration of Justice, MA, University of Alaska Fairbanks
Disability Policy and Practice, GRAD CERT, Northern Arizona University
Public Administration, PhD, Arizona State University
Public Administration, MPA/GRAD CERT, University of Colorado, Colorado Springs ☐
Public Administration and Policy, PhD, Portland State University
Public Administration/Domestic Violence Program Management and Public Policy, MPA, University of Colorado Denver
Public Administration/Nonprofit Management Concentration, GRAD CERT, MPA, University of Colorado Denver
Public Administration/Public Affairs, PhD, University of Colorado Denver
Public Policy, MPP, University of Utah

SOCIAL SCIENCES AND LIBERAL ARTS & SCIENCES

Criminal Justice, MCJ, New Mexico State University
Political Science-Environmental Politics and Policy, PhD, Colorado State University
Science and Technology Policy, PSM, Arizona State University
Social Justice and Human Rights, MA, Arizona State University, West Campus ☐

9.

**Attachment D to UNM School of Law Master of Legal Studies Proposal:
Six-Year Enrollment Projection**

	Full-time Students @ 30 CH/year		Part-time Students @ 10 CH/year		
Year	New	Returning	New	Returning	Credit Hours
1*	n/a	n/a	n/a	n/a	n/a
2	1		7		100
3	3	0	1	7	170
4	5	0	1	8	240
5	5	0	7	2	240
6	5	0	0	9	240

*Program Start-up

MLS Attachment D - 6-Yr Enrollment Projection - 30CH

10.

**Attachment E to UNM School of Law Master of Legal Studies Proposal:
Projected Program Cost Estimates and Resources**

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition				61,494	61,494	37,943	99,437	37,943	137,380		137,380	
Other *	45,000											
TOTAL REVENUE	45,000		61,494		99,437		137,380		137,380		137,380	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Director SAC		10,000	10,000		10,000	10,000	20,000		20,000		20,000	
Faculty Support				3,500	3,500	2,000	5,500	2,500	8,000		8,000	
TA support				5,760	5,760		5,760		5,760		5,760	
Administrative Support		10,000	10,000	10,000	20,000		20,000		20,000		20,000	
Recruitment Costs		25,000	18,000		18,000	2,000	20,000		20,000		20,000	
TOTAL EXPENSES	45,000		57,260		71,260		73,760		73,760		73,760	
DIFFERENCE (Rev.-Exp.)	0*		4,234		28,177		63,620		63,620		63,620	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
FTE Enrollment	0		3.3		5.7		8		8		8	
Projected Annual Credits Generated	0		100		170		240		240		240	
Tuition Generated	0		61,494		99,437		137,380		137,380		137,380	
* Year 1 expenses will be covered by Dean's Fund												

11.



Master of Legal Studies Proposal

Statement Regarding Effect on Juris Doctor Program

The M.L.S. will be a small program, with an expected enrollment of 8 full-time-equivalent students made up of both full- and part-timers. The Law School's total student body is approximately 340 J.D. students, so the addition of approximately 8 full-time-equivalent M.L.S. students, most of whom are expected to attend part-time, will have minimal effect on the existing J.D. degree program. Because the M.L.S. program will have no adverse impact on the School of Law's ability to maintain its American Bar Association accreditation, it will not affect any existing accreditation requirements.

12.



Master of Legal Studies Proposal

Catalog Description

Degree Program

The University of New Mexico School of Law offers a full-time or part-time course of study leading to the degree of Master of Legal Studies (M.L.S.).

Admission Requirements

Information about the procedure for applying to the School of Law M.L.S. program is contained in the School of Law Catalog. Applicants are admitted to the M.L.S. program based on their ability to thrive in a demanding, competitive academic atmosphere, as evidenced by their academic record and professional accomplishments. The program accepts applications from individuals with baccalaureate degrees, including mid-career professionals, graduate students in other fields, and recent recipients of bachelor's degrees. Applications are accepted on a rolling basis until 10 full-time-equivalent M.L.S. students have accepted offers of admission. Application material is available year-round on the School of Law website. Admission requirements:

- Bachelor's degree from a regionally accredited institution of higher education in the U.S. or foreign equivalent.
- Official transcript
- Application for admission
- Personal statement articulating reasons for needing or wanting an M.L.S. degree
- One letter of recommendation from a previous or current instructor or work supervisor documenting the applicant's ability to successfully complete the M.L.S. program

Neither the LSAT nor the GRE is required. A law school M.L.S. admissions committee will review the applications and make admissions decisions.

Beginning M.L.S. students will be admitted at the opening of the fall semester only.

Graduation Requirements

Detailed information about graduation requirements for the School of Law M.L.S. degree is contained in the School of Law Bulletin and Handbook of Policies. To be graduated from the University of New Mexico with an M.L.S. degree, a student must meet all of the following requirements:

1. **Residence:** The student must complete the equivalent of two full-time academic semesters in residence at the School of Law, except for transfer students (see below).
 2. **Credit hours:** The student must earn at least 30 hours of credit.
 3. **Required Course:**
 - o **First-year:** The student must take LAW 560 “Introduction to U.S. Law, Procedure, and Legal Education” during the first fall semester of study.
 4. **Concentration Areas:** M.L.S. students may concentrate in Natural Resources and Environmental Law or Indian Law. Besides these two concentrations, M.L.S. students, with prior approval, may plan their own areas of focus. These areas include, for example, Constitutional Law & Rights, Criminal Justice, Commercial and Consumer Law, and Business Practice.
-

Additional Information

Detailed information for the School of Law is contained in the School of Law Bulletin and Handbook of Policies.

