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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES

1996-97

VOLUME 22

UNIVERSITY OF NEW MEXICO
FACULTY SENATE
MEETING AGENDA

February 11, 1997
3:30 - 5:30 p.m.
Kiva

	AGENDA TOPICS	TYPE OF ITEM/PRESENTER(S)
	1. Approval of Agenda	**ACTION**
pp. 1-7	2. Approval of Summarized Minutes for January 28, 1997	**ACTION**
pp. 8-9	3. Community Education Committee (Western Governors' University)	**INFORMATION**
	4. President's Comments	**INFORMATION** Richard Peck
	5. Provost's Report	**INFORMATION** William C. Gordon
	6. Senate President's Report	**INFORMATION** Beulah Woodfin
	7. Forms C from the Curricula Committee	**ACTION**

TABLED ITEMS:

pp. 10-14	• Revision of AA degree in Early Childhood Multicultural Education - Gallup	
pp. 15-16	• Deletion of AAS degree in Paraprofessional in Early Childhood Education - Gallup	
pp. 17-23	• Revision of AA degree in Paraprofessional Elementary - Gallup *AGENDA ITEMS WITHDRAWN FOR REVISIONS*	

NEW ITEMS:

pp. 70-78	• Revision of concentration - Master of Music Concentration in Music Ed (Music) *MOVED TO POSITION #1 FROM POSITION #7*	
pp. 24-33	• Revision of degree- BA in Environmental Design (School of Architecture & Planning)	
p. 34	• Revision of concentration - Business Computer Systems (Anderson Schools of Management)	
pp. 35-36	• Revision of concentration - Production & Operations Management (Anderson Schools of Management)	
pp. 37-38	• Revision of major - Marketing Management (Anderson Schools of Management)	
pp. 39-64	• Revision of Master, Ed.D & Ph.D degrees and acronym change (Training & Learning Technologies)	
pp. 65-69	• Revision of degree - BS in Electrical Engineering (Electrical Engineering)	
pp. 70-78	• Revision of concentration - Master of Music Concentration in Music Ed (Music) *MOVED TO POSITION #1 UNDER NEW ITEMS*	
pp. 79-97	• New degree & concentration - BS degree & concentration in Emergency Medicine	
pp. 98-106	• Revision of degree - BS in Dental Hygiene	
pp. 107-114	• New degree - BS in Physician Assistant	

p. 115	8. African-American Studies Request to Merge with the College of Arts and Sciences	**ACTION**
pp. 116-117	9. Reaffirmation of Evaluation Policies for Chairs and Deans	**ACTION**

AMENDMENTS SHOWN IN STRIKE OUT AND SHADOWED ITALIC FONTS

CONTINUED ON REVERSE

p. 118   10.   Resolution in Support of Tenure   **DISCUSSION**
John Geissman

11.   Open Discussion and New Business

THE FACULTY SENATE WILL MEET IN CLOSED SESSION FOR AGENDA ITEM #12

12.   Honorary Degree Nominations   **ACTION**
Charles Biebel

13.   Adjournment

FOR MORE INFORMATION CONTACT THE OFFICE OF THE UNIVERSITY SECRETARY, 277-4664

THE UNIVERSITY OF NEW MEXICO FACULTY SENATE SUMMARIZED MEETING MINUTES

February 11, 1997

The Faculty Senate meeting was called to order at 3:35 p.m. on February 11, 1997, in the Kiva. Senate President Beulah Woodfin presided.

Senators present: Steven Block (Music), James Boone (Anthropology), Jane Bruker (Gallup), William Buss (Pharmacology), Laura Crossey (Earth & Planetary Sciences), Helen Damico (English), Victor Delclos (Individual, Family & Community Education), Michelle Diel (Valencia), Ernest Dole (Pharmacy), Patrick Gallacher (English), John Geissman (Earth & Planetary Sciences), Jaime Grinberg (Education),William Johnson (Biology), Christiane Joost-Gaugier (Art & Art History), Peggy Kelley (Surgery), Craig Kelsey (Physical Performance & Development), George Luger (Computer Science), Neeraj Magotra (Electrical & Computer Science), Wanda Martin (English), Christine Nathe (Dental Hygiene), Donald Neamen (Electrical & Computer Engineering), Eric Nuttall (Chemical & Nuclear Engineering), Peter Pabisch (Foreign Languages & Literatures), Jonathan Porter (History), Richard Reid (Anderson), Philip Reyes (Biochemistry), Stephanie Ruby (Cell Biology),Christine Sauer (Economics), Sandra Schwanberg (Nursing), Loretta Serna (Education Specialities), Russell Snyder (Neurology), Scott Taylor (Law), Nicole Touchet (Family & Community Medicine), Pauline Turner (Individual, Family & Community Education), Carolyn Voss (Medicine), Holly Waldron (Psychology), Paul Weiss (General Library), Sherman Wilcox (Linguistics) Beulah Woodfin (Biochemistry), Melvin Yazawa (History)

Senators absent: Margery Amdur (Art & Art History), Joseph Champoux (Anderson), William Dail (Anatomy), Tom DeCoster (Orthopaedics), Deborah Graham (Health Sciences Library), Raul de Gouvea (Anderson), Diane Dotts (Gallup), John Gahl (Electrical & Computer Engineering), Thomas Hagstrom (Mathematics & Statistics), Larry Lavender (Theatre & Dance), Mario Rivera (Public Administration), Gloria Sarto (Obstretics & Gynecology), Nancy Ziegler (Gallup), and ex-officio Senate Operations member, Harry Llull (General Library)

Senators excused: Alok Bohara (Economics), Gregory Franchini (Psychiatry), Elizabeth Nielsen (Education Specialities), Joseph Spaeth (Radiology), Mete Turan (Architecture & Planning), Gerald Weiss (Physiology)

Guests present: Melissa Axelrod (Linguistics), Andrew Burgess (Philosophy), Edith Cherry (Architecture & Planning), William Gordon (Provost), Ben Daitz (Physician Assistant Program), Michael Fischer (Arts & Sciences), David Kauffman (School of Engineering), Demetra Logothetis (Dental Hygiene), Shiame Okunor (African American Studies), Richard E. Peck (UNM President), Willliam Raynovich (Emergency Medical Services), Kirsten Thomsen (Physician Assistant Program), Jim Thorson (English)

1. **APPROVAL OF AGENDA**

   The agenda was adopted by the Faculty Senate after the following two amendments: 1) Three tabled Forms C under agenda item #7 from the Gallup branch were withdrawn at the request of the Curricula Committee for minor revisions. 2) The request for a revision of Master of Music Concentration in Music Education was moved to first position for new items under agenda item #7.

2. **APPROVAL OF SUMMARIZED MINUTES (January 28, 1997)**

   The minutes for January 28, 1997 were adopted by the Faculty Senate as presented.

3. **COMMUNITY EDUCATION COMMITTEE (WESTERN GOVERNORS' UNIVERSITY)**

   Professor Andrew Burgess (Philosophy) reported to the Faculty Senate from the Community Education Committee on the issue of a "virtual university" to be called Western Governors' University (WGU). The report was distributed to Senators in the agenda packet for this meeting. Governors of thirteen western states plan to develop and initiate a "virtual university" to meet current educational needs with local industry by new technology. The report from the Community Education Committee outlined its concerns about this proposed project. Three major concerns briefly summarized in the report were: 1) Lack of faculty control over this industry-driven project. 2) Confusion about academic standards and assessment. 3) The potential of diverting state funding from programs that have already proved successfully at UNM.

   President Richard E. Peck briefed Senators on how the WGU program was initiated two years ago and on UNM's intentional exclusion from the planning and development stages of the proposed program. Although UNM offers approximately 62 distance education courses, of the 90 offered in the State of New Mexico, it has only recently been included in discussions regarding WGU. President Peck said this new system will serve a new constituency, but will not replace what is done at UNM. It will not save money for the state, but will call for new funding for equipment for the participating institutions.

   Provost William C. Gordon provided Senators with information regarding the last two meetings of the statewide steering committee regarding WGU which he has attended. Provost Gordon said there has been limited involvement with academics in the Western Governors' University due to WGU leaders focussing on training specific skills and certifying people in business and industry environments. It is unclear what the statewide effort regarding this initiative is.

   Senators discussed the obvious threats to UNM and other major universities from a business and politically driven program such as the proposed WGU. There was discussion regarding WGU's plans to ultimately grant associate to graduate level degrees, which would require it to be accredited through the North Central Association.

After discussion, the Faculty Senate voted unanimously to accept the Community Education Committee's report on the Western Governors University, along with its request to the Faculty Senate which is stated below:

> At the November 22, 1996 meeting of the Western Governor's Association, the WGU Steering Committee agreed to incorporate the WGU and install itself as the Board of Trustees. Although their plan is to have the University up and running by June 30, 1997, this opening is contingent on raising the required start-up funds: $1.7 million by June 30, and then an additional $6.5 million for the balance of start-up expenses. We believe there is time for UNM to act appropriately with regard to this issue while the future of the WGU is still open for discussion.
>
> We respectfully request that the Faculty Senate sponsor an open informational meeting so that faculty can become better educated about WGU and thus better able to make a decision about what our participation in that program will be.

Senators discussed how UNM could act appropriately concerning this issue. A suggestion was made for Provost Gordon to report UNM's discussions and concerns to the statewide steering committee on WGU at the next meetings he attends.

Senate President Woodfin asked Senators for comments via E-mail regarding the organization of an open informational meeting.

4. PRESIDENT'S COMMENTS

President Peck reported on the following:

- Regarding a "virtual university," nothing can happen in New Mexico without the use of the electronic networks which UNM already operates, giving access to approximately 60 sites around the state; no courses can be offered without the consideration of the courses UNM already offers. UNM will be a major part of a "virtual university" if and when it really happens. UNM's faculty should insist that for their participation in a "virtual university" a percentage of classwork be done face to face. Contact between faculty and student is crucial.
- There are 3,200 college and university libraries in the country, of which 108 are members of the Association of Research Libraries. In 1990, UNM was ranked 107th. In the last couple of weeks, UNM has been ranked 47 of the top 50. The algorithm through which ranking is achieved is complex, but mostly based on a university's ability to purchase library volumes. To stay at this ranking, it would require more funding than UNM is likely to have. UNM will continue to work with the legislature to get special funding for the library. President Peck congratulated the library and those who helped generate funds

at a time when budgets have not been good.
- One goal in the UNM 2000 Strategic Plan is for UNM to become one of the top 40 public universities in the country. A book recently published by John Hopkins University studying the research capabilities and performances of different universities' ranks UNM 29th of all universities in the country on a per capita basis. Basically, the algorithm for ranking involved total grant funding, faculty publications, and citations of faculty work, divided by the number of faculty. The College of Education and the School of Engineering at UNM are both the best funded in research on a head count in the country. Thus, on a head count basis, the achievements of UNM faculty have taken UNM to a much higher ranking in a fairly short time. The ranking was based on 1990 data when UNM's externally funded research was 84 million dollars. Last year it was 196.5 million dollars, and the faculty has not grown in that period. President Peck congratulated and thanked individual faculty for their achievements counted collectively.
- A new edition of the *Hundred Best Buys in American Higher Education* should have an impact on UNM's student enrollments. UNM is on the list in this book for its combination of quality and low tuition.
- Legislative funding for UNM does not look promising. UNM is facing a budget cut based on its decreased enrollment even if UNM maintains a steady-state budget appropriation. The Governor's budget calls for a 3% cut, and a 3% tuition credit, although the Legislative Finance Committee has not yet recommended a tuition credit for this year. A 3% tuition credit means the State would reduce UNM's appropriation by money that it would generate by a 3% tuition increase. The President stated that the potential for salary increases does not look good either.
- Information on legislation to be addressed this session is available on the Internet and posted on a list in the Government Relations Office. Faculty and staff should testify on legislative bills important to them. President Peck will be providing testimony on the "virtual university" bill; Senate President Woodfin will ask for testimony on particular bills affecting faculty; Staff Council President Terry Wood will testify on those bills affecting UNM staff; vice-president David Mc Kinney will testify on UNM financial matters; and vice-president Jane Henny will testify on items from the Health Sciences Center. UNM's lobbyist is Phillip Larragoite.

Senator Scott Taylor asked about the possible change in the retirement formula. President Peck said if the retirement formula were changed, it would not be funded by the legislature and UNM would not have the resources to pay for the change.

Professor Jim Thorson (English) and acting president of the American Association of University Professors (AAUP) said the difference in the Public Employees Retirement Association (PERA) and the Educators Retirement Association (ERA) is the multiplier of 3.0 and 2.35, respectively. The bill to raise the multiplier for the ERA was approved for submission at the October meeting of the Educational Retirement Board. In the December meeting, they reversed their decision and

chose not to introduce the increase in the multiplier. Acting AAUP President Professor Thorson will address the Educational Retirement Board on this issue Friday, February 14, 1997.

Senator Magotra asked President Peck to address the issue of what faculty have to look forward to in the future. He stated that faculty are doing quite well as to research and productivity on a per capita basis, but are not being rewarded by UNM. A colleague described UNM's faculty attitude as institutionalized depression. Senator Magotra cited issues which contribute to this attitude.

President Peck responded that it is difficult to see what can be done to change faculty morale, short of substantial raises which UNM does not have; or substantial faculty hiring which UNM cannot afford given the reduction in budget. Although there is a bleak outlook for raises and hiring, many faculty continue to be productive. This would suggest that money is not the only reward for faculty.

Senator Joost-Gaugier asked whether anything is being done to close down or cut out excessive schools in the state. President Peck responded there is almost no one who does not agree with Senator Joost-Gaugier's implied concerns that a couple of these small, and comparatively weak, universities are much better remaining community colleges. However, strong representatives from their communities in the legislature are responding to constituent desires to have four-year universities in every community. As a result, it is unlikely that this trend will change. Not only is there no attempt to reduce the numbers of these schools, the attempt is to increase them in numbers. For example, San Juan Community College expects to be a four-year institution; and UNM's own facility in Taos may seek to become a College of Taos within the next five or six years. Of approximately 23 or 24 higher learning institutions in the State of New Mexico, six are four-year institutions.

5. **PROVOST'S REPORT**
   Provost William C. Gordon spoke briefly on the following:
   - The good news out of the legislature so far is that the tuition credit the Governor recommended is not as high as anticipated. However, the potential 3% reduction in this year's fiscal budget is still on the table.
   - UNM task force groups consisting of faculty, staff and students are being formed to look at a variety of issues in an attempt to cause more systemic changes. These are not long-range strategic planning groups, but are groups that will be dedicated to improve efficiency, raise revenues, and decrease costs wherever possible. The seven subjects the task force groups will be dealing with are: 1) Student Course Fees, 2) Staff/Administrative Structures, 3) Funding Formula Utilization, 4) Business/Administrative Processes, 5) Student Recruitment and Retention, 6) Student Credit Hour Production Issues, 7) Privatization of Services.

Senator Paul Weiss (Library) asked how the areas that do not generate a lot of

student credit hours are going to be budgeted, i.e., the General Library. Provost Gordon responded there are many units on campus that are crucial to the operations of the academic units, the Library is the best case in point. He said resources cannot simply be reallocated based on where student credit hours are generated.

6. **SENATE PRESIDENT'S REPORT**
   Senate President Beulah Woodfin made the following announcements:
   - The Faculty and Staff Benefits Committee sent information to all faculty and staff in December 1996 regarding the proposed increase of the retirement benefits' multiplier to 2.5%. Staff Council President Terry Wood and Faculty Senate President Beulah Woodfin are preparing a joint letter to send the Committee's analysis to all legislators.
   - A bill has been introduced to grant institutions of higher education the right to pay 100% of health insurance premiums. At present there is a limit on the percentage of premiums that institutions can pay. Testimony is being prepared for this bill. President Woodfin has been discussing several other bills with appropriate chairs of Faculty Senate Committees. Testimony will be prepared on these as well, and President Woodfin will be calling on specific faculty members to assist with these.
   - The task force on part-time faculty use at UNM is continuing to gather information.
   - Volunteers are needed for the various Transportation and Parking Advisory Subcommittees. This will be announced to the general faculty through E-mail to generate more volunteers.
   - A budget and salary forum for faculty has been tentatively scheduled for late March through the AAUP.
   - Senator Polly Turner is the statewide faculty representative on the Educational Retirement Board.

Senator Turner reported on the bleak outlook for improvement on retirement benefits: the increased costs; rule changes being proposed that would put a cap on earnings after retirement; and the number of days prospective retirees must meet to get service credit.

7. **FORMS C FROM THE CURRICULA COMMITTEE**
   The following items from the Gallup branch, which were tabled at the January 28, 1997 meeting by the Faculty Senate, were withdrawn at the request of the Curricula Committee for minor revisions:

   - Revision of AA degree in Early Childhood Multicultural Education - Gallup
   - Deletion of AAS degree in Paraprofessional in Early Childhood Education - Gallup
   - Revision of AA degree in Paraprofessional Elementary - Gallup

After discussion, the Faculty Senate approved the following curricular requests

presented from the Curricula Committee:

- Revision of concentration - Master of Music Concentration in Music Ed (Music)
- Revision of degree- BA in Environmental Design (School of Architecture & Planning)
- Revision of concentration - Business Computer Systems (Anderson Schools of Management)
- Revision of concentration - Production & Operations Management (Anderson Schools of Management)
- Revision of major - Marketing Management (Anderson Schools of Management)
- Revision of degree - BS in Electrical Engineering (Electrical Engineering)

The Faculty Senate approved the following Form C with an adjustment in the core requirements listing to clarify OLIT 546 by striking out the word "approved" and replacing it with ". . .cross-cultural or multicultural course."

- Revision of Master, Ed.D & Ph.D degrees and acronym change (Training & LearningTechnologies).

The following Forms C were approved by the Senate pending correlation with the core curriculum as passed by the Faculty Senate on January 28, 1997.

- New degree & concentration - BS degree & concentration in Emergency Medicine
- Revision of degree - BS in Dental Hygiene
- New degree - BS in Physician Assistant

8. **AFRICAN-AMERICAN STUDIES REQUEST TO MERGE WITH THE COLLEGE OF ARTS AND SCIENCES**
   The Faculty Senate unanimously approved the request from African-American Studies to merge with the College of Arts and Sciences, effective July 1, 1997.

9. **REAFFIRMATION OF EVALUATION POLICIES FOR CHAIRS AND DEANS**
   After discussing and suggesting amendments to the evaluation policies for chairs and deans, the Senate decided to table further discussion on these policies until the next Senate meeting.

(At this point, a Senator noted that the Faculty Senate was losing quorum. The Senate decided to proceed to take action on the remaining items on the agenda while a quorum was still present and acting.)

10. **RESOLUTION IN SUPPORT OF TENURE**
    Due to meeting time constraints, the resolution in support of tenure was tabled by the Faculty Senate until its next meeting. The proposed resolution prepared by Senators John Geissman and Laura Crossey, and Professor Leslie D. McFadden

(Earth and Planetary Sciences) was tabled previously at the January 28, 1997 Senate meeting. The resolution was tabled then to forward it to Senators through the Faculty Senate listserv for ideas on reworking the resolution with more positive language. The reworded resolution was included in the agenda packet for today's Senate meeting. Senator Geissman asked Senators to also review the handout with the suggested changes to the resolution, which was distributed at this meeting.

11. **OPEN DISCUSSION AND NEW BUSINESS**
No new business was presented to the Senate at this time.

(At this point the Faculty Senate met in closed session for agenda item #12)

12. **HONORARY DEGREE NOMINATIONS**
Upon recommendation from the Honorary Degree Committee with subsequent approval by the Senate Graduate Committee, two honorary degree nominations were presented by Senate President Woodfin to the Faculty Senate for approval. The Faculty Senate approved the two nominees by voice vote. One nominee received unanimous Senate approval. The other nominee received the Senate's majority votes in favor, two votes against. Names of nominees are confidential and will not be released until Regential approval and after the nominees have been notified and accepted the honor.

13. **ADJOURNMENT**
The meeting adjourned at 5:40 p.m.

Respectfully submitted by:

Marí A Ulibarrí

Marí A. Ulibarrí
Administrative Assistant III
Office of the University Secretary

Approved by:

Vivian Valencia

Vivian Valencia
University Secretary

543

January 30, 1997

TO: Faculty Senate

FROM: Community Education Committee

RE: Western Governors University

The Community Education Committee would like to apprise members of the Faculty Senate about current plans of the governors of thirteen western states to develop and initiate a "virtual university" to be called Western Governors' University (WGU).

What is the WGU?

WGU was proposed by the Western Governors' Association, an organization established in 1984 to meet current educational needs in conjunction with local industry through the use of new technology. WGA members Gov. Leavitt of Utah and Gov. Romer of Colorado serve as Co-Leads on the WGU Virtual University project. Other members supporting the project include the governors of Nebraska, Idaho, Oregon, Arizona, Washington, and Hawaii -- in addition to our own Governor Gary Johnson. Although the actual administrative offices for the WGU are in Utah and Colorado, the university plans to offer a full range of courses and degrees in all of the participating states.

WGU is planned for an opening in June of 1997. The university would be degree-granting, "empowered to grant certificates recognized by employers and degrees recognized by both employers and the academic community, initially in a limited number of areas, but ultimately from associate to the graduate level across a broad spectrum of fields" (*Western Governors University: Goals and Visions*, p. 3). WGU documents talk about "new approaches to teaching and assessment", including certification through the assessment of competencies, for "creating high performance standards that are widely-accepted and serve to improve the quality of postsecondary education" (*Western Governors University: Goals and Visions*, p. 1). Instructional materials and assessment tools are to be developed and used both by states and by the private sector.

Why should we be concerned?

The Community Education Committee has several concerns about this proposed project:

• **Lack of faculty control over this industry-driven project**
    The WGU proposal leads us to worry that university faculty will be removed from the discussion of assessment and degree-granting. WGU leaders envision a university controlled not by those who have dedicated their lives to education but rather chiefly by business and political interests.

Other major university systems have flatly rejected such a concept. According to the *Chronicle of Higher Education* (10/11/96), Governor Wilson has announced that California will not take part in WGU. Instead, the state's three public-college systems in conjunction with USC and Stanford will develop its own program of distance learning courses using new technologies. As D. Vines, vice-president of the California State University, puts it, "The control of the academic offerings and the control of the curriculum would remain with the campus. We do feel that faculty should be in charge." The Community Education Committee recommends that the Faculty Senate vote to follow the lead of California and work to develop and expand a faculty-controlled system of distance learning programs with electronic delivery systems to ensure that the control of the curriculum and standards remain with the faculty.

- **Confusion about academic standards and assessment**

  We feel that WGU could create a system that focuses on the learning of skills requisite for hire at particular corporations rather than emphasizing the breadth and intellectual substance that have traditionally been the heart of a university degree.

- **Funding**

  We are also concerned about the potential for the diverting of state funding from programs that have already proven successful at UNM. We would much prefer to see the support and expansion of current distance learning programs at UNM.

****

At the November 22, 1996 meeting of the Western Governor's Association, the WGU Steering Committee agreed to incorporate the WGU and install itself as the Board of Trustees. Although their plan is to have the University up and running by June 30, 1997, this opening is contingent on raising the required start-up funds: $1.7 million by June 30, and then an additional $6.5 million for the balance of start-up expenses. We believe there is time for UNM to act appropriately with regard to this issue while the future of the WGU is still open for discussion.

We respectfully request that the Faculty Senate sponsor an open informational meeting so that faculty can become better educated about WGU and thus better able to make a decision about what our participation in that program will be.

For information on the Western Governors University, you may wish to contact the WGU website at: HTTP://westgov.org

DEGREE/PROGRAM CHANGE
FORM C

Date: __10-15-96__

Dr. Helen M. Zongolowicz
(Name of individual initiating curricular change form)

Chair   (505) 863-7541
(Title, position, telephone number)

Behavioral & Social Science   UNM-G
(Department/Division/Program/Branch)

CIP CODE

__13-1204__

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if neccessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

* Plan for curricular process to take at least 12 months.