Dismissal/Probation/Suspension

The School of Law Policy on academic retention and suspension, found in the School of Law Bulletin and Handbook of Policies, governs M.L.S. students with regard to academic probation, suspension and dismissal.

Transfer Procedures

The School of Law accepts a limited number of transfer students who have completed one full-time or part-time semester in a similar master’s program at another ABA-approved law school. Transfer applicants are considered for admission only if they 1) have outstanding records at the law school previously attended; or 2) are in good standing at the law school previously attended, are residents of New Mexico and have a compelling reason to continue their legal education at the University of New Mexico. A maximum of 6 credits from law courses may be transferred to the M.L.S. program. Credits from a substantially equivalent, required M.L.S. introductory course also may be transferred. Transfer credits must meet the restrictions specified in the University Catalog to the extent applicable. Credits earned at other law schools that do not meet their minimum graduation requirements are not acceptable for transfer credit to the University of New Mexico School of Law. Information about the procedure for applying to the School of Law is contained in the School of Law Catalog. The deadline for submitting transfer applications is June 15. The deadline for completing a transfer application file is July 15. If admitted with advanced standing to the University of New Mexico Master of Legal Studies degree program, the student’s right to continue in that program depends entirely on work done at the University of New Mexico. Transfer students are ineligible for certain prizes and awards given by the Law School.

13.



Master of Legal Studies Proposal

Library Impact Statement

Michelle Rigual, Interim Director, Law Library

The Law Library supports the Master of Legal Studies proposal and can provide the necessary library access, collections, and legal research training and support to meet the needs of the M.L.S. students and faculty. The Law Library's current collection and database license fees will meet the curricular and legal research requirements of M.L.S. students. No budget increase is needed. The reference desk will provide the same legal research assistance to M.L.S. students as is provided to J.D. students.

M.L.S. students will receive basic legal research training as part of the *Introduction to U.S. Law, Procedure, and Legal Education* course. They will learn how to use free and low-cost methods to identify and retrieve relevant federal and New Mexico legislation and regulations as well as the case law interpreting them. They will also learn how to track pending legislation and regulations. Students concentrating in Indian Law may opt to take *Specialized Legal Research in Indian Law*, an existing 2-credit-hour course that familiarizes students with commonly used Indian law research resources.

14.

HISPANO

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www.ahcnm.org

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April 14, 2014

Dean David J. Herring
 UNM School of Law
 MSC11-6070
 Albuquerque, NM 87131-0001

Re: UNM Master of Legal Studies Degree

Dear Dean Herring:

On behalf of the Albuquerque Hispano Chamber of Commerce, I am very pleased to submit this letter of support for UNM's new Master of Legal Studies degree. The AHCC's mission is to promote economic development, to enhance economic opportunities, and to provide business and workforce education with an emphasis on the Hispanic and small business community in Albuquerque and New Mexico. For years the Rodey Law Firm has presented a very popular business law course to AHCC members to enhance their ability to deal with the legal dimension of running a successful business. Therefore, it is clear to me that the Master of Legal Studies degree will be an excellent addition to the range of workforce education opportunities available to our members and to the entire business community in central New Mexico. I am particularly pleased that MLS students will participate in Innovate ABQ given this initiative's tremendous potential to spawn new companies and to nurture and attract existing ones. As the business community ponders new ways to grow New Mexico's economy to offset reductions in federal funding, the MLS degree will provide an essential service by training entrepreneurs how to understand our legal system and the laws, regulations, and policies that directly affect the bottom line.

Please accept my best wishes for a successful launch of the MLS degree. I sincerely congratulate you on your foresight for developing this new degree at a time when the very practical knowledge it will impart can benefit our business community for years to come.

Best regards,

Alex Romero



April 8, 2014

Dear Dean David Herring,

I am writing to express my strong support and enthusiasm for the Master of Jurisprudence degree program at the University of New Mexico (UNM) School of Law. I am confident that the UNM School of Law and its partners have the capacity to expertly plan and execute an exceptional degree program benefitting UNM and the State of New Mexico. I expect the contributions and outcomes will lead to an enhanced understanding of the legal system in various fields I am familiar with such as healthcare, public health and education with subsequent improvement in the overall health and safety of New Mexico citizens.

I am a Professor of Family and Community Medicine at the UNM School of Medicine, Founder and Director of the Center for Native American Health (CNAH) at UNM Health Sciences, and most recently former appointed Surgeon General of the Navajo Nation. During my tenure and experience working with the Navajo Nation Office of the President and Vice President, the Navajo Nation Council and the Navajo Department of Justice, a Master of Jurisprudence would definitely have enhanced my knowledge and role in providing expertise in matters of self-governance in healthcare. I was and am still involved in facilitating the creation of enabling legislation for a Department of Health, and creating policies for the implementation of various Acts and Codes relating to the health and safety of the Navajo Nation. This involves a close working relationship with the Navajo Nation Department of Justice attorneys and staff.

I would encourage any of our medical students and family medicine residents to seek a Master of Jurisprudence degree, especially those with a background in public health. I look forward to such a program at the UNM School of Law and offer my full support. If I can be of any assistance to the UNM School of Law, please do not hesitate to ask. My contact is gdchacon@salud.unm.edu or 505-269-6742.

Sincerely,



Gayle Dine'Chacon, MD
Professor, Department of Family and Community Medicine
UNM School of Medicine
Founder/Director, Center for Native American Health
UNM Health Sciences Center

Former Surgeon General, Navajo Nation



Janie M. Chermak, Professor and Chair
Department of Economics
University of New Mexico
MSC05 3060, 1UNM
Albuquerque, New Mexico 87131
505-277-2037
FAX 505-277-9445

April 29, 2014

To Whom It May Concern:

The University of New Mexico Law School is proposing a Masters of Legal Studies degree in Natural Resources and Environmental Law. As the chair of the economics department at the University of New Mexico (UNM) and as a natural resource economist, this is a program I fully support.

The Department of Economics has long been recognized for its field in natural resource and environmental economics. Our program is an applied one and our graduates who specialize in resource and environmental economics are placed not only in academia, but also in policy positions at the state and federal levels. Many of our graduates are placed within New Mexico. A PhD student who had the opportunity to also complete a Masters of Legal Studies in Natural Resources and Environmental Law would have a truly unique education that would distinguish them from graduate of other programs. For those economics PhD's who choose to stay in New Mexico, the combination of degrees would provide an expertise that is difficult to find and would be an asset to the State.

The Masters of Legal Studies seems a logical step for the Law School and will fill a need not only in the legal profession, but will expand the opportunities for graduates from other UNM programs. I support the development of this degree.

Best Regards,

Janie M. Chermak

A handwritten signature in black ink, appearing to read "Janie M. Chermak", written in a cursive style.

Professor and Chair
UNM Department of Economics



THE UNIVERSITY of
NEW MEXICO

Department of Geography and Environmental Studies

MEMO

May 1, 2014

FROM : Scott M. Freundschuh, Chair, Department of Geography and Environmental Studies

TO : Reed Benson, Chair, Natural Resources & Environmental Law Program

RE : Support for a Master's Degree in Natural Resources & Environmental Law

The Department of Geography and Environmental Studies supports your efforts to create a master's degree in Natural Resources & Environmental Law.

There is added value and benefit to UNM students to have an advanced degree that encompasses legal issues surrounding the management and use of natural resources, especially now that climate change/science is becoming a factor in the development of national policies and security.

Given the collaborative relationship that currently exists between our programs (minor in Law, Environment and Geography, and a proposal for a Graduate Certificate in Law, Environment and Geography that is under review), we would envision this new master's program to be yet another opportunity for geography to work with your environmental law program.

Therefore, the Department of Geography and Environmental Studies happily supports the creation of a Master's Degree Program in Natural Resources & Environmental Law, and looks forward to opportunities to be involved in the creation of this degree.



March 5, 2014

Dean David Herring
University of New Mexico School of Law

Dear Dean Herring,

We are elated by the prospects of a Master of Jurisprudence Program at the University of New Mexico, School of Law. Congratulations to you all for this very thoughtful consideration. This is absolutely a grand idea that would contribute immensely to the professional community in New Mexico. It would be an incredibly rich experience for lawyers, judges, legislators, elected public officials, young and established professionals across the full spectrum of disciplines to have the opportunity to engage in such a phenomenal learning environment. I believe it would significantly strengthen the law school with such a complementary graduate program.

From my perspective as a former Governor, Chief Judge, and a member of a Pueblo Tribal Council, I see an extraordinary opportunity that can only enrich the understanding of some complex areas of the law for so many engaged in work on and off the reservation as Indian Nations evolve and expand in unprecedented ways. The opportunity to have at our disposal such a program would greatly enhance our collective abilities to create sound, thoughtful and balanced policies and laws driven by immediate applicable circumstances. This program would fill a major void that exists that frankly results in a brain drain out of New Mexico to neighboring states that reap the maximum human and financial capital of our most talented graduate students who are schooled away from New Mexico and never come back.

In the work we have engaged in the last 18 years at the Leadership Institute focusing in the following 10 areas, land, language, family and community, indigenous customs and laws, governance, community development, health, education, cultural and natural resource protection, it is quite obvious that this proposed program would be a welcome part of the educational framework. We believe if done in a comprehensive fashion to be complemented with public administration and public health, this program would absolutely emerge into a phenomenal program that will be among the most prestigious nationally and internationally. In our many institutes of discourse over major laws and policies and decision-making, many of the young and established professionals have lamented that such a program does not exist. To pursue the realization of this program is absolutely the right thing to do. The time has come and we would stand ready to do what it would require to support such an effort.