This form is for ___Early Childhood Multicultural Education___
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) _____

Mark appropriate Program:

Undergraduate Degree Program ☒

Graduate Degree Program ☐
(For existing degree only)

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree __AA__ (Type)	☐ Undergraduate degree only	☒	☐	☐
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	☐

*See New Units policy *Guidelines* book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See Attached

Reason(s) for Request (attach additional sheets if necessary).

To meet articulation requirements as requested by CHE

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No____
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change:_____, _____
                                    Semester   Year

Required Signatures:

	Date:
Department Chairperson _____	Date: _____
Dean of Library Services (If necessary) _____	Date: _____
CIRT (If necessary)_____	Date: _____
College Curriculum Committee (If necessary) _____	Date: 0/38/91
College or School Faculty (If necessary) _____	Date: _____
College or School Dean/Director of Instruction _____	Date: _____
FS Graduate Committee (If applicable)_____	Date: _____
FS Curricula Committee_____	Date: 11/22/96
Assoc. Provost for Academic Affairs _Ignacio R. Cordm_	Date: 11/27/96
Faculty Senate _____	

UNIVERSITY OF NEW MEXICO - GALLUP
Early Childhood Multicultural Education

ASSOCIATE OF ARTS
(67 credit hours)

oldprogram

This program in Early Childhood Multicultural Education is designed for students who wish to work in this field or transfer to a four-year college or university to complete a bachelor's degree in early childhood education, child development, or a related field. This degree, plus experience, meets the requirements for qualifying as a center director as specified in the New Mexico Child Care Facilities Licensing Regulations. As part of this program, students will complete the Child Development Associate (CDA) credential preparation courses. This program addresses the seven general early childhood education competency areas required as partial fulfillment of the New Mexico Department of Education licensure in Early Childhood Education (birth to third grade). To assure the best transition, students who plan to transfer to a four year program should work closely with a UNM-Gallup advisor and advisors from the institution to which they plan to transfer.

General Education Requirements: (45 hrs min.)

ENGLISH: (9 credits)
> *ENG 101 Composition I: Expository Writing (3)*
> *ENG 102 Composition II: Analysis & Argument (3)*
> *3 additional hours in English, Communications, Linguistics*

HISTORY: (6 credits)

> *HIST 260 History of New Mexico (3) required*
> *Choose from the following:*
> *HIST 101 or 102 Western Civilization (3)/or*
> *HIST 161 or 162 History of the United States (3)*

GOVERNMENT, ECONOMICS, or SOCIOLOGY: (6 credits)

Possibilities include:

> *ANTH 237 Indians of New Mexico (3)*
> *ANTH 254 Cultures of the Southwest (3)*
> *ECON 101 Introduction to Economics (3)*
> *SOC 216 The Dynamics of Prejudice (3)*
> *SOC 225 Marriage, Family and Their Alternatives (3)*

SCIENCE: (8 credits)

Degree Requirements   69 Total Credits
General Education (35 Hours)

new program

Requirements   35 Credit Hours

Communications/English Composition   (9)
English 101   Composition I: Exposition   (3)
English 102   Composition II: Analysis & Argument   (3)
Communications and Journalism 270:   (3)
                     Communication for Teachers

Math   (3)
Math 111   Mathematics for Elementary & Middle   (3)
                     School Teachers I

Science   (8)
Natural Science 261 Physical Science   (4)
Natural Science 262 Life Science   (4)

Social and Behavioral Science/Humanities/Fine Arts   (9)
History 101 OR 102   Western Civilization   (3)
Anthropology 237   Indians of NM   (3)
Anthropology 238   Cultures of the Southwest   (3)
Fine Arts   (6)
  Art History 101   Intro to Art   (3)
  Art Studio 121   Two-dimensional Design OR
  Art 151   Aristic Traditions of the Southwest   (3)

Early Childhood Multicultural Education Core   (28)

ECME 105   Child Growth and Development   (3)
ECME 106   Field Experience I   (1)
ECME 107   Learning Environments for Young Children   (3)
ECME 108   Supervised Field Experience II   (3)
ECME 110   Language and Literacy Development   (3)
ECME 112   Health, Nutrition, and Safety   (2)
ECME 113   Guidance of Young Children   (3)
ECME 117   Working with Families and Communities   (3)
ECME 203   Intro to the Early Childhood Professions   (4)
ECME 204   Assessing Young Children   (3)

Electives Chose 6 Credits from the following: (6)

BT   151T   Computers in Early Childhood Education (3)
ECME 225   Administering Programs for Young Children   (3)
ECME 207   Developing Creativity in Young Children   (3)
ECME 210   Supervised Field Experience III   (3)
ECME 215   Early Childhood Special Education   (3)
ECME 220   Teaching Young Children in a Multicultural Classroom (3)

8 credit hours in biology, chemistry, geology, physics, or zoology

Early Child Multicultural Education
Associate of Arts
page 2

old program

PSYCHOLOGY: *(3 credits)*

    PSYC 105 General Psychology (3)

MATHEMATICS: *(6 credits)*

    MATH 111 Mathematics for Elementary & Middle School Teachers I (3)
    MATH 112 Mathematics for Elementary & Middle School Teachers II (3)

FINE ARTS: *(6 credits)*

    ART HIST 101 Introduction to Art (3)
    ART HIST 151 Artistic Traditions of the Southwest (3)
    MUSIC ED 298 Music for the Elementary School Teacher (3)

Early Childhood Core Curriculum Requirements: (19 credits)

ECME 105	*Child Growth and Development (3)*	
ECME 106	*Supervised Field Experience I* (1)*	
ECME 107	*Learning Environments for Early Childhood (3)*	
ECME 108	*Supervised Field Experience II* (3)*	
ECME 113	*Guidance of the Young Child (3)*	
ECME 117	*Working with Families and Communities of Young Children (3)*	
ECME 203	*Introduction to the Early Childhood Professions (4)*	
ECME 210	*Supervised Field Experience III* (3)*	

* ECME 106 must be taken concurrently with ECME 105. The other two field experience courses must be taken concurrently with one of the following courses:

ECME 107, ECME 113, ECME 117, or ECME 203. Each of the two 3 credit field experiences involves working a total of 160 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program may complete field experiences at their place of employment.

TO: Dr. Helen M. Zongolowicz, Chair,
                  Behavioral and Social Sciences Department

FROM: '   Charles Current, Library Chair

SUBJECT: Library Impact Statement

DATE: October 15, 1996

I have reviewed the new courses proposed for the Early Childhood Multicultural Education Associate of Arts degree and find that we have adequate resources in the library to meet the needs of students enrolled in this degree. If at any time you and your faculty determine that additional materials are needed feel free to contact me.

Please be assured of my continued support in your departments effort to improve the quality of course offerings.

DEGREE/PROGRAM CHANGE
FORM C

Date: __10-15-96__

Dr. Helen M. Zongolowicz
(Name of individual initiating curricular change form)

Chair   (505) 863-7541
(Title, position, telephone number)

Behavioral & Social Science   UNM-G
(Department/Division/Program/Branch)

CIP CODE

__13-1204__
Assigned by
Associate Provost
for Academic Affairs

* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program ☒

Graduate Degree Program ☐
(For existing degree only)

This form is for __AAS Paraprofessional in Early Childhood Education__
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) __67__

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree ___AAS___ (Type)	☐ Undergraduate degree only	☐	☒	☐
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	☐

*See New Units policy *Guidelines* book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

The new AA Early Childhood Multicultural Education takes the place of this degree.

Reason(s) for Request (attach additional sheets if necessary).

The new ECME degree better meets the needs of our students and the children they serve.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No____
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change:_____, _____
                                           Semester   Year

Required Signatures:

	Date:
Department Chairperson _____	Date: _____
Dean of Library Services (If necessary) _____	Date: _____
CIRT (If necessary)_____	Date: _____
College Curriculum Committee (If necessary) _____	Date: _10/24/96_
College or School Faculty (If necessary) _____	Date: _____
College or School Dean/Director of Instruction _____	Date: _____
FS Graduate Committee (If applicable) _____	Date: _____
FS Curricula Committee_____	Date: _11/22/96_
Assoc. Provost for Academic Affairs _Ignacio R. Córdova_	Date: _11/27/96_
Faculty Senate _____	Date: _____

TO: Dr. Helen M. Zongolowicz, Chair,
         Behavioral and Social Sciences Department

FROM: Charles Current, Library Chair   *ec*

SUBJECT: Library Impact Statement

DATE: October 15, 1996

I have reviewed the new courses proposed for the Early Childhood Multicultural Education Associate of Arts degree and find that we have adequate resources in the library to meet the needs of students enrolled in this degree. If at any time you and your faculty determine that additional materials are needed feel free to contact me.

Please be assured of my continued support in your departments effort to improve the quality of course offerings.

DEGREE/PROGRAM CHANGE
FORM C

Date: _10-15-96_

Dr. HeleAAM. Zongolowicz
(Name of individual initiating curricular change form)

Chair   (505) 863-7541
(Title, position, telephone number)

Behavioral & Social Science   UNM-G
(Department/Division/Program/Branch)

CIP CODE

_13-1204_
Assigned by
Associate Provost
for Academic Affairs

* **Plan for curricular process to take at least 12 months.**

Mark appropriate Program:

Undergraduate Degree Program   ☒

Graduate Degree Program   ☐
(For existing degree only)

This form is for _Paraprofessional Elementary AA_
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) __64__

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree _AA_ *Type*	☐ Undergraduate degree only	☒	☐	☐
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐*	■	☐	☐

*See New Units policy *Guidelines* book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See Attached

Reason(s) for Request (attach additional sheets if necessary).

See Attached

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No____
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change:_____, _____
                                         Semester   Year

Required Signatures:

Department Chairperson _____ Date: _____
Dean of Library Services (If necessary) _____ Date: _____
CIRT (If necessary)_____ Date: _____
College Curriculum Committee (If necessary) _____ Date: _10/24/96_
College or School Faculty (If necessary) _____ Date: _____
College or School Dean/Director of Instruction _____ Date: _____
FS Graduate Committee (If applicable) _____ Date: _____
FS Curricula Committee _____ Date: _1/22/96_
Assoc. Provost for Academic Affairs _Ignacio R. Cordum_ Date: _11/27/96_
Faculty Senate _____ Date: _____

(17)

TO: Curriculum Committee

FROM: Chair, Behavioral and Social Sciences, UNM - G

SUBJECT: Associate of Arts Degree - Paraprofessional Elementary

Date: October 14, 1996

We are requesting to change the courses offered in this program. As we were reviewing our current AA program it became apparent that as currently offered the courses no longer meet the needs or our students nor do they meet the objectives of UNM -G's strategic plan. . The rationale for the requested changes follows:

We have added an additional course, Communications and Journalism 270, Communications for Teachers to the English requirements. The students in this program are preparing to work with children and youth and need to know how to effectively use the spoken word to communicate with children and parents alike. The course is specifically designed to give the students experiences in writing and delivering oral presentations. It is a natural extension of English 101 and 102 and should be required for all who will be working in the schools.

We have added a selection of Early Childhood Multicutural Education classes as many of the students in this program work with young children and the classes will enable them to better meet the needs of students in our elementary classrooms. In addition the local school district has been cited by the Office of Civil Rights for failure to meet the needs of Limited English Proficient children. The added courses in Literacy and in Muliticultural education will help those working in our local schools to meet the needs of the children and to meet the requirements of OCR.

We have also expanded the choice of electives available. This will allow students to focus their education to meet their own personal goals as well as gvinging them the skills required to work with different age groups and categories of children. Many of our students are responsible for administering the program in which they are employed. The administration course will assist them in evaluating staff and in developing programs.

We have asked current students as well as education faculty to review the proposed changes and they are in full support of the new organizational structure of this degree.

Your approval and support will be greatly appreciated.

EDUCATION - PARAPROFESSIONAL ELEMENTARY
ASSOCIATE OF ARTS

The Associate of Arts Degree in Education is designed for those who, upon completion of the ssociate of Arts Degree, plan to seek immediate employment as a paraprofessional in the elementary ssroom.

EGREE REQUIREMENTS   67 TOTAL CREDITS

eneral Education Requirements			27 Credits
Behavioral Science			(3)
Psychology 105	General Psychology	(3)	
Communications			(9)
English 101	Composition I: Exposition	(3)	
English 102	Composition II: Analysis & Argument	(3)	
Communications 270 & Journalism	Comm for Teachers	(3)	
Fine Arts			(3)
Art 101	Intro to Art	(3)	
Humanities			(3)
History 101 or 102	Western Civilization or	(3)	
General Honors 121 or 122		(3)	
Health Promotion/Physical Education			(2)
Any Health, Physical Ed or Rec 101 or above		(2)	
Mathematics			(3)
Math 111	Mathematics for Elementary & Middle School Teachers	(3)	
Science			(4)
Natural Science 261	Physical Science	(4)	

UCATION CORE   30 Credits

Music 298	Music for Elementary Teachers	(3)
P.E. 217	Physical Education in the Elementary School	(3)
Pysch 220	Child Psychology	(3)
Psych 210	Educational Psychology	(3)
CIMTE 192	Workshop/Paraprof in Classroom	(2)
CIMTE 233	Language Arts for Paraprofessional	(2)
CIMTE 261	Math Methods for Paraprof	(2)
ECME 113	Guidance of Young Children	(3)
ECME 220	Teach'gYoung Child in Multicultural Classrooms	(3)
BT 151T	Computers in Early Childhood Education	(3)
ECME 207	Developing Creativity in Young Children	(3)

UCATION ELECTIVES   12 Credits

CIMTE 245T	Learning Actv for ECE	(2)
CIMTE 246T	Curriculum Dev for ECE	(3)
ECME 215	Early Childhood Special Education	(3)
ECME 225	Administering Programs for Young Children	(3)
ECME 110	Language and Literacy in Young Children	(3)
ECME 204	Assessing Young Children	(3)

EDUCATION—Paraprofessional Elementary

ASSOCIATE OF ARTS

The Associate of Arts Degree in Education is designed for those who, upon completion of the Associate of Arts degree, plan to seek immediate employment as a parapro-fessional in the elementary classroom.

DEGREE REQUIREMENTS: 64 TOTAL CREDITS

GENERAL EDUCATION REQUIREMENTS		26 credits
Behavioral Science		(3)
Psychology 101, 102, or 105	(3)	
Communications		(6)
English 101	(3)	
English 102	(3)	
Fine Arts		(3)
Any History, Appreciation or Criticism of Art, Music, Theatre, Dance, and Film		
Humanities		(3)
Any English Literature 201 or above		
Any History 101 or above, except Music, Art or Film History		
Gen. Honors 121 or 122		
Any Humanities 101 or above		
Any Philosophy 101 or above		
Any American Studies 101 or above including Women's Studies with the approval of the Dept. Chair		
Any Non-English or Foreign Language course 101 or above		
Health Promotion/Physical Education/Leisure		(2)
Any Health, Physical Education or Recreation 101 or above		
Math		(6)
Math 111	(3)	
Math 112	(3)	
Natural Science		(3)
Any science course 101 or above		

ECUCATION CORE		
(Elementary Option I)		31 credits
Art Education 214, Art in the Elementary & Special Classroom I		(3)
Music 298, Music for E'em. Teacher		(3)
P.E. 217, P.E. in Elementary Schools		(3)
Psych 220, Child Psychology		(3)
Psych 210, Educational Psychology		(3)
CIMTE 128, Directed Experience Level I		(2)
CIMTE 192, Paraprofessional in Classroom		(2)
CIMTE 233, Language Arts for Paraprof.		(2)
CIMTE 261, Mathematics Methods for Paraprof.		(2)
Spec Ed 201, Educ of Exceptional Persons		(3)
Spec Ed 204, Intro to Special Education		(2)

EDUCATION ELECTIVES   10 credits
Those students planning to continue work on a BA (BS) in Education should take Sp Ed 201 and 204; 202 and/or General Liberal Arts courses to complete the AA degree.
Students not planning to pursue a Baccalaureate in Education may take electives from the following listed courses:

CIMTE 242T, Gifted Children	(3)
CIMTE 245T, Learning Activities for Early Childhood	(2-3)
CIMTE 246T, Curr. Development for Early Chidhood	(3)

Several other courses yet to be developed by UNM-Gallup.

FOR ADVISEMENT: Contact
Dr. Halen Zongolowicz, (505) 863-7541

EDUCATION - PARAPROFESSIONAL ELEMENTARY
ASSOCIATE OF ARTS

The Associate of Arts Degree in Education is designed for those who, upon completion of the Associate of Arts Degree, plan to seek immediate employment as a paraprofessional in the elementary classroom.

DEGREE REQUIREMENTS   67 TOTAL CREDITS

General Education Requirements   **27 Credits**

Behavioral Science   (3)
    Psychology 105   General Psychology   (3)

Communications   (9)
    English 101   Composition I: Exposition   (3)
    English 102   Composition II: Analysis & Argument   (3)
    Communications 270 Comm for Teachers   (3)
      & Journalism
Fine Arts   (3)
    Art 101   Intro to Art   (3)

Humanities   (3)
    History 101 or 102   Western Civilization   or   (3)
    General Honors 121 or 122   (3)

Health Promotion/Physical Education   (2)
    Any Health, Physical Ed or Rec 101 or above   (2)

Mathematics   (3)
    Math 111   Mathematics for Elementary   (3)
      & Middle School Teachers
Science   (4)
    Natural Science 261   Physical Science   (4)

EDUCATION CORE   **30 Credits**

Music 298	Music for Elementary Teachers	(3)
P.E. 217	Physical Education in the Elementary School	(3)
Pysch 220	Child Psychology	(3)
Psych 210	Educational Psychology	(3)
CIMTE 192	Workshop/Paraprof in Classroom	(2)
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ECME 220	Teach'gYoung Child in Multicultural Classrooms	(3)
BT 151T	Computers in Early Childhood Education	(3)
ECME 207	Developing Creativity in Young Children	(3)

EDUCATION ELECTIVES   12 Credits

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CIMTE 246T	Curriculum Dev for ECE	(3)
ECME 215	Early Childhood Special Education	(3)
ECME 225	Administering Programs for Young Children	(3)
ECME 110	Language and Literacy in Young Children	(3)
ECME 204	Assessing Young Children	(3)

wp\aa-parap

ASSOCIATE OF ARTS

The Associate of Arts Degree in Education is designed for those who, upon completion of the Associate of Arts degree, plan to seek immediate employment as a paraprofessional in the elementary classroom.

DEGREE REQUIREMENTS: *64 TOTAL CREDITS*

GENERAL EDUCATION REQUIREMENTS   26 credits

Behavioral Science		(3)
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Communications		(6)
English 101	(3)	
English 102	(3)	
Fine Arts		(3)
Any History, Appreciation or Criticism of Art, Music, Theatre, Dance, and Film		
Humanities		(3)
Any English Literature 201 or above		
Any History 101 or above, except Music, Art or Film History		
Gen. Honors 121 or 122		
Any Humanities 101 or above		
Any Philosophy 101 or above		
Any American Studies 101 or above including Women's Studies with the approval of the Dept. Chair		
Any Non-English or Foreign Language course 101 or above		
Health Promotion/Physical Education/Leisure		(2)
Any Health, Physical Education or Recreation 101 or above		
Math		(6)
Math 111	(3)	
Math 112	(3)	
Natural Science		(3)
Any science course 101 or above		

EDUCATION CORE
(Elementary Option I)

Art Education 214, Art in the Elementary & Special Classroom I	(3)
Music 298, Music for Elem. Teacher	(3)
P.E. 217, P.E. in Elementary Schools	(3)
Psych 220, Child Psychology	(3)
Psych 210, Educational Psychology	(3)
CIMTE 128, Directed Experience Level I	(2)
CIMTE 192, Paraprofessional in Classroom	(2)
CIMTE 233, Language Arts for Paraprof.	(2)
CIMTE 261, Mathematics Methods for Paraprof.	(2)
Spec Ed 201, Educ of Exceptional Persons	(3)
Spec Ed 204, Intro to Special Education	(2)

EDUCATION ELECTIVES   10 credits

Those students planning to continue work on a BA (BS) in Education should take Sp Ed 201 and 204; 202 and/or General Liberal Arts courses to complete the AA degree.

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CIMTE 245T, Learning Activities for Early Childhood	(2-3)
CIMTE 246T, Curr. Development for Early Chldhood	(3)
Several other courses yet to be developed by UNM-Gallup	

FOR ADVISEMENT: Contact
Dr. Helen Zongolowicz, (505) 863-7541

TO: Dr. Helen M. Zongolowicz, Chair,
Behavioral and Social Sciences Department

FROM: Charles Current, Library Chair *ee*

SUBJECT: Library Impact Statement

DATE: October 15, 1996

I have reviewed the new courses proposed for the Early Childhood Multicultural
Education Associate of Arts degree and find that we have adequate resources in the library
to meet the needs of students enrolled in this degree. If at any time you and your faculty
determine that additional materials are needed feel free to contact me.

Please be assured of my continued support in your departments effort to improve the
quality of course offerings.

DEGREE/PROGRAM CHANGE
FORM C

Date: April 18, 1996

CIP CODE

Shari Kessler-Schwaner
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
for Academic Affairs

Student Advisor 277-4847
(Title, position, telephone number)

Architecture and Planning
(Department/Division/Program/Branch)

* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

This form is for ___Bachelor of Arts Enviornmental Design___
Name of New or Existing Program

Undergraduate Degree Program [X]

Graduate Degree Program [ ]
(For existing degree only)

This program is or would be located in current undergraduate/graduate catalog
on page(s) ___67 - Undergraduate___

Mark appropriate category

		NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree	BAED (Type)	[ ] Undergraduate degree only	[X]	[ ]	[ ]
Major		[ ]	[ ]	[ ]	[ ]
Minor		[ ]	[ ]	[ ]	[ ]
Concentration		[ ]	[ ]	[ ]	[ ]
Certificate		[ ]	[ ]	[ ]	[ ]
Emphasis		[ ]	[ ]	[ ]	[ ]
Department		[ ]*	■	[ ]	[ ]

*See New Units policy *Guidelines* book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college
(attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached.

Reason(s) for Request (attach additional sheets if necessary). See attached.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No _X_
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change:___FALL___, 1996
                    Semester   Year

Required Signatures:

Department Chairperson		Date: 5/2/96
Dean of Library Services (If necessary)		Date: 7/13/96
CIRT (If necessary)		Date:
College Curriculum Committee (If necessary)		Date: 3 May 96
College or School Faculty (If necessary)		Date:
College or School Dean/Director of Instruction		Date: 3 May 96
FS Graduate Committee (If applicable)		Date:
FS Curricula Committee		Date: 12/13/96
Assoc. Provost for Academic Affairs		Date: 1/09/97
Faculty Senate		Date:

Received

Entered (Mainframe)

For Scheduling Office ONLY:

Entered (Catalog)

Mailed

(24)

Date: Fri, 13 Dec 1996 10:58:18 -0700
To: shapiro@unm.edu (Henry D. Shapiro)
From: echerry@unm.edu (Edie Cherry)
Subject: Re: I/we await....

>Thank you for attending the curriculum committee meeting the other day.
>If you can get back to me quickly on the things we discussed (being more
>specific about the computer class, how to deal with Botany 360L and the
>course in southwestern flora (you might want to talk to biology about this
>one -- especially Diane Marshall), and any other unresolved things that
>need attention) we can move this to Holder for his signature and on to the
>faculty senate.
>
>I look forward to hearing from you shortly.
>
>Henry Shapiro
>Chair, Faculty Senate Curriculum COmmittee
>shapiro@cs.unm.edu

Henry, here are our recommendations relative to the final items on the
proposed BAED curriculum·

Core Requirements: delete the 2 credit Computer Course requirement. This
change will change the numbers on the remainder of the program.