Sincerely,

Regis Pecos, Co-Director



May 20, 2014

Dean David J. Herring
UNM School of Law
MSC11-6070
Albuquerque, NM 87131-0001

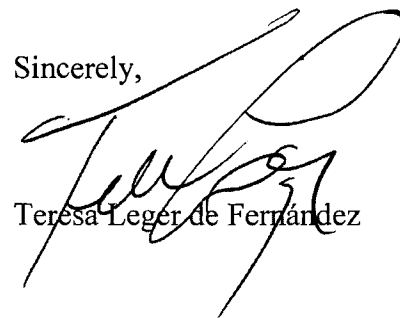
Re: Support for New Master of Legal Studies Degree

Dear Dean Herring:

I am very pleased to submit this letter in support of the law school's proposal to establish a Master of Legal Studies degree, particularly given the Indian law concentration that will be available through this program. I have represented tribal governments from many parts of the United States for 25 years now. As you know, each tribe has a distinct culture and system of government. Despite these distinctions, a common denominator among tribal leaders is the variety and complexity of sovereignty, taxation, criminal-justice and civil problems they must address effectively to meet the needs of their constituents. Given tribes' daily cross-jurisdictional interactions with federal, state, county, and municipal governments, and with non-Indian visitors to their reservations, many of the issues that come before tribal governments - ordinances, statutes, regulations, and policies require close attention to detail plus strong reading and analytical skills. Importantly, practitioners in Indian Country also need a deep historical knowledge of the philosophies and jurisprudence that underlie the legal doctrines applicable to tribes. The LLM and Ph.D. programs out of Arizona understand this. Given New Mexico's strong leadership in Tribal-State relations, I am extremely pleased to hear that UNM is considering offering this advanced degree. I am confident that this new degree has genuine potential to provide extremely valuable and practical training to current and future tribal leaders that will benefit both their own communities and neighboring communities.

I look forward to collaborating with graduates of this new program in the coming years as they assume a variety of tribal leadership positions.

Sincerely,



Teresa Leger de Fernandez

Native American Studies

June 16, 2014

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

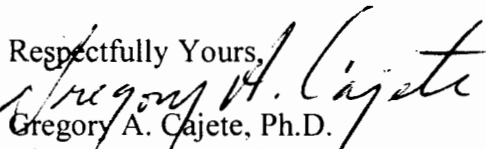
Dear Regents and Senators,

This is a letter of support for the proposed UNM Law School Masters of Legal Studies Program. The Faculty of Native American Studies of the University of New Mexico wish to express our support for this important and unique development through the UNM Law School. We feel it will make a lasting contribution to New Mexico Indian education by serving the expressed needs of New Mexico Indian communities for educational law programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories.

In particular, the focus of the proposed MLS degree in the areas of Indian and Environmental Law is especially appropriate to Native American Studies and parallels the content of many of our courses at the undergraduate level. Specifically, by providing courses related to Tribal courts, environmental compliance, regulation and water issues on the one hand and Tribal executive leadership, entrepreneurship and management on the other, the proposed MLS program of study provides a practical grounding in longstanding issues that directly affect New Mexico Indian Tribes and communities. This form of broad based education in legal studies forms an essential foundation for building the Native Nations of New Mexico now and in the future.

We thank you in advance for your consideration of the UNM Law School Masters in Legal Studies initiative.

Respectfully Yours,



Gregory A. Cajete, Ph.D.

Director, UNM Native American Studies Program
Associate Professor, COE-LLSS
The University of New Mexico



SUSANA MARTINEZ
Governor

JOHN A. SANCHEZ
Lieutenant Governor

NEW MEXICO
ENVIRONMENT DEPARTMENT

Office of the Secretary

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1190 Saint Francis Drive (87505)
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Phone: (505) 827-2855 Fax: (505) 827-2836
www.nmenv.state.nm.us



RYAN FLYNN
Cabinet Secretary

BUTCH TONGATE
Deputy Secretary

April 24, 2014

Mr. Reed D. Benson
Keleher & McLeod Professor
Chair, Natural Resources Committee
University of New Mexico School of Law
MSC 6070, 1 University of New Mexico
Albuquerque, NM 87131

Dear Mr. Benson:

I am writing to voice my support for the proposed Masters of Natural Resources and Environmental Law that may be offered in the future at the University of New Mexico. As you know, a large part of environmental regulation hinges on the interplay between the technical and legal realms. A sound knowledge of both is advantageous to those who participate in environmental regulatory arenas.

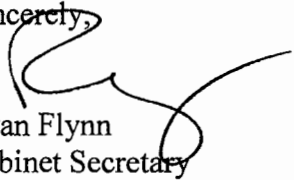
The proposed Master's program has the potential to greatly benefit both the regulators and the regulated, along with public interest groups. Non-attorney NMED employees would be able to have a more advanced understanding of environmental law, which would supplement their already extensive technical understanding of environmental regulation. The regulated community and public interest groups would also gain from such a program because it would facilitate constructive involvement in interactions with NMED and similar environmental agencies. In sum, increased knowledge about environmental law would foster better, more productive communication between those participating in environmental administrative processes.

Further, the proposed Masters of Natural Resources and Environmental Law would be of benefit to those participating in environmental administrative processes as a client in an attorney-client relationship. Attorneys frequently do not have the time to provide their clients with primers on the areas of environmental law that are being dealt with. A client with a Masters in Natural Resources and Environmental Law would have a strong background in environmental legal issues, thereby making interactions with their attorneys more fruitful. A client with an

advanced understanding of environmental law could cultivate an advantageous collaborative attorney-client relationship.

I wish you much success in instituting this new program of study. If there is anything further I can do to assist, please let me know.

Sincerely,



Ryan Flynn
Cabinet Secretary



The New Mexico Tribal-State Judicial Consortium

STRENGTHENING RELATIONSHIPS, FOSTERING COMMUNICATIONS

March 5, 2014

Dean David Herring
UNM School of Law
MSC 60 70 1 UNM
1117 Stanford N.E.
Albuquerque, New Mexico 87131

RE: UNM School of Law's Proposed Master of Jurisprudence

Dear Dean Herring,

This letter is to offer the support of the New Mexico Tribal-State Judicial Consortium to the New Mexico School of Law's proposal to create a program for the Masters in Jurisprudence specifically for the area of Indian Law. Given the Law and Indigenous Peoples Program's reputation and its coverage of federal, tribal and international law, we believe the Masters program would provide great value to the development of Tribal legal systems.

Many individuals are involved in the Tribal criminal justice systems, from members of Tribal Councils to police officers and probation officers, all of whom could greatly benefit from a program designed to provide training in Indian Law to complement their college education in their particular field or discipline. Additionally, lay judges and lay advocates would also be interested in such a program. Indeed, graduates from such a program would have an advantage over other candidates in law-related fields.

As the Tribes located in New Mexico look at increased jurisdiction and are engaged in the development of their legal infrastructure, knowledge of the law is critical. We are encouraged to learn about the development of such a program at the University of New Mexico School of Law and know that interest in the Masters of Jurisprudence will be high in Indian country.

We would appreciate your careful consideration of the proposal, and would welcome any questions you might have. Many thanks in advance for assisting in this effort.

Respectfully yours,

Chief Justice, Isleta Appellate Court
Tribal Co-Chair

Associate Judge, NM Court of Appeals
State Co-Chair



505-869-9692
FAX: 505-869-9758

PUEBLO OF ISLETA

P.O. BOX 730
ISLETA, NM 87022

March 5, 2014

Dean David Herring
UNM School of Law
MSC 60 70 1 UNM
1117 Stanford N.E.
Albuquerque, New Mexico 87131

RE: UNM School of Law's Proposed Master of Jurisprudence

Dear Dean Herring,

I have recently heard of the School of Law's proposal to create a Master of Jurisprudence program in the specific area of Indian Law. Given the Law and Indigenous Peoples Program's reputation and coverage of federal, tribal and international law, I believe such a program would be great value to the development of Pueblo legal systems. There are many involved in the development of Pueblo legal systems, from members of the Council to police officers to probation officers, who would greatly benefit from a program designed to provide training in the law to complement their college education in their particular field or discipline. Additionally, lay judges and lay advocates would also be interested in such a program. Indeed graduates from such a program would have an advantage over other candidates in law-related fields.

As Pueblos and other Tribes within New Mexico look at increased jurisdiction and are engaged in the development of their legal infrastructure, knowledge of the law is critical. I am encouraged to hear of the development of such a program at the University of New Mexico School of Law and know that interest in the Master of Jurisprudence will be high in Indian country.

Sincerely,

William Johnson
Chief Justice
Pueblo of Isleta Appellate Court



UNM

SCHOOL of PUBLIC
ADMINISTRATION

July 24, 2014

Dean David J. Herring
UNM School of Law
Albuquerque, NM 87131-0001

Dear Dean Herring,

I am proud to write this letter of support for the proposed Master of Legal Studies degree.

This new degree will provide an excellent opportunity for students in the public service sector to obtain basic legal education so vitally important in today's increasingly complex society.

This graduate level education will provide administrators with the crucial analytical skills to serve more effectively in the fields of regulation, legislation support and policy implementation to name a few.

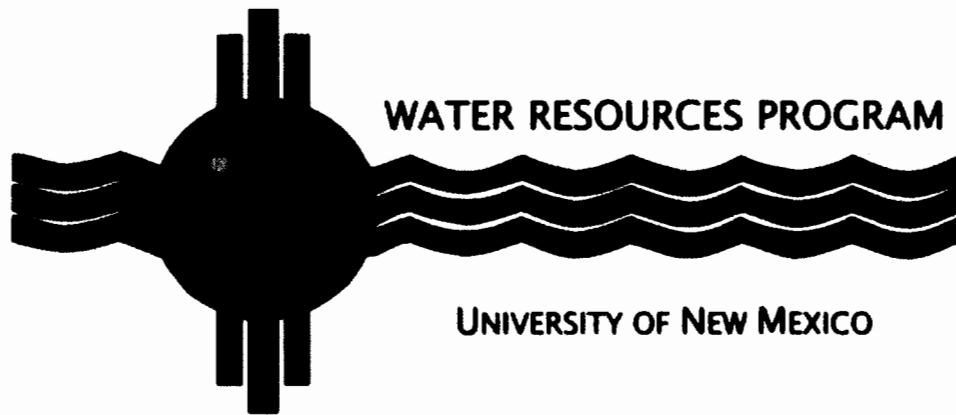
Many students and graduates in the Master of Public Administration Program have expressed interest in these types of course. Most have not had the desire or ability to pursue a 3 yr law degree. This opportunity will enable them to acquire this education on a full or part-time basis. This will greatly enhance their professional credentials and expertise.