Landscape Design Emphasis: Change Biol 360L, General Botany to Bio 463L
Flora of NM. If Biol 463 isn't offered often enough, we will allow a
substitution with the Head of Architecure's approval.

Planning Emphasis: Only 3 hours of geography requirement will be credited
toward the humanities requirement.

I will send you a revised hard copy by campus mail. Let me know if you
need anything further.

Thank you very much for your help and careful review!

Edie

From the School of Architecture and Planning
BAED Program Revision Proposal
~~10/29/96~~ 11/5/96

Catalog Revisions for Bachelor of Arts in Environmental Design:

Changes to existing catelog:

page 67, 2nd column, under "Degree Programs, Undergraduate:" delete 2nd
paragraph in its entirety and substitute:

> The Bachelor of Arts in Environmental Design is a broadly based program
> for those students who wish to concentrate their education in the fields
> related to architecture including landscape architecture, interior
> architecture, building construction, or planning. The approach to each of
> these emphases is design based. Students who wish to pursue careers
> as landscape architects or planners should expect to continue with
> graduate work.

page 68, Admission Requirements, Undergraduate, 2nd paragraph, 2nd
sentence, after the word "architecture," add "and environmental design".

page 69, before "Minimum Grade-Point Average" insert the following:

Bachelor of Arts in Environmental Design

for clarity I suggest putting this after "Minimum grade point average" and including the minimum grade point rule in both programs.

Entry Requirements

20

Core Requirements

			Credits
Arch 201	Design I, Lecture	Fa	2
Arch 201	Design I, Studio	Fa	4
Arch 202	Design II, Lecture	Sp	2
Arch 202	Design II, Studio	Sp	4
Arch 261	World Architecture I: Ancient Cultures	see note	3
Arch 262	World Architecture II: Medieval and Renaissance Cultures	~~see note~~	3
Arch 263 (PP)	World Architecture III:	~~see note~~	3
	or		
Arch 463	20th Century Architecture		
Arch 356	Site/Environment	Fa	4
Arch 371	Human Factors in Design	Sp	3
varies	Computer course	Fa, Sp	2
			30

? or Arch 262

delete or peri Cheery e-mail

can we be more specific here?
are there some standard choices

28

1

26

Note: World Architecture I, II, and III are taught in sequence. See class schedule for availability in any one semester.

Additional Required Courses for Emphases

Landscape Design

Arch 357	Landscape Design		3
Arch 402	Building Design	Fa, Sp	6
Arch 403	Urban Design Studio	Fa, Sp	6
Arch 411	Problems (Landscape Topic)		2
Arch 412	Seminar (Landscape Topic)		3
Arch 457	Landscape Architecture: Advanced		3
Arch 458	Plant Materials		3
Arch 473	Architectural Programming		3
Biol 121L	Principles of Biology	Fa, Sp, Su	4
Biol 122L	Principles of Biology	Fa, Sp, Su	4
E&PS 103	Earth's Environment & Global Change		3
~~Biol 360L~~	~~General Botany~~	Sp	4
			44

[handwritten: Biol 463 Flora of New Mexico]
[handwritten: note prerequisite of 285, which is not in the program (Form A changed to "or permission of instructor")]
[handwritten: new course already approved]
[handwritten: per Cherry e-mail]

[handwritten: note letter from biology, which isn't exactly encouraging, changed to 463]
[handwritten: 34 36]

Liberal Arts and other Electives

[handwritten marginal numbers: 20 30 44 34 128]

Minimum distribution requirement of Electives is the same as for Bachelor of Arts in Architecture except for the 6 credits of science which are met by the biology requirements.

Planning

For Entry Requirements students may substitute Biology 121L or E&PS 101 for Physics 102

CRP 165	Community and Regional Planning, Introduction		
	or		3
CRP 181	Introduction to Environmental Problems (whichever was not taken for Entry Requirement)		
CRP265	Community Planning: Concepts and Methods		3
CRP 373	Human Settlements		3
CRP 464	Land Development Economics		3
CRP 474	Cultural Aspects of Planning		3
CRP 480	Community Growth and Land Use Planning		3
Arch 357	Landscape Design		3
Arch 403	Urban Design Studio	Fa, Sp	6
Arch 412	Seminar (in Planning Graphics topic)		3
Math 145	Intro to Probability and Statistics		3
Geog 263	Economic Geography		3
Geog 363	Spatial Organization		
	or		3

[handwritten: previously left out of catalog?]
[handwritten: Form A changes name? → Community Development]

Geog 367	Urban Spatial Patterns		
Econ 201	Principles of Microeconomics		3
			42

handwritten: 3 By Prof. Cherry at meeting and e-mail

Liberal Arts and other Electives ~~36~~ 38

Minimum distribution requirement of Electives is the same as for Bachelor of Arts in Architecture except that 6 of the 12 credits of humanities are met by the geography requirements.

handwritten: these hardly look like humanities classes; with 36 hours to spend maybe make them take a "real" humanities course

Building Construction

Arch 285	Construction I	Sp	3
Arch 381	Structures I	Fa	3
Arch 382	Structures II	Sp	3
Arch 385	Environmental Controls I	Fa	3
Arch 402	Building Design Studio	Fa, Sp	6
Arch 473	Architectural Programming		3
Arch 485	Construction II	Fa, Sp	4
Arch 487	Environmental Controls II	Sp	3
Math 180	Elements of Calculus I	Fa, Sp	3
CE 350	Engineering Economy		3
CE 472	Construction Contracting		3
CE 277	Intro to Plannign and Estimating		
	or		3
CE 477	Advanced Planning and Estimating		
			40

handwritten: see note from Civil

Liberal Arts and other Electives ~~38~~ 40

Minimum distribution requirement of Electives is the same as for Bachelor of Arts in Architecture.

Interior Architecture

Arch 285	Construction I	Sp	3
Arch 381	Structures I	Fa	3
Arch 385	Environmental Controls I	Fa	3
Arch 401	Interior Architecture, 2 semesters	Fa, Sp	12
Arch 411	Problems (with Interior Architecture topic)		
	or		6
Arch 412	Seminar (with design topic)		
Arch 473	Architectural Programming		3
Arch 482	Lighting	Fa	3
Arch 483	Acoustics	Sp	2
Arch 485	Construction II	Fa, Sp	4
Arch 487	Environmental Controls II	Sp	3

Math 180   Elements of Calculus I 3
                                                                        45

Liberal Arts and other Electives   35

Minimum distribution requirement of Electives is the same as for Bachelor of Arts in Architecture.

page 70, description for Arch 401, Interior Architecture, Studio, add:

May be repeated for credit for BAED students in Interior Architecture Emphasis because subject matter varies. Form A attached

page 70, description for Arch 402, Building Design, Studio and Arch 403, Urban Design Studio: Delete the period after 285 and add, "or permission of instsructor." Form A attached

"BAED Catalog Copy on Su/Fa 96"

The University of New Mexico

Department of Biology
167 Castetter Hall
Albuquerque, NM 87131-1091
(505) 277-3411

14 October 1996

To: Shari Kessler-Schwaner, Student Advisor, SAAP

From: Eric S. Loker, Vice-Chair, Biology

Re: Form C for Environmental Design Degree

Thanks you for your memo requesting support documentation from the Biology Department. We have no general concerns regarding your inclusion of Biology 360 under the Landscape emphasis and are happy to encourage your students to participate in our courses. Please note however that we are in the process of changing our curriculum such that all of our 300 level courses and above will have as a requirement the completion of the Biology core (Biology 121, 122, 219 and 221). This is one of our responses to an overwhelming increase in the number of our undergraduate majors. This may pose a problem for your students. We also note however that there is a "permission of instructor" escape clause in this requirement, and you may find your students wishing to exercise that option when the time comes to take Bio 360. I have talked to Dr. Diane Marshall who is in charge of this course and she has indicated a willingness to negotiate with students on a case-by-case basis should that situation arise.

The University of New Mexico
Department of Earth and Planetary Sciences

Date: October 7, 1996

To: Shari Kessler-Schwaner, SAAP

From: Barry Kues, Chair, Dept. of Earth & Planetary Sciences *35K*

Subject: Environmental Design Degree

Thanks for your memo today concerning E&PS 209 as a requirement for the Landscape emphasis in your Environmental Design program. It is true that this course is no longer offered; it has essentially been replaced by a similar course (EPS 103, Earth's Environment and Global Change). I think that EPS-103 would serve well in place of EPS-209 in your program.

If you have any questions, please feel free to give me a call.

Date: Tue, 8 Oct 1996 16:00:05 -0900 (PDT)
From: jerome w hall <jerome@unm.edu>
To: echerry@unm.edu
cc: shapiro@cs.unm.edu
Subject: Environmental Design degree
X-Sender: jerome@mail.unm.edu
MIME-Version: 1.0

Professor Cherry,

The Department of Civil Engineering is pleased to endorse your program change
for a Building Construction emphasis that includes three courses from this
department. I certainly don't anticipate any problems with a few of your
students taking CE 350 (which we teach both Fall and Spring) and CE 472
(which will will only be teaching in the Fall during coming years).

However, there is a problem with the inclusion of CE 473L in your recommended
courses for the building construction emphasis. We are in the process of
revising our construction programs. One component of our change involves
deleting the existing CE 473L and CE 474, and replacing them with the
following courses at the sophomore and senior levels:

CE 277, introductory course on planning and estimating
CE 477, advanced planning and estimating

My sense is that CE 277 might be the proper course for your students, but
we would be happy to meet with you to determine if the students might be
sufficiently prepared to take the more advanced course.

With this minor revision, the Civil Engineering Department supports your
curriculum change.

jhall

UNIVERSITY OF NEW MEXICO GENERAL LIBRARY

To: Robert L. Migneault, Dean
From: Linda Lewis, Collection Development Director
Date: July 9, 1996
Subject: Form C: Architecture and Planning

This proposal is a restructuring of existing courses in order to offer new "emphases" within the program. It does not add courses, and therefore should not present additional demands upon library services or collections. Should these "emphases" develop into degree programs, additional funding will be required.

DEGREE/PROGRAM CHANGE
FORM C

Date: 9/3/96

CIP CODE

Stephen Burd
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
for Academic Affairs

Department Chair   76418
(Title, position, telephone number)

ASM/MIDS
(Department/Division/Program/Branch)

* **Plan for curricular process to take at least 12 months.**

Mark appropriate Program:

Undergraduate Degree Program ☒

Graduate Degree Program ☐
(For existing degree only)

This form is for Business Computer Systems
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) ___56___

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree ___ (Type)	☐ Undergraduate degree only	☐	☐	☐
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☒	☐	☒
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	☐

*See New Units policy *Guidelines* book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Management Information Systems - 21 hours
The required courses are: CS 151, Mgt 329, 331, 337, 459, 460, and 461.
    955   963   955   963   962   963   455

Reason(s) for Request (attach additional sheets if necessary).

Name change - new name is more commonly used/recognized than old name.
Deleted classes - remove classes that use the COBOL programming
                  language.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes_X_ No____
If yes, have you resolved these issues with department/branch involved?_____ (attach statement) Departments/
Effective Date of Proposed Change:___Fall_____, __1997___ branches will be
                                    Semester   Year   notified.

Required Signatures:			Date:
Department Chairperson	_Stephen Burd_		Date: 9/4/96
Dean of Library Services (If necessary)			Date:
CIRT (If necessary)			Date: 11/1/96
College Curriculum Committee (If necessary)			Date: 10/15/96
College or School Faculty (If necessary)			Date:
College or School Dean/Director of Instruction			Date: 10/17/96
FS Graduate Committee (If applicable) N/A			Date:
FS Curricula Committee			Date: 12/13/96
Assoc. Provost for Academic Affairs			Date: 1/09/97
Faculty Senate			Date:

Received | Entered (Mainframe) | Entered (Catalog) | Mailed

For Scheduling Office ONLY:

DEGREE/PROGRAM CHANGE
FORM C

Date: 8/27/96

CIP CODE

Carl Schultz
(Name of individual initiating curricular change form)

Professor   76250
(Title, position, telephone number)

ASM/MIDS
(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if neccessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program ☒

Graduate Degree Program ☐
(For existing degree only)

This form is for Production & Operations Mgt.
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) 57

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree __BBA__ Type	☐ Undergraduate degree only	☐	☐	☐
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☒	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	☐

*See New Units policy *Guidelines* book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attachment

Reason(s) for Request (attach additional sheets if necessary).

See attachment

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) NA
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) NA
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. NA
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No_x_
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change:_____Spring_____, 1997
                                    Semester   Year

Required Signatures:		Date:
Department Chairperson	_Stph Bond_	9-7-96
Dean of Library Services (If necessary)	—	
CIRT (If necessary)	_Grenewald_	11/1/96
College Curriculum Committee (If necessary)	_Jugiery N Hood_	10/15/96
College or School Faculty (If necessary)		
College or School Dean/Director of Instruction	_Hudt_	6/17/96
FS Graduate Committee (If applicable)	N/A	
FS Curricula Committee		12/13/86
Assoc. Provost for Academic Affairs	_Que W. Hll_	1/09/97
Faculty Senate		

(35)

FORM C ATTACHMENT

Concentration Description

Current UNM catalog description

Production and Operations Management-21 hours

The course requirements are: MGT 432, 433, 434, 462 and three courses from MGT 337, 459, 486, 488, ME 356, CS 452 or other courses approved by faculty advisor.

Proposed description

Production and Operations Management-15 hours

Five courses from MGT 333, 432, 433, 434, 462, 486, 488, ME 356, and CS 452 or other courses approved by the faculty advisor. MGT 434 is highly recommended.

Reasons for Request

1) *Change number of hours from 21 to 15.* This change is to bring the POM concentration in line with the average (16.5 hours) of all ASM concentrations, and should increase the number of POM majors.
2) *No required classes.* This will give POM majors greater scheduling flexibility and should increase the number of POM majors.
3) *Addition of MGT 333 to the elective list.* This is a new course (see form B).
4) *Removal of MGT 337 and MGT 459 from the elective list.* MGT 337 and MGT 459 lacked sufficient POM content.

333 = New Course proposed
432 = 955
433 = 963
434 = 963
462 = 955
486 = 963
488 = 955

ME 356 = 953
CS 452 = 955

DEGREE/PROGRAM CHANGE
FORM C

Date: 9-16-96

CIP CODE

Assigned by Associate Provost for Academic Affairs

Stephen Burd

(Name of individual initiating curricular change form)

Department Chair 277-6418

(Title, position, telephone number)

ASM/MIDS

(Department/Division/Program/Branch)

* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program [x]

Graduate Degree Program ☐
(For existing degree only)

This form is for __Marketing Management__
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) __45, 46, 48__

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree __BBA__ Type	☐ Undergraduate degree only	☐	☐	☐
Major	☐	[x]	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐*	■	☐	☐

*See New Units policy _Guidelines_ book available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached

Reason(s) for Request (attach additional sheets if necessary).

See attached

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) N/A
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) N/A
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No _x_
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change: __Fall__, __1997__
Semester   Year

Required Signatures:		Date:
Department Chairperson	_Stephen Burd_	10-15-96
Dean of Library Services (If necessary)		
CIRT (If necessary)		11/1/96
College Curriculum Committee (If necessary)	_Jacquely N. Hood_	10/15/96
College or School Faculty (If necessary)		
College or School Dean/Director of Instruction		10/17/96
FS Graduate Committee (If applicable)	N/A	
FS Curricula Committee		12/13/96
Assoc. Provost for Academic Affairs	_au w. Her_	1/09/97
Faculty Senate		

Form C Attachment
ASM B.B.A. Marketing Concentration

New Catalog Description

Marketing Management-18 hours.
Mgt 480 and 481 plus four additional marketing electives from 483, 484, 485, 486, 487, 488, 489, 333 and 433. Other Anderson School or UNM courses may be substituted with prior written consent of a faculty advisor.

Reasons for Change

The new requirements add two courses to the list of approved electives and increase the required credit hours from 15 to 18. There are two reasons for these changes. First, the department wants to increase the statistical and computer skills of marketing concentration graduates. The addition of MGT 333 satisfies this goal by adding a course that specifically covers computer-assisted data analysis. The department does not wish to substitute increased emphasis on these skills for material covered in other classes. Thus, the concentration requirements are raised to 18 credit hours to allow room for the additional skills.

MGT 433 has also been added to the list of approved electives. This addition and the addition of MGT 333 are designed to allow students to better prepare themselves for careers that combine marketing and operations management. Some employers (e.g., Intel) have begun to seek students with this combination of skills. The revised elective list allows students to pursue a hybrid concentration by using up to four classes with a substantial operations emphasis (MGT 333, 433, 486, and 488) as part of their marketing concentration requirements.

Budgetary and Faculty Load Implications

The only budgetary and faculty load implications of the proposed changes are associated with the new class MGT 333. These are fully described in an attachment to the Form B for that class. It is anticipated that the increase in credit hour requirements will result in some enrollment increase in MGT 433, MGT 486, and MGT 488. However, these classes typically have enrollments in the upper teens to upper twenties. Thus, no additional sections are anticipated nor is any increase in faculty loads expected.

Mgt 480 = 955   486 = 963   433 = 963
      481 = 955   487 = 955
      483 = 955   488 = 955
      484 = 963   489 = 963
      485 = 935   333 = New Course

Form C Attachment - ASM B.B.A. Marketing Concentration   *Page 1 of 1*

DEGREE/PROGRAM CHANGE
FORM C

Date: October 11, 1995

CIP CODE

Dr. Hallie Preskill
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
for Academic Affairs

Assoc. Prof, Program Coordinator
(Title, position, telephone number) 7-6015

Training & Learning Technologies Program
(Department/Division/Program/Branch)
vision Educational Leadership & Organizational Learning

Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program ☐

Graduate Degree Program ☒
(For existing degree only)

This form is for Training & Learning Technologies
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) 144-146

Mark appropriate category (explanation attached)

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree Masters,EdD, PhD	☐ Undergraduate degree only	☒	☐	☒
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate Ed.S	☐	☐	☐	☒
Emphasis	☒	☐	☒	☒
Department	☐*	■	☐	☐

*See New Units policy _Guidelines_ book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached.

Reason(s) for Request (attach additional sheets if necessary).

This request is a result of updating and improving the program to respond to
current research and practice in the fields of teaching and learning.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) No Impact.
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) No Impact.
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. (program review/revision)
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No_X_
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change: Summer _____, 1996
                                    Semester   Year

Required Signatures:

Department Chairperson	_(signature)_	Date: 11/5/95
Dean of Library Services (If necessary)	_(signature)_	Date: 12/6/95
CIRT (If necessary)	_(signature)_	Date: 12/7/95
College Curriculum Committee (If necessary)	_(signature)_	Date: 12/12/95
College or School Faculty (If necessary)	_Richard van Dongen_	Date: 12/15/95
College or School Dean/Director of Instruction	_Richard van Dongen_	Date: 12/15/95
FS Graduate Committee (If applicable)	_(signature)_	Date: 3/21/96
FS Curricula Committee	_(signature)_	Date: 12/13/96
Assoc. Provost for Academic Affairs	_Anne W. Hel_	Date: 1/09/97
Faculty Senate		Date:

The University of New Mexico
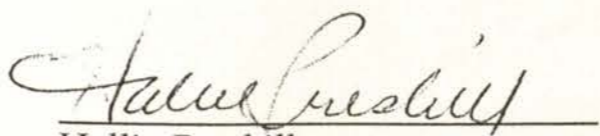
College Of Education
Education Office Building
Albuquerque, NM 87131-1231
Telephone (505) 277-0337
FAX (505) 277-8360
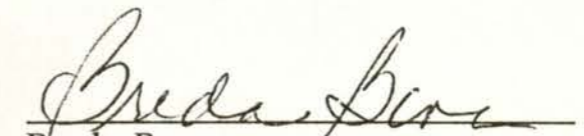
November 17, 1995

The attached proposal signifies the changes the Training and Learning
Technologies Program have made in the spirit of collaboration and change as
we continually strive to meet the changing needs of organizations and
society. We have worked for over a year soliciting feedback from our
students, COE faculty, administrators, community members and professional
colleagues. We request approval of the proposed changes to better meet the
needs of current and prospective students.

We see this document as an attempt to consider where our profession is
going in the next five to ten years. The fields of human resource
development (training, organization, and career development) and
instructional technologies have already begun to evolve. We believe it is in
the University's best interests to lead rather than follow this change. In this
sense, we have considered the Long-Range implications of our requested
changes and are confident that there will be nothing but positive outcomes
for the program, the College of Education and the University as a whole.

Since the proposed changes require no new financial resources or faculty, we
do not foresee any negative impacts on the College's or University's long-
range planning efforts. To the contrary, we believe the changes will have
only positive effects that include increased credibility of the program,
increased enrollment, and increased abilities to meet the profession's
requirements of those seeking graduate degrees.

Hallie Preskill,
Associate Professor and
Program Coordinator/
Graduate Advisor

Breda Bova
Associate Professor and
ELOL Division Chair

40

Degree/Program Change: Form C

Attachment

The TLT program is requesting approval for the following changes:

1. The TLT program is requesting a program name change that would affect the titles of the Master's, Ed.S and Doctorate degrees. We propose changing the program name from Training and Learning Technologies (TLT) **to** Organizational Learning and Instructional Technologies (OLIT)

2. Revision of the M.A., Training and Learning Technologies

3. Deletion of the emphasis Adult Learning in the M.A., Training and Learning Technologies

4. Revision of the emphasis Instructional Technologies **to** Multimedia Technologies and Distance Education. We have decided to rename and separate out these two forms of instructional technology. In addition, the Training & Development emphasis has been renamed Organizational Learning and Training to better reflect the curriculum in that emphasis.

Budgetary and Faculty Load Implications for Proposed Changes
to the TLT Program

Attachment

It is important to note that the changes being requested by the TLT program
do not require the addition of new faculty or financial resources.* What the
program faculty have essentially done is:

- changed our name to reflect changes in organizations in which
  our students work, and the profession;
- revise the program's structure to make the core stronger and
  each emphasis area clearer; and
- increase the M.A. degree's total number of credits required from
  36 to 42.

The increase in credits does not require additional faculty or budgetary
resources. We have developed a 3-year schedule as required for all College of
Education programs, and will easily meet the needs of the students through
the rotation of the program's courses and courses offered elsewhere in the
College and University. The six-credit increase is primarily due to the
inclusion of an internship/professional portfolio capstone experience which
will replace the written comprehensive exam.

* The program has been given permission to search and hire two faculty for
next year in the multimedia technologies area to replace faculty who have
moved into administrative positions, retired or resigned in the last three
years.

[TRAINING AND LEARNING TECHNOLOGIES + ++
ORGANIZATIONAL LEARNING AND
INSTRUCTIONAL TECHNOLOGIES]

Division of Educational Leadership and Organization Learning
Education Office Building, 234-B
Albuquerque, NM 87131-1251
(505) 277-4131, FAX: (505) 277-8360

PROFESSORS

Peggy Blackwell, Ph.D. Texas Tech University, 1970; **Frank R. Field**, Ed.D. Ball State
University, 1972.

ASSOCIATE PROFESSORS

Patricia E. Boverie, Ph.D., Univeristy of Texas at Austin, 1988; **William Bramble**,
Ph.D., University of Chicago, 1971; **Charlotte N. Gunawardena**, Ph.D., University of
Kansas, 1988; **Hallie Preskill**, Ph.D., University of Illinois-Urbana, 1984; **Charles O.
Taylor**, Ed.D., Temple University, 1978;

STUDENT CONTACT INFORMATION

Loretta Brown, Education Office Building, Room 110, [277-0337 277-4131]

REVIEW OF APPLICATIONS*

	Begins	**Application Deadlines**
Fall:.................April 15......................June 15		
Spring:.............September 15.............October 15		
Summer:...........February 15................March 15		

Note: Early application is recommended. These dates also apply for financial aid.

+   [   ] Indicates change in text.
++   [   ] Underlined text to be deleted.
+++   [   ] Bracketed areas which are not underlined are to be added.

*Doctoral admissions are made for Fall Semester only. Application materials for the doctoral programs must be in the unit office and complete by March 15 for the annual admission process to be initiated.

DEGREES OFFERED

M.A. in [Training and Learning Technologies Organizational Learning and Instructional Technologies]
Ed.D. in [Training and Learning Technologies Organizational Learning and Instructional Technologies]
Ph.D. in [Training and Learning Technologies Organizational Learning and Instructional Technologies]
Certificate: Education Specialist

THE MISSION

The mission of the [Training and Learning Technologies (TLT) Organizational Learning and Instructional Technologies (OLIT)] program is to provide quality education for individuals interested in improving the learning experiences of adults in school, business, government, military, healthcare, and non-profit organizations through the application of instructional practices, multimedia and distance learning technologies that advance individual, group, and organizational learning.

PROGRAM PHILOSOPHY

The [TLT OLIT] program is based on a belief that learning is a life-long process which is stimulated by active participation, a respect for the individual's past experiences, critical reflection and dialogue. Through the teaching of new developments in learning theory, the application of new technologies, and the management of change, the [TLT OLIT] program prepares professionals to help individuals, groups, and organizations learn in more effective ways. In response to the massive changes organizations have undergone in the last ten years, it is imperative that graduates of our program be ready to not only manage change, but lead future change efforts as well. To this end, we strive to develop a community of learners who build motivation for learning in their own organizations. The learning communities they develop will be characterized by a shared vision, systems thinking, and team learning.

The [TLT OLIT] program focuses on the design, development, delivery and evaluation of training, organization development, distance education, and instructional technology systems,

+   [   ] Indicates change in text
++   [   ] Underlined text to be deleted.
+++   [   ] Bracketed areas which are not underlined are to be added.

methods and strategies with the intent of improving human performance. The program can best be described as one that is theory-based and practitioner oriented.

Upon graduation from the [TLT OLIT] program, students will be able to:

- Design and develop effective instructional experiences based on a systems model of design and evaluation.

- Integrate adult learning principles throughout their course and program designs.

- Understand and use appropriate instructional practices, multimedia and distance learning technologies in the design, delivery and evaluation of instruction.

- Conduct research and evaluation studies.

- Facilitate individual, group and organizational learning and change.

- Understand and address the multicultural issues that affect the design, delivery and evaluation of instruction.

- Think critically and be effective problem-solvers.

[• Model ethical practices in their work.] — *Leave in per ispi.*

(margin note: Id thing, delete.)

To ensure that these objectives are met, the content of the program's courses are grounded in theoretical and empirical research and the extant literature, and are taught by experienced faculty using activities, discussions, lectures, exercises, readings, simulations, and collaborative projects with other institutions in the U.S. and overseas, incorporating new and emerging technologies.

The courses that comprise the [TLT OLIT] program also reflect the seven domains outlined in the College of Education's Conceptual Framework. Furthermore, the program's courses have been correlated to the recommended competencies and guidelines that have been developed by the American Society for Training and Development (ASTD), the International Society for Performance and Instruction (ISPI), the Association for Educational Communications Technology (AECT), the International Council of Distance Education (ICDE) and the National Council on the Accreditation of Teacher Education (NCATE) associations, and therefore reflect the mission of the College and the requirements of the profession.

+   [   ] Indicates change in text.
++   [___] Underlined text to be deleted.
+++   [   ] Bracketed areas which are not underlined are to be added.

[INSTRUCTIONAL TECHNOLOGIES]

[Learning how to instruct with and about instructional technologies, how to design effective educational and training materials using these technologies, and how to plan and implement the use of these technologies within educational and training settings represent crucial challenges for educators and trainers. In order to meet the challenges posed by technology and in order to implement programs which will have a direct impact on the learning process, students will be prepared to develop effective strategies for making these technologies integral elements in the educational process of schools, corporations, and government agencies. As more and more corporate, governmental, non-profit, and educational organizations incorporate educational technologies into their training and development activities, the career opportunities for educators and trainers in this field will continue to expand. An exciting aspect of selecting instructional technologies as a career choice is that individuals in this field can be at the cutting edge of a developing field.]

[The Instructional Technologies courses focus on the development of applications based on communication and delivery technologies, as well as emphasizing the criteria for selecting appropriate media. Courses develop design skills for integrating instructional technologies with special learner characteristics, distance delivery systems, and current research.]

[ADULT LEARNING]

[Career opportunities in the field of adult learning and human resource development are rapidly expanding and cover many organizational settings as more and more public and private organizations incorporate continuing education into their operational priorities. One of the most exciting aspects of working in this field is that practitioners are continually redefining the scope of the field itself.]

[Courses provide both the structure and framework within which the student can develop knowledge and skills in the various organizational forms, clientele groups, learning processes, program development strategies, and research perspectives. The primary emphasis is on the adult in a variety of learning environments. Programs in this area are designed to reflect the multi-disciplinary nature of the field and students are encouraged to take courses in other college and and University departments, such as adult/community programs; adult basic education; management; and psychology.]

+   [   ] Indicates change in text.
++   [___] Underlined text to be deleted.
+++   [   ] Bracketed areas which are not underlined are to be added.

[TRAINING AND DEVELOPMENT ORGANIZATIONAL LEARNING AND TRAINING]

The field[s] of training and [development is organization development are] based on the concept[s] that an organization's greatest potential for growth and productivity is its people. [By developing their skills, the organization is enhanced.] Training and [organization] development as a field of study attracts people from diverse backgrounds: [Tt]hose [who are] working in the schools and wish to move into staff development or who want to move from education into the corporate sector; persons with training [and consulting] experience interested in expanding their skills; individuals with undergraduate training in education, business, communications, psychology, social work, and the like, who want to specialize in training and [organization] development.

Courses provide both the structure and framework within which the student can increase or develop skills appropriate to a future [training] role [as a facilitator of learning] in education, business, non-profit organizations, government, military or industrial settings. Through multi-disciplinary courses, [electives, directed internships, and individual projects] students acquire a common group of competencies that enhances individual expertise [that when applied contributes to individual, team and organizational learning].

The program is also in a unique position to assist in responding to training and development demands created by evolving technologies. It maintains and is developing community linkages through internships and consultancies with both national laboratories, state and local government, two-year colleges, technical-vocational institutions, K-12 schools, and private sector corporations. Los Alamos National Laboratory, Intel, the Department of Energy-Central Training Academy, the Eight Northern Pueblos Indian Council, and the State Department of Education are but a few of the agencies with which the program is working.

[MULTIMEDIA TECHNOLOGIES] +++

[Learning how to instruct with and about instructional technologies, how to design effective educational and training materials using these technologies, and how to plan and implement the use of these technologies within educational and training settings represent crucial challenges for educators and trainers. In order to meet the challenges posed by technology and in order to implement programs which will have a direct impact on the learning process, students will be prepared to develop effective strategies for making these technologies integral elements in the educational process of schools, corporations, and government agencies. As more and more corporate, governmental, non-profit, and educational organizations incorporate educational

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technologies into their training and development activities, the career opportunities for educators and trainers in this field will continue to expand. An exciting aspect of selecting multimedia technologies as a career choice is that individuals in this field can be at the cutting edge of a fast developing field.]

[The Multimedia Technologies courses focus on the development of applications based on communication and delivery technologies, as well as emphasizing the criteria for selecting appropriate media. Courses develop conceptual understanding and design skills for integrating instructional technologies, taking into account learner characteristics, distance delivery systems, and current research.]

[DISTANCE EDUCATION]

[Recent developments in telecommunications technologies have given a new impetus to distance education and training in many sectors: K-12 education, post-secondary education, government, continuing professional education and training in the corporate sector. Recent emphasis on the Information Superhighway and networked services have escalated the growth and use of distance education. The State of New Mexico and the Commission of Higher Education have recognized the role that distance education can play in the education and training needs of this rural and geographically isolated state.]

[In response to this statewide need, the University of New Mexico has affirmed the importance of distance education in the UNM 2000 plan in the statement that the "University will design and assess various learning environments, approaches and technologies that are most effective for individual cultures and for the specific educational needs of a wide variety of students." The Organizational Learning and Instructional Technologies program in the College of Education, in acknowledgment of this emerging need for personnel trained in distance education and training, has established an emphasis area in "Distance Education" in its graduate program to train students in the design, delivery, management, and evaluation of distance education. Research and development of distance learning environments are an integral component of this graduate program.]

+   [   ] - Indicates change in text
++   Underlined text to be deleted.
+++   [   ] - Bracketed areas which are not underlined are to be added.

The University of New Mexico

College of Education
Educational Leadership and
Organizational Learning
Education Office Building
Albuquerque, NM 87131-1231
Telephone (505) 277-0441 (ED AD)/277-4131 (TLT)
FAX (505) 277-8360

September 19, 1996

Memo To: Faculty Senate Curriculum Committee

From: Hallie Preskill, TLT Program Coordinator

Re: Update to Program Review and Revision Document

The attached program review and revision document was written as an
internal document for the College of Education. As indicated on the cover
page, it was submitted in October of last year. We wish to note that since that
time we have successfully searched and hired two tenure track Assistant
Professors in the area of multimedia technologies. We are now in an
excellent position to meet the needs of students in the program who declare
the Multimedia emphasis as a focus of their program.

Thank you for all your work in this approval process.

A Proposal from the

Training and Learning Technologies Program

For Program Review and Revision

Submitted
October 10, 1995

TO: UNM Faculty and Administrators

FROM: Hallie Preskill, Training and Learning Technologies Program
              Coordinator/Graduate Advisor, College of Education

RE: Consideration of TLT's Program Revision

On behalf of the Training and Learning Technologies program, we appreciate the opportunity to present this proposal to the UNM community. For the past year we have made significant efforts to analyze and critique every facet of our Master's program. Much of our effort was motivated by the last four years of restructuring and change within the College of Education (COE). We view the program's changes as an outgrowth of this effort.

While we believe that the original model of the TLT program was successful for many years, it was time to consider changes in response to not only COE initiatives, but to reflect the evolving nature of organizations in which College of Education students work. As life in organizations becomes more varied and complex, it is important that all students be grounded in specific competency areas that are considered critical to facilitating individual, team and organizational learning. As a result, we have reworked our program's mission and conceptual framework, and are seeking approval to:

- increase the required credits to 42 (from 36)
- change the program's name to *Organizational Learning and Instructional Technologies,*
- revise the structure of the Master's program.
- change TLT course prefixes to OLIT

These changes are a result of feedback the TLT faculty has sought from a number of constituents/clients: students, faculty in the College of Education, faculty in other UNM departments, the corporate sector, the military, national labs, schools and members of community organizations.

These changes, once approved, would be in place for new students just beginning the program. Students who started the TLT Master's program before this date would be expected to finish the program under the guidelines for which they were accepted. Students will, however, have the choice of switching into the revised program. We firmly believe that the changes requested will strengthen our ability to prepare students for the complex and challenging work environments of the future.

It is critical to note that the change to 42 credits has been made because of the faculty's decision to require additional core requirements. These include an

introduction course to the program, a cross cultural teaching and learning course, and the option of a professional portfolio for students who choose not to do a thesis. We currently have faculty who teach or support these courses and thus no additonal resources are needed.

The revision of the program's structure is mostly a change in layout which more clearly identifies the emphasis areas. None of the courses are new in any of the emphasis areas - the TLT courses are all reflected in the program's 3-year schedule of courses and have been previously approved.

Though the technology courses are being taught only by part-time faculty and graduate students, we are in the process of beginning a search for two additional technology faculty. The changes proposed in this document are not related to the program's need for instructional technology faculty.

Exisiting Master's Program

Training and Learning Technologies
(36 Credits)

1. Departmental Core Requirements   6 cr.

     TLT 501   Instructional Design and Development
     TLT 561   The Adult Learner

2. Philosophical and Theoretical Constructs   3 cr. min

3. Design and Delivery of Instruction   12 cr. min.

4. Analysis and Evaluation   3 cr. min.

5. Research   3 cr. min.

6. Supporting Area   3 cr. min.

                                                               30 credits

Plus two electives (6 credits) and a comprehensive exam or
6 credits of thesis and oral defense

Total = 36 credits

Proposed Revised Master's Program

Organizational Learning and Instructional Technologies (42 credits)

Core Requirements (All students are required to take the following courses):
OLIT 540 Intro. Org Lrng & Inst Tech
OLIT 561 The Adult Learner
OLIT 501 Instructional Design & Development
OLIT 508 Program Evaluation
OLIT 546 Cross-Cultural Issues in Adult Learning or other approved course
EDUC 500 Research Applications or approved course
OLIT 596 Internship (6 cr) or
OLIT 599 Master's Thesis (6 cr)
 24 credits

Students will take additional courses in one of the following emphasis areas:

Organizational Learning and Training

Required courses: (12 credits)
OLIT 521 Presentation Technologies
A 3 credit course in OLIT that is Technology related
A 3 credit course in OLIT that is Training-related course
A 3 credit course in OLIT that is Organization
  Development related

Plus one additional training or organization develop.
course. The following are some possibilities:
Training
OLIT 503 Instruc. Tech. & Applications
OLIT 543 Delivering Effective Presentations
OLIT 563 Adult Career Development & Change
OLIT 545 Admin. of Training & Dev. Programs
OLIT 593 Topics in OLIT
PsyFnd 593 Topics in Psychological Foundations

Organization Development
OLIT 541 Organ. Consulting Theory & Practice
OLIT 560 Adult Group Processes in Lrng Environ.
OLIT 562 Team Development
Ed Ad 581 Seminar in Ed. Admin: Organ. Develop.

Plus one 3 credit course outside of OLIT

Multimedia Technologies

Required courses: (9 credits)
OLIT 521 Presentation Technologies
OLIT 522 Video Tech: Use in Ed. & Trng.
OLIT 532 Hypertext/Hypermedia

Plus two of the following OLIT courses:

OLIT 523 Comp. Authoring Lang. & Syst.
OLIT 524 Computer/Video Graphics
OLIT 525 Interactive Multimedi a
OLIT 526   Artificial Intell & Learning Syst.
OLIT 527 Practicum - Instruc. Technology
OLIT 531 Tech. & Appl. of Educ. Tele. Comp.
OLIT 535 Theory & Practice of Dist. Lrng.
OLIT 536 Instruc. Telev: Prin. & Appl.
OLIT 533 Instruc. Use of Comp. Simulations
OLIT 505 Contemp. Instruc. Tech: Survey

Plus one 3 credit course outside of OLIT

Distance Education

Required courses: (12 credits)
OLIT 535 Theory & Prac of Dist. Lrng
OLIT 538 Distance Ed. Course Design
OLIT 528 Management of Dist Ed.
OLIT 536 Instruct. Telev: Prin. & Appl.

Plus one of the following OLIT courses:

OLIT 521 Presentation Technologies
OLIT 522 Video Tech: Use in Ed. & Trng.
OLIT 531 Tech. & Appl. of Educ Tele. Comp.
OLIT 533 Instruc. Use of Comp. Simulations
OLIT 560 Adult Group Processes in Learn. Envir
OLIT 562 Team Development
OLIT 532 Hypertext/Hypermedia

Plus one 3 credit course outside of OLIT

Electives in the emphasis areas can be chosen from any approved graduate level courses in the University. For example, students may wish to consider taking courses in the College of Education, Public Administration, Management, Nursing, Engineering, Computer Science, Sociology, Communications and Journalism, Psychology or Anthropology programs.

Training & Learning Technologies
Program Review & Revision Proposal

1.   Comprehensive Program Descriptors

a.   Program Mission

The mission of the Training & Learning Technologies (TLT) program is to provide quality education for individuals interested in improving the learning experiences of adults in school, business, government, military, healthcare, and non-profit organizations through the application of instructional practices, multimedia and distance learning technologies that advance individual, group, and organizational learning.

b.   Program Theoretical Statement

Over the last thirty years, units (departments and programs) in the College of Education have continually evolved to reflect the needs of students and employers in the community, state, nation, and most recently, the world. The Training and Learning Technologies (TLT) program has been part of this evolution. From Secondary Education to Secondary and Adult Teacher Education (SATE), to Technological and Occupational Education (TOE), the program continually reshaped itself in response to the changing world around us. In 1990, the College of Education and the UNM Senate and Administration approved the name Training and Learning Technologies. The change from technological and occupational education to training and learning technologies was a major step reflecting a reorganization of the entire Department's emphasis areas for graduate education.

The TLT program title originated from a need for a name that complemented, enhanced, and represented the program's mission. In the context of restructuring that the College of Education has been engaged in for the last four years, the TLT faculty have been given an opportunity to again revisit the program's mission, conceptual framework, courses, degree requirements and name.

The TLT Master's degree was developed along the lines of the Instructional Systems Design model which outlines five phases of activity (analysis, design, development, delivery and evaluation). Students have been required to take courses in each of these areas to fulfill the requirements of their Master's program. Other than three required courses (TLT 501, 561 and Ed Fnd 500) students have been free to choose from a variety of courses to best meet their individual goals in completing their 36 credit Master's degree. Based on faculty's experiences, student evaluations, community members' feedback, and the external review conducted in 1992, this model has served the program well.

In the last couple of years, however, the fields in which TLT is grounded, human resource development (typically defined as training and development, organization development and career development), and instructional technologies have been experiencing significant change as organizations have made attempts to restructure, reengineer, reform and realign themselves, and integrate how technologies further their mission. Professionals in training and staff development positions have been increasingly asked to design and provide learning experiences for individuals (adults) using a variety of methods and technologies. The following quote from a recent report, titled, United States Education and Instruction through Telecommunications (1995) underscores the need to continually review our approaches to teaching and learning:

> The economy and labor markets in the United States are undergoing dramatic restructuring as a result of advances in technology...The rapid technological changes within jobs and the increased mobility among jobs mean that workers need to adapt to new situations and be able to learn new skills throughout their lives. (p.17)

The role of "trainer" is shifting from one who primarily designs, develops and delivers instruction in a classroom setting, to one who facilitates learning at the individual, team and organization levels using a wide variety of learning theories, strategies and technologies with the goal being, performance improvement. While these methods may include classroom instruction, they are also expanding to include team learning, on-the-job training, self-paced or self-directed instruction and distance education. A recent study conducted by the American Society of Training & Development (1995) of human resource development (HRD) Executives in Fortune 500 companies agreed that the functions of the training department "are rapidly changing and by the year 2000 there will be a new balance between training as we know it today and performance support" (p. 3).

The evidence of these changes is seen not only in our students' workplace settings, but in the national professional organizations as well. For example, the American Society for Training & Development, has changed its 50-year old mission from "training" to "improving workplace performance", believing that professionals who understand adult learning principles and can design learning experiences across settings, using a variety of strategies, are those who will be the greatest asset to their organizations. The role of instructional technologies is also gaining significant attention as a means for supporting learning and its transfer. Multimedia systesm, the Internet, CD ROM, electronic job aids, electronic performance support systems, simulators, computer-based instruction, and distance learning systems are changing the face of teaching and learning in many organizations.

c.   Program Goals

The TLT program focuses on the design, development, delivery and evaluation of education and training, organization development, distance education, and instructional technology systems with the intent of improving human performance in the workplace. The program can best be described as one that is theory-based and practitioner oriented and is geared towards those teaching adults. Upon graduation from the TLT program, students will be able to: (these goals are cross-referenced to the College of Education's conceptual framework domains and values)

- design and develop effective instructional experiences based on a systems model of design and evaluation *C5, V6, V7*
- integrate adult learning principles throughout their course and program designs *C2, V1, V6, V7*
- understand and use appropriate instructional practices, multimedia and distance learning technologies in the design, delivery and evaluation of instruction *C5, V1, V6, V7*
- conduct research and evaluation studies *V4, V5*
- facilitate individual, group and organizational learning and change *C6, V4*
- administer and manage a variety of learning systems *C2, C5, C6, V7*
- facilitate individual and group process communications *C5, C7, V5*
- understand and address the multicultural issues that affect the design, delivery and evaluation of instruction *C1, C4, V1, V6, V7*
- think critically and be effective problem solvers *V4, V5*
- understand the influence of various disciplines on the fields of teaching and learning *C3, V2*

d. Program Degree Offerings

The TLT Program currently offers the following:

Technology & Training (a 132 credit hour 2 + 2 BA degree program)
Certificate (minimum 12 credit hours of TLT graduate credit)
Master of Arts Degree (minimum 36 credit hours)
Educational Specialist Certificate (minimum 33 credit hours past the Master's degree)
Doctorate of Education (Ed.D - 72 credit hours and Ph.D. - 78 credit hours)

e. Program(s) of Study

In the past, once a TLT graduate student was admitted, he/she typically chose from one of three emphasis areas. These emphases included: *Training and Development, Adult Learning* and *Instructional Technologies*. Regardless of the emphasis area chosen, a student graduates

from the TLT program with a degree in TLT and not the emphasis area. Indeed, many students take courses from all three areas.

In our efforts to update the program, we have renamed these emphasis areas: **1) Organizational Learning and Training, 2) Multimedia Technologies, and 3) Distance Education.** Since the concepts and practices of adult learning are infused throughout all of the courses we teach, and we offer only two courses specifically focused on adult learning, we chose to eliminate this topic as a specified emphasis area.

f.   Program Course Offerings

TLT Undergraduate Course

TLT 420	Creativity and Technical Design
TLT 421	Production and Utilization of Instructional Materials
TLT 422	Video Techniques: Use in Education and Training
TLT 423	Video Laboratory for Educators and Trainers
TLT 466	Principles of Adult Learning
TLT 470	Workplace Training
TLT 471	Designing Training
TLT 472	Training Techniques
TLT 473	Measuring Performance in Training
TLT 481	Technological Change and Society
TLT 483	Instructional Applications: Computer Technology
TLT 493	Task Analysis

TLT Graduate Courses

TLT 500	Science, Technology, and Society
TLT 501	Instructional Design & Development - A Systems Approach
TLT 503	Instructional Techniques and Applications
TLT 505	Contemporary Instructional Technologies: Survey
TLT 508	Program Evaluation
TLT 521	Presentation Technologies
TLT 522	Video Techniques: Uses in Education and Training
TLT 523	Authoring Languages and Systems
TLT 524	Computer/Video Graphics
TLT 525	Interactive Multimedia
TLT 526	Artificial Intelligence & Learning Systems
TLT 528	Management of Distance Ed.
TLT 531	Techniques & Applications of Educational Telecomputing
TLT 532	Hypertext/Hypermedia
TLT 533	Instructional Use of Computer Simulations
TLT 535	Theory and Practice of Distance Learning
TLT 536	Instructional Television: Principles & Applications

TLT 538   Distance Education Course Design (pending approval)
TLT 540   Intro. to Organizational Learning & Instructional Tech.
TLT 541   Organizational Consulting Theory and Practice
TLT 543   Delivering Effective Presentations
TLT 545   Administration of Training & Development Programs
TLT 546   Cross-Cultural Issues in Adult Learning
TLT 560   Adult Group Processes in Learning Environments
TLT 561   The Adult Learner
TLT 562   Team Development
TLT 563   Adult Career Development and Change
TLT 590   Master's Seminar
TLT 591   Problems
TLT 592   Workshop
TLT 593   Topics
TLT 595   Field Experience
TLT 596   Internship
TLT 597   Field Experience and Internship Seminar
TLT 598   Directed Readings in TLT
TLT 599   Master's Thesis
TLT 690   Dissertation Proposal Seminar
TLT 696   Internship
TLT 698   Directed Readings in TLT
TLT 699   Dissertation

g.   Admission, Advancement & Completion of Program Requirements

The current admission procedures are as follows:

For the Master's degree:

1.   Meet with a faculty member (preferably a faculty member who represents student's area of interest) of the TLT unit for a program orientation, an application and to open an application file.