For example, as more of our students either work directly for tribal governments or interact with them, the Indian Law or Natural Resources Law curriculum will serve a growing market for our students.

This outstanding opportunity for both our current students as well as public administrators in New Mexico will result in increased professional expertise that will benefit all New Mexicans! We look forward to the approval of this new degree and for continued collaborations with the School of Law for our MPA students!

Sincerely,

Mario A. Rivera
Director
School of Public Administration



Reed Benson, Professor
Law School
University of New Mexico

4/14/14

Dear Reed:

Thanks for the opportunity to review the concept proposal for a Masters in Natural Resources and Environmental Law to be offered by the Law School at UNM. I am writing to express my personal support for the proposal. I see the proposed degree as complementary with the interdisciplinary Masters in Water Resources (MWR) degree offered by the WRP program at UNM. Through the efforts of yourself and others at the UNM Law School, access to the Water Law and other natural resource law courses have been very beneficial to the MWR students over the years. MWR students often take 3 credits (and occasionally 6) of their 39 MWR credits from approved law classes. I have also appreciated the willingness of yourself and others from the Law School and Utton Center to work cooperatively with the WRP program (e.g., regularly give guest lectures, serve on the WRP program committee, serve on student professional project committees etc.). Your cooperative support has been vital to the WRP.

I am supportive of all efforts at UNM to sustain and enhance our collective strengths in natural resource and environmental areas, and I view this proposal as very much furthering those efforts. As reflected in this proposal, there is much we already do at UNM, and more we can do. If there is any way that the WRP can help further or refine this effort (e.g., law students having the option of taking the WR 571/EC 545 Contemporary Water Issues class, or exploring a joint MWR-"Masters in NREL" dual degree option [as we currently do with the Masters program in Community and Regional Planning], etc.), please let me know.

Sincerely,

Robert P. Berrens

Robert Berrens, PhD
Director, Water Resources Program
Professor, Department of Economics
rberrens@unm.edu

15.

16.

17.

18.

NEW COURSE REQUEST—FORM B

- ♦ Allow at least 6 months to complete the entire approval process.
 - ♦ Please refer to the Form B Instructions at www.unm.edu/~unmreg
- Four sets of forms must be collated and submitted.

Submission Date 08 / 04 / 20 14

Name of Faculty Member Initiating Request Robert Desiderio

Initiator's Position / Title Professor of Law

College Law

Department _____

Phone 277-0557 Email desiderio@law.unm.edu

ROUTING (All Four Collated Sets)

1. Department Chair
2. College or School Curricula Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of Registrar—Catalog
6. Director of Relevant Library
7. FS Graduate Committee
(graduate courses)
8. FS Undergraduate Committee
(undergraduate courses)
9. FS Curricula Committee
10. Associate Provost for Academic Affairs

Branches Only – course is

Type 1 ☐ Type 2 ☐ Type 3 ☐

- A. A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (*) should precede the course number.
- A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

B. B1. Course Subject Code LAW B2. Course Number 560 B3. Proposed Effective Term Fall 2016

B4. Long Course Title (up to 100 letters, including spaces):

Introduction to U.S. Law, Procedure, and Legal Education

J. Proposed Short Course Title (up to 30 letters, including spaces):

I n t r o U S L a w & P r o c e d u r e

B6. College Law B7. Department _____ B8. CIP Code _____

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	4			
Lecture Hours	4			
Lab Hours				

B10. Repeat Rules

Is the course repeatable for credit? Yes ☐ No ☒

- The course may be repeated _____ times
(exclusive of the first time).

AND / OR

- The course may be repeated for _____ hours
(inclusive of the first time)

B11. Course Level (check one only): UG ☐ GR ☒ Law ☐ PharmD ☐ MedD ☐

- ☐ Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)
If graduate credit is available for courses numbered outside of 500-699, complete section F1.

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes ☒ No ☐
If no, select the appropriate option and complete section F2.

- ☐ The grade scale will be exclusively CR/NC.
☐ The grade scale will be an alternative to the standard scales in the catalog.

3. List all schedule type(s) (may be more than one):

a. _____ b. _____ c. _____ d. _____ e. _____

C. C1. Co-requisites to this course: a. n/a b. _____ c. _____

If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.

Note: Please see the instructions for information on one-way vs. two-way co-requisites.

a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a. <u>n/a</u>	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes ☐ No ☒ If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective* ☐ or *required* ☒ for a degree program? If *required*, **submit a Form C** as well.

C5. Branches Only: Is this course: Occupational ☐ Technical ☐ Academic ☒ (*Please check one*)

D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

Only first-semester students in UNM School of Law's proposed Master of Legal Studies (M.L.S.) program may register for this course with the permission of the instructor.

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

None.