2.   Submit a UNM Application for Admission and Registration Information Form with a $25.00 check to the UNM Office of Graduate Studies.

3.   Contact each College or University attended and request that two copies of your transcripts be sent directly to the UNM Office of Graduate Studies.

4.   Send to TLT:

    -    A letter of intent describing your background, interests, objectives, and how the degree fits into your plans;

- A resume which provides a summary of your experience, especially related to your graduate work;

- Three letters of recommendation on TLT/UNM forms.

Admission Criteria:

A bachelor's degree from an accredited college or university, at least a 3.0 GPA in the last sixty hours of undergraduate work, positive recommendations, and goals or objectives that can be reasonably achieved through a degree in TLT.

Application/Program Decision Deadlines:

- Fall Semester Admission -   June 15
- Spring Semester Admission -   October 15
- Summer Semester Admission - March 15

For the Educational Specialist Certificate:

Same as for the Master's except that students must have attained 3.5 GPA in their Master's work and a current fulltime TLT faculty member must agree to serve as chair of the student's Program of Studies Committee.

For the Doctorate of Education Degree:

Same as for the Master's with the following additions:

- Two writing samples that have been produced for coursework, publication, thesis, or written specifically for the admissions process.

- Five letters of reference.

- Miller Analogies Test or GRE scores if taken within the last five years.

- Available for personal interview.

Criteria for interview evaluations include:

- The quality of presentation made by applicant on relevant academic background, professional experience, and personal goals and objectives for completing the TLT doctoral program.

- Congruence of the applicant's personal academic goals with Program goals, resources, and faculty expertise required to support the applicant's program objectives.

- Clarity of oral communications

- Observed ability to respond effectively to questions.

It should be noted that the faculty are planning to review the admissions criteria for the Master's degree during the Fall, 1995 semester and will be considering the inclusion of an entrance exame (e.g. GRE).

The following data describe the number of students who enrolled in the program this past 1994-1995 school year and their emphasis area. In addition we provide some information about where our students (those enrolled in Fall, 1995 TLT courses) are employed:

How many were accepted:

Master's: 54 (plus 50 ITS students)
Ed.S.:   approx. 8
Doctoral: 10 (from an applicant pool of 34)

By emphasis area:

Training, Organization Development, Adult Ed.: approx 50-60%
Instructional Tech, Distance Ed.: 40-50%

Who are our students: (This information was collected the first week of classes, Fall, 1995 from all students enrolled in TLT courses.) Approximately 60-70% of the TLT students work in private businesses, the government, healthcare, the military and non-profit organizations.

About 25-30% are K-12 educators in public and private schools.

Another 8-10% are employed by post-secondary institutions.

h.   Program Faculty

The TLT program has an outstanding faculty.

Faculty who are affiliated with the TLT program 75% or more of their time

Dr. Patricia Boverie, Associate Professor
Dr. Charlotte Gunawardena, Associate Professor

Dr. Hallie Preskill, Associate Professor
Dr. Charles Taylor, Associate Professor

The above faculty teach 3 courses in the Spring and Fall semesters and often teach 1 or 2 courses during the summer, advise students and chair Master's and Doctoral dissertations. Three of these faculty serve as the Dissertation Chair for over 12 current students, and each of the four have approximately 30-70 graduate student advisees.

Affiliated faculty who teach 25% with the program are:

Dr. Greg Bowes, Professor
Dr. William Bramble, Professor
Dr. Jan Gamradt, Associate Professor

These faculty typically teach one course per year for TLT and sometimes serve on Master's and Doctoral students' thesis/dissertation committees. They may at times also provide advising services.

Part-time faculty who have continuously taught for TLT over the years:

Dr. Kathy Andreson (2 courses per year, TLT 561)
Dr. Sue Gradisar (1 course per year, TLT 525)
Dr. Angus Reynolds (2 or 3 courses per year, TLT 526, TLT 533, TLT 593)
Dr. Judith Wilde (2 courses per year TLT 690)
Mr. Doug Young (2 undergraduate courses per year)

These faculty serve only in an instructor role for the TLT program and are all approved by the Office of Graduate Studies.

We also are indebted to our gifted doctoral students who provide the needed quality instruction for several of our courses. During the 1994-1995 school year, four TLT doctoral students taught a total of seventeen (17) TLT courses, twelve (12) of which were graduate courses. The three teaching assistants who taught graduate level courses have been approved by OGS and are in the dissertation stage of their program.

For the past two years, due to faculty retirement and resignations, the TLT program has been reliant on part-time faculty to teach the technology courses. As of this writing, the program has been given permission by the Dean of the College to search for two faculty in the area of instructional technology for the 1996-1997 academic year.

i. Collaboration with Other Programs

As a program, we have expressed an interest in collaborating with other programs in a number of ways. The following are some examples:

- Cross-listed Courses

    | TLT 561 | *The Adult Learner* with Educational Administration |
    | TLT 593 | *Critical Thinking* with Psychological Foundations |
    | TLT 593 | *Learning to Learn* with Educational Foundations |
    | TLT 546 | *Cross Cultural Issues in Adult Learning* with Family Studies |
    | TLT 500 | *Science, Technology & Society* with Educational Thought of LLSS |
    | TLT 593 | *Social Psychology of Learning* with Educational Foundations |
    | TLT 593 | *Aging & Education* with Educational Foundations 513 |

- Merging with the Educational Administration program to become the Educational Leadership and Organizational Learning Division. Given our mutual interest in serving adults who teach other adults, this partnership will serve both programs well.

- Teaching students who are not TLT students and are enrolled in other COE and College programs. In a recent survey of students enrolled in Fall, 1995 TLT courses, we have confirmed that over 21% of the students are not TLT students, but are from other COE and College programs (e.g., Special Education, CIMTE, Educational Administration, Public Administration, Nursing).

- Working with the College of Medicine, College of Nursing, Engineering, Anderson School of Business, and Public Administration on various research and teaching projects.

- Working within COE by team teaching and developing courses jointly.

j. Program Resource Needs and College Impacts

Approximately one-third of the over 200 TLT graduate students are declaring an emphasis in instructional technology/multimedia. We have seen an increasing interest in this emphasis area each year. When we hire the two new instructional technology faculty for next year, we will be better able to:

- adequately advise students in the area of multimedia technologies;
- provide expert knowledge and guidance on students' theses and dissertation committees
- staff the instructional technology courses with core faculty;
- lobby for internal and external funds to keep the technology functional and up-to-date.

Since students in this program emphasis area represent teachers, administrators, staff developers, trainers, community workers and others, and there is an increasing need for individuals to understand how to use technology to facilitate learning, it is critical that our search for faculty be successful. Though we are certain our students have been satisfied with their learning experiences in technology, and we have been successful in equipping our classrooms with the necessary computers and software in past years, we foresee an increasing need to update this equipment within the next three years as our resources become wornout and outdated.

We believe the creation of the Technology Committee and interest in establishing a Center for Technology will vastly improve the program's ability to meet the needs of its students. Currently, four of the TLT faculty serve on this committee (Gunawardena, Gamradt, Preskill & Taylor).

* It should be noted, however, that the request to revise our current program's structure and move from 36-42 credits does not affect the resource needs of the program. Even if we were to stay at a 36 credit hour program we would still need two additional technology faculty.

DEGREE/PROGRAM CHANGE
FORM C

Date: __October 1, 1996__

D. A. Neamen

(Name of individual initiating curricular change form)
Associate Chairman - 72630

(Title, position, telephone number)
Electrical & Computer
Engineering

(Department/Division/Program/Branch)

CIP CODE
_____

Assigned by
Associate Provost
for Academic Affairs

__*__ **Plan for curricular process to take at least 12 months.**

Mark appropriate Program:

This form is for __Electrical Engineering__
Name of New or Existing Program

Undergraduate Degree Program ☒

Graduate Degree Program ☐
(For existing degree only)

This program is or would be located in current undergraduate/graduate catalog
on page(s) 260-256

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree __BS__	☐ Undergraduate degree only	☒	☐	☐
Type				
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	☐

*See New Units policy Guidelines book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Electrical Engineering Degree Program. The minor change is to reduce an electronics laboratory from 3 credits to 2 credits which will reduce the hours required for graduation from 133 hours to 132 hours.

Reason(s) for Request (attach additional sheets if necessary).

Please see attached statements.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No__x__
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change: __Fall__ , __1997__
Semester   Year

Required Signatures:		
Department Chairperson	_(signature)_	Date: 10/02/96
Dean of Library Services (If necessary) NA		Date:
CIRT (If necessary) NA		Date:
College Curriculum Committee (If necessary)	_(signature)_	Date:
College or School Faculty (If necessary)	_(signature)_	Date: 10-2-96
College or School Dean/Director of Instruction	_(signature)_	Date: 10-2-96
FS Graduate Committee (If applicable) NA		Date:
FS Curricula Committee	_(signature)_	Date: 12/13/96
Assoc. Provost for Academic Affairs	_(signature)_ olu W. Hd	Date: 1/09/97
Faculty Senate		Date:

FORM C - ATTACHMENTS
(Electrical Engineering Program)

Reasons for Request:

The Computer Engineering Program requires the Electronic Laboratory EECE 325L (2 hours credit) and the Electrical Engineering Program requires the Electronics Laboratory 326L (3 hours credit). Both laboratories are dependent upon the EECE 321 and 322 electronics courses which are required of both the computer engineering and electrical engineering students.

During the last few years, both laboratories have been taught by the same instructor, Dr. Glenn McDuff, and the content of both laboratories has been very similar.

The purpose of this minor change is to create a single electronics laboratory, EECE 327L (2 credit hours) for both the Computer and Electrical Engineering Programs. The net result of this minor change is to reduce the total number of hours required for graduating in the Electrical Engineering Program from 133 to 132, since the laboratory credit is being reduced from 3 credits to 2 credits. (There is no effect on the Computer Engineering Program.)

Also see attached copies of Form A for minor course changes.

The curriculum for both the Electrical and Computer Engineering Program are attached showing the changes.

The course description for the proposed EECE 327L Electronics Laboratory is as follows:

327L Electronics Laboratory (2) Laboratory experiments in analog and digital electronics. Prerequisite: C- or better in EECE 206L; corequisite EECE 322. 1 lecture, 3 hrs lab. {Fall, Spring}

Library Impact:

Since there will be essentially no changes in course content, this minor change has no impact on the Library.

CIRT Impact:

Again, since there will be essentially no change in course content, this minor change has no impact on CIRT. All computer analyses of electronic circuits are performed on PCs within the laboratory.

Page 2 - Continued
Form C - Attachments
September 30, 1996

Budgetary and Faculty Load Implications:

The total number of students in the Electronics Laboratory
will remain the same, so the number of required laboratory sections
and TAs will remain the same. The number of laboratory lectures
will drop from two (one for 325L and one for 326L) to one for EECE
327L. This has only a minor effect on the budget and faculty work
load.

DAN/rmm

UNIVERSITY OF NEW MEXICO
BS In Electrical Engineering Curriculum (~~133~~ hours)   603
(EFFECTIVE FALL 1995)   132

Freshman Year

First Semester			Second Semester		
Math 162L	Calculus I *Intro EE*	4 (4-0)	Math 163	Calculus II	4 (4-0)
EECE 101	~~EECE Prob solv~~ *Profession*	(1-0)	CS 251-Equiv.	Intro Data Struct	3 (3-0)
Phys 160	Gen Physics	3 (3-3)	Chem 121L	Gen Chemistry/*Lab*	4 (3-3)
CS 151-Equiv.	~~Intro C/C++~~ *Comp Prog Fund*	3 (3-3)	Phys 161	Gen Physics	3 (3-0)
H&SS Elective*		3 (3-0)	Phys 163L	*Gen* Physics Lab	1 (0-3)
Engl 101	~~Wrtg w/Rdgs in Expos~~ *Comp I: Exposition*	3 (3-0)	Engl 102	Analytic Wrtg *Comp II. Analy s & Arg*	3 (3-0)
		17			**18**

Sophomore Year

First Semester			Second Semester		
EECE 203	Circuit Anal I *ysis*	3 (3-0)	EECE 206L	~~Lab I~~ *Elect Engr Lab I*	2 (1-3)
EECE 238L	Comp Logic Des/*Lab*	4 (3-3)	EECE 213L	Circuit Anal II/*Lab* *ysis*	3 (3-0)
Math 264	Calculus III	4 (4-0)	Math 314	Linear Algebra /*w Applic*	3 (3-0)
H/SS Elective*		3 (3-0)	Phys 262	General Physics	3 (3-0)
Math 316	~~Diff Equations~~ *Appl Ord Diff Equas*	3 (3-0)	CE New	Stat/dyn	4 (4-0)
		17	*Physics — what course?*		**15**

Junior Year

First Semester			Second Semester		
EECE 371	Material/Devices	4 (4-0)	EECE 340	Prob. Meth.	3 (3-0)
EECE 321	Electronics I	3 (3-0)	EECE 322	Electronics II	3 (3-0)
EECE 344L	Microprocessors	4 (3-3)	EECE 326L	Electronics/Lab	2 ~~3~~ (1-6)
EECE 361	Fields & Waves I	3 (3-0)	EECE 362	Fields and Waves II	3 (3-0)
EECE 314	Sig and Comm *Signal Communictn*	3 (3-0)	H/SS Elective*		3 (3-0)
			Tech Elective**		3 (3-0)
		17		~~18~~ 17	

Senior Year

First Semester *Engineering Economy*			Second Semester		
ME/CE 350	Engrg. Econ.	3 (3-0)	Tech Elective**		3 (3-0)
EECE 419L	Projects Lab *Sr Dsgn Proj Lab I*	3 (0-9)	Tech Elective**		3 (3-0)
H/SS Elective*		3 (3-0)	EECE 420L, or 434L, or 490		3 (0-9)
Tech Elective**		3 (3-0)	EECE 301	Prof Ethics *Engineering Ethics*	1 (1-0)
EECE 445	Intro Cont Sys *Intro to Control Sys*	3 (3-0)	H/SS Elective*		3 (3-0)
			H/SS Elective*		3 (3-0)
		15			**16**

* See list of approved Humanities and Social Science electives for specific requirements. At least one H/SS elective must be taken after an introductory course in the same department.

** 6 hours (2 courses) must be from a listed track. The remaining 6 hrs (2 courses) must be approved in writing by the EECE Department, usually from 300, 400, and 500 level EECE courses. EECE 402 and EECE 325L are not acceptable.

Curriculum Fall 1996 ? Fall 1997

UNIVERSITY OF NEW MEXICO
B.S. In Computer Engineering Curriculum - 132 hours

604

FRESHMAN YEAR

First Semester *General Chem/Lab*		Second Semester	
Chem 121L Gen Chem	4	Phys 160 Gen Physics *oral*	3
CS 151 Intro to Comp Sci *Comp Prog Fund*	3	CS 251 Intro to Data Struct/*Lab*	3
Math 162 Calculus I	4	Math 163 Calculus II	4
Engl 101 Composition I: *Exposition*	3	Engl 102 Composition II: *Analys & Arg*	3
*H/SS Elective	3	*H/SS Elective	3
	17		16

SOPHOMORE YEAR

First Semester		Second Semester	
EECE 203 Circuit Analysis I	3	EECE 213 Circuit Analysis II/*Lab*	3
EECE 238 Comp. Logic Design/*Lab* *uter*	4	EECE 206L EE Lab I *Elect Engr Lab I*	2
Phys 161 Gen Physics	3	Math 314, 321 Lin Alg/375 Num Anal *Intro Numerical Comp.*	3
Math 316 Diff. Equations *Appl Ord Diff Equ*	3	Math 264 Calculus III	4
CS 257 Programming Paradigms	3	Phys 262 Gen Physics *oral*	3
Phys 163L Gen Phys Lab *General Physics Lab*	1	Phys 264L Gen Phys Lab	1
nonimperative prog/Lab	17	*L oral ics Physics*	16

JUNIOR YEAR

First Semester		Second Semester	
EECE 321 Electronics I	3	EECE 322 Electronics 2 II	3
†EECE 338 *Interm Logic Design*	3	††EECE 337 Comp. Organ. *Intro Comp Arch/orgn/Lab*	3
† Math 327 Discrete Math *Structures*	3	EECE 331 Data Struct & Algo/*Lab*	3
EECE 344L Microprocessors/*Lab*	4	EECE 314 Signals & Comm *unictn*	3
EECE 301 Engr. Ethics	1	EECE 325L Electr. Lab I	2
*H/SS Elective *Engineering*	3	*H/SS Elective *Electronics Lab*	3
	17	*327L*	17

SENIOR YEAR

First Semester		Second Semester *Intr*	
† EECE 435 Comp Engr. Design Proj.	3	†† EECE 440 Computer Networks	3
† EECE 437 Operating Systems	3	CE/ME 350 Engr. Econ.	3
EECE 438 Design of Computers	3	†† EECE 447L Comp Design/Lab	2
EECE 340 Probabilistic Methods	3	*** Tech. Electives *Computer*	6
*H/SS Electives	3	* H/SS Electives	3
	15	*Engineering Economy.*	17

*   See approved list of Social Science/Humanities Electives.
*** Technical Electives: These electives will be developed in consultation with the computer engineering advisor from EECE, CS, Math, Physics or other engineering related courses. See list of suggestions.
†   Fall only.
†† Spring only.

69

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 1, 1995

CIP CODE

Bruce Dalby
(Name of Individual initiating curricular change form)

Asst. Prof. of Music
(Title, position)

Music
(Dept., Div., Prog.)

1. Dean of Library Services
2. CIRT (Comp & Inform Res & Tech), if necessary
3. College Curriculum Comm. if necessary
4. College or School Faculty
5. College or School Dean
6. FS Undergraduate Academic Affairs Comm. and/or
   FS Graduate Comm. OCT 2 2 1996
7. Office of Graduate Studies (For grad level changes)
8. FS Curricula Committee
9. VP of Academic Affairs
10. Faculty Senate

RECEIVED

GRADUATE OFFICE
UNIVERSITY OF NEW MEXICO

This form is for Master of Music, conc. in Music Ed
Name of New or Existing Program

This program is or would be located in current catalog page 180

I. Major Change-Mark appropriate catagory

Degree	New	☐	Revision of existing degree	☐	Deletion ☐
Major	New	☐	Revision of existing major	☐	Deletion ☐
Minor	New	☐	Revision of existing minor	☐	Deletion ☐
Concentration	New	☐	Revision of	☒	Deletion ☐

Give exact title and requirements as
they should appear in the catalog. (See current catalog for format within the
respective college). Attach additional sheets if necessary.
No title changes. See attached for changes in requirements.

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. _____
New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Spring , 97
Semester   Year

Budgetary and Faculty Load Implications: (attach statements)
Does this change impinge in any significant way on my other student or departmental programs? Yes____ No X
If yes, have you resolved these issues with department involved?_____ (attach statement)

Signature: _____
Department Chair

Approvals:

		Date:
Dean of Library Services		Date: 4/17/96
CIRT		Date: 4/23/96
College Curricula Committee	Brad Hansen, Chair	Date: 5/6/95
(If necessary)		
College of School Faculty	Susa B. Patrick	Date: 21. Oct 1996
College or School Dean	Susa B. Patrick	Date: 21. Oct. 1996
	FS Undergraduate Ac. Affairs	Date:
and/or	FS Graduate Committee	Date: 11-7-96
	Office of Graduate Studies	Date:
	FS Curricula Committee	Date: 12/13/96
	Assoc. VP of Academic Affairs	Bill W. Hu	Date: 1/09/97
	Faculty Senate	Date:

Accompanying Statements to Form C
Major Curricular Changes to

MASTER OF MUSIC IN MUSIC EDUCATION

Department of Music
University of New Mexico
Spring, 1995

Description of Proposed Changes and Rationale

— this isn't even in the current program (?)

Required Core

Instead of nine hours in three specific courses (MU 529, MU 530, and MU 531),

substitute six hours of Area Requirements, to include one three-hour elective in music history *(?)*

and one three-hour elective in music theory (see proposed program).

— current catalog appears to require 6 already

Electives in Music

Require six hours of electives in Music instead of three, including various offerings in

Music Education (see proposed program).

Rationale

The proposed changes will accomplish two main purposes:

Increased curricular flexibility. In the current program, all students are required to take

MU 529, *Techniques of Twentieth Century Music*, plus one of the following three credit hour

electives in music:

MU 528, *Musical Styles Before 1750* last taught 955
MU 413, *Studies in Medieval and Renaissance Music* last taught 923 - except a list
MU 414, *Studies in Baroque Music* last taught 945
MU 415, *Studies in Classic and Romantic Music* last taught 935
MU 416, *Studies in Twentieth Century Music* last taught 963
MU 437, *Selected Topics in Music Literature* last taught 962

By instead stipulating an elective choice in each of the areas of music history and music theory,

we increase the appeal of our program to our main clientele: public and private school music

teachers. These individuals come to us with a wide variety of backgrounds and interests. From

our informal discussions with music teachers in New Mexico we have every reason to believe

that the lack of flexibility in the old program has been a serious disincentive to enrolling in our

program. The proposed changes increase the attractiveness of the degree without diminishing its academic rigor. All students will still take six hours in music theory and music history. The appeal of the "Electives in Music" component is enhanced by the inclusion of music education electives, while allowing students to elect additional hours in music theory and history if they wish.

Accordance with other National Association of Schools of Music programs. The proposed program deletes MU 531,*Bibliography and Research*, as a required course. We value this course and will continue to encourage students to enroll in it as an elective if the proposed program is adopted. Requiring a course of this type is not, however, typical of M.M.E. programs in our peer institutions. We believe that the inclusion of two research courses in the current program has had a significant negative impact on perceptions of our program held by potential enrollees. The proposed program would retain MU ED 532, *Introduction to Research in Music Education*, a structure very much in accordance with peer music education masters programs.

Further, the proposed plan reflects the fact that a previously required course, MU 530, *Man and Music*, is no longer offered in the music department.

Budgetary and Faculty Load Implications

There are no budgetary implications. As for faculty loads, the courses listed under Music Theory Electives and Music History Electives are already in the catalog. Given the department's recent increase in its graduate population, the music graduate committee expects no difficulty in offering these electives on a regular basis. Further, the music education faculty anticipate no problems in regard to the increased electives offered in that area. With the addition of a full-time jazz position in the music department starting in the fall of 1995, there will be added flexibility in the load of music education faculty member Bruce Dalby. We are also investigating courses that can be taught by band directors Eric Rombach and Glen Adsit.

These changes do not impinge in any significant way on other student or departmental programs.

Master of Music - Conc. in Music Education
(Plan I - with Thesis)
Recommended for students planning to pursue doctoral study

Special prerequisites. Graduate students seeking the Master of Music - Concentration in Music Education degree should possess an undergraduate degree in music education that included an internship (i.e., practice teaching).

Program of Study (32 hours)
Required Music Education Courses (15 hours)

MUS ED 532	Intro to Research in Music Education (3)	
MUS ED 534	Seminar in Music Education (3)	
MUS ED 550	History and Philosophy of Music Education (3)	
MUS ED 599	Masters Thesis (6)	

Music History Elective (3 hours)
Course to be selected from:

MUSIC 413	Studies in Med. and Ren. Music (3)	
MUSIC 414	Studies in Baroque Music (3)	
MUSIC 415	Studies in Classic and Rom. Music (3)	
MUSIC 416	Studies in 20th Century Music (3)	
MUSIC 437	Selected Topics in Music Literature (3)	
MUSIC 528	Musical Styles before 1750 (3)	

Music Theory Elective (3 hours)
Course to be selected from:

MUSIC 405/406	Counterpoint (2 + 2)	
MUSIC 525	Post-Tonal Theory (3)	
MUSIC 527	Theory Pedagogy (3)	
MUSIC 529	Techniques of 20th Century Music (3)	
MUSIC 437	Selected Topics in Music Literature (3)	

Electives in Music (6 hours)
Any courses in music, music education, or applied music offering graduate credit (not including workshops and Ensemble Performance).

Free Electives (5 hours)
These may be chosen from music, music education, applied music, workshops, or courses from areas outside of music. Graduate students are encouraged to enroll in MUSIC 560 - Ensemble Performance; up to two hours of ensemble credit will apply towards the degree.

Master of Music - Conc. in Music Education
(Plan II - with Project)
Recommended for students who do not plan to pursue doctoral study

Special prerequisites. Graduate students seeking the Master of Music - Concentration in Music Education degree should possess an undergraduate degree in music education that included an internship (i.e., practice teaching).

Program of Study (32 hours)
Required Music Education Courses (13 hours)

MUS ED 532	Intro. to Research in Music Education (3)	
MUS ED 534	Seminar in Music Education (3)	
MUS ED 550	History and Philosophy of Music Education (3)	
MUS ED 598	Music Education Project (4)	

Music History Elective (3 hours)
Course to be selected from:

MUSIC 413	Studies in Med. and Ren. Music (3)	
MUSIC 414	Studies in Baroque Music (3)	
MUSIC 415	Studies in Classic and Rom. Music (3)	
MUSIC 416	Studies in 20th Century Music (3)	
MUSIC 437	Selected Topics in Music Literature (3)	
MUSIC 528	Musical Styles before 1750 (3)	

Music Theory Elective (3 hours)
Course to be selected from:

MUSIC 405/406	Counterpoint (2 + 2)	
MUSIC 525	Post-Tonal Theory (3)	
MUSIC 527	Theory Pedagogy (3)	
MUSIC 529	Techniques of 20th Century Music (3)	
MUSIC 437	Selected Topics in Music Literature (3)	

Electives in Music (6 hours)
Any courses in music, music education, or applied music offering graduate credit (not including workshops and Ensemble Performance).

Free Electives (7 hours)
These may be chosen from music, music education, applied music, workshops (maximum of five hours), or courses from areas outside of music. Graduate students are encouraged to enroll in MUSIC 560 - Ensemble Performance; up to two hours of ensemble credit will apply towards the degree.

COMPARISON OF PROPOSED AND CURRENT PLANS

PROPOSED PLAN	CURRENT PLAN
Master of Music, Concentration in Music Education	Master of Music, Concentration in Music Education
Plan I (with Thesis)	Plan I (with Thesis)

Required Music Education Courses (15 hours)

MUS ED 532   Intro. to Research in Music Education (3)

MUS ED 534   Seminar in Music Education (3)

MUS ED 550   History and Philosophy of Music Education (3)

MUS ED 599   Masters Thesis (6)

Music History Elective (3 hours), to be selected from:

MUSIC 413   Studies in Med. and Ren. Music (3)

MUSIC 414   Studies in Baroque Music (3)

MUSIC 415   Studies in Classic and Rom. Music (3)

MUSIC 416   Studies in 20th Century Music (3)

MUSIC 437   Selected Topics in Music Literature (3)

MUSIC 528   Musical Styles before 1750 (3)

Music Theory Elective (3 hours), to be selected from:

MUSIC 405/406 Counterpoint (2 + 2)

MUSIC 525   Post-Tonal Theory (3)

MUSIC 527   Theory Pedagogy (3)

MUSIC 529   Techniques of 20th Century Music (3)

MUSIC 437   Selected Topics in Music Literature (3)

Electives in Music (6 hours)

Any courses in Music, Music Education, or Applied Music offering graduate credit (not including workshops and Ensemble Performance).

Free Electives (5 hours)

These may be chosen from music, music education, applied music, workshops, or courses from areas outside of music. Graduate students are encouraged to enroll in MUSIC 560 - Ensemble Performance; up to two hours of ensemble credit will apply towards the degree.

Required Music Education Courses (15 hours)

MUS ED 532   Intro. to Research in Music Education (3)

MUS ED 534   Seminar in Music Education (3)

MUS ED 550   History and Philosophy of Music Education (3)

MUS ED 599   Masters Thesis (6)

Required Core (6 hours)

MUSIC 529   Techniques of 20th Century Music (3)

MUSIC 531   Bibliography and Research (3)

Why are these "theory" and not "history"

Electives in Music (6 hours)

MUSIC 528   Musical Styles before 1750 (3)

MUSIC 413   Studies in Medieval and Renaissance Music (3)

MUSIC 414   Studies in Baroque Music (3)

MUSIC 415   Studies in Classic and Romantic Music (3)

MUSIC 416   Studies in 20th Century Music (3)

MUSIC 437   Selected Topics in Music Literature (3)

MUS ED 438   Selected Topics in Music Education (3)

Free Electives (5 hours)

These may be chosen from applied music, a maximum of five hours of workshops, or courses from areas outside of music. Graduate students are encouraged to enroll in MUSIC 560, Ensemble Performance; two hours of ensemble credit will apply towards the degree.

NOTE: Students following Plan II (with Project) take MUS ED 598, Masters Project for four credit hours instead of MUS ED 599, Masters Thesis (six hours). The two credit hours saved are added to the free electives, resulting in seven credit hours in that category.

CATALOG DESCRIPTIONS FOR PROPOSED PLANS
Master of Music - Concentration in Music Education

Master of Music - Conc. in Music Education
(Plan I - with Thesis)
Recommended for students anticipating doctoral study

Special prerequisites. Graduate students seeking the Master of Music - Concentration in Music Education degree should possess an undergraduate degree in music education that included an internship (i.e., practice teaching).

Program of Study (32 hours)
Required Music Education Courses (15 hours)

MU ED 532	Intro. to Research in Music Education (3)
MU ED 534	Seminar in Music Education (3)
MU ED 550	History and Philosophy of Music Education (3)
MU ED 599	Masters Thesis (6)

Music History Elective (3 hours)
Course to be selected from:

MU 413	Studies in Med. and Ren. Music (3)
MU 414	Studies in Baroque Music (3)
MU 415	Studies in Classic and Romantic Music (3)
MU 416	Studies in 20th Century Music (3)
MU 437	Selected Topics in Music Literature (3)
MU 528	Musical Styles before 1750 (3)

Music Theory Elective (3 hours)
Course to be selected from:

MU 405/406	Counterpoint $(2 + 2)$
MU 525	Post-Tonal Theory (3)
MU 527	Theory Pedagogy (3)
MU 529	Techniques of 20th Century Music (3)
MU 437	Selected Topics in Music Literature (3)

Electives in Music (6 hours)
Choose from the following:

MU 479	Choral Masterworks (2) — Inactive Course
MU 519/520	Applied Music 955/955
MU 530	Bibliography and Research (3)
MU ED 441	Teaching Marching Band (2)
MU ED 443	Music for the Pre-School Child (3)
MU ED 438	Selected Topics in Music Education (3)

Free Electives (5 hours)
These may be chosen from applied music, workshops, or courses from areas outside of Music. Graduate students are encouraged to enroll in MU 560: Ensemble Performance; two hours of ensemble credit will apply towards the degree.

Master of Music - Conc. in Music Education
(Plan II - with Project)
Recommended for students who will not pursue doctoral study

Special prerequisites. Graduate students seeking the Master of Music - Concentration in Music Education degree should possess an undergraduate degree in music education that included an internship (i.e., practice teaching).

Program of Study (32 hours)
Required Music Education Courses (13 hours)

MU ED 532	Intro. to Research in Music Education (3)
MU ED 534	Seminar in Music Education (3)
MU ED 550	History and Philosophy of Music Education (3)
MU ED 598	Music Education Project (4)

Music History Elective (3 hours)
Course to be selected from:

MU 413	Studies in Med. and Ren. Music (3)
MU 414	Studies in Baroque Music (3)
MU 415	Studies in Classic and Romantic Music (3)
MU 416	Studies in 20th Century Music (3)
MU 437	Selected Topics in Music Literature (3)
MU 528	Musical Styles before 1750 (3)

Music Theory Elective (3 hours)
Course to be selected from:

MU 405/406	Counterpoint $(2 + 2)$
MU 525	Post-Tonal Theory (3)
MU 527	Theory Pedagogy (3)
MU 529	Techniques of 20th Century Music (3)
MU 437	Selected Topics in Music Literature (3)

Electives in Music (6 hours)
Choose from the following:

MU 479	Choral Masterworks (2) — Inactive Course
MU 519/520	Applied Music
MU 530	Bibliography and Research (3)
MU ED 441	Teaching Marching Band (2)
MU ED 443	Music for the Pre-School Child (3)
MU ED 438	Selected Topics in Music Education (3)

Free Electives (7 hours)
These may be chosen from applied music, a maximum of five hours of workshops, or courses from areas outside of Music. Graduate students are encouraged to enroll in MU 560: Ensemble Performance; two hours of ensemble credit will apply towards the degree.

PROPOSED PLAN
Master of Music, Concentration in Music Education
Plan I (with Thesis)

Required Music Education Courses (15 hours)

MU ED 532	Intro. to Research in Music Education (3)	
MU ED 534	Seminar in Music Education (3)	
MU ED 550	History and Philosophy of Music Education (3)	
MU ED 599	Masters Thesis (6)	

Music History Elective (3 hours), to be selected from:

MU 413	Studies in Medieval and Renaissance Music (3)
MU 414	Studies in Baroque Music (3)
MU 415	Studies in Classic and Romantic Music (3)
MU 416	Studies in 20th Century Music (3)
MU 437	Selected Topics in Music Literature (3)
MU 528	Musical Styles before 1750 (3)

Music Theory Elective (3 hours), to be selected from:

MU 405/406	Counterpoint (2 + 2)
MU 525	Post-Tonal Theory (3)
MU 527	Theory Pedagogy (3)
MU 529	Techniques of 20th Century Music (3)
MU 437	Selected Topics in Music Literature (3)

Electives in Music: Choose from the following (6 hours)

MU 479	Choral Masterworks (2) -Inactive Course
MU 519/520	Applied Music
MU 531	Bibliography and Research (3) man x music
MU ED 441	Teaching Marching Band (2)
MU ED 443	Music for the Pre-School Child (3) - never been taught
MU ED 438	Selected Topics in Music Education (3)

Free Electives (5 hours)

These may be chosen from applied music, workshops, or courses from areas outside of music. Graduate students are encouraged to enroll in MU 560, Ensemble Performance; two hours of ensemble credit will apply towards the degree.

OLD PLAN
Master of Music, Concentration in Music Education
Plan I (with Thesis)

Required Music Education Courses (15 hours)

MU ED 532	Intro. to Research in Music Education (3)	
MU ED 534	Seminar in Music Education (3)	
MU ED 550	History and Philosophy of Music Education (3)	
MU ED 599	Masters Thesis (6)	

Required Core (6 hours)

MU 529	Techniques of 20th Century Music (3)
MU 531	Bibliography and Research (3)

why are those "theory" courses and not "History" courses

there are problems here due to infrequent offerings

Electives in Music (6 hours)

MU 528	Musical Styles before 1750 (3)
MU 413	Studies in Medieval and Renaissance Music (3)
MU 414	Studies in Baroque Music (3)
MU 415	Studies in Classic and Romantic Music (3)
MU 416	Studies in 20th Century Music (3)
MU 437	Selected Topics in Music Literature (3)
MU ED 438	Selected Topics in Music Education (3)

Free Electives (5 hours)

These may be chosen from applied music, a maximum of five hours of workshops, or courses from areas outside of music. Graduate students are encouraged to enroll in MU 560, Ensemble Performance; two hours of ensemble credit will apply towards the degree.

NOTE: Students following Plan II (with Project) take MU ED 598, Masters Project for four credit hours instead of MU ED 599, Masters Thesis (six hours). The two credit hours saved are added to the free electives, resulting in seven credit hours in that category.

Revision attached behind —ch!!

UNIVERSITY OF NEW MEXICO GENERAL LIBRARY

To: Steve Rollins, Acting Dean
From: Linda Lewis, Collection Development
Date: April 17, 1996
Subject: Form C: Music

This revision of the requirements for the Mustic Department will not result in any additional impact on library collections or services.

17 April 96

To: Linda Lewis, Collection Development
Fr: Jim Wright, Director, Fine Arts Library
Re: Music Department - Form C - Master of Music in Music Educ.

I have carefully examined the material in this Music Department
revision and find that there will be no impact upon the library. In fact not
requiring Mu 531 "Bibliography and Research" will ease the burden of
heavy use of reference material for this course. The collections are
appropriate for this revision.

DEGREE/PROGRAM CHANGE
FORM C

Date: December 3, 1996

CIP CODE

William Raynovich
(Name of individual initiating curricular change form)

Assigned by Associate Provost for Academic Affairs

Senior Program Director
(Title, position, telephone number)

EMS Academy, SOM
(Department/Division/Program/Branch)

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if neccessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program ☒

Graduate Degree Program ☐
(For existing degree only)

This form is for **Bachelor of Science in EMS**
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog

on page(s) _302_

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree B.S. EMS Type	☒ Undergraduate degree only	☐	☐	☒
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☒	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	☐

*See New Units policy *Guidelines* book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Proposal submitted.

To also create new acronym of EMS and delete old E M acronym.

Reason(s) for Request (attach additional sheets if necessary).

New degree program; justification submitted with proposal.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No____
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change:_____, _____
                                              Semester   Year

Required Signatures:

Department Chairperson _____ Date: _____
Dean of Library Services (If necessary) _____ Date: _____
CIRT (If necessary) _____ Date: _____
College Curriculum Committee (If necessary) _____ Date: _____
College or School Faculty (If necessary) _____ Date: _____
College or School Dean/Director of Instruction _____ Date: _____
FS Graduate Committee (If applicable) _____ Date: _____
FS Curricula Committee _____ Date: 12/13/96
Assoc. Provost for Academic Affairs _____ Qui W. H__ Date: 1/09/97
Faculty Senate _____ Date: _____

DEGREE/PROGRAM CHANGE
FORM C

Date: November 18, 1996

William Raynovich
(Name of individual initiating curricular change form)

Senior Program Director
(Title, position, telephone number)

EMS Academy/School of Medicine
(Department/Division/Program/Branch)

CIP CODE

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if neccessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program ☒

Graduate Degree Program ☐
(For existing degree only)

This form is for Bachelor of Science EMS Degree
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) 302

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree _B.S._ Type	☒ Undergraduate degree only	☐	☐	☐
Major	☒	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	

*See New Units policy _Guidelines_ book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

~~EMS 120~~ Introduction to EMS Systems

See attached for requirements.

Reason(s) for Request (attach additional sheets if necessary).

~~EMS Degree Program~~

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes_____ No__X__
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change:__Fall__, __1997__
Semester _Year_

Required Signatures:		Date:
Department Chairperson		12/12/96
Dean of Library Services (If necessary)		11-25-96
CIRT (If necessary)		11/26/96
College Curriculum Committee (If necessary)		Date:
College or School Faculty (If necessary)		Date:
College or School Dean/Director of Instruction		Date:
FS Graduate Committee (If applicable)		Date: 12/13/96
FS Curricula Committee		Date: 1/09/97
Assoc. Provost for Academic Affairs		Date:
Faculty Senate		

Received

Entered (Maintframe)

Entered (Catalog)

For Scheduling Office ONLY:

Mailed

THE UNIVERSITY OF NEW MEXICO ◆ HEALTH SCIENCES CENTER
SCHOOL OF MEDICINE

Paul B. Roth, M.D., FAAFP, FACEP
Office of the Dean

December 2, 1996

TO: Beulah Woodfin, Ph.D., President, UNM Faculty Senate

FROM: Paul B. Roth, M.D., Dean, UNM School of Medicine

The School of Medicine is pleased to submit these four proposals for the University to offer Bachelor of Science Degrees in Dental Hygiene, Emergency Medical Services, Medical Imaging, and Physician Assistant. On October 31, 1996, at a general faculty meeting, the Faculty of the School of Medicine voted unanimously to approve and submit these programs.

THE UNIVERSITY OF NEW MEXICO • HEALTH SCIENCES CENTER
SCHOOL OF MEDICINE

Department of Emergency Medicine
David P. Sklar, M.D., Chair
David Doezema, M.D., Vice-Chair

DEC – 3 1996

Dean's Office
School of Medicine
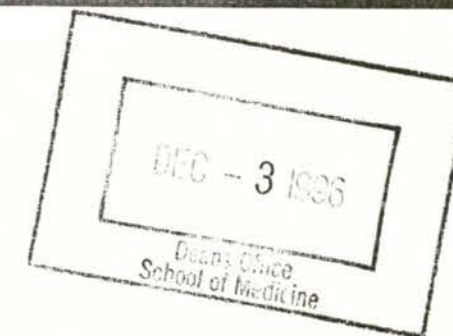
November 22, 1996

Paul Roth, MD
Dean of the School of Medicine
University of New Mexico

RE: Proposal for the EMS Academy of the School of Medicine to offer a bachelor of Science
        Degree in Emergency Medical Services

Dear Dr. Roth:

The EMS Academy is pleased to present this formal proposal. We appreciate your support in guiding the development of it, and in helping to obtain the unanimous approval of the Faculty of the School of Medicine for it. We also appreciate your committing the support of the School of Medicine's resources to the successful implementation and continual operation of this program.

Sincerely,

David Sklar, MD, Chairman
Department of Emergency Medicine

Mark Hauswald, MD, Medical Director
UNM SOM EMS Academy

William Raynovich, MPH, BS, NREMTP
Senior Program Director
UNM SOM EMS Academy

PROPOSAL

THE UNIVERSITY OF NEW MEXICO

SCHOOL OF MEDICINE

EMS ACADEMY

BACHELOR OF SCIENCE

IN

EMERGENCY MEDICAL SERVICES

FALL 1997
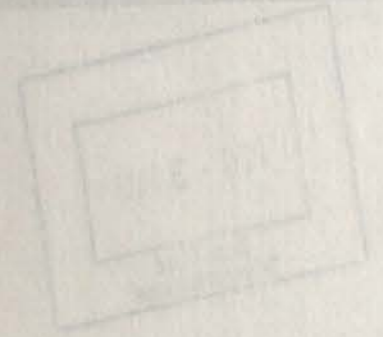
PROPOSAL SUMMARY

IMPLEMENTATION

Beginning Fall 1997, pending approval, the Emergency Medical Services (EMS) Academy of the University of New Mexico School of Medicine will offer a Bachelor of Science Degree in EMS. The faculty and administrators of the EMS Academy are:

David Sklar, MD, Chairman of the Department of Emergency Medicine
David Johnson, MD, Medical Director of the EMS Academy
Mark Hauswald, MD, Interim Medical Director of the EMS Academy
William Raynovich, MPH, Senior Program Director

ADMISSIONS

The admissions policy for the program is modeled after the UNM School of Medicine policies for admissions and transfers *(see Appendix D)*. A maximum of ten new Freshmen students will be admitted per year for the first five years. Upper class admissions will be based upon the academic and career histories of the candidates. The maximum third year class size will be 28 students, including non degree track paramedic students. The maximum fourth year class size will be 36 students.

Candidates for the B.S. EMS degree will be admitted or promoted to the third year, the paramedic course year, on a competitive basis with non degree, certificate candidates. Transfer students will also be considered competitively with UNM degree track students.

The admission process for the paramedic program involves:
A. Aptitude testing
B. Mathematics and language skills testing, including essay questions
C. Video scenario performance review testing
D. Review of references, including at least one from an EMS system medical director
E. Basic EMS knowledge testing

Students who have completed the first two years of the degree curriculum, or are transferring academic credits from other programs, must have at least a 2.0 G.P.A. to be admitted to the third year of the program.

TRANSFER APPLICANTS

Transfer credits will be accepted for academic and EMS courses taken in prior years on the basis of:

A. Academic achievement, including a minimum 2.0 G.P.A. in non-EMS courses and a minimum 3.0 G.P.A. in EMS courses in which a letter grade was offered. In courses where a letter grade was not assigned, the applicants, and the programs from which they obtained their training, will be evaluated on a case-by-case basis.

B. Completion of accredited EMS programs, i.e.., EMT-Basic, EMT-Intermediate, and EMT-Paramedic courses. The transferability of program credits will be evaluated on the basis of course curricula, objectives, contact hours, and certifications and licenses;

C. Credit for EMS courses will be accepted from nationally accredited EMS programs, i.e., the Joint Review Commission, provided the applicant has been continuously licensed since course completion. Applicants who have not maintained licensing will be accepted on a case-by-case basis through an evaluative protocol which is currently utilized. UNM credits will only be awarded for academic achievement by a plan approved by the Director of Admissions.

PROMOTIONS

Promotion criteria for advancement in the program includes:

A. A minimum G.P.A. of 2.0 after the first two years;

B. A minimum G.P.A. of 2.33 upon completion of the paramedic program (third year);

C. A G.P.A. of 2.50 overall to be eligible for graduation.

The first two years of the program are core requirements for the allied health disciplines. The third year of the program consists of paramedic courses. Fourth year concentrations will be offered in clinical care, administration, and education. The clinical concentration does not expand the scope of practice of the paramedic beyond that which is already authorized by New Mexico regulations and the U.S. DOT NHTSA NRC standards for paramedic training.

2

BACKGROUND

The UNM School of Medicine EMS Academy was established in 1973. Since its inception the Academy has trained over 34,500 Emergency Medical Technicians and over 580 Paramedics. There is a national trend among the EMS provider agencies and educational insitutions to recruit and promote professionally educated emergency medical technicians and paramedics possessing academic credentials. Universities and colleges throughout the United States have responded to this national trend and have begun offering Bachelor's and Master's Degrees in emergency medical services in recent years. (*See Appendix E*).

The rationale for offering a baccalaureate degree in EMS at the University of New Mexico includes:

1) the field of mobile health care, which includes prehospital emergency medical services, critical and non-critical care interfacility transport, rescue, hazardous materials management, and many other functions, has developed into a highly technical and challenging career field which requires professionally trained clinicians, educators and administrators to meet the challenges of the future (*see Appendix D*);

2) New Mexico and national service and educational organizations have documented a shortage of professionally educated EMS personnel (*See Appendix B*); and,

3) the expressed desire of many paramedics to obtain a baccalaureate degree in the EMS field to meet their career goal needs (*See Appendicie B and I*).

The UNM School of Medicine EMS Academy has the financial, material and personnel resources to successfully operate a baccalaurate degree program. (*See Resources, page 3, and Appendix H*).

The curriculum for the baccalaureate degree will combine the national standard clinical curricula for Emergency Medical Technician (EMT) training, Intermediate Life Support (ILS) training, and Paramedic training, as well as academic curriculum for EMS administration, education and research courses developed by the EMS Academy. (*See Forms, Part 4*). Three major concentrations are proposed: Clinical, Administration, and Education; and, minor concentrations will be available in the areas of Fire Suppression Sciences, Rescue, Wilderness Medicine and others.

PROJECTED REVENUES AND EXPENSES

Projected Annual Revenue

The average projected annual revenues to UNM from student tuition and course fees for the B.S. EMS program is approximately $60,000.

Projected Annual Direct Expenses

Personnel
  Salaries & Benefits
    Senior Program Director (.50 FTE) $30,000
    Medical Director (.10 FTE)   9,000
    Instructors (.20 FTE)   5,000
    Administrative Staff Support (.50 FTE)   5,000
  Guest Faculty   2,000
  Travel (recruitment, field supervision)   2,000
    In State   500
    Out-of-State   1,500
  Miscellaneous Materials and Services   3,000

  TOTAL $51,000

FACILITIES

EMS courses will be conducted at the EMS Academy, 2700 Yale SE, Albuquerque, The Academy has adequate classroom and laboratory facilities to conduct the program. Space will be allocated in coordination with the Advanced Life Support (**ALS**), Intermediate Life Support (**ILS**), and Basic Life Support (**BLS**) training programs. Clinical training and internships will be conducted at agencies under contract with the Academy.

Hospital clinical internship agreements are in place with UNMH, Presbyterian Hospital, St. Joseph Hospital and Lovelace Hospitals. Prehospital EMS agency preceptorship agreements are in place with Albuququerque Ambulance, Albuquerque Fire Department and Bernalillo County Fire departments.