For courses outside the offering department to be used as pre-requisites:

Department Chair Signature

Department Chair Signature

Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes ☐ No ☒

If yes, complete the following table:

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
See attached investigation results.				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes ☐ No ☒

If yes, in which term(s), and to what average enrollment? _____

E3. Will this course replace a deleted course? Yes ☐ No ☒ If yes, which one? _____

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes ☐ No ☐

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

n/a

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

n/a

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course is essential to provide M.L.S. students sufficient background in the U.S. legal system and the study of law to prepare them for upper-division law courses. First-year J.D. students learn the legal method, the common law tradition, case and statutory analysis, legal procedure, and the basic principles of the core areas of law: contracts, torts, criminal law, constitutional law, and civil procedure. This course will cover this material in condensed fashion so that M.L.S. students learn how to "think like a lawyer."

b. Impact on long-range planning for unit, school / college, and university:

This course will have minimal impact on long-range planning for the law school and UNM. It will have no impact on facilities, equipment, or technology needs, and minimal impact on faculty load, staff support, or program completion requirements.

c. Budget and faculty load data:

This course will be taught each fall semester. Under a standard faculty load, this course will require 1/4 of the instructor's time over the academic year, equating budgetarily to 1/4 of the instructor's regular compensation.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The Law Library supports the Master of Legal Studies proposal and can provide the necessary library access, collections, and legal research training and support to meet the needs of the M.L.S. students and faculty. The Law Library's current collection and database license fees will meet the curricular and legal research requirements of M.L.S. students. No budget increase is needed. The reference desk will provide the same legal research assistance to M.L.S. students as is provided to J.D. students. M.L.S. students will receive basic legal research training as part of the Introduction to U.S. Law, Procedure, and Legal Education course. They will learn how to use free and low-cost methods to identify and retrieve relevant federal and New Mexico legislation and regulations as well as the case law interpreting them. They will also learn how to track pending legislation and regulations. Students concentrating in Indian Law may opt to take Specialized Legal Research in Indian Law, an existing 2-credit-hour course that familiarizes students with commonly used Indian law research resources.

School of Law Library
Name of Library

Michelle Rigual
Name and Signature of Librarian

Michelle Rigual

H. Required Signatures:

Office	Signature	Date
1. Department Chair		
2. College or School Curricula Committee	Steven K. Homer	7.21.2014
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	David J. Herring	7-22-2014
5. Office of Registrar—Catalog		
6. Director of Relevant Library	Inesqual	7/23/14
7. FS Graduate Committee (graduate courses)	Judy H. Dieveld	10/17/14
8. FS Undergraduate Committee (undergraduate courses)	Carolyn Montoya	2/6/15
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs		

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):

Entered in Banner _____ Entered in Catalog _____ Copies Mailed _____

Attributes: 1. _____ 2. _____ 3. _____ 4. _____

Grade Modes _____

H. Required Signatures:

Office	Signature	Date
1. Department Chair		
2. College or School Curricula Committee	<i>Steven K. Homer</i>	7.21.2014
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	<i>David J. Henry</i>	7-22-2014
5. Office of Registrar—Catalog		
6. Director of Relevant Library	<i>Inequal</i>	7/23/14
7. FS Graduate Committee (graduate courses)	<i>C. Montoya</i>	2/7/15
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs		

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):

Entered in Banner _____ Entered in Catalog _____ Copies Mailed _____

Attributes: 1. _____ 2. _____ 3. _____ 4. _____

Grade Modes _____

19.



Form B New Course Request for Master of Legal Studies Proposal

Catalog Listing

Introduction to U.S. Law, Procedure, and Legal Education

This course introduces students to the U.S. legal system and study of law. Topics: the legal method, the common law system, judicial case and statutory analyses, the legal profession, and core areas of the law.

Form B Law School MLS Intro Course Catalog Listing.docx

20.



Form B New Course Request for Master of Legal Studies Proposal

Syllabus and Bibliography

Introduction to U.S. Law, Procedure, and Legal Education

Instructor: Robert J. Desiderio

Office Location: Bratton Hall

Office Hours: One hour before and 2 hours
after class and by appointment

Class Meeting Day(s): TBD

Class Location/Room: Bratton Hall/
Room TBD

Email: desiderio@law.unm.edu

Office Phone: (505) 277-0557

Couse Credit: 4

Class Time: TBD

Term/Semester: Fall Semester

Course Description:

The objective of this new course is to provide Master of Legal Studies (M.L.S.) students with sufficient background in the U.S. legal system and the study of law so that they will be prepared to enroll in upper-division law courses. The topics that will be covered in the course include: the legal method, the common law system, judicial case and statutory analyses, the legal profession and core areas of the law, such as contracts, torts, criminal law, constitutional law, and civil procedure.

Course Objectives:

- Students learn how the legal system addresses issues of public concern.
- Students understand the process of how cases proceed through the judicial system.
- Students understand generally the legal profession and its role in society.
- Students learn the legal principles related to their areas of concentration.

Student Learning Outcomes:

- Students are able to analyze court opinions.
- Students are able to interpret statutes.
- Students learn the basic principles of the common law.

Textbooks:

Michael A. Berch, Rebecca White Berch, Ralph S. Spitzer and Jessica J. Berch, *Introduction to Legal Methods and Process: Cases and Materials* (5th ed. West 2010); Eva H Hanks, Michael E. Hertz, and Steven S. Nemerson, *Elements of Law* (Lexus Nexus 2010); William Burnham, *Introduction to the Law and legal System of the United States* (5th ed. West 2011).

Course Requirements:

Students will be evaluated based on participation in class discussion, periodic tests and final examinations.

Participation: After the first week's classes, during class meetings, students will be called upon to respond to questions and to discuss the materials under consideration. Students will also be expected to ask questions and comment on the issues before the class. 10 percent of each student's final grade for the course will be based upon the student's class participation.

Periodic Tests: At the end of third, sixth and ninth week, students will be tested on the prior three weeks' materials. The tests will reflect the content of the prior week's discussions. That is, the first test will quiz students on information about the jurisdictional matters, the second test will ask students to analyze a problem, and the third test will question students about the role of legislative administrative and judicial process. 30 percent of each student's final grade will come from the student's grade on each test.

Final Examination: The final examination will be an essay-type examination for which students will be required to analyze fact patterns that deal with substantive law matters discussed in weeks 10-14, in light of legal analysis and synthesis discussed in the prior weeks. 60 percent of each student's final grade will come from the student's performance on the final examination.

Grading:

Students will be graded according to the standards that apply to students in the university master degree programs and not the standards imposed by the law school.

The periodic tests and final grading will be graded blindly according to the law school's grading policies and procedures.

Attendance Policy:

Regular and punctual attendance is required as mandated by the law school pursuant to American Bar Association accreditation policies and the University. The attendance policy is found in the law school Student Handbook and the Pathfinder.

Accommodation Statement:

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support of students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Director, MLS degree at the law school.

Academic Integrity:

The University of New Mexico, and the law school, believe that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or work of another from any type of source such as print, internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The law school's policy is contained in the law school Student Handbook, and the University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

Cell Phones and Technology:

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify the instructors in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. Policies concerning computers are found in the law school Student Handbook.

Library and Tutorial Services:

The law school provides many library services and support services. For those services, please contact the Director of the M.L.S. degree program.

Weekly Schedule of Topics:

- Week 1. Introduction to the study of law; role of the judiciary, legislative, and executive branches of government; state and federal decision-making.
- Week 2. Comparison of Common Law System and Civil Law System.
- Week 3. Statutory law, including analysis and interpretation.
- Week 4. Legal reasoning in case law, including the holding, or rule of the case, dicta and deductive reasoning.
- Week 5. Reading and briefing cases, including exercises requiring students to brief cases.
- Week 6. Analogical reasoning from prior cases; application of deductive and analogical reasoning.

- Week 7. The legislative process; administrative and regulation process.
- Week 8. The anatomy of a legal dispute from events leading to the controversy to a trial decision. Discussion of evidence, procedure, substantive law, and role of jury and judge.
- Week 9. The legal profession, including legal education, and the bar; admissions and affirmative action (from *Plessy v. Ferguson* to *Schuetz v. Coalition to Defend Affirmative Action*); the role of lawyers.
- Week 10. Introduction to Tort Law.
- Week 11. Introduction to Contract Law.
- Week 12. Introduction to Property Law.
- Week 13. Introduction to Criminal Law.
- Week 14. Introduction Constitutional Law.

The Schedule of Topics is subject to change. Minor changes will be announced in class; major changes will be announced in writing.

Form B Law School MLS Intro Course Syllabus & Bibliography.docx

21.



Form B New Course Request for Master of Legal Studies Proposal

Investigation of Course Duplication

Introduction to U.S. Law, Procedure, and Legal Education

Long Description: The objective of this new course is to provide M.L.S. students with sufficient background in the U.S. legal system and the study of law so that they will be prepared to enroll in upper-division law courses. The topics that will be covered in the course include: the legal method, the common law system, judicial case and statutory analyses, the legal profession and core areas of the law, such as contracts, torts, criminal law, constitutional law, and civil procedure.

There are several texts currently available directed principally to non-law students studying law including, Michael A. Berch, Rebecca White Berch, Ralph S. Spritzer and Jessica J Berch, *Introduction to Legal Methods and Process: Cases and Materials* (5th ed West 2d ed 2010); Eva H. Hanks, Michael E. Herz and Steven S. Nemerson, *Elements of Law* (LexisNexis 2010); William Burnham, *Introduction to the Law and Legal System of the United States* (5th ed West 2011).

35-Word Description: This course introduces students to the U.S. legal system and study of law. Topics: the legal method, the common law system, judicial case and statutory analyses, the legal profession, and core areas of the law.

The following steps were taken to investigate duplication:

1. Three keyword searches for "law," "legal," and "procedure" were conducted in the online UNM Catalog on May 8, 2014.
2. The results of each keyword search were reviewed to identify potentially duplicative courses. The catalog listings for the following graduate courses were reviewed but indicated no duplicate content with the proposed new course:
3. **"Law" results.** Law and Geography (GEOG 517), Law for Accountants (MGMT 559), and Crime, Law, and Social Control (SOC 516).
4. **"Legal" results.** American Legal History (HIST 638), Ethical, Social, Political and Legal Environment (MGMT 508), and Advanced Legal Topics for Managers (MGMT 654).
5. **"Procedure" results.** Tax Research, Procedure, Compliance and Practice (MGMT 547).

The vast majority of the search results were courses taught in the School of Law.