Administrative Internships are proposed with the New Mexico State EMS Bureau, Santa Fe, the New Mexico State EMS Regional Offices, Albuquerque Fire Department, Albuquerque Ambulance, Rocky Mountain EMS and the Post Secondary Training Institutes and Paramedic Training Programs throughout the State of New Mexico.

JUSTIFICATION

The field of emergency medical services (EMS) in recent decades has grown into a complex major health care industry. In fact, the two largest EMS provider agencies in the nation each have annual revenues of approximately one billion dollars per year. The field of emergency medical services includes and interacts with a broad range of highly technical sub-specialties (*See Appendix F*). The need for professional EMS managers, educators and researchers has grown along with the technical and economic expansion of the field of EMS. A formal survey was conducted by the Academy to determine the level of interest in a baccalaureate degree program, as well as employment opportunities for graduates. The results of the survey are enclosed in Appendix E.

A list of universities and colleges in the United States which are currently offering baccalaureate and masters degrees in EMS is provided in Appendix H.

A bachelor of EMS offered at UNM will help the State of New Mexico to maintain its progressive, state-of-the-art emergency medical services system. EMS managers and educators of the future will need to be professionally educated to maintain competency in this ever expanding career field.

LONG RANGE IMPACT

A Bachelor of Science in EMS degree program has been a goal of the EMS Academy and the UNM School of Medicine for many years. The B.S. EMS degree is also a long range goal of the EMS community in New Mexico as stated in the EMS 2000/2005 Plan. The School of Medicine is committed to supporting the Bachelor of Science in EMS program and providing the necessary fiscal, material and instructional resources to assure the continual operation of a successful program.

APPENDIX A

Letter of Support from Paul Roth, MD, Dean of the UNM School of Medicine

APPENDIX B

Letters of Support for the UNM Bachelor of Science in EMS Degree Program

New Mexico Emergency Medical Services Bureau
New Mexico EMS State Advisory Committee
Ambulance Association of New Mexico
New Mexico Chapter of the American College of Emergency Physicians
New Mexico Nurses Association
UNM College of Nursing
New Mexico Joint Organization of Education
New Mexico DOH EMS Region I
New Mexico DOH EMS Region II
New Mexico DOH EMS Region III
Albuquerque Ambulance Service (2)
Albuquerque Fire Department
American Medical Response, Mid-Atlantic, Inc.
Clovis Fire Department & Emergency Medical Service
Clovis Community College
EmergiCare, Med Trans, Southern Division
Rocky Mountain EMS
Eastern New Mexico University
Mesa Technical College
UNM-Gallup
UNM-Los Alamos
UNM-Valencia
Valencia County Fire Marshal
Mosby LifeLine, Inc.

B.S. EMS Degree Curriculum

CORE REQUIREMENTS

First Year - First Semester

	Credits
EMS 101; Basic EMT	6
Math 120; Intro to Algebra, (Math 121*), or above	3
Engl 101; English Composition I, Exposition	3
Psych 105; Intro to Psych.	3
	15

First Year - Second Semester

EMS 120; Intro to EMS Systems	3
Bio 123L; General Biology (121L*)	4
Chem111L; General Chemistry (121L*)	4
Engl 102; English Composition II, Analysis & Argument	3
Humanities Elective	3
	17

Second Year - First Semester

EMS 201; Intermediate EMT	5
EMS 103; Rescue	1
Biol 237 & 247L; A & P	4
Math 145; Intro to Prob. & Stats.	3
C/J 130; Public Speaking	3
	16

Second Year - Second Semester

Biol 238 & 248L; A & P	4
Anthro 101; Intro to Anthropology	3
Engl 219; Technical Writing	3
Concentration Courses	6
	16

* indicates recommendations to those who are pursuing double clinical majors or EMS minor concentration, e.g., BSN with an EMS minor

Third Year - First Semester

EMS 301; EMS Pharmacology	1
EMS 302; Shock and Fluid Balance	3
EMS 303; Traumatic Emergencies	4
EMS 304; Respiratory Emergencies	4
EMS 305; Ob/Gyn Emergencies	1
EMS 308L; Paramedic Clinical I	3
	16

Third Year - Second Semester

EMS 306; Medical Emergencies	7
EMS 307; Pediatric Emergencies	3
EMS 309L; Paramedic Clinical II	3
EMS 401L; Parmedic Clinical Internship	5
	18

Fourth Year - First Semester

EMS 450; EMS Research & Analysis	3
Upper Level Concentration Courses	9
Elective	3
	15

Fourth Year - Second Semester

Upper Level Concentration Courses	12
Elective	3
	15

Total 128

CONCENTRATIONS

ADMINISTRATION

2nd year requirements:

MGT 113; Intro. Mngmt.	3
CS 150L; Comp. for Bus.	3
Total	6

4th year requirements:

MGT 101; Accounting	3
MGT 222; Intro Mktg	3
MGT 301 Computer systems	3
MGT 361; Org. Theory	3
EMS 420; EMS Admin.	3
EMS 430; EMS Mngmt. Internship	3
Approved Upper Level Elective Course	3
Total	21

EDUCATION:

2nds year requirements:

ET SCS 290; Foundations of Education	3
Humanities Elective	3
Total	6

4th year requirements:

TLT 421; Prod. &Utiliz. Instr. Mat.	3
TLT 466 Adult Learning	3
TLT 471; Designing Training	3
TLT 472; Training techniques	3
TLT 473; Measuring Performance	3
EMS 441; EMS Education	1
EMS 442; EMS Training Internship	5
Total	21

CLINICAL

2nd year requirements:

Bio 239, or (350L*); Micro	4
Approved EMS Elective	2
Total	6

4th year requirements:

EMS 403; Advanced Assessment	3
Upper level EMS Clinical Courses	12
Approved Electives	6
Total	21

B.S. EMS (No Concentration)

2nd year requirements:

Approved General Elective	3
EMS Elective	3
Total	6

4th year requirements:

EMS 403; Advanced Assessment	3
EMS 420; EMS Admin.	3
EMS 441; EMS Training & Ed.	1
Approved EMS Courses	6
Approved General Elecctives	8
Total	21

EMS Degree Program
Clinical Courses

CODE	TITLE	PREREQUISITES		CREDITS
EMS 101	EMT-Basic	None		6
EMS 102	EMT-Refresher	EMS 101	or equivalent	3
EMS 103	EMT-Rescue	EMS 101	"	2
EMS 104	Wilderness First Responder	None		3
EMS 105	Rope Rescue	None		2
EMS 201	ILS-Intermediate Life Support	EMS 101	"	5
EMS 202	Paramedic A & P	EMS 201	"	3
EMS 301	Prehospital Pharmacology	EMS 201, 202	"	1
EMS 302	Shock and Fluid Resuscitation	EMS 201, 202	"	4
EMS 303	Trauma Emergency Care	EMS 201, 202	"	4
EMS 304	Respiratory Emergency Care	EMS 201, 202	"	4
EMS 305	OB/Gyn Emergencies & Care	EMS 201, 202	"	4
EMS 306	Medical Emergencies	EMS 301-305	"	7
EMS 307	Pediatric Emergencies	EMS 301-305	"	3
EMS 308L	Paramedic Clinical I	EMS 301-305	"	3
EMS 309L	Paramedic Clinical II	EMS 301-307, 308L	"	3
EMS 401L	Paramedic Field Internship	EMS 309L		5
EMS 403	Advanced Assessment	EMS 306	"	3
EMS 404	Advanced Wound Management	EMS 306	"	1
EMS 405	Advanced Splinting	EMS 306	"	1
EMS 406	Mobile Intensive Care Paramedic	EMS 306	"	3
EMS 407	Aeromedical EMS	EMS 306	"	3
EMS 408L	Aeromedical EMS Clinical	EMS 407	"	3
EMS 409	Industrial Medical Service	EMS 306	"	3
EMS 410	Wilderness Medicine	EMS 101	"	3

EMS Administration Courses

EMS 120	Introduction to EMS	None	3
EMS 420	EMS Administration	EMS 120	3
EMS 430	EMS Management Internship	EMS 420	3
EMS 432	EMS Independent Study	EMS 120	1 - 4

EMS Education Courses

| EMS 441 | EMS Education & Training | EMS 120 | 1 |
| EMS 442 | EMS Education Internship | EMS 441 | 1 - 5 |

EMS Research, Literature & Writing Courses

EMS 151	EMS Journal Club	None	1
EMS 450	EMS Research & Analysis	Math 145 or 245	3
EMS 451	EMS Research & Publication	EMT 450	3

EMS Topics Course

| EMS 398 | EMS Topics | None | 1 - 3 |
| EMS 498 | EMS Topics | None | 1 - 3 |

EMS Problems Course

| EMS 399 | EMS Problems | None | 1 - 3 |
| EMS 499 | EMS Problems | None | 1 - 3 |

THE UNIVERSITY OF NEW MEXICO ♦ HEALTH SCIENCES CENTER
HEALTH SCIENCES CENTER LIBRARY

TO: Henry D. Shapiro, PhD, Chair
UNM Faculty Senate Curriculum Committee

FROM: Jon Eldredge, MLS, PhD, Chief, *Jon Eldredge*
Collections & Information Resources Development

RE: Form C: Bachelor of Science for Emergency Medical Services (EMS)

DATE: November 25, 1996

This memo addresses *all impact statements* that would normally appear on each Form B for the many new courses related to the proposed Bachelor of Science EMS Program.

The subjects covered in the Bachelor of Science EMS Program are already within the scope of HSC Library collections. At this stage in the planning process of an innovative and evolving program it is difficult to determine the depth of coverage we should add to our collections to serve this new program. With close communication between the faculty in this program and my office, I predict that the HSC Library will be able to serve the collection resources needs of students in this new program effectively.

Because the Vice President of the Health Sciences Center has provided the HSC Library with additional funds for the years ahead, and because of the present existence of bond monies available for book purchases, we can be fairly confident that the HSC Library collections will be complete enough to meet increased demand for the next few years.

At this stage in the planning process, it *appears* that the faculty who teach the following courses will need to be particularly aware of demands generated by their assignments, and for them to be in contact with me as these courses begin to assume greater definition:

EMS 120	Introduction to EMS
EMS 151	EMT Journal Club
EMS 307	Pediatric Emergencies
EMS 450	EMS Research and Analysis
EMS 451	EMS Research and Publication

By taking a proactive approach to ensuring the HSC Library owns all needed resources *prior to the beginning* of these courses, we will perform a valuable service for students.

J. Eldredge to H. Shapiro, November 25, 1996
Page Two

The only potential problems that I can possibly foresee in the period beyond the next three years might be: (1) dramatic inflationary increases in the cost of books and journals (the inflation rate has been in the range of 10-14% in recent years) that would reduce the effective purchasing power of our budget; (2) greater reliance upon electronic resources, which often have proven to be more expensive than print; and, (3) dramatic enlargement of the enrollment in this program.

Our awareness of these concerns will help ensure that these problems are avoided through our monitoring the overall situation and cooperating closely with one another.

The successful efforts of EMS Senior Program Director William Raynovich to keep me informed about the development of this new program deserves comment. During late spring 1996 he contacted me about this proposed new program. By June 6th, he had actually provided me with preliminary course outlines, and with a draft of the Bachelor of Science for EMS Degree proposal currently before the Curriculum Committee. This advance notice enabled me to assess the overall impact of this proposed program upon the HSC Library, an effort which served the interests of all involved parties.

Please do not hesitate to contact me at 277-0654, or via email jeldredg@biblio.unm.edu, if I can be of further assistance. Thank you.

CC: William Raynovich, MPH, Senior Program Director

**DEGREE/PROGRAM CHANGE
FORM C**

Date: ___9/12/96___

CIP CODE

Demetra Logothetis
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
for Academic Affairs

Interim Director   7-4513
(Title, position, telephone number)

Division of Dental Hygiene
(Department/Division/Program/Branch)
Department of Surgery

* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

This form is for __Bachelor of Science in Dental Hygiene__
Name of New or Existing Program

Undergraduate Degree Program   ☒

Graduate Degree Program   ☐
(For existing degree only)

This program is or would be located in current undergraduate/graduate catalog
on page(s) ___183-186___

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree __BS__ _Type_	☐ Undergraduate degree only	☒	☐	☐
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	☐

*See New Units policy _Guidelines_ book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached "Entry Level Bachelor of Science in Dental Hygiene Program"

Reason(s) for Request (attach additional sheets if necessary).

See attached proposal

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes____ No_X_
If yes, have you resolved these issues with department/branch involved? __N/A__ (attach statement)
Effective Date of Proposed Change: __Spring__, __1998__
Semester   _Year_

Required Signatures:		Date:
Department Chairperson	_[signature]_	11/6/96
Dean of Library Services (if necessary)	_[signature]_	11/8/96
CIRT (If necessary) N/A		Date:
College Curriculum Committee (If necessary)		Date:
College or School Faculty (If necessary)		Date:
College or School Dean/Director of Instruction	_[signature]_	Date:
FS Graduate Committee (If applicable)		Date:
FS Curricula Committee	_[signature]_	12/13/96
Assoc. Provost for Academic Affairs	_[signature]_	1/09/97
Faculty Senate		Date:

Received

Entered (Maintframe)

For Scheduling Office ONLY:

Entered (Catalog)

Mailed

HEALTH SCIENCES CENTER LIBRARY
THE UNIVERSITY OF NEW MEXICO

TO: Henry D. Shapiro, PhD, Chair
UNM Faculty Senate Curriculum Committee

FROM: Jon Eldredge, MLS, PhD, Chief, *Jon Eldredge*
Collections & Information Resources Development

RE: Division of Dental Hygiene: Form C for Degree Change

DATE: November 8, 1996

As explained by Demetra Logothetis in her presentation on October 31st before the School of Medicine faculty, this **Bachelor of Science in Dental Hygiene** degree simply acknowledges a curriculum already developed to meet necessary requirements.

My office has worked with the Dental Hygiene program since 1986. The teaching faculty in this program have been conscientious about communicating their library needs to me. Furthermore, they have appeared to be satisfied with our collections to date. Provided our budget can be expanded to account for inflationary price increases for journals and books to support Dental Hygiene subjects in the years ahead, I am confident we will continue to be able to endorse this new program.

Please contact me at 277-0654 or via email at jeldredg@biblio.unm.edu if I can be of further assistance. Thank you.

CC: Demetra Logothetis, RDH, MS

* The faculty of the Division of Dental Hygiene are proposing a revision of the optional BS program to an entry level BS program. First class matriculating spring 1998.

* The faculty of the Division of Dental Hygiene are proposing a deletion of the current associate degree program. Final class matriculating fall of 1997.

* Acceptance of entry level Bachelor of Science program will require no change to the current budget.

* During the transition phase, their will be no years deficient of a graduating class.

* In the past two years the Division of Dental Hygiene has reported a 100% matriculation from the Associate of Science Degree graduates to the Bachelor's program. In the past five years 85% of our ASDH students have completed the BS degree program.

* Approximately 90% of the ASDH graduates complete the Associate degree with over 128 credit hours, and need to return for an additional year to take the 12 hours of dental hygiene core courses to receive the BS degree.

* All graduates of the ASDH program complete their dental hygiene education with at least 97 credit hours due to the accreditation curricular requirements.

* Nationally, concerns have been raised about the degree of academic recognition awarded associate degree dental hygiene students commensurate with their level of education.

* The increase of baccalaureate prepared hygienists will increase the practice setting opportunities for dental hygienists in dentally underserved areas.

* Alternative practice settings are available for baccalaureate prepared hygienists including positions in PHS, IHS, long term care facilities, insurance companies and research and sales in private sector.

* The American Dental Hygienists' Association supports the Bachelor of Science Degree in dental hygiene as the entry level degree.

* The American Dental Association, Commission on Dental Accreditation and Dental Hygiene Standards, mandates coverage of the scientific discipline of dental hygiene typically lasting at least three academic years.

* The Council on Dental Education recently published a paper addressing the need to increase the supply of dental hygienists. The council states that one of the most compelling challenges of the 1990's is the ability to provide an adequate supply of dental hygienists with the ability to practice in all dental settings.

(100)

DEPARTMENT OF SURGERY
DIVISION OF DENTAL HYGIENE
SCHOOL OF MEDICINE

EXECUTIVE SUMMARY FOR ENTRY LEVEL BACHELOR OF SCIENCE
DEGREE IN DENTAL HYGIENE

PROGRAM DESCRIPTION

Currently the Division of Dental Hygiene offers two degree programs. An Associate of Science Degree in Dental Hygiene which is a three year 97 credit hour program. Following completion of this program students are eligible to receive a license to practice dental hygiene in a private dental practice. The second program, the degree completion program allows the associate prepared hygienist to complete his/her education and receive a baccalaureate degree. This program is an additional year for students who have completed an associate degree program. Alternative practice settings are available for baccalaureate prepared hygienists including positions in the Public Health Service, long term care facilities, Military Head Start Programs, Public Schools, insurance companies, research, and health care related sales..

The faculty of the Division of Dental Hygiene are proposing to revise its current baccalaureate degree by combining it with the existing associate degree program, thereby changing the program to an entry level baccalaureate program. The Division of Dental Hygiene will continue to offer the degree completion program to any associate prepared hygienist who is interested in continuing his/her education. The faculty are proposing this revision to make it more feasible for our students to receive a baccalaureate degree. For the past two years, 100% of our associate degree graduates have returned immediately following graduation to complete their baccalaureate degree. In the past five years an average of 85% of our ASDH graduates have completed the baccalaureate program. Approximately 90% of the ASDH graduates complete the Associate degree with over 128 credit hours, and need to return to our program for an additional year to take the 12 credit hours of the required dental hygiene baccalaureate core courses.

The budget and resources for the program will remain unchanged. Additional funds and resources for this program are not needed because the Division of Dental Hygiene currently offers a baccalaureate program.

CURRICULUM

The curriculum will include 130 credit hours of course work with 45 of these credit hours devoted to prerequisites, 9 credits hours of elective course work, and 76 hours of dental hygiene course work. Three new dental hygiene courses will be added to the curriculum: Special Patient Care in Dental Hygiene, Introduction to Dental Hygiene, and Dental Hygiene Board Review. These courses will be team taught by existing full time faculty.

New prerequisite courses added to the curriculum include; Intro to Prob & Stat (math 145)or Stat Princ (Psych 200), and Human Anatomy and Physiology 237/247L and 238/248L replacing Human Anatomy and Physiology 136. The program is structured to include 1 ½ years of prerequisites and 2 ½ years of professional dental hygiene coursework. During the transition phase, their will be no years deficient of a graduating class.

ADMISSIONS PROCEDURES

ADMISSIONS STATEMENT

Guidelines for individuals interested in the Bachelor of Science Degree Program in Dental Hygiene:

1. Application/Academic Credentials
    A. UNM Application: Students presently enrolled in a degree-seeking status at UNM need not reapply. All others must submit an application for admission to UNM.
    B. Application to the Division of Dental Hygiene must be completed and and submitted to the Division.
    C. Academic Credentials: Submit official transcripts from all previous institutions of higher education.

2. Admissibility to UNM as described in the Admission section of the UNM Catalog.

3. Completion of preprofessional curriculum. Courses in progress and those to be completed by August of the year in which application is made will be considered. Proof of successful completion of these courses must be submitted to the Division of Dental Hygiene at the end of each semester in which they are taken. An official, final transcript must be forwarded to both UNM Admissions and the Division of Dental Hygiene as soon as it becomes available.

4. Minimum overall grade-point average of 2.7 on a 4.0 scale. Courses with Pass/Fail (CR/NC) grading will not be considered for fulfillment of this requirement. All DH prerequisite courses must be taken for a letter grade.

5. All admissions documents (application, official transcripts, and other pertinent documents requested by the Division) must be received by September 15 of the year prior to desired admission.

6. Interested applicants may receive a more detailed brochure regarding Admissions policies and requirements by contacting the Division.

7. Interested applicants are strongly encouraged to attend one of the monthly

Advisement Sessions to learn more about the process.

ADMISSIONS CRITERIA
Weighting of admissions criteria:
Overall GPA - 15%
Prerequisite GPA - 35%
Science GPA - 40%
Dental related work experience - 10%
(Health related, but not dental related work experience - 5%)

** Please note: These weighting percentages are subject to variation from year to year as deemed appropriate by the Admissions Committee.

ACADEMIC PROMOTION

1. Completion of all required course work, maintaining an overall grade-point average of 2.0 or above.
2. Earn grades of C or better in all dental hygiene courses during all semesters of the required curriculum.
3. Unanimous recommendation for graduation by the full time faculty of the Division of Dental Hygiene, and the SOM.

DIVISION OF DENTAL HYGIENE
COMPARISON OF CURRENT AND REVISED CURRICULUM
FOR BACHELOR OF SCIENCE DEGREE IN DENTAL HYGIENE

Current Curriculum   **Revised Curriculum**

Semester 1

Freshman   **Freshman**

Engl 101	Comp. I Exposition	3		Engl 101	Comp. I: Exposition	3
Biol 121/L	Princ. of Biology	4		Biol 121/L	Princ of Biology/Lab	4
Chem 111/L	Elem of Gen Chem	4		Chem 111/L	Elem of Gen Chem/Lab	4
Psych 105	Gen Psych I	3		Psych 105	Gen Psych I	3
Soc 101	Intro to Soc	3				= 14
		= 17				

Double check if L or not

Semester 2

Eng 102	Comp II: Analys & Arg	3		Eng. 102	Comp II: Analy & Arg	3
Chem 212/L	Integ Org Chem &			Biol237/247L	Human Anat&Phys I/Lab	4
	Biochem	4		Chem 212L	Inte Org& Bio Chem	4
Biol 136	Hum Anat & Phys	3		C&J 221	Interpersonal Comm	3
C & J 221	Interpersonal Comm	3		Elective		3
Biol 239/L	Microbiology	4				= 17
		= 17				

Integ Org Chem + Bioch

Semester 3

Sophomore   **Sophomore**

D Hygn 201	Pre Clin DH Lect 2			Soc 101	Intro to Soc	3
D Hygn 202L	Pre Clin DH Lab 2			Biol 239/L	Microbiology/Health Sci./Lab	4
D Hygn 210	Head and Neck Anat	3		Nutr 244	Human Nutrition	3
D Hygn 211L	Tooth Morphology	2		Math 145	Int to Prob & Stat or	
D Hygn 212L	Oral Radiography I	3		Psych 200	Stat Princ	3
D Hygn 230	Preventive Dentistry I	2		Biol. 238/248L	Human Anat.&PhysII/Lab	4
D Hygn 235	Dent Office Emerg	1				= 17
D Hygn 250	Histology	2				
		= 17				

Semester 4

D Hygn 203	Clin DH I (Lecture)	2		D Hygn 205	Intro to Dental Hygiene	2
D Hygn 204L	Clin DH I (Lab)	3		D Hygn 210	Head & Neck Anat	3
D Hygn 240	Gen & Oral Pathology	3		D Hygn 211	Dental Anatomy	2
D Hygn 260	Pharm for D. Hygienist	3		D Hygn 250	Gen/Oral Histo&Embry	2
D Hygn 231	Prev. Dentistry II	1		2 Electives		6
D Hygn 407	Problems	1				= 15
Nutr 125	Intro Nutrition	3				
D Hygn 344	Special Topics (clinic)	2				
		= 18				

Only 3 hrs of P-ENP are allowed towards graduation

DENTAL HYGIENE CURRICULUM

Current Curriculum			**Revised Curriculum**		
			Semester 5		
Junior			**Junior**		
D Hygn 300	Clin DH II (Lecture)	2	D Hygn 301	Clinical DH Lec I	3
D Hygn 301L	Clin DH II (Lab)	3	D Hygn 302	Clinical DH I	2
D Hygn 322	Comm Dental Health	3	D Hygn 330	Dental Health Educ I	2
D Hygn 370	Periodontics	3	D Hygn 312	Dental Radiology/Lab	3
D Hygn 380	Infiltration & Reg. Anes	3	D Hygn 340	Gen & Oral Pathology	3
		= 14	D Hygn 335	Dental Off Emerg	2 = 15

			Semester 6		
D Hygn 302	Clin DH III Lect	2	D Hygn 303	Clinical DH Lec II	2
D Hygn 303L	Clin DH III Lab	4	D Hygn 304	Clinical DH II	3
D Hygn 320L	Exp Functions/Bio Mat	2	D Hygn 331	Dental Health Educ II	2
D Hygn 330	Dental Specialties	3	D Hygn 320	Dental BioMatls	2
D Hygn 340	Field Experience	1	D Hygn 360	Pharmacology	3
D Hygn 342	Ethics,Juris&Prac Mgm	2	D Hygn 370	Spec Pat Care in DH	2
		= 14			= 14

			Summer Semester		
D Hygn 440	St Teach	3	D Hygn 440	Extramural Exp.	6
D Hygn 400	Problems	2			= 6
Elective		3			
		= 8			

			Semester 7		
Senior			**Senior**		
D Hygn 400	Seminars	3	D Hygn 401	Clinical DH Lec III	2
D Hygn 440	St Teach/Fld Exp	3	D Hygn 402	Clinical DH III	3
(2) Electives		6	D Hygn 470	Perio I	3
		= 12	D Hygn 422	Dental Pub Health I	3
			D Hygn 400	Current Issues	3
			D Hygn 480	Loc Anes&Pain Control	3
					= 17

			Semester 8		
D Hygn 410	Research	3	D Hygn 403	Clinical DH Lec IV	2
D Hygn 407	Problems	3	D Hygn 404	Clinical DH IV	4
(2) Electives		6	D Hygn 475	Perio II	2
		= 12	D Hygn 442	Principles of Practice	2
			D Hygn 410	DH Research	3
			D Hygn 423	Dental Pub Health II	1
			D Hygn 450	DH Brd Rev	1
					= 15

TOTAL CREDITS		128	**TOTAL CREDITS**		130

DIVISION OF DENTAL HYGIENE
NEW CURRICULUM

COURSE ADDITIONS

Bio 237	Human Anat & Phys I	3 credit hours
Bio 238	Human Anat & Phys II	3 credit hours
Math 145	Int to Prob & Stat or	
Psych 200	Stat Princ	3 credit hours
D Hygn 205	Introduction to Dental Hygiene	2 credit hours
D Hygn 307	Special Patient Care in Dental Hygiene	2 credit hours
D Hygn 450	Dental Hygiene Board Review	1 credit hour

370

COURSE DELETIONS

Bio 136	Human Anat & Phys
D Hygn 330	Dental Specialties
D Hygn 344	Special Topics in Dental Hygiene
D Hygn 405	Research Methods

COURSE NAME & NUMBER CHANGES

Current Curriculum		Revised Curriculum	
D Hygn 201	Pre-Clinical DH	D Hygn 301	Clinical DH Lec I
D Hygn 202L	Pre-Clinical DH Lab	D Hygn 302	Clinical DH I
D Hygn 230	Preventive Dentistry I	D Hygn 330	Dent. Hlth. Educ. I
D Hygn 211L	Tooth Morphology	D Hygn 211	Dent. Anatomy
D Hygn 212	Oral Radiography	D Hygn 312	Dent. Radiology/Lab
D Hygn 250	Histology	D Hygn 250	Gen/Oral Hist&Emb
D Hygn 203	Clinical DH I	D Hygn 303	Clinical DH Lec II
D Hygn 204L	Clinical DH I	D Hygn 304	Clinical DH II
D Hygn 231	Prev. Dent. & Adv. Rad. proc	D Hygn 331	Dent. Hlth. Educ. II
D Hygn 235	Dental Office Emergencies	D Hygn 335	Dental Office Emergencies
D Hygn 240	General & Oral Pathology	D Hygn 340	General & Oral Pathology
D Hygn 260	Pharmacology for the Dental Hygienist	D Hygn 360	Pharmacology
D Hygn 320L	Exp. Func. & Bio-Matls.	D Hygn 320	Dental Bio Materials
D Hygn 300	Clinical DH II Lec	D Hygn 401	Clinical DH Lec III
D Hygn 301L	Clinical DH II Lab	D Hygn 402	Clinical DH III
D Hygn 370	Periodontics	D Hygn 470	Periodontology I
D Hygn 322	Community Dental Health	D Hygn 422	Dental Public Health I
D Hygn 400	Seminar	D Hygn 400	Current Issues
D Hygn 380	Infiltration & Regional Anesth.	D Hygn 480	Loc. Anest & Pain Control
D Hygn 302	Clinical DH III	D Hygn 403	Clinical DH Lec IV
D Hygn 303L	Clinical DH III Lab	D Hygn 404	Clinical DH IV
D Hygn 375	Clinical Periodontics	D Hygn 475	Periodontology II
D Hygn 410	Research Methods	D Hygn 410	DH Research Methodology
D Hygn 340	Community Experience	D Hygn 423	Dental Public Health. II
D Hygn 342	Ethics, Jur.& Pract.Mgmt.	D Hygn 442	Principles of Practice
D Hygn 440	St. Teach/Fld. Experience	D. Hygn 440	Extramural Experience

DEGREE/PROGRAM CHANGE
FORM C

Date: __November 12, 1996__

CIP CODE

__Kirsten Thomsen, PA-C__
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
for Academic Affairs

__Interim Director, 7-4623__
(Title, position, telephone number)
__Dept of Family & Community Medicine__
__Division of Family Medicine__
(Department/Division/Program/Branch)
PA Program/Main

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if neccessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

Mark appropriate Program:

Undergraduate Degree Program ☒

Graduate Degree Program ☐
(For existing degree only)

* **Plan for curricular process to take at least 12 months.**

This form is for ___Physician Assistant Program___
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) _____

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree __B.S.__ Type	☒ Undergraduate degree only	☐	☐	☐
Major	☐	☐	☐	☐
Minor	☐	☐	☐	☐
Concentration	☐	☐	☐	☐
Certificate	☐	☐	☐	☐
Emphasis	☐	☐	☐	☐
Department	☐ *	■	☐	☐

*See New Units policy *Guidelines* book
available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Physician Assistant   (see attached proposal)

Reason(s) for Request (attach additional sheets if necessary).

see attached

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes_____ No _X_
If yes, have you resolved these issues with department/branch involved?_____ (attach statement)
Effective Date of Proposed Change:_____Summer_____ , __1997__
                                         Semester   Year

Required Signatures:

Department Chairperson		Date: 11/13/96
Dean of Library Services (If necessary)		Date: 11-14-96
CIRT (If necessary)		Date: 11/15/96
College Curriculum Committee (If necessary)		Date:
College or School Faculty (If necessary)		Date:
College or School Dean/Director of Instruction		Date:
FS Graduate Committee (If applicable)		Date:
FS Curricula Committee		Date: 12/13/96
Assoc. Provost for Academic Affairs		Date: 1/09/97
Faculty Senate		Date:

The University
of New Mexico
Office of the
Registrar
(Revised 8/95)

DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE
PHYSICIAN ASSISTANT PROGRAM
SCHOOL OF MEDICINE

EXECUTIVE SUMMARY
FOR PROPOSED BACHELOR OF SCIENCE DEGREE
IN PHYSICIAN ASSISTANT STUDIES

PROGRAM OVERVIEW

**The mission of the proposed Physician Assistant Program is to educate physician
assistants to practice primary care in medically underserved, rural New Mexico.**

This is consistent with the wishes of New Mexico legislature.

The 1993 legislature responded to issues of health professional shortage areas in New
Mexico and maldistribution of physicians by having the Health Policy Commission, with
the Department of Health, conduct a state PA needs assessment. Issues of access to
primary care services, shortage of primary care providers, use of and need for physician
assistant services, barriers to optimal utilization of PA services and the feasibility of a
PA training program were considered.

Since 1994, the legislature has acted on the needs assessment report by appropriating a
total of $150,000 towards development of a PA program at UNM. The program start up
budget is $250,000 which includes additional budgetary assistance from the Dean of the
School of Medicine. The program proposes to accept approximately **8 to 12 students** to
what would be a highly competitive, rigorous academic program.

Over 2000 inquiries about the program, largely from New Mexico residents, have been
received by The University of New Mexico Department of Family and Community
Medicine, where the proposed program is academically administrated. Presently New
Mexico residents wishing to help meet health care services needs in the state, by becoming
a PA, must go out of state for their education. Statistics show this decreases the
possibility that they will return to work in New Mexico.

Program letters of support have been received from the New Mexico Academy of
Physician Assistants, the NM State Secretary of Health, Alex Valdez, NM Department of
Health, medical director, Norty Kalishman, MD, interim director of the College of
Nursing, Donea Shane, Ph.D., RN, New Mexico Primary Care Association, New Mexico
Health Resources, Inc., AHEC, among others.

CURRICULUM

The curriculum consists of 25 months of didactic and clinical instruction which includes clinical clerkships and a preceptorship to be completed primarily in rural , undeserved areas.

60 prerequisite credit hours include; biology with lab, chemistry with lab, human anatomy and physiology, psychology, college algebra, 2 expository writing courses, cross cultural course work, social science, humanities and multicultural courses. Highly recommended are; microbiology with lab, organic chemistry with lab, nutrition, computer skills, as well as, a minimum of 6 months clinical care or significant community care experience (such as Peace Corps or VISTA).

The applicant with a baccalaureate or graduate degree must complete designated core prerequisite courses, but may waive social science, humanities and multicultural prerequisites, thereby receiving, upon successful completion of the physician assistant education, a certificate of completion.

The professional curriculum is based on the principle of problem-based learning and includes 60 credit hours of course work. The clinical clerkships and preceptorship credit hours total 43. The complete PA program curriculum totals 163 credit hours.

Proposed faculty will include a medical director, plus 2.5 FTE's. Adjunct faculty, as well as members from various departments and faculty of the Health Sciences Center will provide instruction.

ADMISSIONS POLICY

The primary goal of The University of New Mexico Physician Assistant Program is to produce competent and humanistic physician assistants capable of pursuing a complete spectrum of medical careers as PAs. The educational program strives to imbue the PA student with a deep concern for continuing intellectual growth that will lead to a lifelong commitment to self-learning. To these ends, the admission process attempts to evaluate those qualities in the applicants which are fundamental to the making of a physician assistant of excellence.

Admission to the PA Program will be based on evaluation of those qualities of the applicant which are reflected in the program mission statement. In evaluating applicants for admission to the PA program five basic areas are considered: 1) the student's academic record; 2) personal record (life experiences including volunteer/work experience and community involvement; 3) letters of recommendation; 4) writing ability ; and 5) impressions gained from a personal interview.

An important non-performance factor in considering students for admission to the Physician Assistant Program is the residency status of the student. As a state-supported institution in a state with significant health care needs, the PA program feels strongly that the most of the accepted applicants should be residents of New Mexico.

It is recognized that the state has unique challenges in the delivery of health care, particularly in the distribution of health care personnel. The medical school and the PA program feel that they have an obligation to help meet the medical health provider needs of the state by selection of students who are likely to remain in or return to the areas in New Mexico needing health care professionals. Cognizance is also taken of attributes of

applicants which indicate a strong motivation to practice in medically underserved areas of the state.

Other applicant attributes that are viewed favorably by the committee include regional bilingual skills, computer skills, independent learning skills, demonstrated leadership abilities and evidence of social commitment.

ACADEMIC PROMOTION POLICY

Physician assistant students will adhere to the promotion policy for the School of Medicine, understanding that the fitness of a physician assistant student for promotion, for continuation as a student in the PA Studies Program, and for the graduation from the Physician assistant education program is the responsibility of the faculty. Where the policy refers to MD student it is understood that the policy applies to the PA student when appropriate. Phase I for the purposes of the physician assistant student will be understood to be the didactic phase, while Phase II will be understood to be the clinical clerkship and preceptorship clinical rotations phase. The six year exception rule does not apply to the PA student.

Scholastic Performance

Within the meaning of these guidelines, a course is defined as a subject listed in the catalogue under a specific name and number with a specific number of credit hours for which registration will be allowed. This includes the clinical clerkships and preceptorship rotations in the clinical phase of the PA education program. A grade of "C" or above represents acceptable professional work for the PA education program. A lesser grade is not acceptable.

Within the meaning of these guidelines, a grade of D, assigned after completion of the regular course term, will be considered to be a scholastically deficient grade. A grade of F, assigned after completion of the regular course term, will be considered a failing grade.

PA PROFESSIONAL CURRICULUM
University of New Mexico

Summer - 4 weeks			Credits
PAS	301	Foundations of Medical Science I	06
PAS	307	Clinical Seminar I	00
			06

Fall - 17 weeks

PAS	302	Foundations of Medical Science II		01
PAS	308	Clinical Seminar II		00
PAS	304	Introduction to Clinical Medicine I		
		Section 001	Foundations/Hematology	05
		Section 002	Musculoskeletal	03
		Section 003	Renal/Endocrinology	04
		Section 004	GI/Nutrition/Metabolism	07
				20

Spring - 17 weeks

PAS	303	Foundations of Medical Science III		01
PAS	309	Clinical Seminar III		00
PAS	305	Introduction to Clinical Medicine II		
		Section 005	Neuroscience/Psychiatry	09
		Section 006	Cardiovascular/Pulmonary	08
				18

Summer - 16 weeks

PAS	406	Introduction to Clinical Medicine III		
		Section 007	Hospital Orientation/Pharmacology	03
PAS	401	Clinical Clerkships		
		Section 001	Family Medicine	05
		Section 002	General Internal Medicine	05
				13

Fall - 15 weeks

PAS	407	Introduction to Clinical Medicine IV		
		Section 008	Molecular Genetics	03
		Section 009	Human Sexuality/Reproduction	04
		Section 010	Infectious Disease	05
		Section 011	Neoplasia	03
				15

PA Professional Curriculum continued

Spring - 18 weeks

PAS 401 Clinical Clerkships
		Section 003	Elective	
		Section 004	Emergency Medicine	04
		Section 005	Obstetrics/Gynecology	04
		Section 006	Pediatrics	04
		Section 007	Psychiatry	04
				04
				20

Summer - 12 weeks

PAS 401 Clinical Clerkships
		Section 008	Surgery	04
PAS	402	Primary Care Preceptorship		06
				10

Prerequisite Course Hours:	**60**
Professional Course Hours:	**62**
Clerkships and Preceptorships Hours:	**40**
Total Semester Hours:	**162**

TO: Henry D. Shapiro, PhD, Chair
            UNM Faculty Senate Curriculum Committee

FROM: Jon Eldredge, MLS, PhD, Chief, *Jon Eldredge*
            Collections & Information Resources Development

RE: Form C: Physician Assistant Program

DATE: November 14, 1996

This memo addresses *all impact statements* that would normally appear on each Form B for the many new courses related to the proposed Physician Assistant Program.

The curriculum for the Physician Assistant Program will run parallel to the UNM School of Medicine's undergraduate (i.e., M.D. degree) curriculum. PA Program students will attend the same lectures as medical students, although they will participate in their own tutorial sessions. A total of eight (8) new students will be enrolled in this program each year. Courses that are unique to the PA Program will focus upon subjects already covered by the School of Medicine curriculum or the curricula of other Health Sciences Center academic programs.

In other words, the subjects covered in the Physician Assistant Program are already within the scope of HSC Library collections. This program seems to lend greater emphasis to the etiologic, diagnostic, and patient education aspects of these subjects than, say, the undergraduate medical education curriculum. Again, these emphasized areas are well-represented in our collections.

Books appropriate to the needs of Physician Assistant Program students already have been ordered by the HSC Library. The Interim Director of the Physician Assistant Program, Kirsten Thomsen, and I are continuing to identify and develop a core collection intended to serve the specific needs of PA Program students. In conjunction with our Reserves Coordinator, James Perea, I also have developed a list of high-demand reserve texts of interest to medical students and of potential interest to PA Program students. Extra copies of these books have been purchased. The Physician Assistant Program also has made a long-term commitment to purchase the core journals for this profession for the HSC Library.

J. Eldredge to H. Shapiro, 11-14-96, Page Two

Normally, I would be concerned about these eight extra students creating an unhealthy competition with medical students for the same texts due to the high degree of overlap of the two curricula. Because the HSC administration has provided the HSC Library with additional funds for the years ahead and because of the present existence of bond monies available for book purchases, we can be fairly confident that the HSC Library collections will be complete enough to meet increased demand for the next three years.

The only potential problems that I can possibly foresee in the period beyond the next three years might be: (1) dramatic inflationary increases in the cost of books and journals (the inflation rate has been in the range of 10-14% in recent years) that would reduce the effective purchasing power of our budget; (2) greater reliance upon electronic resources, which have proven to be more expensive than print; (3) enlargement of the enrollment in the Physician Assistant Program; (4) greater competition among medical students and PA Program students, which neither the PA Program Interim Director nor I predict will even occur. Our awareness of these concerns now, however, will help ensure that these problems are avoided through our monitoring the overall situation and cooperating closely with one another.

Please do not hesitate to contact me at 277-0654, or via email jeldredg@biblio.unm.edu, if I can be of further assistance. Thank you.

CC: Paul B. Roth, MD, Dean of the UNM School of Medicine
               Kirsten Thomsen, PA-C, Interim Director, Physician Assistant Program

The University of New Mexico

Office of the Dean
College of Arts and Sciences
Albuquerque, NM 87131-1081
(505) 277-3046

TO: Bill Gordon, Provost and Vice President for Academic Affairs

FROM: Michael Fischer, Interim Dean, College of Arts and Sciences

DATE: November 12, 1996

SUBJECT: African-American Studies

After consulting with their faculty, the Chairs of the College of Arts and Sciences have voted to admit African-American Studies into the College, effective July 1, 1997. I have met with Shiame Okunor and conveyed this news to him.

Please advise us as to what needs to happen next. Thank you.

MF:blv

xc: Shiame Okunor, Director, African-American Studies
       Richard Holder, Associate Provost for Academic Affairs

Policy

Appointment and Continuation in Office of Departmental Chairpersons

Preamble: The following policy guidelines will be utilized for the appointment, periodic review, and terms of office of departmental chairs at the University of New Mexico unless a college faculty adopts a modified policy that would decrease the term by no more than one year.   All appointment policies will be in accordance with affirmative action guidelines.

1. Departmental chairs will normally serve terms of four years. Administrative equivalents at branch campuses will also serve terms of four years.

2. Terms of office may be renewable. Recommendations for both the initial appointments and reappointments to terms of office are to be made by the dean after consultation with departmental faculty and other such persons as he/she shall see fit. In the case of appointments to departments conducting graduate programs, consultation with the Associate Provost for Research/Dean of Graduate Studies will also be included. The consultation with departmental faculty shall include the taking of a vote by secret ballot on any potential appointment. A mandatory faculty evaluation in the third or penultimate year of the chairperson's term is required. Reappointment must also be subject to the stated willingness of the chairperson to continue in that position, the results of the evaluation in the third or penultimate year, and the willingness of the majority of the faculty, evidenced by secret ballot, to have the chair continue in office.

3. It shall be understood that a policy of terms of office for chairpersons does not abrogate the long-standing policy of the University that chairpersons serve in any college at the pleasure of the dean of that college. Additionally, a chair's appointment and continuing appointment occurs with the advice and consent of the faculty. This means, simply, that chairpersons may be replaced during a term of office; also, they may resign.

Explanation: As indicated in the preamble, any college may decide to decrease its term of office for chairpersons to three years.

Resolution of a disagreement:
In the case of a disagreement between the administration and the faculty a department, an amicable resolution of the problem will be negotiated. A chair serves at the pleasure of the dean, but a chair's appointment and continuing appointment occurs with the advice and consent of the faculty. A chair who has lost the confidence and support of his or her faculty can not provide the positive leadership needed by the department and college.

Approved by the Faculty Senate, April 14, 1992

Policy

Appointment and Continuation of Deans

The following policy guidelines will be utilized for the appointment, periodic review, and terms of office of Deans at the University of New Mexico. All appointment policies will be in accordance with affirmative action guidelines.

1. Deans will normally serve terms of five years. Administrative equivalents at branch campuses will also serve terms of five years.

2. Terms of office may be renewable. Recommendations for both the initial appointments and reappointments to terms of office are to be made by the Provost to the President and by the President to the Regents after consultation with departmental faculty and chairs, and other such persons as they shall see fit. The appointment of the Associate Provost for Research/Dean of Graduate Studies shall be recommended by the Provost to the President and by the President to the Regents after appropriate consultation with the Faculty Senate Graduate Committee, University Officers, the graduate faculty, and other interested persons. The consultation with college faculty and chairs shall include the taking of a vote by secret ballot on any potential appointment. A mandatory evaluation by faculty and chairs in the fourth year of the Dean's term is required. Reappointment must also be subject to the stated willingness of the Dean to continue in that position, the results of the evaluation in the fourth year, and the willingness of the faculty and chairs, evidenced by secret ballot, to have the Dean continue in office.

3. It shall be understood that a policy of terms of office for Deans does not abrogate the long-standing policy of the University that deans serve in any college at the pleasure of the Provost, and that a Dean's appointment and continuing appointment occurs with the advice and consent of the faculty and chairs of the college. This means, simply, that Deans may be replaced during a term of office; also, they may resign.

Resolution of a disagreement:
In the case of a disagreement between the administration and the faculty and chairs of a college, an amicable resolution of the problem will be negotiated. A dean serves at the pleasure of the Provost, but a Dean's appointment and continuing appointment occurs with the advice and consent of the faculty and chairs of the college. A Dean who has lost the confidence and support of his or her faculty and chairs can not provide the positive leadership needed by the college.

Approved by the Faculty Senate, April 14, 1992

The University of New Mexico

FACULTY SENATE

RESOLUTION

February 11, 1997

"**Whereas,** the institution of faculty tenure is the foundation of academic freedom in American higher education. Through faculty tenure, the kind of scholarship and cooperative teaching, for which American higher education is internationally known and respected, has been magnificently achieved and maintained in this century. Faculty tenure at the University of New Mexico, other public centers of higher education in New Mexico, and throughout America has come under ever-increasing scrutiny, and attempts at unqualified elimination have been made. Contemporary critiques of tenure appear less associated with ideological contentions and reflect an attitude where, largely because of declining financial resources, universal "downsizing" and changes in programmatic goals are commonplace.

And, whereas, the Faculty Senate of the University, recognizing these threats to academic freedom, has recently ratified a policy, subsequently modified and adopted by the Board of Regents, of regular post-tenure review of all faculty in an attempt to assure their viability as members of the academic community.

Therefore, be it resolved that the Faculty Senate of the University of New Mexico continue to recognize the importance of faculty tenure and request that the Administration and Board of Regents of the University publicly confirm their support for tenure at the University of New Mexico."

John W. Geissman
Leslie D. McFadden
Laura J. Crossey

Department of Earth & Planetary Sciences
University of New Mexico

Suggested changes to Revised Resolution on Faculty Tenure 2/11/97

Mel Yazawa, History Department

Whereas, faculty tenure is the foundation of academic freedom and ecxellence at American institutions of higher education,

And, whereas, encroachments upon tenure have proven historically to be detrimental both to civil liberties and the search for the truth,

And, whereas, experiments aimed at undermining tenure, however disguised or well intentioned, invariably have a negative effect on the reputation of the institution undergoing such experimentation,

Therefore, be it resolved that the Faculty Senate of the University of New Mexico reaffirm its commitment to the principle of the inviolability of faculty tenure and request that President Richard Peck without reservations reaffirm his commitment to the same.

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Helen Damico, English

John, how about third sentence last paragraph, . . . University take the lead nationally and . . .

4th sentence . . . tenure and academic freedom in the classroom . . .